

Piloting an intervention to counter child labour in one slum of Lahore, Punjab.

Good Practices

“You were born with potential. You were born with goodness and trust. You were born with ideals and dreams. You were born with greatness. You were born with wings. You are not meant for crawling, so don't. You have wings. Learn to use them and fly”

Rumi.



Celebrating Universal Children's Day 2016, an event jointly organized by Federal Ministry of Human Rights, NACG Pakistan, CRM, Solidar Switzerland, Plan International, in PNCA, Islamabad, Pakistan.



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A child labourer at work: mixing paint to design banners

A. Acknowledgements

This report tries to catch and describe the results of a very moving and inspiring adventure that three partners: Solidar Switzerland, Labour Education Foundation and Group Development Pakistan and many other stakeholders agreed to join, in 2014.

This was no easy task, many hurdles came in our way as the project intended to generate positive change in the middle of a challenging environment. The selected slum targeted vulnerable populations that had experienced abuse and exploitative labour generations after generations. Breaking such a cycle and initiating a transformative process demands determination, technicality but most of all, it requires patience humility, empathy and dedication.

Without all those qualities none of this would be presented to you.

We would like to express our deepest gratitude to the local, provincial and national authorities who agreed to give us a chance to make a difference. We salute the government school who made all possible efforts to welcome all child labourers in their premise, the civil society organisations such as SAHIL and Acid Survivors Foundation who never failed to help when we needed support for children and caregivers, CAN (Children Advocacy Networks) who also supported our advocacy and lobbying efforts, other networks such as National Action Coordination Group to eradicate Violence Against Children, Child Rights Movement, the volunteer doctors, the engaged media.

We would like to pay tribute to many others who are too numerous to be named and who occupy very special place in the heart of young citizens who have now understood that child labour is not a fatality.

Lastly, but most importantly, we would like to share how much we admire the parents, children and community members and young volunteers who altogether joined hands and decided to take up this formidable challenge: transform the paradigm of a small human group, talk about child rights, labour rights, gender equality, good parenting and state accountability and eventually extracted **185 children** out of child labour.

This report illustrates how synergies between state and non-state authorities can generate an impact, how heading towards the Sustainable Developmental Goals require collaboration, investment and will.

We hope that many other reports will follow this one with even more encouraging results to disseminate!

From the project team: Solidar, Labour Education Foundation, Group Development Pakistan



B. Acronyms

CEDAW: Convention on Eliminating all forms of Discrimination Against Women

GD Pak: Group Development Pakistan

CPP: Child Protection Policy

CSEA: Child Sexual Exploitation and Abuse

CSOs: Civil Society Organisations

ILO: International Labour Organisation

LEF : Labour Education Foundation

LSBE: Life Skills Based Education

NACG: National Action coordination Group to Eradicate Violence Against Children

NFE: Non Formal Education

PEF: Pakistan Education Foundation

SOPs: Standard Operating Procedures

UNCRC: United Nations Convention on the Rights of the Child



C. Executive Summary

When we talk about child labour in Pakistan, it is important to clarify that we refer to the fact of employing children for work in Pakistan, which causes mental, physical, moral and social harm to children. Pakistan has ratified the United Nation Convention on the Rights of the Child and its Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography, as well as the ILO conventions 138 and 182, CEDAW and ICCPR.

The Pakistani Constitution forbids the exploitation of children and guarantees the safety and equality of all its citizens, it also ensure free and compulsory education for all from 5 to 16 years of age. Additionally, several recent provincial laws have made education compulsory and free for all, whilst Children employment acts have been amended to protect some children under 14 years of age from labour. To date, however, 22.3 million children are still out of school in Pakistan and an estimated 12.5 million¹ are still engaged in labour.

The intervention whose outcomes are described later on tried to address this situation by piloting a model of transition to counter child labour and eventually foster the enforcement of child rights in Pakistan. The model was beneficiary focused, relied on local realities, engaged everyone and ensured inclusion and meaningful participation of all.

More precisely, *“Piloting an intervention to counter child labour in one slum of Lahore, Punjab”* is a tripartite project between Solidar Switzerland, Labour Education Foundation (LEF) and Group Development Pakistan (GD Pak), which started in October 2014, located in Lahore, Punjab. LEF has been working as an implementing partner, GD Pakistan has been providing technical support while Solidar has been responsible for monitoring and supervising the action. The overall objective of the project aimed to counter child labour and initiate a model of community-based transition from child labour to decent work. The specific expected outcomes to achieve this goal were the following:

- The rights of child labourers are recognised and better protected by community members;
- Child labourers are better protected through services offered by partners;
- A referral mechanism is established between state and non-state actors to contribute to countering child labour through education;
- A documented pilot initiative to counter child labour in a slum in Lahore is available for capitalization

Overall, it achieved the following: out of this little slum in Lahore, **238** child labourers were mainstreamed into education (111 in government schools, 28 in NFE centres, 99 in private schools following the PEF system), whilst **185** children (102 girls and 83 boys) were totally extracted from labour. 208 parents of child laborers received socio-economic support. Several parents who were child labourers themselves have now understood the importance of education and have turned into agents of change, ready to sensitise their peers and speak publicly to stop child labour. They accept to share their own experience and present this transformative process, as well as its limit and challenges. Additionally children have gained knowledge and skills on how to better protect themselves from violence, along with numeracy and literacy skills. This next generation will hopefully contributes to making the better Pakistan we all dream of. As for employers and community members, especially youth, they are progressively realising that by improving child rights, a whole new society can be envisaged, for themselves and for others.

In fact, this report aims to present in a simple, user-friendly manner, how the results achieved during the intervention contributed to generating certain impacts. It is based on a cognitive approach so that further efforts to eradicate child labour can subsequently be replicated, adjusted, up-scaled, in the best interest of the children of Pakistan.

¹ <https://www.dawn.com/news/1264451>

D. Presentation of the intervention

As mentioned earlier, the intervention aimed to counter child labour and initiate a model of community-based transition from child labour to decent work. In order to achieve this, it planned to ensure that:

- The rights of child labourers are recognised and better protected by community members;
- Child labourers are better protected through services offered by partners;
- A referral mechanism is established between state and non-state actors to contribute to countering child labour through education;
- A documented pilot initiative to counter child labour in a slum in Lahore is available for capitalization

To this effect, the execution of the pilot initiative was articulated around four interconnected main axes:

- 1) Community mobilisation
- 2) Provision of support services to child labourers
- 3) Socio-economic support to parents of child labourers
- 4) Connecting people to people

It lasted 33 months, from September 2014 till May 2017 and was located in Ahmad town, Lahore.

The examples of good practices that this report presents are linked to those four axes. Those good practices could not have been identified without a previous analysis based on beneficiaries and partners' feedback and on the database that was maintained during the project.

The findings are listed in the table below:

Topics	Lessons learnt
Awareness	<ul style="list-style-type: none">• Organizing, mobilising and engaging COMMITTEES is effective. It allows peer to peer sensitization; language as well as social barriers to convey a message are overcome more easily through this process. Mothers shared: "we did not know how to talk about these things, we did not know where to go, but thanks to the committee and to the NFE centers now we can ask what to do if our child is in danger"; "thanks to the committee I have now understood that I should not get my daughter married so early".• Community events help raising awareness but must be consolidated by regular meetings with various committees.• The same lessons were identified by some Indian activists and shared during a SAARC (South Asian Association for Regional Cooperation) regional event on 8.7 alliance, organized by South Asian Initiative to Eradicate Violence Against Children (SAIEVAC), a SAARC apex body.• In addition to poverty, mindset is a key root cause of child labour: many parents were child labourers themselves and genuinely believe that getting a child to work is acceptable and will actually help them in future. Some parents even believe that the child will learn more at work than in school. A systemic replication pattern must be addressed to counter child labour, one employer said: "I was a child labourer, I now employ children, they will do like me, they will learn".• Dividends of education must be discussed between employers, parents and children: it helps motivate parents and children to access education• Awareness sessions on child rights, child labour and safety and hygiene are important to improve children's life; parents and children demonstrate a more child sensitive behaviour after attending sessions.

	<ul style="list-style-type: none"> Committee members are poor and cannot always afford to meet as frequently as project partners wish
Education	<ul style="list-style-type: none"> Committees possess local knowledge and can propose solutions/actions that suit their realities: children committees suggested that an evening shift should be organized in public government schools to avoid drop out of children who could not totally abandon work due to financial constraints. Non formal education (NFE) prior to formal education for child labourers is effective to increase literacy and numeracy skills and to enable mainstreaming of child labourers in government formal schools. Lessons planning is a skill that most teachers lack; when lesson planning capacities and tools are provided to teachers they feel more comfortable in the class and so do children. This results in improving school attendance, no usage of corporal punishment, Learning through playing is highly effective to transfer life skills to children Physical transformation of the educational environment (NFE center, school) plays a crucial role to attract and retain children: when NFE centers or schools are decorated in a child friendly manner, children come willingly to learn and motivate other peers to access education. Corporal punishment and violent, humiliating behavior from teachers is a key element in children dropping out of school Parental Financial Constraint are the main drivers of child labour: several children had to drop school since parents could not pay for books, uniforms and shoes. "Free" education is still a myth and the yearly cost of educating a child (approximately 15000 Rs) must be compensated by a stipend, a decent income for parents (execution of legal minimum wage).² SRHR is critical to counter child labour Parents lack confidence in government schools High unemployment rate among youth with diploma feeds child labour; some parents stated: at least if you work, you learn a skill and you can always find a job". When the local sufi notion of LOVE is introduced as a driving value among the teaching staff, then corporal punishment or abusive behavior decreases or disappears even. Illiterate parents admire their children writing and reading skills
Participatory processes	<ul style="list-style-type: none"> Committees are crucial source of information for effective MEAL: they describe challenges during the intervention and also have the capacities to design remedies The more solutions coming from committees are put in place and worked upon, the more attendance and involvement, engagement of committee members is ensured. However, regular attendance of committee members remain a challenge as they are all working. Involving children in community events and in discussion helps motivate parents to let them go to school When children voice out their concern publicly, policy and law makers are more responsive Stakeholders are afraid of involving child beneficiaries in their advocacy activities and in decisions making processes, they lack capacity to do so. Interfaces between community and local authorities enable identification of solutions and quicker action Gender discrimination and lack of agency contributes to child labour especially for girls

² <https://twitter.com/AlifAilaan/status/819841995875024896>

Capacity building	<ul style="list-style-type: none"> • Capacity building of teachers enables child friendly non-violent transfer of skills and knowledge • NFE centers supported by government require capacity building for their staff but some of the teachers are reluctant to accept this: bad governance issue relating to NFE schools supported by the government are also contributing to children dropping out of school. • On-going technical supervision and mentoring of teachers results in effective education service delivery for children • Teachers need to be respected and listened. The concept of learning through mistakes must also be promoted along with the principle of critical review to learn and improve.
Child Protection/child rights	<ul style="list-style-type: none"> • Child Labour is a form of violence against children which intersects with other forms of violence such as physical abuse, sexual abuse, internal trafficking, torture, domestic and gender based violence. • Parents and children are afraid of complaining and prosecuting as they do not believe in any justice system due to prevalent immunity and total lack of support and protection mechanism OR because parents are involved in this form of violence. • Parents and children need psycho-social support and social workers whom they can trust and speak to • Corporal punishment is a big fear among child labourers • Girls sent to work as domestic workers are often internally trafficked and are actually used as modern slaves: they often work for an advance given to the parents and do not exercise any of their fundamental right.³ • Child labour facilitates child marriage: when girls are not at school and are perceived as “well trained” they are considered valuable and are married earlier to help in domestic chores or contribute to their husband’s family income. • Gender discrimination puts both boys and girls in a highly vulnerable situation: a) boys are seen as bread earners/providers and are denied their right to be children and sent outside to work in small or big factories with no supervision or protection. They are highly vulnerable to sexual abuse and exploitation b) girls are usually kept home once they reach puberty and are exploited to work as a home based workers or are overloaded with domestic chores. They are not part of the decision making process and have no recourse when they face violence. • Children are keen and effective in devising and executing self-protective measures when they are equipped with knowledge • Children demand and like being protected and feeling safe • Children are extremely effective in teaching their peers how to protect themselves • The presence and participatory development of a child protection policy transforms staff behavior: they can relate and connect to children’s world more easily after that. • Caregivers are happier when they feel they can protect children • The notion of safety will influence the level of school drop out • Games and tools introduced in this project have been effective to increase community safety nets for children and people knowledge on child protection and child rights
Linkage	<ul style="list-style-type: none"> • Linkage with local school authorities have been effective for retention of children who were mainstreamed

³ The project did not come upon girls beneficiaries facing such situations but “stories “ were mentioned during discussions with community members

	<ul style="list-style-type: none"> • Also useful for sustainability of the project: children will be in school beyond the project life and capacities acquired by the school staff will remain with teachers after the project ends. • Linkage with Civil society and medical private institutions useful for providing free legal, psycho-social support, medical support, and refreshers on child rights and child protection • Linkage with civil society networks useful to promote legal and policy reform and disseminate evidence • Linkage with NCHR, and ministry of human rights and prominent child rights activists is crucial for reactive response to child abuse.
Law and policy reform	<ul style="list-style-type: none"> • Using child protection and child rights networks foster positive pressure and results in legal reforms • Child participation in advocacy and policy reform is empowering for children and increases positive pressure on law and policy makers • “Case tests” in high judiciary can trigger legal reform and set historical jurisprudence (suo moto notices by SC in the context of Pakistan) • Social media effective for redressing justice and advocacy and lobbying • Linkage with national commission on Human rights effective for legal and policy reform along with examples of good practice • Positive communication with duty bearers works better than attacking and confronting

Who were the beneficiaries?

400 child labourers

200 parents of child labourers

5'050 community members

10 staff members from one government school

100 employers

Sate actors

Civil Society Organisations (CSOs)

E. Identified good practices

This report is not a scientific academic document; it is a structured and pedagogical tool that is designed to help practitioners, volunteers, donors, media and government departments to understand what processes have been followed to counter child labour, how it has succeeded and why, so that they can use those examples to develop other actions to counter child abuse and child labour in particular.

It is pertinent to mention that for this intervention, Solidar Switzerland and its implementing partners and the beneficiaries have retained the following criteria to define a good practice:

- A practice that “makes beneficiaries feel good”: self-fulfillment
- A practice “which benefits the community”: the positive change/impact it creates
- A practice that is not too expensive and that continues when “you people are gone”: sustainability and/or affordability
- A practice “that can help others”: replicability

Those identified good practices have been identified around the four axes of intervention that were previously mentioned in this report. They are presented in a summarized and simple manner here below:

1) Community mobilization

Good practice 1	
Engagement of community members via committees to counter child labour: parents	
Process	<ul style="list-style-type: none">• Recruitment of the field workers from the targeted community• Training of field workers and LEF staff on mapping methodology, child rights, positive communication• Mapping of child labourers in the targeted areas by field team• Field team Reaching out to parents of those identified child labourers• Sensitisation of parents on child rights, importance of education, labour laws• Establishment of a parents committee (2 committees of 10 parents per year)• Mobilisation and engagement of those committees• Follow up via monthly meetings• Refreshers on child rights when required
Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none">• Parents members of the committee feel acknowledged by their peers• Happy to learn and contribute to a positive change for their community• Parents increase their self-esteem and their self confidence
Positive change	<ul style="list-style-type: none">• Increasing number of parents (including committee members) agreeing to send their children to NFE centers, then to formal schools”before• Improvement in good parenting: less corporal punishment, less interpersonal violence at home, more interest in following up the children’s studies• Shift towards a more child friendly education and behavior• Reinforcement of a solidarity and safety net for children• Increased participation and visibility of women in the decision making process and in the community life
Sustainability	<ul style="list-style-type: none">• Knowledge gained remained with those community members

	<ul style="list-style-type: none"> Engagement with peers to promote child education and counter child labour remains after the project (even at an individual level) Meeting can be held within community members' home, or community space, low cost activity Positive results encourages people to maintain their engagement
Replicability	<ul style="list-style-type: none"> Relies on indigenous practices and local human resources, can be replicated in other communities with gender sensitive adjustments Process can apply to engage parents in other issues relating to their child or their community
Quote	"Before the meetings, I did not know that marrying my daughter so young was dangerous for her health, now I know and I will wait".

Good practice 2	
Engagement of community members via committees to counter child labour: children	
Process	<ul style="list-style-type: none"> Child labourers attend the NFE centers established by the project Children sensitised on child rights, child protection, labour laws Children committees established via elections by children in the NFE centers (call for volunteers and elections), in line with CPP Mobilization, engagement Follow up via monthly meetings
Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none"> Children feel acknowledged and gain self-confidence, self esteem Realization of an empowering process Decrease in stress and anxiety Happy to contribute to the betterment of their family, community Feeling closer to "normal" children who have a more privileged life Able to dream and hope again (less depression, capacity to project him/herself
Positive change	<ul style="list-style-type: none"> Increasing number of children quitting labour and accessing education More participation of children in the decision making process and in the community life (children convincing parents to send their children to the NFE or at school) Children facing and perpetuating less interpersonal violence Increased awareness on child rights Increased involvement of parents (mothers especially) in their child's activities and work to protect them Increased awareness on gender equality and child rights, child protection
Sustainability	<ul style="list-style-type: none"> Acquired skills and knowledge remain with targeted children Instilled positive citizenry which will continue beyond the project Meeting can also be organized easily in community household, or community public spaces or in schools Children trust other children
Replicability	<ul style="list-style-type: none"> Relies on indigenous practices and local human resources, can be replicated in other communities with gender sensitive adjustments Process can apply to engage children in other issues relating to their child or their community provided CPP is in place and implemented
Quotes	"I am really happy that I met LEF team, they gave me a second chance and now I can help my parents in a better way, I want to become an engineer"

	<p>"You are talking about child labour, but ask all those parents who are all here, why are they forcing us to work, why are they not sending us to school?"</p> <p>"My mum and I we went and talk to the girl's parents, we explained that it was not fair that she should let her come to the NFE center; it is safe and teachers are good there".</p>
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Good practice 3	
Engagement of community members via committees to counter child labour: employers	
Process	<ul style="list-style-type: none"> • Recruitment of the field workers from the targeted community • Training of field workers and LEF staff on mapping methodology, child rights, positive communication • Mapping of child labourers and employers in the targeted areas by field team • Field team Reaching out to employers of those identified child labourers • Sensitisation of employers on child rights, importance of education, labour laws • Establishment of an employer committee (2 committees of 10 parents per year) • Mobilisation and engagement of those committees • Follow up via monthly meetings • Refreshers on child rights when required
Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none"> • Happy to contribute to a better life for the children of their community (small employers only) • Discovering that their children do not have to follow their steps and can do better • Acknowledged in a positive manner within their community and by media and civil society
Positive change	<ul style="list-style-type: none"> • Increased number of children quitting labour and accessing education • Better utilization of first aid kit in case of accident • Progressive shift towards hiring adults and not children • Increased ability to discuss a problem in a non-violent manner • Reduction in interpersonal violence & corporal punishment
Sustainability	<ul style="list-style-type: none"> • Engaged employers retain acquired skills and knowledge • Meetings can be organized in community spaces, low cost • Investment of hiring an adult remains feasible and does not threaten the existence of the business • Employers trust other employers better
Replicability	<ul style="list-style-type: none"> • Indigenous process that can be applied to address other issues, with gender sensitive adjustments in some other communities
Quote	<p>"I was a child labourer and I learnt a lot even if I did not go to school, but now I understand that it is better to send children to school. We were different, times have changed now. I will try to contribute, if I can make a difference why not?"</p>

2) Provision of support services to child labourers

Good practice 4	
Establishing NFE centers	
Process	<ul style="list-style-type: none"> • Sensitisation of community members and local administration • Training of field workers and LEF staff on mapping methodology, child rights, positive communication • Mapping of child labourers in the targeted areas by field team • Establishment of NFE centers in accessible areas where child labour is prevalent • Enrollment of child labourers in the NFE centers • Provision of NFE and LSBE • Mainstreaming in formal government schools, private schools (PEF model), NFE centers • Follow up
Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none"> • Children are given a chance to become and behave children again • Increased self-confidence and self-esteem • Feeling more “normal” like other privileged children • Feeling empowered through acquired skills and knowledge • Recognized as a positively valued family and community member
Positive change	<ul style="list-style-type: none"> • Increased number of children quitting labour • Increased number of children working less and accessing education • Less interpersonal violence • Improvement in life skill such as self-protection, hygiene, labour laws, child rights, gender equality, saving money • Improved cognitive skills • Increased participation • Increased playful interaction with parents • Increased feeling of safety and decreasing in anxiety
Sustainability	<ul style="list-style-type: none"> • Skills and knowledge will be retained by targeted children • Model once documented can be taken by government authorities or other interventions from the civil society • Modest investment compared to the cost of child labour in the overall society • Key element of the SDGs that the government must support
Replicability	<ul style="list-style-type: none"> • Indigenous practices that can be easily transferred to other local set up especially those ran by the government
Quotes	“ I like the NFE centre, all schools should be like that, teachers are nice here, they help you, they do not scold or humiliate you”

Good practice 5	
Capacity building of teachers by GD Pakistan	
Process	<ul style="list-style-type: none"> • Need assessment • Development/adjustment of training tools • Delivery of training on child rights, child protection, teaching methodology (lessons planning, cognitive behavior, positive disciplining) and on psycho-social support, database management

	<ul style="list-style-type: none"> • Introduction of LSBE tools: Aflatoon, Meri Ifazzat, first aid in burns, bank of creative ideas, knowledge treasure, Malamaal. • Caregiver empowerment program • Mentoring: follow up of delivered training through regular visits and class observation, tutoring and debriefing, on job training and refreshers, participatory SWOT analysis
Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none"> • Teachers feel acknowledged, encouraged and secure • Increased self-esteem and self confidence • Demystification of the notion of mistake, which is presented as part of the learning process • Happy to contribute to a positive change at community level • Increased positive social standing • Decreased stress and aggressiveness and depression
Positive change	<ul style="list-style-type: none"> • Increased comfort while delivering NFE sessions • Better quality teaching (increased number of children mainstreamed in the formal school) • Decreased interpersonal violence, including corporal punishment • Increased awareness on child rights and gender equality • Increased positive interaction with parents of targeted children • Increased motivation to learn and capacity to identify challenges and develop solutions • Enhanced capacities is an asset to access better employment opportunities • Increased capacity to measure progress of an educational and child rights intervention
Sustainability	<ul style="list-style-type: none"> • Teachers retain and can transmit acquired skills and knowledge beyond the project life • Education is a key element in the SDGs and in vision 2025
Replicability	<ul style="list-style-type: none"> • Indigenous practices relying on local resources • Replication feasible at a reasonable cost through mainstreaming in government structures. • Utilization of local poetical, cultural, literary references: placing LOVE (for humanity (a local sufi concept) at the center of the training approach
Quote	“ Before this training, I was afraid of my mistake, now I can talk about it and I know the trainer will help me”

Good practice 6	
Transforming the school environment	
Process	<ul style="list-style-type: none"> • Need assessment • Preparation of the transformation programme in collaboration with children, teachers, government authorities, staff • Transformation of the physical environment of the NFE centers and the government school: painting, cleaning, drawings, child friendly posters • Development of a CPP • Development of SOPs • Training on SOPs • Execution of SOPs in NFE centers • Training of government school staff on child rights and child protection • Follow up

Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none"> • Children, parents and teachers are happy to attend the NFE center and discuss with each other • Increased self-esteem and confidence among all those stakeholders • Decreased stress
Positive change	<ul style="list-style-type: none"> • Transformed perception of education that is perceived as something that can be fun and conducive • Increased level of comfort of teachers, parents and children that leads to a relatively low dropout rate (around 17%) • Linkage between NFE and FE set up which facilitates the transition of marginalized children into the mainstream educational system • Appearance of a community based safety net for children within the educational environment
Sustainability	<ul style="list-style-type: none"> • Acquired skills and knowledge retained by targeted beneficiaries beyond the project life • Model documented
Replicability	<ul style="list-style-type: none"> • Indigenous practices owned by local human resources • Utilization of local poetical, cultural, literary references
Quotes	<p>"I like the NFE center, I can tell a secret and it will not be repeated. Teachers can help", "I wish all schools were like this!", "I Like the NFE center because it is fun and pretty".</p>

3) Socio-economic support to parents of child labourers

Good practice 7	
Skills assessment and training on business plan	
Process	<ul style="list-style-type: none"> • Training of field team on mapping methodology • Mapping of parents of child labourers who were sent to NFE centers/schools • Training of field team on skill assessment • Skill assessment of targeted parents by the field team • Recruitment of a consultant • Training on business development of targeted parents by the consultant • Development of business development plans by targeted parents in collaboration with project team • Follow up
Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none"> • Increased in self- confidence and self-esteem of targeted parents • Increased psycho-social well being
Positive change	<ul style="list-style-type: none"> • Increased number of children retained in educational set up • Increased number of parents setting up their business with or without the middle man • Improved understanding of the market dynamics and access points • Increased income allows children retention in the educational set up • Increased participation of women in the economic sphere and decision making process • Proactive role of women (especially mothers)
Sustainability	<ul style="list-style-type: none"> • Economic empowerment contributes to sustaining the action

	<ul style="list-style-type: none"> Acquired skills and knowledge are retained with targeted
Replicability	<ul style="list-style-type: none"> Indigenous practices and resources that fit into the local context
Quotes	"I will fight for my children's education, I do not want to have the same life as I did"

4) Connecting people to people

Good practice 8	
Community events/advocacy and lobbying	
Process	<ul style="list-style-type: none"> Sensitisation of parents, children, teachers and community members on child rights, labour rights and right to education Celebration of universal children day, labour day, other national and international days
Why a good practice?	
Self-fulfilment	<ul style="list-style-type: none"> Community members feel acknowledged in their status of respected citizen of the country Increased self-confidence and self esteem
Positive change	<ul style="list-style-type: none"> Increased dialogue between policy makers, government representatives, law makers, civil society, media and children Increased positive citizenry Legal and policy reform to ban child labour and promote education (enactment of laws, funds allocation to support programs, action from parliamentary committees to promote further legal and policy reform) Increased mobilization from civil society and media to counter child labour and promote education for all Development of a referral mechanism to provide support to children
Sustainability	<ul style="list-style-type: none"> Movement is still active to counter child labour, beyond the project life Acquired skills and knowledge retained Sustained laws and programmes from the government Documented positive results shared with government and other stakeholders for replication or up-scaling
Replicability	<ul style="list-style-type: none"> Indigenous processes relying on local realities and actors
Quotes	"We are not tired, we will keep on fighting to stop child labour" (CS activists), Chief Justice of Pakistan : "even if there is now adequate law, the constitution order us to protect our children"

F. Challenges and Recommendations

Despite the good practices summarized above, some challenges remain and must be taken into consideration while replicating or up-scaling such an intervention

- Inequalities: more than poverty as such, the real barrier for children to attend school relies on socio-economic differences, the gender they belong to, the religious minority they come from, the fact that they are in a displaced or refugee situation due to conflict, natural disasters, etc...
- Patriarchal and feudal mindsets still largely prevail in Pakistan and too many citizens are actually given the possibility to exploit children and adults in contravention with the law and in total impunity
- Women and especially mothers and girls have demonstrated outstanding pro-activeness to protect children and promote their access to education, but the gender barriers they have to face in terms of mobility,

sexuality and decision making processes often reduce their capacity to foster education for all, especially for girls.

- Insufficient budget allocation and inadequate utilization of allocated resources hamper the battle against child labour
- Lack of conceptual and technical capacities to understand the dividends of promoting child rights and labour rights to achieve a prosperous Pakistan

Consequently:

- Economic empowerment is crucial to counter child labour
- Laws and policies must be amended to ban ALL forms of child labour everywhere in the country till 16 years of age in order to be aligned with article 25-A of the Pakistani constitution
- Any form of Violence Against Children (VAC) must be made a non-bailable, non-compoundable crime
- Prevention of VAC must constitute a national strategic priority
- Watch dog bodies to protect human rights must be established in all provinces of the country and must coordinate between each other to monitor proper execution of law and enforcement of child rights
- Public and private partnership is essential to counter child labour and promote education for all
- Amend educational syllabus to promote human rights, peace, gender equality and positive citizenry
- Sensitise donors on the need to support and capitalise upon successful local models to address human rights issues rather than importing external models
- Share and disseminate good practices at national and regional levels and use those to develop policy frameworks
- Foster child participation and women's empowerment to foster human rights

G. Case Studies

Case Study #1

Manzoor⁴ is a 9 years old boy who is the third child among 5 siblings. His father works as a loader while his mother makes necklaces and hair bands as a home based worker. When the project started, Manzoor had never been to school, like his parents; he helped his mother in her work to generate additional financial support.

In March 2015 a field worker from LEF visited his home and talked to him, his siblings and his parents about the importance of education and the existence of an NFE center that would welcome the children for free. Manzoor was very motivated to go to the NFE center established by the pilot project but his parents refused, stating that they needed him to work so that they could survive. After several visits from the field officer to his family and many discussions on what a child needed to grow, gets a better life and be happy, his parents agreed that Manzoor could work less and attend the NFE center.

Manzoor was delighted, but he had not imagined how difficult starting non formal education would be. In the beginning, he felt ashamed as he could not even hold the pencil properly. However, with the teacher's encouraging support, Manzoor remained determined and eventually started learning Urdu and Mathematics. He liked discovering new skills such as how to save money, how he could protect himself from various abuse and help others. He also discovered that, as per law, he was not supposed to work but study in school.

The field worker kept on visiting his parents and shared his school progress and the he noticed: instead of asking about his work, his parents started asking him about his marks his day in the NFE center. His parents even came to

⁴ The real name of the child is not mentioned due to ethical considerations.

visit the NFE center and were very impressed. The big day arrived, and the teacher announced that he would take hi, and other students to the government school to take an admission test: he passed the test with very good marks and got admitted in class one.

Manzoor liked being at school, the teacher did not teach the same way than in the NFE center, but he liked that NFE teachers were always there to talk with his school teacher son how to help students like him. Finally, the following year, he had a big surprise for his mother: Manzoor obtained first position in class 1 and 2! His mother was so proud she hugged him very hard, Manzoor said "This was the 2nd most beautiful day of my life".

Manzoor is now in class three, is much more self-confident and wants to become a policeman. He is enjoying a labor free childhood with education despite his parents not having increased their income. They have taken a risk and now want him to focus on his education and become someone, avail a better life. We are all very proud of Manzoor and wish him the very best for the years to come! Good luck to you Manzoor!



Manzoor and his proud mum!

Case study#2

One of the intervention beneficiaries was 12 years old when it started. She had been to school at an earlier age but was asked to drop out of it to help her parents generate additional income for the family. While working, she hurt her leg and met some field workers from LEF. She told her story, received some support and the field officer met her parents. After several discussions, he managed to convince the mother to let her and her siblings attend the NFE center. They eventually were mainstreamed in the government school and the girl is now taking care of her studies and monitoring her siblings' homework! Her mother now wants them to focus on their studies and get a much better life than hers...



Case study #3

Amina⁵ was a very active member of the employer' committee: after several meetings with the field workers, she realized something had to be done to stop child labour and that the children's place was at school and not at work. She therefore provided her home to facilitate some meetings with community and employers, she sensitised other employers to reduce working hours so that children could attend the NFE center and sensitised her peers on child friendly behaviour, health and hygiene. She provided employment for mothers on Zari work (embroidery with beads) so that they could generate some income and let their children attend school. Thank you Rehana, keep going!



Case study #4

Sahila⁶, a young mother, decided to send her children to the NFE center after she attended a community sensitization training; she then availed a skill assessment and a training on business plan provided by LEF. She received a training on beauty parlour by her relative and finally established her own parlour in her house. She also improved her embroidery business. She can now afford sending her children to a government school. She is a member of the parents' committee and sensitises other parents about the importance of education and child rights and quotes her own example to explain that change is possible and that children deserve the best of us.

⁵ Due to ethical considerations, names used in this report, are not real ones.

⁶ The name used in this report is not the real one, due to ethical considerations.



New equipment this young mother has invested in to start her beauty parlour aside from her embroidery business

Case study #5

This little boy was very proud to attend the NFE center and eventually join a government school; his father was initially quite sceptical and thought that working with him in a shop would serve the child's best interest better. However, after series of exchanges with the parents' committee and after talking with the field workers, the father opted for supporting his son's education at least for several hours in the day. One day, the little boy came back home and was able to write his name in English: the father got very impressed. He also realised that the boy was able to count and write down the sales and expenditures of the shop, maintain the account book. This is when he understood that education would make a real difference in his son's life. Since then the father is seriously overseeing his son's study and is sensitising other parents about the importance of education for a child. The little boy proudly goes to school and wants to become a doctor, we wish him the best!



Case study #6

Madeeha is 14 years old. Her father is a mill worker and her mother a home based worker. Madeeha has eight siblings and she is the fifth child.

In 2015, one of the field workers visited her and talked about the importance of education to her family; he also informed them about the NFE centers established by the project team and it was providing free education to the children engaged in labor. Her parents initially did not pay any attention to the field worker's words and refused to send Madeeha to the NFE center. But one day other parents invited Madeeha's parents to the NFE center for a meeting, then Madeeha kept on insisting about her right to avail education. Eventually her parents agreed and she joined and eventually was accepted in the government school of the nearest area.

Madeeha recalls that in the beginning she often came late as she was not used to get up so early. But the teachers never scolded or humiliated her: they supported her, so she made efforts. She became used to her new routine. She was really glad to learn how to read in Urdu and how to save money thanks to the Game Aflatoon. She loves learning while playing.

Her mother regularly attended the parents' meeting and she noticed her mother treated her better with the passage of time, she was less angry. She entered the formal education in class two and at present, is in class four. She is thankful for the new life environment she has been provided with. She also teaches her younger siblings. Fly high little one!

