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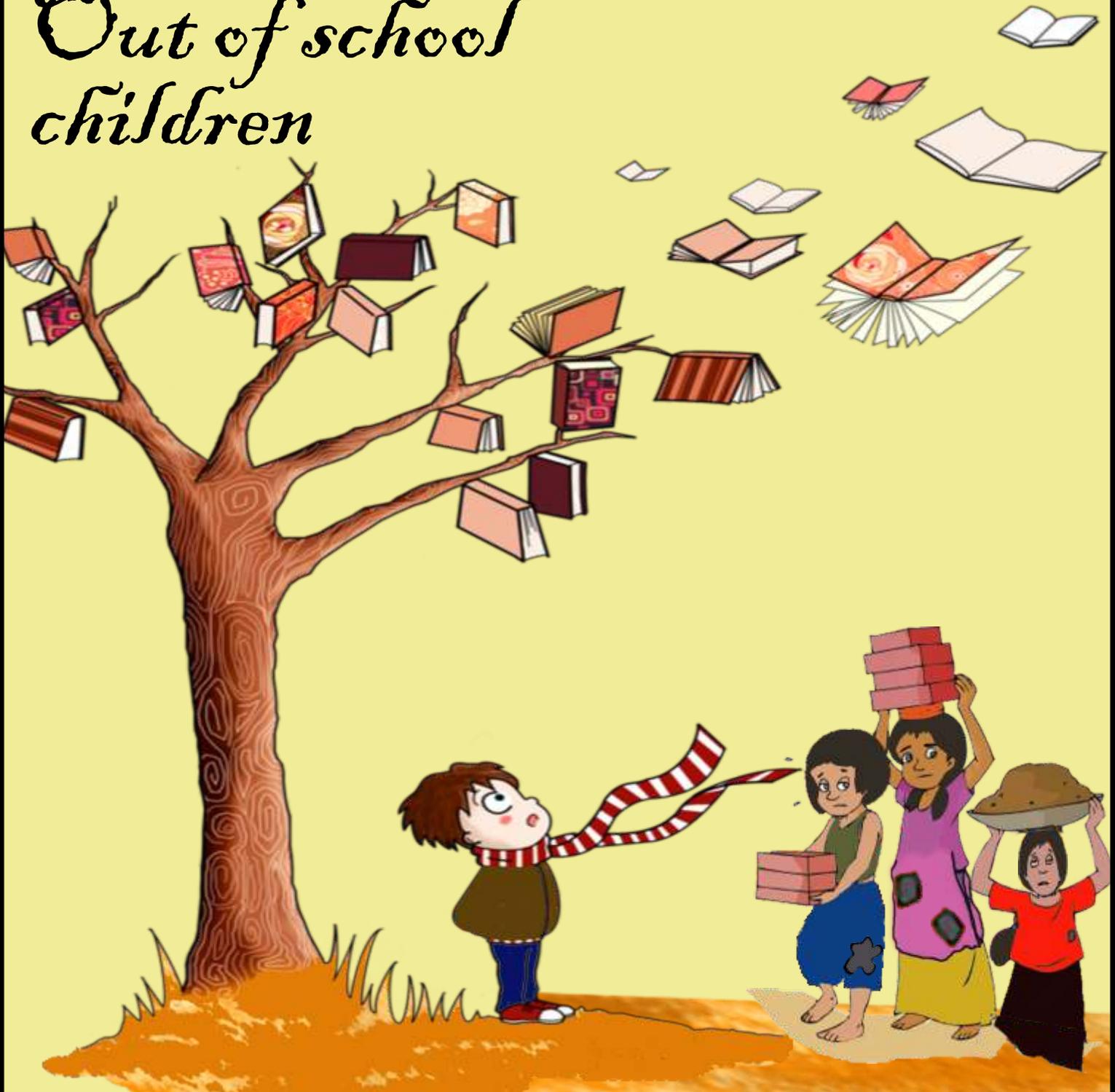
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Editorial

The issue of children living on streets is a multi sectoral issue. It involves health, education, protection and socio economic factors.

In Pakistan more than half of the children do not have access to the basic necessities for wellbeing and survival in their life. As a result to these circumstances, children are forced to live on the streets without a guardian, shelter, food, education and health facilities. This situation also directly exposes children to almost all forms of violence in every moment of their life.



Children living and working on the streets are also a manifestation of the problems which children experience in their families and communities, which render homes less effective in providing for the welfare of children, thus leading to their marginalization.

Some vulnerable children may be protected through social assistance and child care services provided by government and non-governmental organizations. But there are many without protection.

There should, be a commitment to design policy, legislation and funding to provide appropriate developmental and protective services for children who are out of schools, and in particular those who cannot afford the basic necessities in life such as, health and education.

Annual Status of Education Report (ASER)

According to the Constitution of Pakistan 1973, the State's mandate is to 'remove illiteracy and provide free and compulsory primary and secondary education within a minimum possible period'.

In April 2010, a new article was included, Article 25-A - right to education that further reinforces the government's responsibility to ensure the provision of education as a basic right.

Pakistan has the highest proportion of out of school children (OOSC) in South Asia. According to UNESCO, over 5.4 million primary-school-age children and 6.9 million lower-secondary-school-age children were out of school in Pakistan in 2011 (UIS, 2012).

Pakistan's largest-annual citizen-led household based ASER Survey 2013 - the fifth ASER Survey Report, has been conducted by 10,000 volunteers managed by Idara-e-Taleem-o-Aagahi (ITA) along with many key civil society /semi-autonomous organizations that include the National Commission for Human Development (NCHD), Sindh Education Foundation (SEF), Democratic Commission for Human Development (DCHD), HANDS, NRSP and several civil society organizations across Pakistan.

The survey was conducted in 138 rural and 13 urban districts of Pakistan.

Out of which 38 districts were from Balochistan, 36 from Punjab, 25 were from Khyber Pakhtunkhwa, 22 from Sindh, 10 from Azad Jammu and Kashmir, 9 from FATA, 7 from Gilgit-Baltistan and 1 from Islamabad.

During this survey a total of 6132 schools, 4382 villages and 87,044 households were visited and 263,990 children were interviewed.

The finding of the report shows that in the urban areas 58% of children in the age bracket of 3-5 years are enrolled with rural areas having 41% children in the age bracket of 3-5 enrolled in schools.

Enrollment in government schools is higher in rural districts at 74%, where as in urban areas private schools are higher at 59% enrollment.

The provincial divide of out of school children shows that Balochistan has the highest percentage of out of school children i.e. 34%. The percentages of out of school children in other provinces is 29% in Sindh, 21 % in FATA, 16% in Punjab, 16 % in Gilgit-Baltistan, 14% in Khyber Pakhtunkhwa, 5% in Islamabad and 5% in Azad Jammu and Kashmir.

Gender divide in the report shows that among children belonging to the age bracket of 6-16 years the dropout rate among girls is more than boys.

Learning levels of children living in urban centers are better compared to rural counter parts.

Source:http://www.aserpakistan.org/document/aser/2013/reports/national/ASER_National_Report_2013.pdf

★★★★★★★★★★

Article 25 Right to education:
The State shall provide free and compulsory education to all children of the age of five to 16 years in such manner as may be determined by law.

★★★★★★★★★★

Assessment of Class 5 Children

Read Sentence in English

- **63%** of children in private schools (Class 5) can read sentences in English. while **38%** of children in government schools

Story Reading

- **61%** of children in private schools can read a story in Urdu/Sindhi/Pashto, while **46%** of children in government schools (Class 5)

Maths

- **54%** of children in private schools (Class 5) can do division while **40%** of children in government schools

Main Streaming Out-of-School Children through Reinforcement

Countries that are unlikely to achieve the goal of universal primary education by 2015 face three challenges:

- They must simultaneously address shortfalls in access and in quality.
- They must significantly accelerate the enrollment of children and improve their ability to keep children in school,
- They must achieve major improvements in learning outcomes and educational attainment.

Getting Out-of-School Children into School

Higher levels of enrollment and longer retention in school can be stimulated in three ways: focusing on specific interventions to reach out-of-school children, increasing the educational opportunities (formal and non formal) for girls and women, and increasing access to post-primary education.

Most of the school-age children worldwide, who are not attending school are poor and have parents who are uneducated and illiterate. Poor children are less likely to start school, more likely to drop out and more likely to engage in child labor or domestic chores that keep them from schooling and girls are less likely to be in school than boys.

Interventions used in some instances have been definitively shown to work in improving education outcomes.

Eliminate School Fees

Eliminating or reducing school fees has substantially increased enrollment, particularly

for girls. When free schooling was introduced in Uganda in 1997, primary school enrollment nearly increased, from 3.4 million children, to 6.5 million by 1999.

In Bangladesh a stipend for girls in secondary school substantially increased their enrollment, particularly in rural areas.

Provide Conditional Transfers

Programs for conditional cash transfers for education provide resources directly to targeted beneficiaries only when they keep their children in school. Such programs serve as social safety nets, raising the immediate incomes of impoverished families while also increasing the human capital of the poor by educating their children.

In Bangladesh the Food for Education program provides a monthly in-kind food transfer (primarily wheat) to poor households as long as their primary school-age children attend school. Enrollment at participating schools in this program in Bangladesh increased 35 percent (44 percent for girls and 28 percent for boys).

Offer School Feeding Programs

Offering meals at school is an effective way to encourage children who are poor and chronically hungry to attend classes.

School feeding programs benefit poor children by creating incentives to enroll in and attend school and by improving health, attentiveness, and capacity to learn.

World Food Program case studies in Pakistan have documented strong improvements in enrollment and attendance in schools, when families received food incentives in return for good school attendance.

In Pakistan enrollment of girls increased 247 percent in the North West Frontier Province (KP) and 197 percent in Balochistan Province between 1994 and 1998.

Offer School Health Programs

School health programs, such as deworming and iron supplementation, also increase school attendance and raise scores on tests of cognition or school achievement.

Create Programs for Girls

Increasing girls' educational attainment is essential to fulfilling education's potential for positive social transformation.

It increases inclusion of women in decision making in public life, as well as empowering them within the home and the workplace.

Educate Children in Conflict and Post Conflict Societies

Lack of access to education is often severe among children in regions experiencing or recovering from armed conflict. A review of the limited evidence suggests that provision of

education during and after conflicts is possible.

Education must be seen as a core part of national healing and reconstruction.

Educate Children with Disabilities

Of the 40 million children in the world with disabilities; UNESCO estimated that more than 90 percent do not attend school.

Country plans should include teacher training, school construction, outreach, retention efforts, and performance assessments.

Break the Cycle of Poverty and Illiteracy by Educating Mothers

Multiple studies find that a mother's level of education has a strong positive effect on their daughters' enrollment.

Studies from Egypt, Ghana, India, Kenya, Malaysia, Mexico, and Peru all find that mothers with a basic education are substantially more likely to educate their children, especially their daughters, even controlling for other influences.

Source:<http://www.globalurban.org/GUDMag06Vol2Iss1/Birdsall,%20Levine,%20&%20Ibrahim.htm>

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Case Study

Young Girl Inspires Other Street Children to Access Education and Change their Lives

Here we are quoting an inspiring story on World Vision International's website, which can motivate many others understand the importance of education.

“I grew up in these slums and know what issues are faced by these children and their families in sending them to schools– that's why I feel I have a moral responsibility to help these children in getting them to school and an education,” says Kulsoom, 12, who lives with her six siblings and parents in a small, one-room house on the bank of Nalla Lai; a sewage and rain water canal in the slums of Pir Wadhai in Rawalpindi, situated just 16 kilometres south of the Pakistani capital Islamabad.

Not so long ago, a typical day for Kulsoom started with taking care of the goats and helping her family in the household chores. Most of the 'street children' of Pir Wadhai work as scrap collectors, domestic workers or beggars in order to earn a small amount of money to contribute to the meager household income.

But a 'typical' day for Kulsoom began to look quite different after community mobilizers from World Vision's Manzil meaning (destination) Drop in Centre met with Kulsoom's family. Kulsoom convinced her father to permit her to attend classes at the centre, where she excelled. And, in a short space of time, Kulsoom had earned herself a place on the list of children to be integrated into a mainstream school.

When Kulsoom was enrolled in a formal government school she committed herself to her school work with the same determination and passion that set her apart in Manzil. In school, Kulsoom became a distinguished student and received a special scholarship to cover the cost of her fees.

Apart from shining in the classroom, Kulsoom has become a catalyst for change and a ray of hope for the street children of Pir Wadhai. Now she advocates for their rights during outreach sessions in the communities with the Manzil centre staff and also provides emotional support and help to the new students in the government school.

She has motivated and helped to enroll seven girls in the drop-in-centre who come from her extended family and group of friends. They have left begging, scrap collecting and domestic work to receive informal education and participate in other activities at the centre.

“I grew up in these slums and know what issues are faced by these children and their families in sending them to schools– that's why I feel I have a moral responsibility to help these children in getting them to school and an education,” says Kulsoom.

Inspired by her Urdu teacher Rabab Qamar, Kulsoom wants to become one herself and teach other children the way she does. “I want to become a teacher and teach other street children like our teacher in Manzil”, she says.

Kulsoom's advocacy efforts are not restricted to just her community. She also speaks out to the other families and communities around Pir Wadhai. “She has become an incredible advocate for the

promotion of Manzil activities in the area; she acts as an activist by joining us in sensitising and motivating other street children and their parents by sharing her success story during our outreach sessions”, explained Inam, a Social Mobiliser with World Vision Pakistan.

When new [girl] students from Manzil are 'mainstreamed' into her school she helps and guides them through their classes, alleviating their shyness and fear of this new environment and routine. One of the new students revealed, “She helped me a lot in the school when I was new and tense; she accompanied and guided me; now I am relaxed in school because Kulsoom is there to help”.

Many schools don't want "these street children" because of their 'ill manners' and bad habits but in this case the children from Manzil have become the “preferred kids” for the principals of government schools because of their manners and better preparation, according to the World Vision mobiliser.

Kulsoom's father, Anwar, a mason by profession, initially had reservations about his daughter attending the centre. He now acknowledges that the efforts of World Vision staff have brought a positive change in the life of his children.

“I remained ignorant of the fact that my children needed education until I was approached by the Manzil outreach teams to send my children to school.

"I did not realise the importance of education, which is the fundamental right of every child and is the first step towards success”, he shares.

Following in Kulsoom's footsteps are his nine-year-old daughter Sumaira who now attends the government school and his son Shan Anwar, 6, who is also studying at Manzil.

<http://www.wvi.org/pakistan/article/young-girl-inspires-other-street-children-access-education-and-change-their-lives>

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Sahil Promoting Self Protection Among Out-of-School Children



Sahil "Meri Hifazat" story book sharing with out of school children at Idraak School F-8 Markaz Islamabad



"Meri Hifazat" Story Book sharing with Out of School Children by Master Ayub, Islamabad



Aflatoun Social and Financial Saving Program, conducted at Mashal Model School Bari Imam, Islamabad.



Training on "Meri Hifazat" Story Book and Aflatoun conducted with children of Pehli Kiran School System Golra Sharif, Islamabad

Thirteen year old Zahid is a student of Pehli Kiran School System, Number 6. Sharing his story with Sahil team during follow ups, he said that, he used to go for collecting coal, in the neighborhood after school. One day when he was collecting coal, the supervisor "Munshi" told him to come to his room and in return he will give him some extra coal to sell. Zahid remembered that the school teacher had shared a story of "Manto and Neighbor" from the "Meri Hifazat" story book. This story warns children not to go to anyone's room where no one else is present. He immediately refused the offer, raced back to his home. He told his parents and so never went back to work with the coal vendor again.

(Zahid, Grade 4)

Resilience Among Street Children

Economic deprivation and urbanization have traditionally caused a constant flow of children onto the streets of major cities in Pakistan as inadequate family incomes have forced children to seek employment in the informal sector (Ali et al. 2004). Other family factors, such as abuse and exploitation, have further complicated this issue.

In terms of emotional health, the lack of an adequate relationship with an adult caregiver poses the greatest problem for most street children due to difficulties in developing emotional security and trust (le Roux 1998).

However, some doubt has been cast on whether children need enduring security and stability in their social milieu in order to flourish, and their level of resilience and resourcefulness has too often been rejected (Boyden 2003).

Research supports the notion that young people are resilient and are capable of healing their psychological wounds given the correct, nurturing environment in the post-trauma phase (Garmezy 1983).

The adaptive nature of children and street children's "ability to adopt one another as models allows for cognitive and affective needs to be met." (Richter 1988).

Street children's emotional vulnerability relates to their development of autonomy through freedom and independence, which are consistently reported as both their goal and highest value (le Roux 1998).

There is clearly a paradox between evidence showing developmental risk and vulnerability across psychological and social areas of street children. Which emphasize negative traits such on one hand they may have a low self-esteem, apathy, and fatalism, on the other, characteristics such as resourcefulness, adaptability, and coping skills of street children (Donald & Swart-Kruger 1994).

One explanation is that psychologically and physically fitter children may be more likely to make the decision to move to the streets are also visible (Aptekar 1994).

Achieving their independence by living on the streets, these children may develop strong attributes of autonomy and self-reliance. This explains why resilient children do not display the intellectual or emotional handicaps normally associated with street life (Richter 1988).

Source: <http://www.streetchildrenresources.org/wp-content/uploads/2013/01/situational-analysis-street-children-pakistan.pdf>

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Substance Use among Street Children in Pakistan

Out of 1151 street children interviewed, a total number of 630 children (55.3%) were found to be regularly using various forms of solvent drugs.

The findings are from a research carried out in 10 cities (Karachi, Multan, Lahore, Newshehra, Sialkot, Rawalpindi, Peshawar, Quetta, Sukkur, Hyderabad), for which a total number of 1151 children living on the street, aged 10 to 18 yrs were interviewed.

Tobacco Use and Cigarette Smoking

Cigarette smoking is extremely prevalent (95%) found in all cities from where samples were collected. High proportions of children use various forms of Tobacco including Cigarette smoking and use of "Beeri" rolled tobacco. It was seen that these children, start smoking at a very young age which serves as the first addictive agent used by the majority of these children, before they start experimenting and getting involved with other drugs.

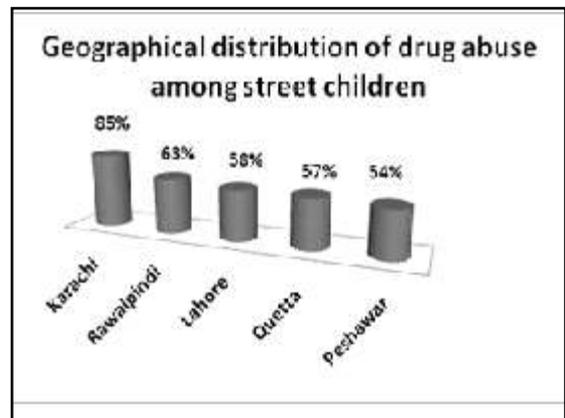
Solvent Abuse

Solvents are chemicals that change from liquid form into gases or vapors at ordinary room temperatures. Their abuse potential is directly related to their ability to produce intoxication and repeated abuse may result in psychological dependence or other harmful health effects. While the inhalation of volatile substances for mind-altering and recreational purposes is a long standing problem in the developed world, the phenomenon appears to be of a recent origin in most countries in Asia and the Pacific region.

Research data from Pakistan has confirmed, what is documented internationally, and that street children are involved in abuse of solvent drugs.

Further inquiry into the practice showed that adhesive glues are the primary drug of choice consumed by more than 85% of the interviewed children. This feature has been found to be uniformly distributed across all cities from where data were collected.

A high proportion of sample reported use of other solvents as well, including petrol (18%) and thinners (16%). Slight differences were noticed in the use of these secondary solvents across cities. The use of Petrol along with adhesive glues was significantly popular in Quetta and Peshawar, while the practice was almost negligible in Lahore. Karachi has reported a more complicated picture, where children have been found to be involved with multiple substances.



The use of Petrol along with adhesive glues was significantly popular in Quetta and Peshawar, while the practice was almost negligible in Lahore.

Alcohol

Alcohol was also used among the study subjects. Alcohol drinking was found to be fairly prevalent (21.4%) with children in Quetta. However the regular use of Alcohol was reported by only 8.9% of children.

Other Drugs Including Hashish, Opium and Heroin

Information about the use of other drugs including Hashish, Opium and Heroin use was also gathered. The respondents were initially asked if they use drugs. A positive reply was followed by regular use of the drug during the last 30 days.

The use of Hashish was found to be extremely prevalent among this group. The city wide distribution was fairly uniform, with high prevalence noticed in Karachi, Lahore and Peshawar.

Source:<http://www.nacp.gov.pk/library/reports/Surveillance%20&%20Research/Street%20Children%20in%20Pakistan-%20A%20group%20at%20risk%20for%20HIVAIDS.pdf>

Dear Readers! For the readers' corner segment of Sahil Quarterly magazine, we will publish the writing of our readers. Submission of your articles is welcomed for Sahil upcoming issue July-September 2014, which is exclusively for children, to make their summer vacations interesting.

"We welcome stories, riddles, comics, interesting facts or something from history". You can send your writings (articles) in English or Urdu. The editors reserve the right to make the final decision.

The last date for submission of article is 20 May, 2014.

Send your contribution on

"The Editor"

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Children at Risk- Child Labor

According to the estimates of International Labor Organization (ILO) there were about 317 million economically active children aged 5 to 17 years. Asia and the Pacific region have the highest number of working children worldwide. In this region several worst forms of child labor (WFCL) including child trafficking, commercial sexual exploitation, bonded child labor, child domestic work, hazardous child labor, and the recruitment and use of children for armed conflict or drug trafficking are prevalent. All these impede the mental, physical, emotional and moral development of these children.



A high tolerance for child labor in many countries and political volatility and conflict in certain others (e.g. Afghanistan, Nepal, Indonesia and Sri Lanka) exacerbate the problem and can hinder the implementation of action against it.

ILO has attributed any reduction in child labor to increased political will and awareness, and concrete action plans, particularly in the field of poverty reduction and mass education, which has led a “worldwide movement against child labor”.

Child Labour in Pakistan

According to the last National Survey of Child Labor, 1996, the total number of children in labor in the age group of 5-14 was 40 million.

A large number of children were affected by a devastating earthquake and the unrest in the Northern Areas.

The total number of economically active children was found to be 3.3 million (or 8.3% of the total children) in the country.

Unofficially, the estimate of working children is about 10 million children. Ratio of economically active girls (23 %) to boys (73%) seems to be misleading, possibly due to invisibility of girl workers who are mostly engaged in domestic jobs.

The survey also found that children's involvement in work in the rural areas is about 8 times greater than in the urban areas. One third of the working children are literate, boys being more educated than girls and urban children more than the rural children.

Employment status by broad categories indicates that about 70% of the working children are unpaid family helpers. In rural areas, three fourth of the working children are working as unpaid family members, while in the urban areas this ratio is one third.

According to most of the parents surveyed, children work in order to assist in the household enterprises contributing to household incomes.

About 46% of the working children work more than 35 hours per week and a good proportion work 56 hours or more.

National Policy & Plan of Action

In the year 2001, the Ministry of Law launched a National Plan of Action for the Elimination of Child Labor. This Plan is a major effort aiming to formulate a policy for eradicating child labor at the macro level.

The policy set out in the Plan includes:

- Progressive elimination of child labor from all sectors of employment
- Immediate eradication of the worst forms of child labor; formation of a regular
- Monitoring and inspection system to supervise implementation of the National Plan of Action
- Prevention of entry into the labour market of underage children by offering educational opportunities ensuring at least a primary-level (5th grade) education
- Teaching of vocational skills to target children.

The Plan outlines the roles to be played by government agencies, NGOs, trade unions and international agencies in combating child labour.

Following are the major focal areas of National Policy and Plan of Action on Child Labor

- Constitution of Provincial Task Forces/Program Advisory Committees to monitor withdrawal of children from hazardous and exploitative child labor
- Awareness raising through press, media seminars community involvement and highlighting all international occasions
- Strengthening inspection services by providing adequate logistic facilities
- Survey by Provincial Governments on Occupations, sectors and industries having potential hazards for child workers and identification of children involved.
- Preparing plans for withdrawal of children from workplaces by prioritizing the process by category and severity of the hazard
- Action on primary education centers by Departments of Education and Labor and Pakistan Bait-ul-Mal
- Expansion and Strengthening of Infrastructure for Vocational/technical training of children 10-14 years of age withdrawn from workplaces
- Economic and Social rehabilitation
- Complete withdrawal of children from hazardous and exploitative labour through economic and social rehabilitation
- Conducting surveys for assessment and evaluation
- Expansion of educational facilities to achieve 100% enrolment of children of primary school age group

- Launching of crash literacy programs for school dropouts
- Introduction of apprenticeship, vocational and skill development programs for children in non-hazardous occupations
- Poverty Alleviation
- Expansion of Social Safety Net

It is hoped that this Plan will lay the foundation for tangible action to eliminate child labor, and will help focus the efforts of government and other agencies on this issue.

<http://www.pclupunjab.org.pk/child-labour>

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Child Labor

*By Tehreem Arish
Sahil Magazine Reader*

Children are delicate and pure like flowers. Their presence in society is a source of beauty, truth and spiritual happiness. They possess true happiness, innocent sorrows and pure truthfulness. It is that stage of life when the human foundations are laid for a successful adult life. But the injustice of our selfish society has eclipsed the beautiful colors of this picture.

Many children, instead of spending childhood in a carefree environment, they hate it because of child labor. Innocent children are employed by industries and individual who put them to work. They are made to work for long hours in dangerous factory units, and sometimes made to carry load even heavier than their own body weight. The primary reason for ever-growing social malice of child labor is poverty. Poor parents give birth to children thinking them as money making machines. As they grow, they make them beggars, eventually sell them to employers.

According to ILO child labor refers to any work performed by children under the age of 12 years. Child labor is any kind of work children are made to do that is harmful and exploits them physically, mentally, morally or by preventing access to education.

However, all work is not bad or exploitive for children. In fact, certain jobs help in enhancing the overall personality of a child. For example children delivering newspapers before going to school. When children are given pocket-money earning oriented tasks they understand the value of money.

Child labor coupled with child abuse has today become one of the greatest maladies that have spread across the world. Each year statistics show increasing numbers of child abuse, more so in the case of the girl child.

Rural areas where 60% to 70% child labor prevalent, they do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor.

Bonded child labor or slave labor is one of the worst kinds of labor which also includes domestic servants. In glass, bangles and matchbox industry children are made to work under extreme conditions of severe excruciating heat. In recent years media has helped unravel what is happening in certain industrial units.

“Street children” is another type of child labor, where children are working on the streets as beggars, flower sellers etc.

Wordsworth said: **“The child is the father of man.”**

It means children grow into the man in future; they are our future. We must realize their importance. The Government, NGOs and other organizations are busy in solving the problems of child labor.

Measures need to be taken not only to stop this crime against children but also to slowly, steadily and surely provide every child a well-deserved healthy and normal childhood.

Child Labor Laws in Pakistan

According to ILO, Child Labor is defined as work that has the potential to deprive children of their childhood, their dignity and is also harmful for their physical, moral and mental development and it interferes with their education (either by not allowing them to attend school, leaving school prematurely i.e., without compulsory education or forcing them to combine school attendance with heavy work). According to UNICEF, it is a work that exceeds some minimum number of hours, depending upon the child's age and type of work.

Laws in Pakistan Prohibiting Employment of Children General Constitutional Provisions Pertaining to Child Labor

- Article 3: the state shall ensure the elimination of all forms of exploitation and the gradual fulfillment of fundamental principle, from each according to his ability and to each according to his work.
- Article 11(3): No child below the age of 14 years shall be engaged in any factory or mine or any other hazardous employment.
- Article 25(A): The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as determined by law.
- Article 37(e): The state shall make provision for securing just and humane conditions of work, ensuring that women and children are not employed in vocations unsuited to their age or sex, and for maternity benefits for women in employment.

Exclusive Constitutional Provisions Pertaining to Child Labor

- The Employment of Children Act 1991
- The Employment of Children Rules 1995

Other laws deal with the employment of children and regulating the working conditions for employed child workers.

- Mines Act, 1923
- The Children (Pledging of Labour) Act, 1933
- The Factories Act, 1934
- The Road Transport Workers Ordinance, 1961
- Shops and Establishments Ordinance, 1969
- Merchant Shipping Ordinance, 2001

Minimum Age in Pakistan

(The age at which a person is allowed to work and is not regarded a child)

The Employment of Children Act 1991 defines “child” as a person below 14 years of age and an “adolescent” as a person below 18 years of age (the definitions of child and adolescent in this act override these definitions in other labor laws). As mentioned above, the Constitution of Pakistan also regards the minimum age as 14 years. However, the 18th amendment has actually risen the minimum age up to 16 years without amending the labor laws, so contradiction continues. Article 25(A) of the Constitution says that the state now has to provide compulsory education to all children between the ages of five and sixteen years, which means that, a child can't be allowed to work before 16 years of age. The law also provides for certain exceptions. It says that no child has to be employed in any occupation, establishment or process defined as hazardous for children except where such process is carried by the family as a business or in any (training) school established, assisted and recognized by the government.

Regulated Working Conditions for Children and Adolescents

Under section 4 of the Employment of Children Act 1991, the Federal Government may notify any occupations and process where children's employment is prohibited.

There are 34 banned occupations which are declared as hazardous for children to be employed in.

In accordance with part III and section 7 of the Employment of Children Act, a child or adolescent can't work more than 7 hours a day (it includes one hour of rest, so essentially 6 hours of work). The work has to be arranged in such a way that after every 3 hours of continuous work, the worker can have an interval of at least one hour of rest. A child can't be permitted or required to work between 07:00 p.m. to 08:00 a.m. Moreover, a child can't be required or even permitted to work overtime.

Penalty Levels for Employing Children

In accordance with section 14 of the Employment of Children Act, whosoever employs any child or permits any child to work in occupations and processes mentioned above, shall be punishable with imprisonment for a term which may extend to one year or with fine which may extend to PKR20,000 or with both. If a person, who was already convicted under the law, commits the same offence again, he shall be punishable with imprisonment for a term which shall not be less than six months but which may extend to two years.

<http://www.ilo.org/legacy/english/regions/asro/newdelhi/ipec/responses/pakistan/national.htm>

Sahil Legal Aid

Sahil provides free legal aid to all victims of child sexual abuse.

Confidentiality is strictly maintained.

Phone: 92-51 2850574

Email: Legalaid@sahil.org.

Toll free service on 0800-13518

Maslow's Theory

Street Children and Developmental Consequences

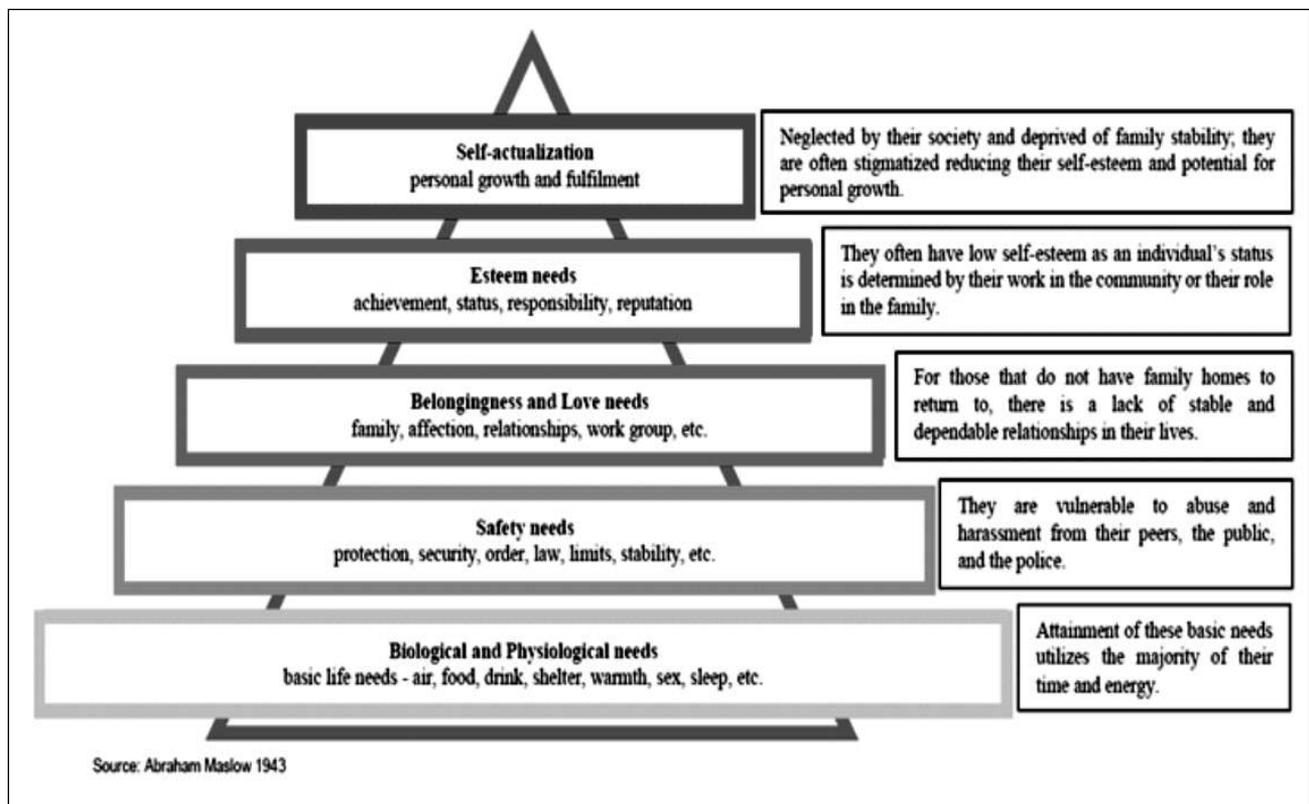
The developmental consequences of street life can be summarized using Maslow's theory regarding the hierarchy of human needs.

Maslow theorized that basic needs are necessary for survival and that meeting a single need acts as a motivator to increase capacity and direct energy towards achieving the next need.

The basic physiological needs of food, water, shelter and security are the initial requirements of this hierarchical system and are not easily accessible on the streets. So as street children grow into adulthood, the lack of these basic needs puts them at a great disadvantage of ever fulfilling the higher level needs of belonging or self-esteem (Hatting 1998).

The annotated diagram below represents Maslow's Hierarchy of Needs and indicates the barriers that street children face when attempting to attain higher level needs.

Without an intact, healthy sense of self they will never regard themselves as competent and valued by society, nor will they attain or achieve personal goals as they inevitably spend a significant proportion of their time acquiring basic needs such as food and water (Densley & Joss 2000).

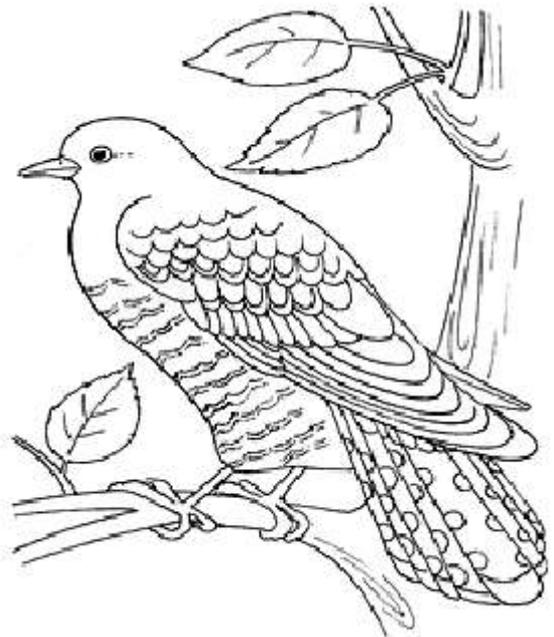


Source: <http://www.streetchildrenresources.org/wp-content/uploads/2013/01/situational-analysis-street-children-pakistan.pdf>

I am Somebody

By Revd W. H. Borders

I am somebody
I may be poor
but I am somebody
I may be young
but I am somebody
I may be on the street
but I am somebody
I may be small
but I am somebody
I may make a mistake
but I am somebody
my clothes are different, my face is different,
my hair is different
but I am somebody
I am black, brown, white, I speak a different language
but I must be respected, protected, never rejected
I am a child
I am somebody



Source: <http://streetchildworldcup.org/about-us/i-am-somebody/>

What's on at Sahil

Media Department:

- Prepared, published and launched “Trends in Reported Cases of Child Sexual Abuse, 5 year analysis, (2007-2011)”
- Prepared , published and launched Cruel Number Report 2013
- Arranged Child Friendly Newspaper Award and Best Volunteer Award, in which the winners were Daily Express from the national category, Daily Waqt from the regional category and daily Sobh from local category. Ms. Nilofer Qazi won the best volunteer award.



Training Department:

- Sahil Training Department Conducted:
 - Meri Hifazat Training Refresher with Development In Literacy (DIL) master trainers in Sahil head office Islamabad
 - Hifazat Training Refresher with National Commission on Human Development, master trainers in District Kasur
 - Meri Hifazat Training refresher with Shield & Scope in District Jaffarabad.
 - MH refresher in District Mansehra
- On request training on Meri Hifazat conducted with:
 - Beacon House School System Lahore
 - Convent School District Khushab, puppet show was also conducted
 - Wada foundation, Raise, Kamyab and Pankh Organizations in Sahil head office Islamabad

- Visited to PKSS and Mashal model school for Meri Hifazat and Aflatoun training follow up
- Shared stories of Meri Hifazat book with street children of Adrak School in F-8 Markaz Islamabad
- Arranged a Live Call Session with Aflatoun secretariat team Netherlands and Scotland Aflatoun club children in Mashal model school Islamabad



Sahil Jeet Healing (Free Counseling) Center:

- Conducted on request training:
 - For parents training in Khushab.
 - On “Meri Hifazat” training for Beacon House School Lahore.
 - For Doctors at Health Services Academy.
 - Conducted community training refreshers in Kasur, Naseerabad, Ghotki and Mansehra.



Sahil Regional Offices

Regional Office Sukkur:

- Distributed sweaters, cloths, shoes, Mosquito nets, iron beds, fans, wall clocks, water pipe, English writing books, Sindhi and Urdu books, geometry boxes, pencils, color full pencils , drawing books, color full charts, shapers, erasers, board markers, permanents markers, oxford dictionary, ball pens, attendance register, white board feet scale among Juveniles .

- Provided information on child rights, child protection, kind of abuse and their effects, adolescent health, and gender base violence through the posters to Juveniles.
- Conducted workshop with Jail authorities.
- Participated in a workshop against the drugs organized by Excise and taxation department Ghotki.
- Conducted TOT refresher at VDO office for Sahil partners



Regional Office Jaffarabad:

- Conducted sessions on posters with juveniles in district jail Dera Jamali and also distributed Praying rugs, Blankets, Sweaters, Ceiling fans,
- Computer set, TV, Mattresses, Quran-e- Pak, Electronic water cooler and milk & biscuits among juveniles .
- Organized one day session for Jail authorities in Naseerabad on child rights
- Organized TOT for Master Trainers of SCOPE & SHIELD School Organization's in Sahil regional office Jaffarabad
- Conducted one day training of trainers with master trainers of GREEN & SHAHEEN organization in Naseerabad.



Regional Office Abbottabad:

Sahil Regional office Abbottabad Conducted

- Child Protection Network meeting and parental training
- Refresher of Community Master Trainers
- Refresher of Teachers Master Trainer on MH Book
- Replication of MH book with 30 teachers in Noor-ul-Udha School Manshera.
- Distributed Milk, Jackets, Television biscuits among juveniles
- Session with Juveniles on CRC and child protection Ludo game, GBV poster
- Installed Water tank, wash room doors and repaired washrooms of juvenile barracks.
- Capacity building of jail authorities

Regional Office Lahore:

Sahil Regional office Lahore Conducted

- TOT Refresher Teachers Training with NCHD Staff in Kasur
- TOT Refresher Community Training
- With ITTIHAD Foundation Staff & Community Master Trainers in Kasur
- Village CPN Meeting in Lahore
- Poster Training with Parents at Jalo Mor, Lahore
- Attended AHKNCRD Training on Result Based Management of Project arranged by Sahil Head Office Islamabad



ہر بچہ پائے اپنا حق



حق تلفی پر شکایات درج کروائیں۔۔۔

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