

# MORE THAN RECREATION

BASELINE STUDY ON ECONOMIC EMPOWERMENT OF WOMEN IN DISTRESS IN PAKISTAN



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## **Baseline study on Economic Empowerment of Women in Distress in Pakistan**

A Study of Vocational Training and Income Generation for Women in Shelters and  
Prisons in Pakistan

This report was developed through a partnership between The National Commission  
on the Status of Women and UN Women Pakistan.



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# PREFACE

This study is a collaborative initiative of NCSW and UN Women with Rozan as the research partner, to explore issues and challenges in developing and implementing economic empowerment, vocational training, income generation, and entrepreneurship programs for women in shelters and prisons.

The National Commission on the Status of Women is a statutory body that came into existence through a presidential ordinance and was established by the NCSW Act, 2012 as a financially and an administratively autonomous statutory body. It is an outcome of the national and international commitments of the Government of Pakistan like the Beijing Declaration and the Platform for Action, 1995; and the National Plan of Action (NPA) for Women, 1998. The basic role of NCSW is to examine and review laws, policies, and programmes for the protection and empowerment of women and monitor their implementation, and to facilitate the government in fulfilling its national and international commitments. The core work of NCSW is central to the principles of gender equality and empowerment as enshrined in the Constitution of Pakistan. The NCSW Act 2012 gives the Commission the powers to seek and receive information, data or documents from any official source and powers of a civil court to enforce the attendance of any person and production of documents. NCSW also undertakes and encourages research and data generation as evidence

for policies, action and monitoring as a central component of its work.

UN Women is the United Nations entity dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide. Working in Pakistan since 2007, UN Women Pakistan's mission is to ensure that women and girls have better access to and ability to exercise their rights in the country. It works in partnership with government, development agencies, civil society, academia, media and other stakeholders with a focus on key areas such as governance and national planning, women's economic empowerment, political participation and leadership, and ending gender-based violence.

Rozan is an Islamabad-based, non-governmental organization (NGO), working since 1998 with individuals, vulnerable groups – specifically women and girls – and institutions to promote emotional health, tolerance, gender equality and socio-economic well-being. Rozan has extensive experience of working with women shelters, including state-run Dar-ul-Amans (DuAs), prisons, government departments and civil society organizations working on gender-based violence, psycho-social support and economic well-being of women and girls.



## MESSAGE FROM NCSW

The **National Commission on the Status of Women** is pleased to co-launch this comprehensive study on the **‘Economic Empowerment of Women in Distress’** with our valued partner UN Women, Pakistan. This research report is an investigative study to understand the current status of women’s economic empowerment programs in shelters and prisons. This situational analysis aims to serve as a baseline for understanding the situation on the ground as well as challenges in developing and implementing vocational training, economic empowerment, income generation, and entrepreneurship programs for women striving to reintegrate into the society after having lived in shelter homes or prisons.

Life for women in both shelters and prisons is dismal at best – women land in these institutions in a state of trauma and distress, and face continued challenges of anxiety and depression, social isolation, and legal and economic issues. With limited education and skills, and a dearth of family and social support, life beyond the walls of these institutions does not hold more promise. To help women successfully navigate the challenges of the post-shelter and post-prison journey, and build lives of dignity and financial independence, we must improve, modernize and increase access to vocational and skills training programs.

For NCSW, the only statutory body at the federal level tasked with promoting the rights of women, the examination of support services provided to the most marginalized demographic, especially survivors of violence and women in distress, is a top priority. This exercise of documenting the lived experiences

of women in shelters and prisons and analyzing the current access to and impact of vocational programs is therefore a very welcome step.

Furthermore, through conversations with shelter residents and women prisoners, government service providers such as the Social Welfare Departments, Prisons Directorates, Technical Education and Vocational Training Institutions, and civil society organizations, this report identifies the myriad of human resource, infrastructural, administrative, and policy challenges in providing critical services. It is therefore invaluable to policymakers, technical education providers, community service and civil society groups, researchers, and development practitioners who are committed to resolving these systemic issues.

It is my hope that this report especially reaches the private sector, i.e., representatives of the business community and industry, chambers of commerce, banks, and other financial institutions, who have a unique role to play in establishing market and entrepreneurial linkages for women, and expanding the space within which women can rebuild their lives free of stigma.

I would like to thank the UN Women and Rozan teams for their initiative in conducting this study. May it inspire the collective efforts required to provide women in distress with the peace, healing, security, agency and freedom that every human being deserves.

**Nilofar Bakhtiar**

Chairperson  
National Commission on the Status of Women Pakistan



## MESSAGE FROM UN WOMEN



Women's economic empowerment is a paramount enabler for #GEWE (Gender Equality and Women's Empowerment). It is a powerful tool that makes women their own solution architects, be it fighting discrimination or combating gender-based violence.

**UN Women's** vision for Pakistan is to provide women with a level playing field to engage in the economy of their nation. Unfortunately, this is easier said than done. Women in conflict with the law and living in shelters and prisons encounter immense barriers to their full reintegration, including continuing legal battles, financial dependency, lack of mobility, mental stress and trauma, societal stigma, and isolation. Residents of shelters and prisons often come from disempowered socio-economic backgrounds and the lack of financial security further compounds the challenges they face. Women prisoners not only experience social and economic disempowerment but also face substantial vulnerability and discrimination from having been in the criminal justice system. Similarly, women who leave shelters are often perceived in a negative light by society, leading to their stigmatization and isolation. Such a situation perpetuates a cycle of vulnerability and violence that becomes difficult to escape.

Research has indicated that skill-building, vocational training and educational programs can reduce recidivism by using time spent in a prison or shelter to equip women with marketable skills, enabling them to support themselves and their children financially, and overcome economic marginalization. UN Women's recent **"Study Capturing the Journeys of GBV Survivors through the Justice System of Punjab"** put forth recommendations in this regard, including participation in income generation schemes as well as rehabilitation plans for survivors as a necessary step to empower them.

We, as an agency, have always taken a survivor-centric and empowerment approach to dealing with women in distress, and realize the importance of addressing the challenges towards their reintegration into society. Therefore, we are delighted to collaborate with the **National Commission on the Status of Women** to undertake this comprehensive study: **"MORE THAN RECREATION - Baseline study on Economic Empowerment of Women in Distress in Pakistan."** The study offers valuable insights into the challenges and opportunities experienced by women in these settings, whilst also suggesting recommendations and outlining a roadmap for the stakeholders.

Economic empowerment is crucial for reintegration in fact, it is a lifeline for recovery, autonomy, and agency. A key finding of the study is that currently, most training initiatives in shelters and prisons do not focus on this aspect. Such activities are usually implemented to provide recreation or keep the residents occupied, hence participating in them does not equip the women to generate an income after they leave. The report carries clear recommendations for impactful and sustainable vocational and skill training programs in shelters and prisons, which are designed and implemented with the aim to develop their financial autonomy. The finding compels us to think out of the box, including the promotion of skills in demand in the market, such as mobile repair, computer skills, and hospitality services.

UN Women in Pakistan has played a vital role in empowering women through a range of initiatives including skills development, digital and financial literacy, linkages with social protection schemes and other resources, and integration in markets and supply chains. We also work with shelters to build their capacity to provide quality services to survivors. It is

a proud achievement that the first computer center for residents of government-run shelters in Pakistan has been set up in the **Shaheed Benazir Bhutto Crisis Centre in Islamabad**, through the **Essential Services Package for survivors of violence**.

We are committed to continuing and scaling up our work and translating the study's findings into concrete actions in collaboration with the NCSW and our other key allies, so that the most vulnerable and marginalized women can be economically empowered, enabling them to rewrite their stories, gain control over their lives, escape abuse, and rebuild their future.

My heartfelt appreciation to NCSW, Rozan, and government entities - our steadfast partners from the federal and provincial levels. My sincere gratitude to all the courageous women, including staff and residents of shelters and prisons who shared their experiences and gave us the valuable insights that enabled us to develop this report.

*Knowledge is power.* Understanding challenges and identifying opportunities can lead to transformative change that is sustainable and suitable to the local context

Using the findings of the report, we must take collective action to bring about positive change in the lives of women in distress, so that they may live empowered and fulfilling lives, and contribute to the sustainable development of the nation.

*Pakistani Aurat - Zindabad!*

**Sharmeela Rassool**

Country Representative  
UN Women  
Pakistan

## MESSAGE FROM ROZAN



Women's economic empowerment is central to realizing women's rights and gender equality. Economic empowerment is not just confined to having increased opportunities of livelihood but also includes women's ability to participate equally in existing markets, their access to and control over productive resources, and decent work that can help them to have increased agency over their lives and bodies.

Structural and cultural challenges prevent the women of Pakistan to actively participate in the economy and pave their own pathways to empowerment. However, two groups of women; those who live in prison and those who take refuge in shelter homes, face additional hurdles to economic empowerment due to poverty, the trauma of violence, and the social isolation that comes with their position. Even after leaving prisons and shelters, the journeys of these women are fraught with challenges as legal and economic hardships persist and are compounded by the lack of family support and stigma associated with shelter and prisons.

Women stay for defined periods at shelters and prisons. However, the services and support provided at these institutions have far-reaching consequences by directly impacting the ability of women to be reintegrated into society. For more than two decades, Rozan has been working with shelters on institutional strengthening, providing opportunities for emotional rehabilitation and economically empowering the survivors of violence. One of the key observations from Rozan's work has been that increasing the earning capacity of women and making them more self-reliant, arms them with the choice of returning to their families or living independently. For many women, this choice essentially allows them to build a life without fear of violence and poverty. However, current support mechanisms focus primarily on immediate concerns

about shelter, medical and legal needs, while ignoring any long-term interventions that can build the capacity of women to change their lives and not be dependent on shelters, families and governments.

The Baseline study **“MORE THAN RECREATION - Baseline study on Economic Empowerment of Women in Distress in Pakistan.”** is an accurate reflection of the real-life situation inside Dar-ul Amans and women prisons. The study highlights the availability and quality of services, administrative challenges, funding and budget constraints and human resource capacities while exploring what is required to bring a positive and sustainable change in the lives of the women residing there.

It has been a privilege and wonderful experience for me to conduct this study. Rozan would like to congratulate NCSW and UN Women for taking the initiative and presenting evidence that will help governments and policymakers in Pakistan to make well-informed decisions. We are very hopeful that this study not only contributes to empowering women in both shelters and prisons but also paves the way for a society where every citizen has access to resources and opportunities irrespective of their economic status and gender.

### **Fouzia Yasmin**

Deputy Director Program  
Rozan

# ACKNOWLEDGMENTS

This study was designed and commissioned jointly by the National Commission on the Status of Women and UN Women Pakistan, under the technical supervision of Saman Ahsan, Portfolio Manager, Ending Violence Against Women, Governance & Human Rights, UN Women Pakistan, with inputs from Nadia Tariq Ali, Farrah Taufiq and Fatima Rasheed, Programme Officers EVAW; and Fareeha Ummer, Portfolio Manager Women's Economic Empowerment. Nabila Malick, Technical Advisor NCSW provided valuable technical inputs and also supported the coordination with the NCSW and provincial departments. Significant support for coordination with stakeholders for data collection was provided by Zainab Khan, Ayesha Wadood, Umme Kulsoom and Muhammad Khalil from UN Women Sub-Offices.

Appreciation is also due to Rozan and its research team for developing robust tools, undertaking data collection across the country and developing this report. The study was commissioned to a team of researchers at Rozan including Fouzia Yasmin, Director Programs, leading the research project, with Syeda Yumna Hasany, Consultant for the Project and Madeeha Waheed, Coordinator, Women Program.

The report benefitted significantly from inputs by the members of the Inter Provincial Ministerial Group (IPMG) on Women's Development led by the NCSW, who provided valuable insights on initial findings

during the 18th Meeting of the IPMG held in October 2021.

Special thanks are due to the government officials from relevant departments, shelter and prison staff and other stakeholders for time and cooperation they extended for the study. Their contributions helped us understand overarching as well as specific impediments to women's economic empowerment, whether they were survivors seeking shelter, under trial prisoners or inmates serving out their jail sentences. Learnings from their experiences have enabled us to develop recommendations for creating better support systems for themselves as duty-bearers, as well as for the women they serve.

We are thankful for funding from the Australian Government through the Department of Foreign Affairs and Trade (DFAT) through the Essential Services Package for Survivors of Violence, a Global Flagship Initiative of the United Nations. However, the views expressed in this publication are not necessarily the views of the Australian Government.

Most importantly, this study would not have been possible without the insights and perspectives of the shelter residents and prison inmates who consented to participate in it. Their sharing enabled the research team to ground the study in the women's lived experiences.

# LIST OF ACRONYMS

AJ&K	Azad Jammu & Kashmir
BISP	Benazir Income Support Programme
BPfA	Beijing Platform for Action
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CNIC	Computerized National Identity Card
CSO	Civil Society Organization
DG	Director General
DIG	Deputy Inspector General (of Police)
DuA	Dar-ul-Aman
DuF	Dar-ul-Falah
ESP	Essential Services Package (for women and girls subject to violence)
EVAW	Ending Violence Against Women
EVAWG	Ending Violence Against Women and Girls
FGD	Focus Group Discussion
GB	Gilgit Baltistan
GBV	Gender-based Violence
ICT	Islamabad Capital Territory
IDI	In-Depth Interview
IG	Inspector General (of Police)
IPMG	Inter Provincial Ministerial Group
KP	Khyber Pakhtunkhwa
LHV	Lady Health Visitor
MIS	Management Information System
MoHR	Ministry of Human Rights
MOITT	Ministry of Information Technology and Telecommunication

MoU	Memorandum of Understanding
MoWD	Ministry of Women Development
NADRA	National Database and Registration Authority
NCHD	National Commission for Human Development
NCSW	National Commission on Status of Women
NGO	Non-Governmental Organization
PBM	Pakistan Bait-ul-Maal
PCSW	Punjab Commission on the Status of Women
NAVTTCC	National Vocational & Technical Training Commission
NPA	National Plan of Action
SBBWCC	Shaheed Benazir Bhutto Women Crisis Center
SOPs	Standard Operating Procedures
SWD	Social Welfare Department
SWWED	Social Welfare Women Empowerment Department
TEVTA	Technical Education & Vocational Training Authority
TGP	Transgender Person
TNA	Training Needs Assessment
TVET	Technical Vocational Education & Training
UTP	Under Trial Prisoner
UNODC	United Nations Office on Drugs and Crime
VAW	Violence Against Women
VAWG	Violence Against Women & Girls
VTI	Vocational Training Institute
WCC	Women Crisis Center

# EXECUTIVE SUMMARY

Economic empowerment of women has long been considered a key component in structural interventions to reduce gender inequality, make women financially autonomous and reduce Gender-Based Violence (GBV).<sup>1</sup> In Pakistan, most of the women residents of government managed shelters, be they Dar-ul-Amans (DuAs) or Women Crisis Centers (WCCs) and female inmates of prisons belong to the lower socioeconomic groups<sup>2</sup>, which places them in an already marginalized position to start off and further exacerbates the barriers to their economic and social reintegration once they leave these institutions. Women in shelters and prisons, many of them accompanied by children who have additional needs, are largely dependent on their immediate family or husband/ in-laws for economic resources and even bare essentials. Once they leave the shelter or prison, patriarchal family structures and societal norms fail to provide them with a conducive environment to live independent lives where they can make decisions in their own interest. These barriers to living a life of independence and dignity result in a high rate of return to abusive partners or households, perpetuating the cycles of violence and crime. A vast majority of the survivors are not accepted back by their families, causing them to slip further into poverty and destitution.

This study is designed to assess needs of women in distress living in shelters or prisons to inform policy and programmatic actions on the rehabilitation plans for such women and corresponding allocation

resources. Rozan's experience with women survivors of violence who come to live in shelters shows that vocational training and reintegration initiatives can help them generate an income and empower them economically, which can in turn help break the cycle of violence. However, such programs as they are currently implemented are often inadequate in meeting the financial and livelihood needs of women upon their exit from shelters.<sup>3</sup> These challenges are also faced by women prisoners who already are socially and economically isolated, and in conflict with the law.

A good baseline study must be the starting point for any intervention to help women in distress situations. It forms the basis for the effective identification and management of their rehabilitation while in shelters or prisons and for preparing them for life after release. However, there is a dearth of research on the existing vocational and skills training programs offered in women's shelters and prisons in Pakistan. This study aims to fill this knowledge gap, by investigating the following:

- Overview of current vocational, skill-building and economic empowerment initiatives for women in shelters and prisons;
- Assessment of course content, instructors, quality of teaching, viability and impact of skills acquisition;
- Analysis of opportunities for job placement, market linkages, access to finance and entrepreneurship;

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1 Measure Evaluation, 2014, Perspectives on Gender-Based Violence and Women's Economic Empowerment in Sub-Saharan Africa: Challenges and Opportunities, (1).

2 Ministry of Human Rights, 2020, Plight of Women in Pakistan's Prisons Report, pp. 14.

3 Rozan (2018). Against All Odds: Post-shelter lives of women survivors of violence: A Research Study, pp. 8.

- Study of the policies, resources, and management systems related to vocational skill development and economic empowerment programs;
- Review of best practices, barriers, and challenges faced by shelter and prison administration in rolling out economic empowerment initiatives for shelter residents and women prisoners; and
- Insights into women's perspectives regarding economic empowerment and future livelihood goals.

The report presents findings and recommendations from a qualitative exploratory study on current programs and sectoral practices ostensibly meant to further women's economic empowerment in shelters and prisons. The study was conducted in Islamabad Capital Territory (ICT), provincial capital cities of Peshawar, Lahore, Quetta, Karachi, and two additional cities, Multan (South Punjab) and Sukkur (Central Sindh). The methodology was predominantly based on the qualitative mode of data collection, including Focus Group Discussions (FGDs) and semi-structured interviews with women living in shelters and prisons, institutional staff/ administrators and officials from relevant government departments. The study design was supplemented by a short survey with the same participants, gathering empirical data on the state of services, user interest and satisfaction. The key tools used for data collection were semi-structured questionnaires for In-depth Interviews (IDIs) and Focus Group Discussions (FGDs). 17 IDIs were conducted with management and administration of women's prisons, shelters, civil society organizations (CSOs), and government departments. And 11 FGDs were conducted with women shelter residents and jail inmates.

## Synopsis of Findings

Women in shelters and prisons are generally offered traditional vocational trainings in stitching, tailoring, embroidery, and beauty/ grooming. Only the Central Prison in Karachi and the Shaheed Benazir Bhutto Women Crisis Center (SBBWC - also known as Family Protection & Rehabilitation Center for Women) in

Islamabad offer non-traditional courses like computers and digital literacy. A computer lab for the residents has been established at the SBBWC with support from UN Women through the United Nations flagship programme Essential Services Package (ESP) for women and girls subject to violence<sup>4</sup>, through which this report was also undertaken.

More women in shelters (90%) expressed interest in learning new skills, as compared to prison respondents. Unsurprisingly, younger women who had recently come to shelters or prisons were more enthusiastic about learning new courses as compared to older shelter residents and prisoners. There were no programs for adult education in shelters, whereas in prisons, women had the option to complete Matric and Intermediate-level studies, but there was no provision for primary education.

In shelters, vocational programs were implemented by Government departments or civil society organizations. None of the courses offered in shelters were certified by any technical education institution. However, in the Lahore, Karachi and Multan prisons, vocational programs were accredited by Technical Education and Vocational Training Authority (TEVTA), and women were given certificates upon course completion.

In shelters, vocational teachers had either been recruited by government departments or appointed with the support of a local NGO. While, in prisons, a majority of the programs were being implemented by TEVTA, and teachers were appointed by the TEVTA Board. Satisfaction rates with regard to the teachers ranged between 72%-80% among all respondents. In terms of the technical aspects and content, the courses were found average in quality, lacking innovation and new market-driven skills. Between 34% to 43% of staff and residents of both shelters and prisons expressed satisfaction with the training content.

The shelters are mostly situated in old, dilapidated government buildings that required repair and maintenance. All shelters had at least one room for conducting vocational training classes. The infrastructure in prisons was significantly better than women's shelters. In prisons, there were separate rooms for stitching and beautician classes, and the

<sup>4</sup> <https://www.unwomen.org/en/digital-library/publications/2015/12/essential-services-package-for-women-and-girls-subject-to-violence>



rooms were larger, well-ventilated and had more electrical fittings than in shelters. Women inmates overall had better equipment (other than Quetta), than the women at shelters.

Although prisons were better in terms of infrastructure, management, course content, and availability of teachers, a highly stereotypical gendered understanding and approach to vocational trainings for inmates was observable. Women's vocational learning needs were observed to be of secondary importance in comparison to men's who were prioritized by the prison management for receiving such opportunities. The SBBWCC Islamabad and Karachi prison were the only facilities that had a computer lab for women.

Shockingly, only 15% women in shelters possessed a Computerized National Identity Card (CNIC), as compared to 30% of the women inmates. The most common reason for women not having a CNIC was not being registered with NADRA at any time in their lives. Further, women coming to shelters were mostly distressed and frequently left their documents back home. There were no visible institutional linkages between shelters and prisons with NADRA for CNIC registration.

## Key Challenges

Vocational training programmes in Shelters and Prisons face various challenges especially when it comes to meaningful and sustainable empowerment of women after they leave these institutions, which have been fleshed out in detail in Chapter 5 of the report. They include institutional, internal, external and societal, and include:

1. Lack of Vision & Strategy
2. Gender Stereotypical Courses
3. Human Resource Issues
4. Limited Capacity of Vocational Teachers
5. Absence of Linkages with State Vocational Training Institutes
6. Lack of Certification of the Courses
7. Absence of Job Placement & Income Generation Opportunities
8. No Formal Provision for Adult Education

9. State of Mental Health of the Women
10. Perception of Society regarding Shelters and Prisons
11. Lack of Support Mechanisms in Post-Shelter/Prison Phase

## Summary of Recommendations

Several recommendations and opportunities emerge from the study, based on the assessment of the shelters and prisons, existing programmes and resources, and experiences of the women residents/ inmates. There are proposed with a focus on their needs and interests and their future aspirations while keeping in mind the local contexts and environment, barriers as well as available resources or potential opportunities.

**Institutional Changes:** These include re-evaluating the vision and strategy for moving beyond basic service delivery towards economic empowerment by increasing budget allocation and enhancing human resource capital.

**Internal Systems:** Shelters and prisons should enhance their systems and processes for developing and implementing vocational training programmes. The needs include Management Information Systems (MIS); educational opportunities for residents and inmates; and follow-up mechanisms with them after they leave.

**Quality of Programs:** The quality of programmes and standard of teaching need to be improved. This can be achieved through Training Needs Assessment (TNA) before a programme is implemented and Impact Evaluation after completion, introduction of new and non-traditional skill trainings, standardization and accreditation of the courses, incentivization for participation in the programmes, and lastly ensuring sale of their products through, marketing, exhibitions and e-commerce.

**Linkages & Collaboration:** There are many institutions, in the public, private and non-profit sectors that are implementing programmes that could be beneficial if linkages are developed. Inter-departmental coordination with other government departments such as NAVTTC, TEVTA institutions, NADRA, Pakistan Bait-

ul-Maal (PBM) can be invaluable for providing a range of services and facilities to the residents and inmates which can contribute to their economic empowerment. Public-private partnerships and collaboration with external stakeholder like civil society, local markets and chambers of commerce, banks and financial institutions can link up the women with economic opportunities.

**Outreach, Advocacy, and Awareness-Raising:** There is great stigma associated with having lived in a shelter or prison which needs to be combated through both their economic empowerment and financial independence,

but also raising awareness and engaging communities and media for disseminating positive messages and creating a positive environment for women to live and work in after leaving the shelters or prisons. Strategic communication and advocacy campaigns need to be designed at the institutional level for policy as well as social norms change.

**Engaging the Women Themselves:** Last but not least, no programme can be successful without the involvement of the women for whom it is being implemented. Hence, they must play a significant role in its design, implementation and evaluation.

# CHAPTER 1

## PURPOSE AND SCOPE OF STUDY





# Chapter 1:

## PURPOSE AND SCOPE OF STUDY

There are many barriers and challenges to the economic empowerment of women in distress. At the same time, there are also success stories and models of economic reintegration of women in shelters and prisons, which are often accomplished because of personal initiatives taken by officials in these institutions, concerted civil society actions, and the motivation of women residents and prisoners themselves. This baseline study aims to understand the current programs, policies, and practices for economic empowerment of marginalized women who are residing in shelters and prisons, including both undertrial and convicted women prisoners. The geographical scope of the study covers the cities of Islamabad, Karachi, Sukkur, Lahore, Multan, Peshawar, and Quetta.

The objectives of this study are to:

- Identify challenges in policy, resources, operations, administration, and management in the development and implementation of vocational skill development programs in women's shelters and prisons.
- Explore current practices and scope of offered services related to economic empowerment, including job placement, market and financial access, and entrepreneurship opportunities for women in shelters and prisons.
- Understand current gaps in vocational, skill-building, and economic empowerment initiatives for shelter residents and women prisoners.

- Present recommendations for policies, practices, and procedures for NCSW and other stakeholders to enhance the viability of economic rehabilitation of women in shelters and prisons.

The baseline study attempts to expand knowledge and understanding of the enabling mechanisms and persistent challenges experienced by women in shelters and prisons during the process of their rehabilitation and reintegration into the community. In doing so, it attempts to amplify women's voices, their understanding, and articulation of their own needs and circumstances, and support coordinated and strategic interventions that can lead women towards socio-economic empowerment, rehabilitation and (re) integration. The study will be helpful for policymakers, community services, civil society groups, technical education providers, researchers, and development practitioners alongside UN sister agencies to empower women and work with women in vulnerable circumstances.

Under the One UN Mandate, partnering agencies may also take lessons and recommendations from this study to ensure that women in shelters and prisons are provided seamless service delivery through joint programming. Better assistance may be provided in accordance with International Commitments, made by the Government of Pakistan, to government departments within the federal and provincial levels as well.



# CHAPTER 2

## SITUATION ANALYSIS







# Chapter 2:

## SITUATION ANALYSIS

### 2.1. Women in Shelters

#### 2.1.1. Background

In Pakistan, violence against women (VAW) is widespread, normalized and legitimized because of pervasive gender inequality and deep-rooted patriarchy, closely linked to the low socio-economic status of women. Pakistan ranks at 142 out of 146 countries according to the World Economic Forum's Gender Gap report 2023 and 167 out of 170 in the Women, Peace and Security Index 2021-22. Women suffer from different forms of violence ranging from harassment and forced marriage to aggravated physical violence, sexual assault, domestic abuse and even killings in the name of honor.

VAW is also an economic issue, which carries significant costs to individuals, households, the public sector, businesses, and society. A Study from 2019<sup>5</sup> found that the annual direct cost of VAW to Pakistani households is almost US\$ 19 million. From this, Domestic Violence accounts for about US\$ 11.7m, of which about 90% is health-related expenses.

According to a study on Violence Against Women and Children<sup>6</sup>, 9401 cases of VAW, 4321 cases of rape and 1421 cases of Domestic Violence were reported in 2020. This is just the tip of the iceberg because thousands of women who face VAW are missing from the statistics, as they do not report the incidents for various reasons. A Women Safety Audit report<sup>7</sup> by UN Women Pakistan in 5 districts found that when faced with violence in public spaces, less than 3% of women reported the incident to the police or a helpline, whereas less than 10% told a family member or friend.

In their 2009 research study conducted all over Pakistan, Anderson, et al. reported that nearly one-third (33%) of the 23,430 women interviewed shared experiencing physical violence. Of these, only 14% reported it to the police. The research suggests that women's economic dependence on men is the main reason behind women not seeking any formal help.<sup>8</sup>

Women survivors of violence are often compelled to leave situations of abuse and risk of further violence while they pursue their search for support and justice. Shelters are one of the most important categories of service provision that provide women with a way out from violent situations. They can play a critical role

5 <https://www.ipsos.com/sites/default/files/ct/publication/documents/2019-07/economic-social-costs-violence-women-girls-pakistan-2019.pdf>

6 [https://www.ssdo.org.pk/files/ugd/5668b5\\_1c339bce7ee4432f8b486379ce103104.pdf](https://www.ssdo.org.pk/files/ugd/5668b5_1c339bce7ee4432f8b486379ce103104.pdf)

7 <https://asiapacific.unwomen.org/en/digital-library/publications/2021/03/womens-safety-audit-in-public-places>

8 Andersson, N., Cockcroft, A., Ansari, N., Omer, K., Chaudhry, U., & Khan, A. (2009), Collecting Reliable Information about Violence Against Women Safely in Household Interviews: Experience from a Large-scale National Survey in South Asia. *Violence Against Women*, SAJE,15(4), 482-496.

in providing them with a safe space where they may recover and reflect, consider options for rebuilding their lives, and obtain various kinds of support including medical, psycho-social and legal. This safe space should allow women to regain some semblance of control over their lives and understanding of the situation including options available to them, which is even more important with the breakdown of traditional support systems that made them turn to the shelter in the first place.

Women's shelters in Pakistan emerged in the 1970's, in response to the need for providing space to women whose cases were under trial, but who did not have a secure place to live in other than police custody. The initial mandate of shelter houses, therefore, was to provide security to women until their cases were resolved in court. Further, with the ratification of CEDAW in 1996, the Government of Pakistan committed to ensuring the provision of shelter for the security and safety of survivors of violence.

The role of shelters has expanded from the initial concept of temporary safety to broader well-being. According to Standard Operating Procedures (SOPs) and Guidelines, the overall goal of the government-run shelters (DuAs and WCCs – devolved to the provinces after the 18th Constitutional Amendment of 2010<sup>9</sup>), is not only to provide temporary protection to women and girl survivors of violence but also to empower them to put an end to violence in their lives and overcome their issues and vulnerabilities in the long term.

As an example, the main functions of public shelters according to the Government of Punjab are:<sup>10</sup>

- Protection and institutional care to all residents such as free boarding and lodging facilities including all the necessities of life;
- Free medico-legal aid;
- Psychological support such as counseling sessions;
- Religious, recreational, and vocational training; and
- Basic education for the children of residents.

## 2.1.2. Types of Shelters

### Women's Crisis Centers (WCCs):

These centers operate as short-term shelters, i.e. women can stay for 24-48 hours. Women can access these spaces through the court, police, SWD/ WDD and other government departments, as well as through civil society referrals. Women can also walk in and take refuge without a court order. Women needing longer stay are transferred to DuAs. The center is supposed to provide all immediate needs such as food, shelter, medical and legal services.

Initially set up by the federal Ministry of Women Development (MoWD), these centers are now provincially managed by the WDDs following the 18th Constitutional Amendment which devolved the Ministry to the provinces in 2011, amongst others.

Currently, there are a total of 12 Shaheed Benazir Bhutto Women Crisis Centers (SBBWCC) in Punjab, 4 in Sindh, and 3 in Balochistan. The SBBWC in Islamabad Capital Territory is run by the federal MoHR. In KP, there is one Women's Crisis Center which is also serving as a DuA.

In addition, the Sindh Government has set up safe houses in every district gradually since 2019, to provide temporary shelter to male and female survivors of GBV. It is noteworthy to add here that according to a judgment of the Sindh High Court in 2020, all the DuAs (3 in number) and Safe Houses were integrated into the WDD from the SWD<sup>11</sup>.

### Dar-ul-Amans (DuAs):

DuAs provide relatively longer stay (3-6 months) and are managed by the Provincial SWDs (except for Sindh as mentioned above). Women survivors are referred here mostly through courts and stay either until their case is resolved, or the court approves an alternative living arrangement for them. The main function of DuAs is to provide secure shelter with free medical, legal, and psychological services. Some DuAs also provide basic vocational skills trainings for residents.

9 [https://na.gov.pk/uploads/documents/1302138356\\_934.pdf](https://na.gov.pk/uploads/documents/1302138356_934.pdf)

10 <https://pwpa.punjab.gov.pk/strengthening-capacity>

11 <https://caselaw.shc.gov.pk/caselaw/view-file/MTQ3MTE3Y2Ztcy1kYzgZ>

There are 51 DuAs in the country, with Punjab having the highest number i.e. 36, one in each district. There are only 3 DuAs in Sindh which are fully functional whereas two are under construction. There are 9 in KP, 1 in Balochistan, and 2 in AJ&K. There is currently no DuA in GB.

#### **Private shelters:**

Prominent private shelters in Pakistan include *Mera Ghar* in Peshawar established by Noor Education Trust (NET); *Abad* in Hyderabad; *Dastak* in Lahore; and *Panah* in Karachi. These shelters provide security, shelter, food, medico-legal services, and vocational skills trainings to their residents. They get regular referrals from police, courts, and other government departments and Commissions, and admission does not require a court order.

### **2.1.3. Economic Empowerment of Women in Shelters**

In Pakistan, most shelter residents come from a low socio-economic background, which presents overwhelming challenges to their economic and social reintegration. Women are often accompanied by children and are largely dependent on their immediate family or husband/ in-laws for financial resources, even for covering basic needs. Furthermore, patriarchal family structures and societal norms fail to provide a conducive environment for single women unaccompanied by a male guardian and they face multiple barriers in living on their own with security and dignity, which results in a high rate of return to abusive partners and/ or families. Although meaningful participation of women in vocational trainings is mentioned in all Provincial DuA SOPs and guidelines, it does not materialize practically in many of the government-run shelters.

One of the striking findings from Rozan's 2019 research study, *'Against All Odds: Post Shelter Lives of Women Survivors of Violence'*<sup>12</sup> was that women who acquired skills and support were able to improve their ability to live independently upon leaving private shelters.

Nine out of twelve women interviewed said to have improved ability to earn after their shelter experience. The study noted that women were in a better position to negotiate with their families upon their return, either because of their enhanced capacity for earning a living, or because of other support made available to them by the shelter management. Women reported undertaking several types of economic activities, such as running parlor services from their residence, food catering for local shopkeepers, tailoring and embroidering, as well as employment as hospital staff, domestic help, and factory workers. Economic independence brought about a change in how the women viewed themselves, decreased dependence on others, increased control over their lives and the lives of their children. All survivors interviewed, however, pointed to a lack of institutional support from the State after exiting private shelters, and expressed the urgent need to respond to the vulnerabilities women and girls face in their pursuit of protection and justice.

### **2.1.4. Civil Society Initiatives**

Most of the civil society organizations working with shelters have focused their efforts on providing legal help to women residents, and few NGOs focus on the economic reintegration of women in shelters. Some organizations working in this specific area are:

- **Rozan** has been working with shelters and crisis centers across the country for over two decades. Among its many initiatives are the development of SOPs for women crisis centers and shelters in Sindh and KP, vocational programs for residents and staff, internships for survivors, research on women's post-shelter experiences, and development of a mechanism for post-shelter support to women, to mention a few.
- The **Panah Shelter Home** in Karachi provides shelter to women and girl survivors of violence. Women and their dependent children can stay for free and benefit from medical aid and round-the-clock security. The focus of services remains on the well-being and empowerment of women. The shelter equips women with vocational trainings

12 Rozan, *Against All Odds: Post shelter lives of women survivors of violence*, 2019, <https://rozan.org/wp-content/uploads/2020/05/Against-All-Odds-Rozan-Research-Report.pdf>.

on sewing, arts and crafts, cooking, beautician training, as well as literacy courses to support their financial independence.

- **Sarim Burney Welfare Trust** in Karachi provides shelter and counseling services to girls suffering from domestic violence. It provides education and vocational trainings including stitching and beautician courses to women in their shelter.
- **Bali Memorial Trust** has a Women Crisis Centre in Lahore which focuses on rehabilitation and self-fulfillment of survivors. They provide a temporary safe shelter to women who are in any crisis and also focus on creating a support system for these women. It provides them with health care, safety, counselling and vocational trainings to help them find jobs so that they can support themselves and become strong and active members of the society.

## 2.1.5. International Best Practices and Models

Addressing the needs of women survivors in shelters can be best done by learning and adapting similar models that have been successful in creating a healthy environment for women to flourish within the mandates of their institutions. Some of the best practiced models are mentioned below:

- **Bangladesh:** Tarango is a not-for-profit women's organization based in Dhaka, which is running a women's shelter where women and girls can access temporary accommodation, medical and legal support, psycho-social counselling, and financial and vocational training. In partnership with UN Women, Tarango has initiated a vocational training program which teaches women and girls to drive to help them become a professional taxi or ride-sharing drivers.<sup>13</sup>
- **Ethiopia:** The Association for Women's Sanctuary and Development (ASWAD) is an NGO running

6 shelters across the country. Reintegration of survivors is a key program area whereby women survivors are provided with professional skill development training courses (such as childcare, embroidery/ sewing, and cooking) to facilitate economic self-sufficiency. After completion of the courses, the organization links trainees with employers.<sup>14</sup>

- **Morocco:** The Multi-Sectoral Joint Program addresses VAW in collaboration with 13 national entities and over 50 NGOs in the country. The Program aims to protect women and girls from all forms of violence by addressing the inter-linkages between poverty and vulnerability. Since 2008, 4,651 women have benefitted from the services of this program including Centers for Women Survivors of Violence. One example is the Batha Centre, a multifunctional center where women find a safe space for themselves and their children while also developing livelihood skills in confectionery, goldsmith art, cookery, etc.<sup>15</sup>

## 2.2. Women in Prisons

### 2.2.1. Background

According to the 2020 Ministry of Human Rights Pakistan (MoHR) report, *Plight of Women in Pakistan's Prisons*, 1,121 out of 73,242 prisoners in Pakistan are women, accounting for 1.5% of the total prison population. The largest female prison population is in Punjab (727), followed by Sindh (205) and Khyber Pakhtunkhwa (166). There are only 20 female prisoners in Balochistan, 21 in Azad Jammu and Kashmir (AJ&K)<sup>16</sup>, and 3 in Gilgit Baltistan (GB).<sup>17</sup>

Women prisoners face extreme discrimination due to their incarceration. In many countries, the crimes for which women are convicted are highly stigmatized, and this impacts women both during incarceration and

<sup>13</sup> <https://asiapacific.unwomen.org/en/news-and-events/stories/2021/11/believe-survivors-romelas-story>.

<sup>14</sup> <https://awsadethiopia.org/>.

<sup>15</sup> [https://www.unwomen.org/mdgf/A/Morocco\\_A.html](https://www.unwomen.org/mdgf/A/Morocco_A.html).

<sup>16</sup> <https://www.dawn.com/news/1475495>.

<sup>17</sup> Ministry of Human Rights, *Plight of Women in Pakistan's Prisons Report*, 2020 <https://portal.mohr.gov.pk/publication/plight-of-women-in-pakistans-prisons-report/>

following their release. A survey of female prisoners in Pakistan found that 15.6 percent were imprisoned for sex work – a highly stigmatized activity for which they may be ostracized by their families and communities. Women who have been raped may be convicted and imprisoned for adultery. Gender-specific stigma surrounding women’s incarceration adversely impacts women’s health and well-being, as well as their prospects for societal re-integration following release.<sup>18,19</sup>

The main purpose of prisons in Pakistan is to execute the sentence awarded by the Court while ensuring:

- maintenance, care, custody, and transfer of prisoners;
- maintenance of orders and discipline amongst the prisoners;
- control of expenditure relating to prison management;
- enforcement of Prison Act, all laws, rules/regulations, and orders about the protection and maintenance of prison/ prisoners;
- imparting useful education/training to the prisoners in various trades/ skills and other vocational disciplines for their rehabilitation; and
- organizing recreational programs, welfare measures, and psychological counseling of inmates for their correction and rehabilitation.<sup>20</sup>

Pakistan applies the UN Bangkok Rules<sup>21</sup> as a guiding document to amend and reform its prison rules. These Rules offer protection to female offenders including those not yet convicted, those at preliminary trial stages, and those who have been convicted for an offence. They address the specific needs of women and girls in prisons such as medical care, recovery programs, visiting rights, etc. The Rules also emphasize developing programs for post-release integration, to ease women’s transition from imprisonment to liberty.

Bangkok Rule 46 states that “Prison authorities, in cooperation with probation and/ or social welfare services, local community groups, and non-governmental organizations, shall design and implement comprehensive pre-and post-release reintegration programs which take into account the gender-specific needs of women”.<sup>22</sup> However, most prisons and prison systems are still typically designed and organized around the needs of male prisoners. Within this male-oriented framework, there is a general lack of understanding of the specific needs and differentiated challenges faced by women especially in terms of their rehabilitation and social reintegration. In addition, female prisoners may end up going back to abusive relationships and are also in danger of resorting to crimes, if they remain stuck in the cycle of poverty after release from prison. Improving their economic conditions and integrating them into society including through tangible support and financial empowerment can help reduce the social stigma, which can in turn provide them with an improved quality of life, and protect them from the perpetuation of the cycle of violence or crime.

## 2.2.2. Overall Legislative Framework

Prisons, like the police, are governed provincially. Each provincial government is responsible for running, improving, and legislating on prisons. Section 59 of the Prison Act, 1894, vests respective provincial governments with the power to change or modify these rules, as required, consistent with the Act.

Pakistan Prison Rules of 1978 requires that women prisoners may not to be released on their own, but only into the custody of a family member or to a women’s shelter. Rule 137 of Pakistan Prison Rules 1978 states that (i) When a women prisoner is due for release, the superintendent will inform the women’s relatives about the date of her release, so that they may come and receive her at the prison gate. (ii) If relatives do not

18 UNODC Country Office Pakistan, *Females Behind Bars: Situation and Needs Assessment in Female Prisons and Barracks*, 2011

19 Reforming Pakistan’s Prison System Crisis Group Asia Report N 212, 12 October 2011

20 <http://www.pjcriminology.com/wp-content/uploads/2019/01/3-24.pdf>.

21 [https://www.unodc.org/documents/justice-and-prison-reform/Bangkok\\_Rules\\_ENG\\_22032015.pdf](https://www.unodc.org/documents/justice-and-prison-reform/Bangkok_Rules_ENG_22032015.pdf)

22 UN General Assembly, *United Nations Rules for the Treatment of Women Prisoners and Non-Custodial Measures for Women Offenders (the Bangkok Rules)*, 2010.

turn up to receive her and if she is below thirty years of age, she should be sent to her home escorted by a woman warden, or a respectable woman entertained for the purpose.<sup>23</sup>

The discriminatory nature of these laws relegates not only the safety and security of adult female prisoners to the hands of their immediate family, but it also restrains women's agency and right to lead their lives without the control or fear of others. The age of 30 years seems to be an arbitrarily decided figure, below which female inmates are sent back home accompanied by a family member, potentially without her consent, whereas those who are above 30 years can decide for themselves whether they want to go back or not.

The legal structure regulating the establishment and management of prisons and treatment of the prisoners is premised on several colonial era statutes and different laws regulating prison management in Pakistan. The Prisons Act 1894 serves as the primary legislative instrument administering prison administration. Prominent pre-independence laws include the Prisoners' Act, 1900, The Punjab Borstal Act, 1926, and The Good Conduct Prisoners' Probationary Release Act of 1926.<sup>24</sup>

The day-to-day supervision of prisons is governed by the Pakistan Prison Rules, 1978, commonly known as the "Jail Manual". It is a vast compilation of regulations comprising 50 chapters and 1,250 rules encompassing the functioning of all aspects of jails. The protection of children involved in criminal litigation, reorganization of juvenile courts, their rehabilitation in society and regulating the inspection of prisoners with mental disabilities is also mentioned in jail manuals. However, there is no mention of vocational skills or rehabilitation of female prisoners in any of the provincial jail manuals.

According to Pakistan Prison Rule 312, "Women convicted prisoners shall ordinarily be employed on

spinning, Newar-making, etc. and shall, whenever possible, be given instructions in needlework, knitting, and other domestic industries". The Rules stipulate that women shall not be employed for grinding grain or similar arduous work. The prison rules give clear directives on imparting vocational training and education to prisoners, however, there is a lack of development and implementation of such programs.

*(See Annexure 2: Some Key Processes and Activities in Shelters and Prisons)*

### 2.2.3. Province-wise Synopsis

#### Sindh:

There are a total of 24 prisons in Sindh, among which 4 are for women, located in Karachi, Hyderabad, Larkana, and Sukkur.<sup>25</sup>

In 2019, the Sindh Assembly passed the Sindh Prisons and Correctional Facilities Act, which aims to transform prisons into correctional facilities. The law aims to provide opportunities for inmates to participate in a reformation process which would help them become responsible members of society once freed.<sup>26</sup>

#### Punjab:

Presently there are 41 functional jails in Punjab including 1 high security prison, 9 central jails, 25 district jails, 2 borstal<sup>27</sup> institutions and juvenile jails, 1 women's jail, and 2 sub jails. Women are imprisoned across 41 different districts and sub jails.<sup>28</sup>

On the directions of the Provincial Chief Minister and Law Minister of Punjab, a Special Committee comprising members of the Provincial Assembly, government officials, and senior lawyers developed

23 Punjab Prison Rules, 1978.

24 Punjab Prisons, Government of Pakistan, 2015.

25 UNODC, *Prisons and Pandemic Preventive Measures in Sindh*, 2019.

26 <https://www.thenews.com.pk/print/472585-sindh-assembly-approves-bill-to-turn-prisons-into-correctional-facilities>.

27 Definition of "Borstal": (formerly in Britain) an informal name for an establishment in which offenders aged 15 to 21 could be detained for corrective training. (<https://www.collinsdictionary.com/dictionary/english/borstal>). The term is no longer used in Britain but continues in Pakistan as a legacy of the colonial era.

28 Punjab Prisons, Government of Punjab, 2019.

the Punjab Prison Rules 2021, with an overriding effect on the Prison Rules of 1978. The Rules include special considerations for female prisoners, pregnant women, mothers, juveniles, inmates with mental health issues, and transgender persons (TGPs). They also amend the administration rules for female prisoners and children accompanying them, to bring them in line with Standard Minimum Rules, the United Nations Declaration on the Elimination of Violence against Women (1993)<sup>29</sup> and the Bangkok Rules. According to the 2021 Rules, all prison staff are required to undergo “modern skills training”. The prison system is also required to recruit psychologists and social welfare officers in each correctional facility. The approval of the Provincial cabinet was awaited for these amendments at the time of drafting this report.

### **Khyber Pakhtunkhwa (KP):**

In KP, there are a total of 6 prisons, 8 district jails, and 23 sub jails.<sup>30</sup> The main prisons for women are the Central Prison Peshawar, District Prison Mardan, and Timergara Jail in Lower Dir.<sup>31</sup>

The Government of KP introduced provincial Prison Rules in 2018, which adhere more closely to the Bangkok Rules and international best practices. The provincial authorities of KP have proposed several amendments to the 1978 Prison Rules including amendments to Rules 21, 137, 325, and 555, that provide for greater prisoners’ rights at the time of admission, including privacy during searches, provision of legal aid and allowing for greater family contact. According to the new Rules, there must be a psychologist present in women’s prisons who will carry out intelligence, vocational and aptitude assessments and provide counseling services to prisoners and staff members.

### **Balochistan:**

There are a total of 11 prisons in Balochistan including 5 central jails and 6 district jails. There is no separate women’s prison in the province as the population of female offenders is very small.<sup>32</sup> Women prisoners are kept in District Prison, Quetta and Gaddani Prison, Lasbela where male prisoners are also detained.<sup>33</sup> There is no Borstal institution in the entire province of Balochistan. Even though the Provincial Assembly has passed “The Balochistan Borstal Institutions Act 2014” according to which a Borstal institution was to be established in the provincial capital within six months of commencement of the Act, but there has been no progress till the time of writing this report.<sup>34</sup>

In Balochistan, prisons are regulated under the 1894 Prisons Act and the government is yet to amend these rules.

### **Azad Jammu & Kashmir (AJ&K):**

There are 2 central prisons in Mirpur and Muzaffarabad respectively, and 4 district jails in Bagh, Rawalakot, Pallandri, Bhimber, and Kohli. Currently, there are 21 female inmates in AJ&K.<sup>35</sup>

Prisons in Azad Jammu and Kashmir are under the jurisdiction of the AJ&K Prison Department.

### **Gilgit Baltistan:**

Prisons in Gilgit Baltistan (GB) are under the jurisdiction of the home and prison departments. There are 5 jails in Gilgit, Ghizer, Skardu, Diamer, and Gahkuch<sup>36</sup>, with only 3 women prisoners according to collected data in 2020 by MoHR.<sup>37</sup>

29 <https://www.un.org/womenwatch/daw/vaw/reports.htm>

30 KP Prisons Department, 2021.

31 <http://www.dostfoundation.org/index.php?option=Pages&item=content&%20mid=NDI>.

32 National Commission for Human Rights, *Balochistan Prisons: An Exposé, 2019*.

33 US Department of State, Country Reports on Human Rights Practices: Pakistan

34 National Commission for Human Rights, *Balochistan Prisons: An Exposé, 2019*.

35 <http://ajksupremecourt.gov.pk/wp-content/uploads/2020/05/Asad-Muneer-Khan-vs.-The-State-others.pdf>.

36 [https://en.wikipedia.org/wiki/Prisons\\_in\\_Pakistan](https://en.wikipedia.org/wiki/Prisons_in_Pakistan)

37 Ministry of Human Rights, *Plight of Women in Pakistan’s Prisons Report, 2020*.

## 2.2.5. Economic Empowerment Programs in Prisons

Poverty is considered a major risk factor associated with crime in any society. According to a study conducted in 2013,<sup>38</sup> it was found that poverty and economic deprivation have a positive correlation with crimes by women. It concluded that women involved in activities such as drug dealing, smuggling, theft, and prostitution mainly belong to economically disadvantaged strata of society, who get pulled into crime for making ends meet. Concurrently, there is a sizable body of research from multiple countries that shows the positive impact of education and vocational skills on prisoners for reducing recidivism rates and promoting social reintegration and positive employment outcomes<sup>39</sup> due to which the chances of returning to crime is significantly reduced. It can be substantiated that prison-based rehabilitation programs help make communities safer.

There is a dearth of research on the conditions of female prisoners in Pakistan with even less data on efforts addressing their mental, social and economic rehabilitation. A few research studies that have been conducted, however, cite inadequate mechanisms for a robust vocational program for women prisoners. For instance, the 2011 UNODC report, *Female Behind Bars*, found that there were little or no efforts undertaken by the prison authorities to provide education or vocational training to female prisoners.<sup>40</sup>

According to *Women Prisoners' Access to Education and Training: A report from Balochistan*, 2015, there are no education and training facilities for women prisoners in Balochistan's jails. The Technical Training Board of the Balochistan Department of Education and provincial jail authorities have also highlighted barriers such as limited financial resources, lack of appropriate physical space, shortage of teaching staff, and dedicated teaching facilities in their 2015 report. The report also recommends trainings for female prisoners in handicrafts, sewing, knitting, weaving, bookbinding, tailoring, dyeing, soap making, food processing, and plastic flower-making.

The MoHR's national study of 2020 made several key observations and recommendations in terms of legislative, policy, and training reforms needed to protect the rights of female prisoners in the country. The report underscores that women prisoners are not only disempowered socially and economically, but they are also extremely vulnerable within the existing criminal justice system as their issues are overlooked in policy and discourse on the rights of prisoners. The study also suggests that female prisoners in Lahore are offered a relatively better system in terms of vocational training and educative courses. The courses offered, however, are limited to traditional and gender-stereotypical work including beautician courses, tailoring, machine and hand embroidery.

As part of a Punjab Government initiative, the Social Welfare Department (SWD) in collaboration with the Home Department established 10 Socio-economic and Rehabilitation Centers for Women Prisoners and Juveniles in 2003-4 in the districts of Lahore, Gujranwala, Sheikhpura, Faisalabad, Mianwali, Rawalpindi, Sahiwal, Bahawalpur, Jhang and Sargodha. One of the aims of these centers is to impart vocational training.

It is pertinent to note that all manner of training courses offered in prisons are listed under recreational activities in jail manuals. The main aim of these courses seems to be to keep women prisoners occupied with some activity, instead of focusing on transfer of income-generating skills and technical know-how. There is a gaping need for transferring practical information and life skills to female inmates such as how to obtain a CNIC, open a bank account, manage finances and access services outside the prison for improving their lives post-incarceration.

## 2.2.6. Civil Society Initiatives in Prisons

There are only a few noteworthy civil society initiatives for the economic empowerment of women prisoners, due mainly to infrastructural, bureaucratic and security challenges. Majority of these initiatives focus on legal

38 *Pathways of Women Prisoners to Jail*, Khalid and Khan (2013) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3963690/>

39 World Bank, Economic Empowerment to Address Gender-Based Violence Report, 2019.

40 UNODC, *Female Behind Bars*, 2011, [https://www.unodc.org/documents/pakistan/female\\_behind\\_bars\\_complete\\_final.pdf](https://www.unodc.org/documents/pakistan/female_behind_bars_complete_final.pdf)



and psychosocial counseling rather than on vocational training. A few NGOs working with women in prisons are Ansar Burney Trust, Dost Foundation, Women in Struggle for Empowerment (WISE), Rahai Education, Society for the Protection of Rights of the Child (SPARC), and Legal Aid Office, focusing mainly on legal aid and counselling.

## 2.2.7. International Best Practices and Models

The United Nations Standard Minimum Rules for the Treatment of Prisoners<sup>41</sup> (i.e., the Nelson Mandela Rules) is one of the global documents that govern the treatment of prisoners all over the world. Rules 1 to 5 provide foundations for basic human rights provisions to all prisoners inclusive of women, while Rule 59 clearly states that “Prisoners shall be allocated, to the extent possible, to prisons close to their homes or their places of social rehabilitation”. It should be a foremost aim of all countries to reach these international standards.

Adopting good prison practices is essential for ensuring the well-being of both the prisoners and the wider community. Not only do they aid most disadvantaged and vulnerable populations of society, they also benefit the communities by rehabilitating individuals to become productive members of society. The purpose of incarceration not only includes retribution, punishment, deterrence, and incapacitation of criminal behavior but also rehabilitation. For a prison to achieve this, it is essential to have prison practice models that support reintegration, facilitate personal development, and reduce recidivism rates.<sup>42</sup>

The UN Minimum standards have laid down comprehensive details on the issue of treatment of prisoners and have recognized certain reasonable criteria for the classification and separation of prisoners

and the provision of minimum standards of detention. They also allow different treatment of the different classes of prisoners based on the requirement of their special conditions, not any discriminatory grounds.<sup>43</sup> To achieve these minimum standards there are a few international practices that have been modeled in the South Asian and African countries.

Some good international models for learning are:<sup>44</sup>

- **India:** Women prisoners are involved in agricultural farming and horticulture in the jails of Bhanjanagar, Odisha. Medicinal plant cultivation and banana plantation are also supported, and bananas are sold in the local market. Ready-to-eat food packets are prepared by women prisoners in collaboration with Ministry of Women & Child Development, helping them earn daily wages through food packaging.<sup>45</sup>
- **India:** Inmates of the Ludhiana Women’s Central Jail in Indian Punjab are learning garlic and ginger powder-making technology, under a training program on food processing conducted by the Central Institute of Post-Harvest Engineering and Technology (CIPHET). The training program has been especially designed to generate self-employment opportunities in the food industry for these women.<sup>46</sup>
- **Afghanistan:** The Afghan Women’s Education Centre (AWEC), an NGO, provides education and vocational training to women prisoners in Pul-e-Charki Prison, Kabul. Classes are held five days a week and topics include Basic Health, Education/Literacy Classes, First Aid, Handicrafts, and Tailoring.<sup>47</sup>
- **Nigeria:** The NGO Prisoners’ Rehabilitation and Welfare Action (PRAWA) conducts weekly literacy and support circle programs in the Kirikiri

41 The United Nations Standard Minimum Rules for the Treatment of Prisoners ([https://www.unodc.org/documents/justice-and-prison-reform/Nelson\\_Mandela\\_Rules-E-ebook.pdf](https://www.unodc.org/documents/justice-and-prison-reform/Nelson_Mandela_Rules-E-ebook.pdf))

42 Bartels, L. and Gaffney, A., 2011. Good practice in women’s prisons: A literature review. *Technical and Background paper*, (41).

43 <http://journals.uop.edu.pk/papers/6.%20Pakistan%20Prison%20Rules.....pdf>

44 Ibid.

45 Ministry of Home Affairs, Government of India, 2010.

46 <https://indianexpress.com/article/cities/ludhiana/vocational-training-for-women-jail-inmates/>.

47 UNODC, *Handbook for prison managers and policy makers on Women and Imprisonment*, 2008, [https://www.unodc.org/documents/justice-and-prison-reform/women and imprisonment - 2nd edition.pdf](https://www.unodc.org/documents/justice-and-prison-reform/women%20and%20imprisonment%20-%202nd%20edition.pdf)

Female Prison in Lagos, to encourage confidence-building, self-esteem development, and improved communication skills amongst female prisoners. Dressmaking, soap-making, and knitting workshops are also available for inmates. <sup>48</sup>

The key to the success of the models is adapting programs and working with the women according to local market demands. Learnings from these examples can be adapted and brought into practice according to Pakistan's context, as well as the culture and societal makeup of the communities served by the prisons.

## 2.3. Summary

Women's financial dependence on their husbands and families is one of the main causes leading to acceptance of violence, or reconciliation with abusive families. Hence, the economic empowerment of women both in shelters and prisons is critical to ensure protection and prevention of violence and abuse. Interventions inside these institutions that help women survivors settle back into their community, along with the right mix of support for post-shelter care, is essential for transforming women's vulnerabilities into strengths and breaking the cycle of poverty, violence and crime.

The first step towards women's economic empowerment is to develop an understanding of the problems they face in these institutions. This includes reviewing information on the current practices such as identifying available resources, analyzing traditional and non-traditional marketable skills, and investigating the operational, institutional, financial, and technical barriers in the development, implementation and institutionalization of programs for women's economic empowerment. Understanding the varied needs, interests and motivations of women residing in shelters and prisons, the current capacity and sensitivity of staff and other service providers, and the potential of mechanisms for creating linkages post-shelter/ prison, can also give an informed direction to systemic improvements required at various levels. This study sets forth such evidence, and hopes to support both advocacy and policy processes that centralize women's economic empowerment as part and parcel of their rehabilitation and (re)integration into society.

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48 Ibid.

# CHAPTER 3

# DATA COLLECTION AND ANALYSIS





# Chapter 3:

## DATA COLLECTION AND ANALYSIS

This Baseline Report is an exploratory study on current programs and practices for the economic empowerment of women in shelters and prisons in Pakistan, with a view to providing concrete suggestions to enhance these initiatives and create linkages that can strengthen such programs.

The key focus areas of this study include:

- **Training needs of women:** Assessing the skills, knowledge, and motivation of women in shelters and prisons to learn sustainable livelihood skills.
- **Existing Vocational/ skill development and training programs:** Exploring the quality of existing vocational and skill development training programs, instructors, and course content.
- **Challenges and barriers:** Understanding institutional, financial, legal, regulatory, operational, and social/cultural barriers towards implementing successful training programs in shelters and prisons.
- **Scope for establishing linkages:** What can be the value of creating linkages with the market, job placements, access to loans, bank accounts, mentorship, and enterprise development during and post-shelter or prison.

### 3.1. Geographical Scope

The study was conducted in ICT and the four provincial capitals, i.e., Karachi, Quetta, Lahore, and Peshawar. The Multan shelter and prison were included in data collection to capture the context of South Punjab.

As there is no DuA in Karachi, the Sukkur DuA was included in the sample to collect data from Sindh. Similarly, there is no DuA in ICT, so data collection was done from the SBBWCC, Islamabad. There is also no prison in Islamabad so prisons could not be included for the capital territory.

### 3.2. Methodology & Research Tools

#### 3.2.1. Understanding the Scope of the Study and Literature Review

At the start of the study, meetings were conducted between the UN Women, NCSW and Rozan team to understand the assignment and agree on the parameters and steps required to complete it. A thorough review was done of existing literature, publications, legal documents and reports at a provincial, national and international level. The documents reviewed and areas identified for the study included:

- Case studies/ examples of international and regional best practices.
- Shelter and Prison laws, SOPs, systems and procedures, financial documents like provincial budgets, organograms and staff structure.
- Reports, studies and documents on the current state of skill development/ vocational training programs.

- Identification of key actors such as government departments/ institutions, NGOs, donors and In-Depth development partners.
- Scoping the lay of the land with regard to Markets, Micro-Credit Loans, Collaterals, Business Development Opportunities, Private companies/ Industry, Mentors, etc.
- Sample size and participants for the study.

(See Annexure 3: Sampling Methodology).

### 3.2.2. Tool Development and Translation

Subsequently, the research tools, consent forms and other documents were developed and translated into Urdu. The research tools included semi-structured questionnaires for In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs). There was also an Observational Questionnaire used to assess the infrastructure, availability of space and state of equipment, furniture, and other resources.

The data collection team comprised 6 researchers from Rozan, and each sub-team had 2 members including the interviewer/ facilitator and note-taker. In some cases, such as Peshawar and Quetta, a translator was also engaged.

(See Annexure 4 for all the Data Collection Tools).

### 3.2.3. Data Collection

Meetings were held with the relevant government officials to inform them of the study and obtain their agreement and support for the data collection. Visits were conducted wherever possible to meet with the staff and residents and engage them in IDIs and FGDs respectively, as well as to assess the infrastructure using the Observational Questionnaire. Interviews were planned and conducted with other key informants.

IDIs and FGDs were conducted by the team and recorded with the participants' consent. In cases where consent was not given, handwritten notes were taken instead of audio recording. The IDIs and FGDs were conducted in Urdu, except in Peshawar and Quetta where the participants spoke Pashto and

Brahui, respectively. A team debrief was conducted after data collection to discuss challenges, thematic findings, and initial assessment.

### In Depth Interviews (IDIs):

IDIs were conducted to capture a detailed perspective of staff/ managers' experiences, opinions, and knowledge on interventions, policies, barriers, and mechanisms. 17 IDIs were conducted with women shelter administrators/ managers/ in-charges, administrators/ superintendents of jails, vocational teachers, and other relevant stakeholders at the Federal and Provincial levels, as below:

- 6 IDIs with shelter administration from DuAs of Multan, Lahore, Peshawar, Quetta and Sukkur, and SBWCC of Islamabad
- 5 IDIs with prison administrations of Lahore, Karachi, Multan, Peshawar and Quetta prisons
- 4 IDIs with stakeholders from civil society (Rozan, Panah Trust, Legal Aid Society and Dost Foundation)
- 2 IDIs with government organizations (NAVTTTC and TEVTA)

### Focus Group Discussions (FGDs):

11 FGDs were conducted as below:

- 6 FGDs with women residents of SBWCC Islamabad, and DuAs of Multan, Lahore, Peshawar, Quetta, and Sukkur.
- 5 FGDs with women prisoners in Lahore, Karachi, Peshawar, Multan, and Quetta prisons.

A total of 98 women participated in FGDs including 49 from shelters and 49 from prisons. The selection criteria for the participants included age, period of stay at the shelter or prison and enrollment in a vocational program. Women who fulfilled the below criteria were selected for the FGDs:

- Women aged between 18-55 years
- Women who had resided in the shelter or prison for a minimum period of 2 consecutive months at the time of the data collection

- At least 70% of the participants must be enrolled in vocational courses, or had enrolled in the past and either dropped out or completed the training course.

### 3.2.4. Quality Assurance

Quality assurance was managed through different means, including data validation that was sought at different stages of the research. Data and analysis gleaned from previous research was also triangulated and verified by different stakeholders, adding credibility to the bases used for the present analysis. To ensure accurate and systematic reporting, each step of data collection and transcription was recorded, and data systematically archived.

### 3.2.5. Technical review by the IPMG

The study methodology and initial findings were shared with the Inter Provincial Ministerial Group (IPMG) on Women Development, led by the NCSW, during its 18<sup>th</sup> Meeting held in October 2021 and valuable insights were received from the members.

### 3.2.6. Validation Workshop

Key initial findings of the research study were shared in an online Validation Workshop held on 15 December 2021 with relevant stakeholders, including but not limited to representatives of SWDs, WDDs, TEVTA, BISP, shelter staff/ management as well as academics. Significant feedback and recommendations were received from participants to improve vocational programs in shelters and prisons.

## 3.3. Ethical Standards

Throughout the process of data collection, the team adhered to international ethical procedures including the United Nations Evaluation Group UNEG's ethical guidelines.<sup>49</sup> The research team ensured that respondents' participation was voluntary and with informed consent. The team also ensured that the participants were informed of the purpose of the

research and understood their right to decline or withdraw from the research at any stage.

Unique identifiers were removed from the responses collected to ensure confidentiality and safeguard respondents' rights, dignity, and privacy. The team informed participants about how their data will be used and what will be done with notes, photos, and audio recordings. At all times during the study, the team was sensitive to cultural beliefs, social norms and customs.

## 3.4. Challenges in Data Collection

### 3.4.1. Language Barriers

According to the initial research plan, interviews were to be conducted in Urdu, but the teams faced linguistic challenges in Peshawar and Quetta, both in the shelters and prisons. Translators accompanied the research teams in both provinces, however, it took significantly greater time and effort to conclude the interviews satisfactorily.

### 3.4.2. Issues related to Geographical Scope

At the request of the National Commission on the Status of Women, AJ&K and GB were included in the research at a later stage. However, the team was unable to get a timely response from SWD of AJ&K. Similarly, data was not available from GB as there is no DuA in the region, but some information received from the GB SWD was included in the literature review.

### 3.4.3. Permission for Data Collection

In the Peshawar DuA, IDIs were conducted with the administration, but the team was not allowed to conduct FGDs with women residents. As a result, the team managed to conduct interviews with only 2 individual women residents. The Peshawar DuA also did not allow the team to administer survey questions, or gather individual details from respondents. These challenges were communicated to the KP SWWED and the NSCW.

<sup>49</sup> UNEGs Ethical Guidelines, 2008.

#### **3.4.4. Lack of Information from Civil Society Organizations**

Very few civil society organizations (CSOs) are working with shelters and prisons generally. These also retain a focus on legal aid and counseling, and less on vocational training and socio-economic

empowerment. Due to these limitations, the research team conducted an IDI with the Coordinator, Women Program, Rozan, to benefit from their experience and expertise in working with CSOs providing dedicated shelter services to survivors of violence against women and girls (VAWG).



# CHAPTER 4

## ANALYSIS OF THE DATA





# Chapter 4: ANALYSIS OF THE DATA

## 4.1. Information on the Respondents

### 4.1.1. Demographic Information

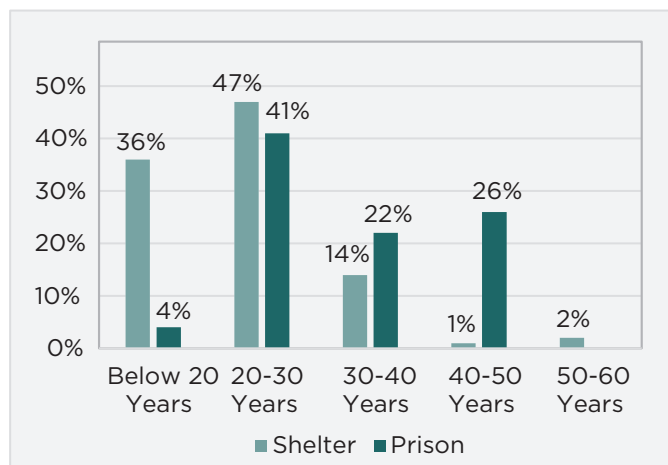


Figure 1: Demographics of Respondents

In shelters, 36% of the women respondents were below the age of 20 years, while 47% were between 20-30 years, 14% were between 30-40 years, 1% were between 40-50 years, and 2% were between 50-60 years. 92% of women were married and of these, it was learnt that 90% were married between the ages of 17 to 24 years.

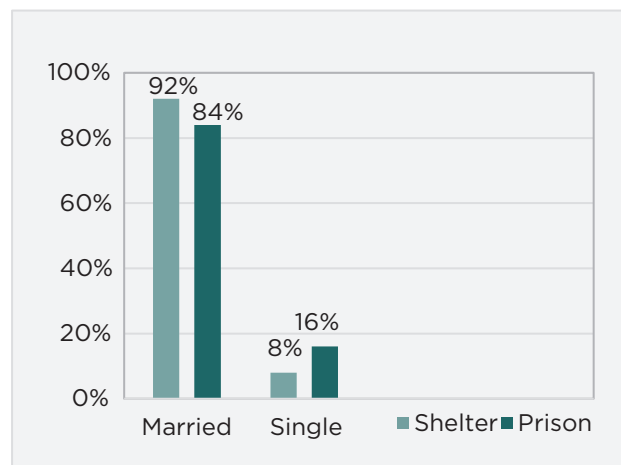


Figure 2: Marital Status of Respondents

In prison respondents, 4% of the women were below the age of 20 years, with most (41%) being between 20-30 years 22% being between 30-40 years, 26% were between 40-50 years, and 7% were between 50-60 years. While 84% of the women were married, 16% were single.

### 4.1.2. Education

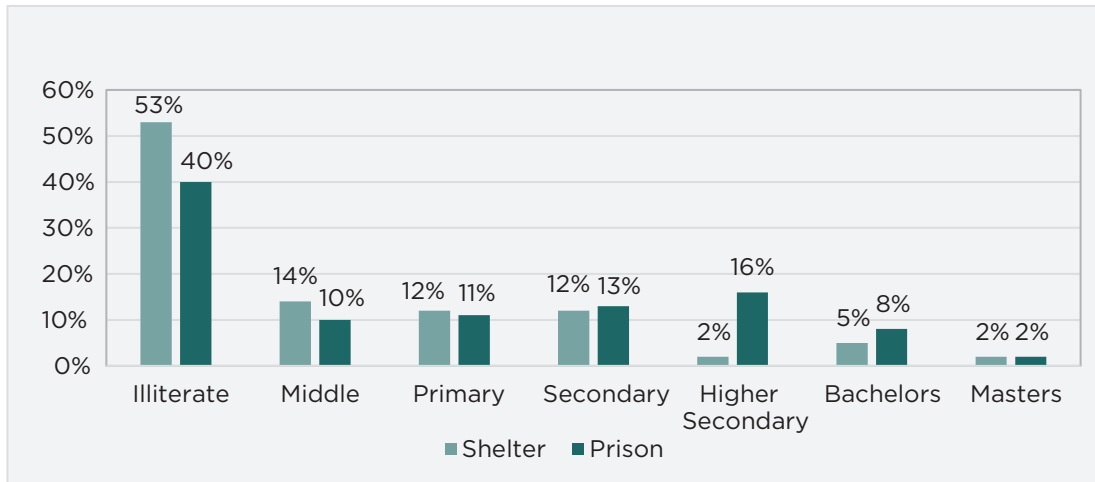


Figure 3 : Education Status of Respondents

In shelters, more than half the women were illiterate; out of the remaining, the second largest proportion had completed middle education, with only 2% having completed higher secondary education, 5% with a graduation, and 2% with Master’s degrees. The main reasons for lack of education were poverty, large family size, and limited household income.

*“I am 17 years old. I have never been to school; I learned how to read and write my name when I came*

*to the shelter. I have been working as a maid since I was 12 years old. My elder brothers went to school, while my sisters and I have been working since a young age. Our parents could not afford to send all of us to school.” (Resident of DuA Lahore)*

In prisons, on the other hand, 60% of the women were literate; a sizable proportion (16%) had completed higher secondary education, while 8% and 2% had graduate or Masters degrees, respectively.

### 4.1.3. Economic Background

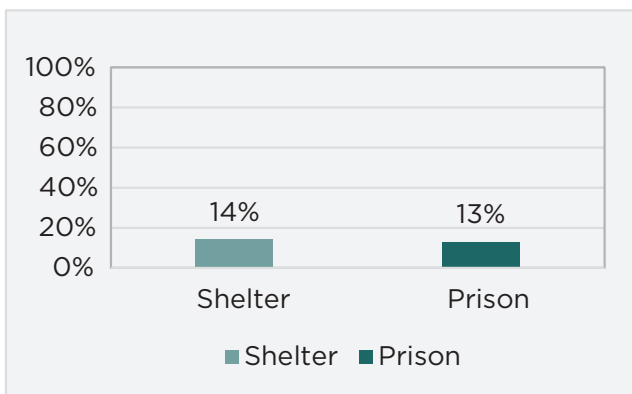


Figure 4: Employment Status Before Coming to Shelters/ Prisons

Overall, 70% of women belonged to households that had an average monthly income of under Rs. 40,000. In these households, there was only one breadwinner, either the husband, father, or brother. 80% of these men were engaged in low-paid jobs such as daily wage laborers, electricians, plumbers, drivers, and construction workers. Overall, women who did have work experience had mostly been engaged in low paid, low skilled jobs, such as domestic or factory work. There were few instances of highly educated women both in shelters and prisons, holding Master’s degrees or specialized certificates, working as civil servants, nurses or Lady Health Visitors (LHVs), teachers, etc.,

demonstrating that issues of violence are not limited to the lowest socio-economic segments of society.

In shelters, 14% women mentioned that they had previous work experience including working in factories (mostly packaging), tuition teachers, and NGO workers. A few believed that they could support themselves after leaving the shelter, with an average monthly income of Rs. 12,000.

#### 4.1.4. Reasons for Being in the Shelter/ Prison

According to research findings, a major reason for women seeking shelter was domestic violence (60%), followed by marriage of choice (20%), and other

In prisons, a similar proportion (13%) of the women respondent had prior work experience, working as domestic workers, tailors in boutiques, makeup artists in parlors, sales/ customer care representatives, nurses, teachers and government service providers. A few felt they could support themselves after leaving prison, with an average monthly income of Rs. 15,000.

factors (20%) which include underage marriage, sexual violence/ rape, family dispute, divorce, child custody, human trafficking, and prostitution. Poverty was also a

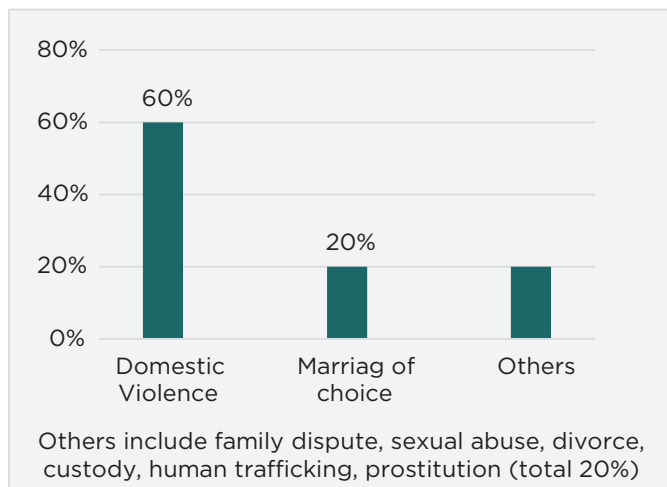


Figure 5: Reasons for Women in Shelters

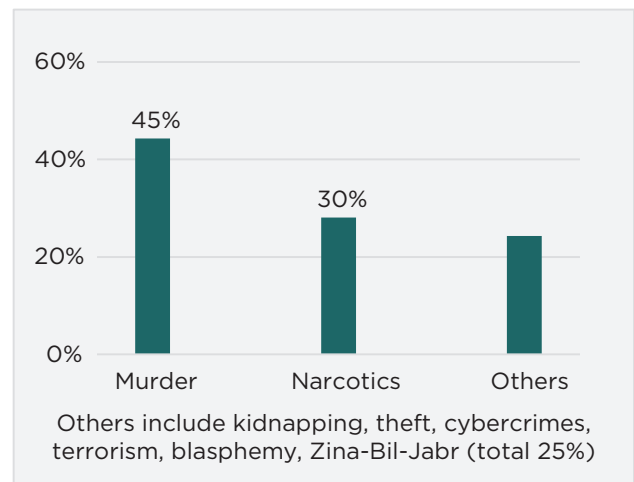


Figure 6: Reasons for Women in Prisons

major underlying factor that exacerbated the situation, forcing women to seek shelter.

*“I am 40 years old. I have 3 teenage children. My husband is a mazdoor (laborer), and he did not earn enough to support me or my children. I worked as a*

*maid, washing clothes and dishes so that I could send my children to school. My husband became a drug addict and stopped working, he started beating me and kicked me out of the house, I was afraid that if I stayed there, I would be killed.” (Resident of DuA Lahore)*

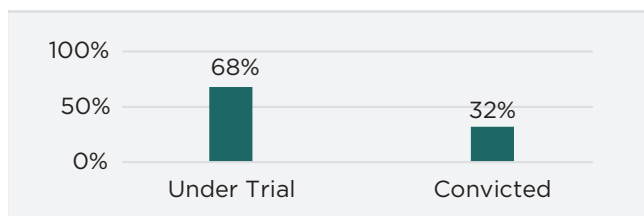


Figure 7: Women Incarcerated in Prisons

In prisons, a vast majority of women (68%) were under-trial prisoners while the remaining were convicted. The two major charges under which women had been booked included murder (45%) narcotics (30%), followed by others including e.g. kidnapping, theft, fraud, cybercrimes, adultery, blasphemy, terrorism, etc.

***“Drug Smuggling is quite common. In many instances women said that someone had kept drugs in their belongings without their knowledge, when they were stopped at a checkpoint, and the police discovered drugs. The majority are unaware of the implications of drug possession.” (Superintendent, Quetta Prison)***

### 4.1.5. Average Duration of Stay

Women’s stay at a shelter can vary from one day to many years, depending on resolution of the case or court order. The average stay of women in shelter is 3 months which is mentioned in SOPs as the maximum duration. However, there has been some cases where women stay there for many years because of not having any other options to live.

In prisons, women’s average sentences varied from 4 years to 20 years. The under-trial women prisoners

were looking at a sentence anywhere between 8 to 10 years at the end of the judicial process, depending on their crime.

Women spend more time in prisons than at shelters, not only because of timed sentencing but also due to the slow judicial process. This leads to disappointment, pessimism regarding the future, frustration and depression. The FGD participants of prisons collectively raised the issue of delays in the judicial process as a key challenge to their mental and emotional well-being.

***“I have spent 8 years in prison waiting for trial - if sentenced I would have to spend another 7 years in prison. This means I will spend 15 years altogether. Judges are not listening to our cases; the cases extend from one court date to the next. It is unfair that these cases take such a long time, adding to our mental stress and financial burdens.” (Prison inmate Karachi)***

### 4.1.6. Interest in Learning Skills

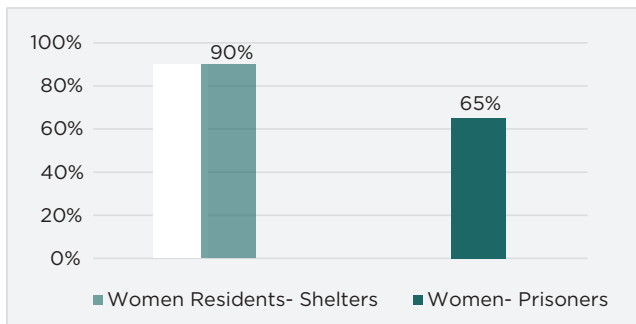


Figure 8: Percentage of respondents Interested in Learning Skills

A vast majority (90%) of respondents in shelters said that they were interested in learning skills, as compared to 65% of the prison respondents. 66% of respondents in shelters were interested in stitching, 40% were interested in beautician courses, 60% were interested in embroidery, 20% were interested in computer literacy and 30% were interested in other skills such as art, driving, cooking, and baking.

***“I would like to learn baking and cooking so that I can start a catering business.” (Resident of DuA Peshawar)***

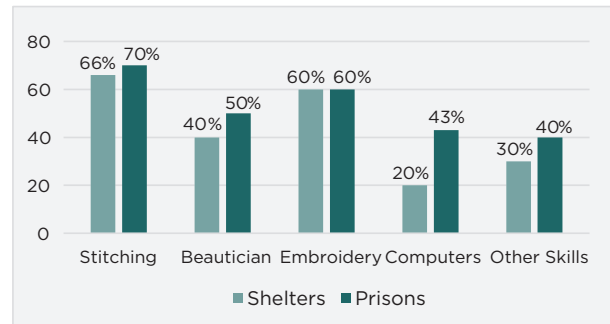


Figure 9: Skills Interested to Learn

In prisons, most women (70%) were interested in stitching/ tailoring, 50% in beautician courses, 60% in embroidery, 43% in computer usage, and 40% in other skills such as painting, mobile repairing, cooking, gym instructorship and business management.

***“I would like the [prison] administration to improve the beautician course and to include mehndi, makeup, and hairstyling. With practice and the right skills, I will be able to find a job in a good parlor.” (Prison inmate, Lahore)***

Younger women in shelters and those who had recently come to prisons tended to be more enthusiastic about courses generally, and especially in the non-traditional skills like driving and computer use. Older women who had been in shelters or prisons for many years were found less inclined towards acquisition of new skills. In addition, women in prisons serving longer sentences were found less enthusiastic about learning skills or too concerned about life after leaving prison.

### 4.1.7. Status of Identification Documents

Computerized National Identification Cards (CNICs) can help women apply for loan schemes, open bank accounts, or apply for jobs. Unfortunately, only 15% of women in shelters had possession of their CNICs as compared to 30% of the women prison inmates.

The importance of CNIC registration, was highlighted in IDIs with CSOs, including Panah Shelter and Rozan. Respondents at Panah highlighted the lack of CNICs as the main barrier to job placements, starting any small business and seeking better educational/ Technical Vocational Education & Training (TVET) opportunities. Both Panah and Rozan staff stressed the importance of the role of the State in connecting women survivors to available opportunities and developing a policy to assist women in their post-shelter journey, through coordinated support from all relevant government departments.

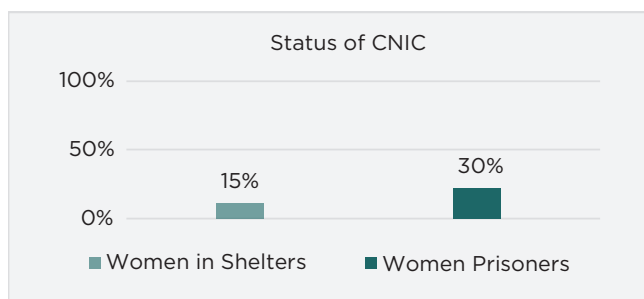


Figure 10: Status of CNIC of Women in Shelters and Prisons

While there are several reasons for women not having CNICs, the most common is not having been registered with NADRA at any time in their lives. Most of them come from illiterate backgrounds where hospital-based or NADRA birth registration processes

*“By the time I am released, I will be 45 years old, I will not have the physical and mental strength to start a business. I am enrolled in these classes, as it is mandatory, but I am not enthusiastic about the (vocational) skills they are teaching.” (Prison inmate, Karachi)*

are difficult to access or not prioritized, especially for women, until the need arises. Further, women mostly come to these institutions in distress, often leaving all their documents at home. Therefore, even women who did have CNICs did not possess them at the time of admission to the shelter or prison.

*“I left my home under great duress, I just took a set of clothes and some cash with me, my CNIC was with my husband, if I had taken it, he would have found out, making it difficult for me to leave.” (Resident of Multan DuA)*

*“When I visited NADRA office, they asked me to bring a male member of my family. I cannot contact my family, so who will represent my family? NADRA needs to facilitate women who have lost their documents or who are not in touch with their families.” (Resident of Sukkur DuA)*

There is no official coordination framework between NADRA, women’s shelters, and prison administrations. The difficulties faced by women having to leave shelter premises to access NADRA services without court permission need to be considered in determining appropriate coordination mechanisms. To facilitate women’s CNIC registration, some supervisors of women’s shelters have taken initiatives of their own accord, such as the Manager SBBWCC, Islamabad, has reached out to the Assistant Commissioner, NADRA in Islamabad, to request their staff to come to the SBBWCC for recording and verifying information. The Lahore DuA Superintendent has contacted NADRA, but they were still awaiting a response at the time of the study. Similarly, the Karachi Prison also approached NADRA, who sent their mobile vans for a month-

long CNIC registration campaign. Yet, these remain personal initiatives, based on individual leadership of managers and superintendents, without any formal/official sanction, and present only temporary solutions to routine documentation problems.

*“My CNIC was made in prison, with help of prison staff and NADRA mobile van, I gave NADRA my mother’s information and got my CNIC.” (Inmate, Karachi Prison)*

### 4.1.8. Status of Bank Accounts

Like a CNIC, having a bank account is crucial for women to pursue any business or entrepreneurship opportunity after exiting a shelter or prison. It was found that in both shelters and prisons, the concept of saving money through a bank facility is virtually non-existent, and women prefer to keep their savings in informal ways.

Only 3% of women in shelters and 8% of women in prisons had bank accounts. Many women did not earn an income before coming to shelters or prisons while those with a source of income were employed as domestic workers, and did not need bank accounts. From the women who did have banks accounts, many said that their accounts were managed by their husbands, and they did not possess bank documents or cheque books.

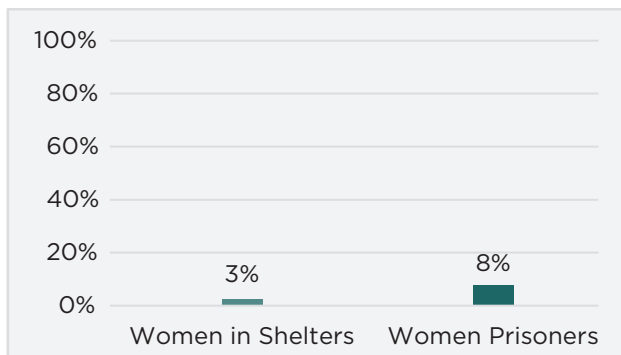


Figure 11: Status of Bank Accounts in Shelters and Prisons

Women also complained of complicated bank procedures, illiteracy and not being able to read and understand the terms and conditions as significant hurdles.

One of the impacts of not having a CNIC was not being able to get COVID-19 vaccinations.

*(See Annexure 5 for an overview of health facilities including COVID-19 in shelters and prisons).*

*“Rules for opening bank accounts are tough, to open a bank account, I would need a guarantor. Also, if the bank authorities find out I am in prison they may not open my account.” (Inmate, Multan Prison)*

## 4.2. Current Skill/ Vocational Programs

### 4.2.1. Overview of Courses

Vocational courses that are offered in both shelters and prisons mainly include stitching, tailoring, embroidery, beauty & make-up/ grooming, and arts and crafts (such as decoration pieces, bangles and candle-making, etc.). Computer or digital literacy classes are being offered only in Karachi Women’s Prison and Islamabad SBBWCC.

*(See: Annexure 5: Overview of Facilities in Shelters and Prisons).*

#### Shelters:

Overall, there was no time-bound, certified course offered at any of the shelters. No set TVET teaching curriculum or module was followed in any of the DuAs. The vocational teachers usually teach basic skills in stitching and embroidery. Though many shelter residents showed interest in taking beautician courses, it is offered only in the DuA in Lahore. The ICT SBBWCC was found to be the only Center of its kind where computer courses were found available. Peshawar administration, however, was found helping residents learn different skills using YouTube videos. Most of the programs are managed by the provincial



SWDs or CSOs. None of the courses offered at women’s shelter were certified by TEVTA or any other technical Board of education. Details of courses offered by the shelters are provided below:

Shelter	Islamabad SBBWCC	Lahore DuA	Sukkur DuA	Multan DuA	Quetta DuA	Peshawar DuA
<b>No. of Women at facility at the time of data collection</b>	13	22	27	44	17	6
<b>Courses (Basic)</b>	<ul style="list-style-type: none"> <li>• Stitching</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Stitching</li> <li>• Beautician</li> </ul>	<ul style="list-style-type: none"> <li>• Stitching</li> </ul>	<ul style="list-style-type: none"> <li>• Stitching</li> <li>• Embroidery</li> </ul>	<ul style="list-style-type: none"> <li>• Embroidery</li> </ul>	<ul style="list-style-type: none"> <li>• Stitching</li> <li>• Decoration</li> <li>• Ribbon-making</li> <li>• Embroidery</li> </ul>
<b>Certification</b>	Not Certified	Not Certified	Not Certified	Not Certified	Not Certified	Not Certified

Table 1: Courses in Shelters

### Prisons:

Most of the courses offered in prisons are basic, traditional, and do not account for some women’s advanced or differentiated learning needs and interests. Common courses in prisons include stitching and tailoring, offered in all the prisons, followed by beautician courses that were offered in the Lahore, Karachi, and Multan prisons. Karachi’s Central Jail (women’s) is the only prison that offers computer classes. Amongst all prisons, the Karachi and Multan

prisons were found to be better organized with well-structured stitching centers for women.

60% of the prisons visited were found running training programs under the provincial TEVTA as compared to none of the shelters. Prison vocational programs also were better structured and organized. It is important to note that women inmates received certificates from TEVTA after the completion of courses. The place of issue is not mentioned on the issued certificates, so women do not feel stigmatized, and their information remains confidential.

Prison	Lahore Prison	Karachi Prison	Multan Prison	Peshawar Prison	Quetta Prison
<b>Number of Women at facility at the time of data collection</b>	124total 90 UTPs 34 convicted	172 total 132 UTPs 40 convicted	104 total 47 UTPs 57 convicted	37 total 31 UTPs 6 convicted	18 total 15 UTPs 3 convicted
<b>Courses</b>	<ul style="list-style-type: none"> <li>• Stitching</li> <li>• Beautician</li> </ul>	<ul style="list-style-type: none"> <li>• Stitching</li> <li>• Beautician</li> <li>• Crafts</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Stitching/ Fashion Design</li> <li>• Machine Embroidery</li> <li>• Beautician</li> </ul>	<ul style="list-style-type: none"> <li>• Stitching</li> <li>• Crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Tailoring</li> <li>• Beautician</li> </ul>
<b>Certification</b>	TEVTA Certified	TEVTA Certified	TEVTA Certified	Not Certified, Organized by Dost Foundation (NGO)	Not Certified, Organized by SWD

Table 2: Courses in Prisons

In terms of the technical aspects and key concepts covered in the training content, the courses/ activities were found to be extremely basic in most instances. Inmates in all prisons reported that courses are basic in nature and there is a strong need to have advanced courses for the trainees who have gained mastery of basic skills.

Embroidery and beautician courses in prisons were conducted in line with the module/ curriculum set either by provincial TEVTA (Lahore, Karachi, Multan) or by the vocational teacher (Peshawar). The module/ curriculum notes were only available to teachers. Inmates could not access the modules and curriculum independently, and they were disallowed from keeping notes with them. No courses were found offered in

Quetta jail, but the vocational teacher was found helping inmates to learn basic skills of stitching and embroidery.

### 4.2.2. Women’s Participation in Courses

Participation in vocational programs is optional in all the shelters. The shelter management mentioned that they try to ensure maximum participation, encouraging all women residents to attend the classes, not just to learn new skills, but also to keep themselves engaged productively. In prisons, participation in the courses was compulsory only in Lahore and Multan Prisons, while in others it was optional.

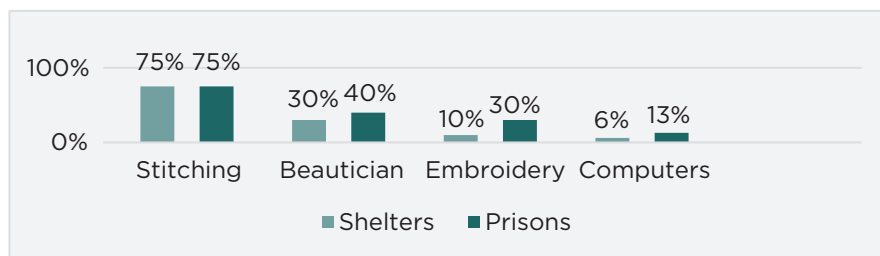


Figure 12: Percentage of Women Learning Skills at the time of the Data Collection

In shelters, the enrollment for each class varied according to the population of residents on a particular day. The highest enrollment (75%) during the study was found in stitching, followed by beautician (30%) embroidery (6%) and computers.

In prisons, there were 25-30 participants in each course. From the sample, 75% of the respondents were currently enrolled in stitching, 40% in beautician, 30% in embroidery and 13% in computers.

It is interesting to note that despite the differences in the systemized efforts for provision of TEVTA certified courses between women shelters and prisons, there was not a significant difference in the ratio of women expressing their satisfaction with trainings offered across the two. 36% of women in shelters expressed satisfaction with the training content, as compared to 34% of the shelter staff. In prisons, 43% of women inmates were satisfied with the course content as compared to 40% of prison staff.

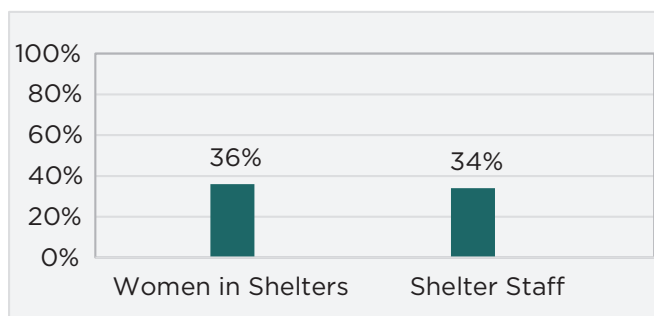


Figure 13: Percentage of shelter residents and staff satisfied with the Training Content

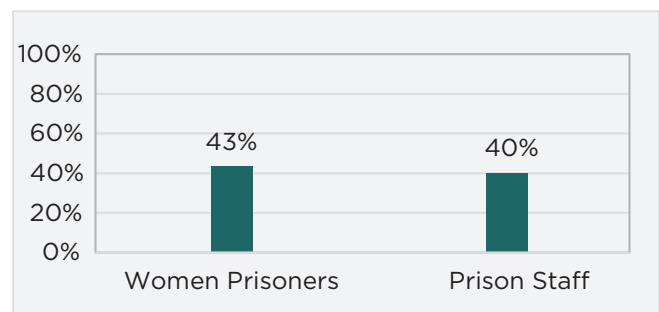


Figure 14: Satisfaction with Training Content-Prisons

***“Ever since I have been here, my stitching skills have improved, I would like to start a stitching business from my home, to stitch bedsheets, cushion covers, and clothes.” (Resident of DuA Multan)***

Beautician classes and stitching were found to be quite popular amongst female inmates. In Lahore, prisoners charge Rs. 100 for threading and Rs. 350 for waxing services. Similarly, in Karachi Prison, women stitch clothes of guards and other relatives for Rs. 800 per piece.

***“60% of women are uneducated so they cannot participate in computer classes. These women can learn beautician skills and start a small home-based parlor, but beautician courses should be certified.” (Superintendent Prison Quetta)***

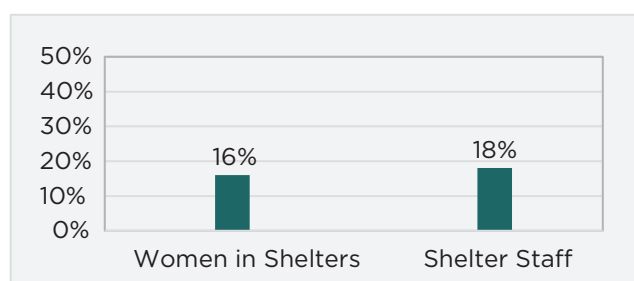


Figure 15: Satisfaction with Training Duration-Shelter

The course duration in prisons varied from 2 to 6 months. Courses are conducted 5 or 6 days a week, with each class lasting up to 1 hour. The only exception was Karachi Prison, where women had access to the stitching center till 4 p.m.

In prisons where TEVTA courses were offered, the duration was appropriate according to the module. Survey findings showed that 54% women prisoners were satisfied with the training duration, as compared to 60% of prison staff.

***“We select women who are under-trial and have long sentences to participate in the course. Older inmates have completed all the courses and some older women are exempted based on medical reasons.” (Prison staff, Multan)***

### 4.2.3. Course Duration

In shelters, as there was no time-bound TVET course, there was no stipulated duration for vocational activities. According to vocational skill teachers, it takes an average of 2-3 months for any resident to have the mastery of skills being taught. Vocational skill activities/ courses are conducted 5 or 6 days a week, between 9 a.m. to 1 p.m., with each class usually lasting one hour. According to study findings, 16% of women residents and 18% of shelter staff reported being satisfied with the training duration. A high level of dissatisfaction was thus found amongst both the residents and the administration with regard to the course duration.

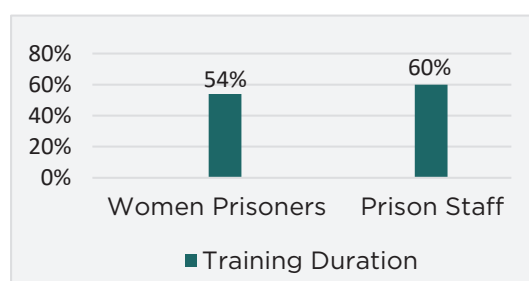


Figure 16: Satisfaction with Training Duration-Prisons

### 4.2.4. Vocational Teachers

In 70% of women’s shelters visited, there was no vocational teacher appointed by the Government. At most of these, the vocational teacher was either appointed by an NGO or a staff member such as literacy teacher, Quran teacher, or warden, was assigned to teach basic stitching skills. In the Lahore shelter teacher was recruited and appointed by SWD whereas in the SBBWCC of ICT, and DuAs of Multan, and Sukkur, teachers were placed by civil society. There was no vocational teacher in Quetta and the literacy teacher was helping residents to learn basic embroidery skills.

Shelter	Islamabad SBBWCC	Lahore DuA	Sukkur DuA	Multan DuA	Quetta DuA	Peshawar DuA
<b>Status</b>	<ul style="list-style-type: none"> <li>• 1 stitching teacher appointed by Women Aid Trust</li> <li>• 1 Volunteer Teacher for Computer Classes</li> </ul>	<ul style="list-style-type: none"> <li>• 1 stitching teacher appointed by SWD</li> <li>• 1 vacant post of beautician teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 1 teacher provided by NGO</li> </ul>	<ul style="list-style-type: none"> <li>• 1 teacher provided by NGO</li> </ul>	<ul style="list-style-type: none"> <li>• No formal teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 1 teacher appointed by Government</li> </ul>

Table 4: Teachers in Shelters

In prisons, the situation of vocational teachers was better than in shelters, as there was at least one teacher in all the prisons included in the study. In Lahore, Karachi and Multan prisons, vocational teachers were appointed by TEVTA. In Quetta, the teachers were appointed by SWD and 1 was currently in position. In

Peshawar, there were two vocational teachers, one appointed by the prison administration and the other by a local NGO. Overall, all teachers in prisons had over 10 years of experience and were diploma holders in their respective fields.

Prison	Lahore Prison	Karachi Prison	Multan Prison	Peshawar Prison	Quetta Prison
<b>Status</b>	2 Teachers appointed by TEVTA <ul style="list-style-type: none"> <li>• 1 for Stitching</li> <li>• 1 for Beautician/ Quran Classes</li> </ul>	<ul style="list-style-type: none"> <li>• 3 teachers appointed by TEVTA</li> </ul>	2 teachers appointed by TEVTA <ul style="list-style-type: none"> <li>• 1 Embroidery &amp; stitching</li> <li>• 1 Beautician</li> </ul>	2 teachers: <ul style="list-style-type: none"> <li>• 1 teacher appointed by government</li> <li>• 1 provided by NGO</li> </ul>	<ul style="list-style-type: none"> <li>• 1 teacher appointed by government</li> </ul>

Table 5: Teachers in Prisons

The study found that 75% of women residents and 78% of shelter administration were satisfied with the teachers. Similarly, 72% of women inmates were

satisfied with their teachers, as compared to 80% of the prison administration.

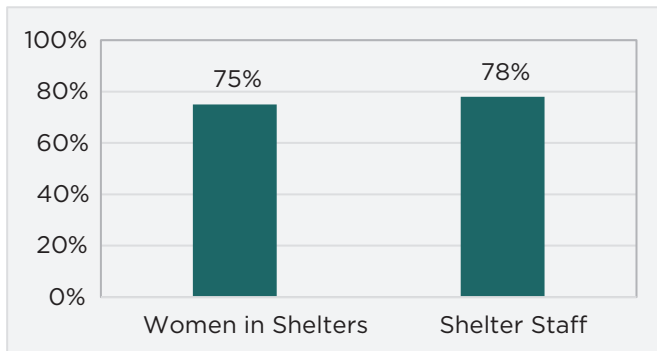


Figure 17: Percentage of shelter residents and staff satisfied with Vocational Teachers

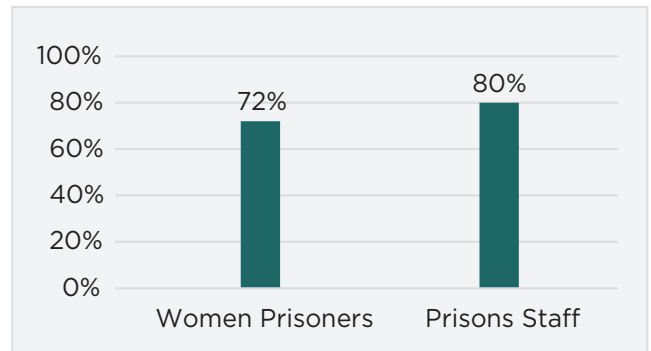


Figure 18: Percentage of prison inmates and staff satisfied with Vocational Teachers

### 4.3. Infrastructure & Resources

#### Shelters:

The women’s shelters were in old-fashioned and dilapidated government buildings, in need of repair and maintenance. Some of the shelters had a courtyard in the center, but the courtyards were devoid of greenery. The infrastructure was found inadequate in terms of the condition of the buildings, furniture, and availability of rooms for vocational trainings. The overall atmosphere was depressing and gloomy and there was a sense of jail-like confinement. In some cases, such as the Lahore DuA, the administration had tried to decorate the building with the assistance of students from the National College of Arts, Lahore. The building of SBBWCC in ICT was in much better shape in terms of space, ventilation, and lightning.

Despite dilapidated conditions, there was at least one room available for vocational classes in all the shelters. The rooms were small yet most of them were adequate, well-lit, and well-ventilated. In some cases, there were two separate rooms for vocational courses (one for stitching/ tailoring, the other for beautician courses) such as in the Lahore DuA. In SBBWCC Islamabad, there were also two rooms, one for stitching and another for a computer lab (set up with the support of UN Women). However, there was no internet facility available at the time of the study. In Sukkur, Multan, and Quetta there was at least one big room available, while others were small and inadequate to meet the needs of women.

Regarding equipment, there is a need to increase the quantity of available equipment and upgrade current sewing machines, many of which have become rusty with age and lack of maintenance. Most machines were hand-sewing machines, and shelters were also found short on basic raw materials such as cloth and threads. In many cases, the management supplied women with cloth and threads from their own expenses.

Shelter	Islamabad SBBWCC	Lahore DuA	Sukkur DuA	Multan DuA	Quetta DuA	Peshawar DuA
<b>Separate Room for Training/ Classes</b>	2 rooms • 1 for Computer classes • 1 for stitching classes	2 rooms • 1 for Stitching classes • 1 for beautician classes	• 1 room	• 1 room	• 1 room	• 2 rooms
<b>Furniture/ Equipment</b>	• 5 tables • 8 chairs in the stitching room • 3 cabinets • 10 computers in the computer lab	• 4-5 tables • 10-12 chairs • 3-4 cabinets	• Tables for 6-7 women only	• 2-3 tables • 2-3 chairs • Floor Seating	• Floor Seating	• 4-5 tables • 8 chairs
<b>Sewing Machines</b>	8 machines • 7 hand-sewing • 1 motor • 6 did not work	• 8 hand-sewing machines	• 12 hand-sewing machines • 8 functional	• 5 machines	• 4 hand-sewing machines	• 7 hand-sewing machines
<b>Stitching Material and supplies</b>	• Donated by Women Aid Trust	• Available	• Available	• Limited Availability	• Cloth not available • Other material available	• Limited availability; cloth is given to women on special occasions

Table 6: Infrastructure and Materials at Shelters

Overall, 34% of women residents and 33% of shelter management were satisfied with the training material.

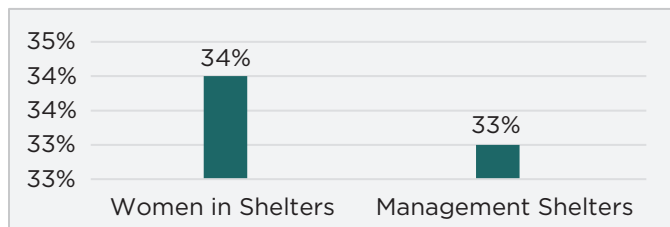


Figure 19: Percentage of shelter residents and staff satisfied with Training Material

Similarly, 40% of residents were satisfied with the infrastructure as compared to 50% of shelter staff.

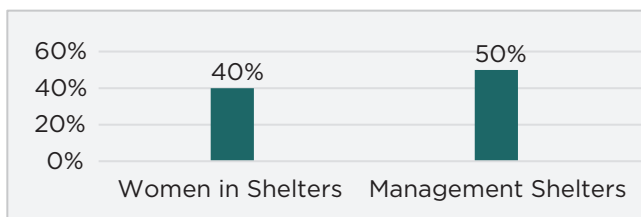


Figure 20: Percentage of shelter residents and staff satisfied with Infrastructure

According to the survey with shelter staff, 40% of respondents said that lack of financial resources for facilities was a major challenge. Apart from this, other challenges mentioned included lack of infrastructure

(25%), lack of will of the government (15%), and lack of human resources (15%), which directly affected the quality and quantity of the services.

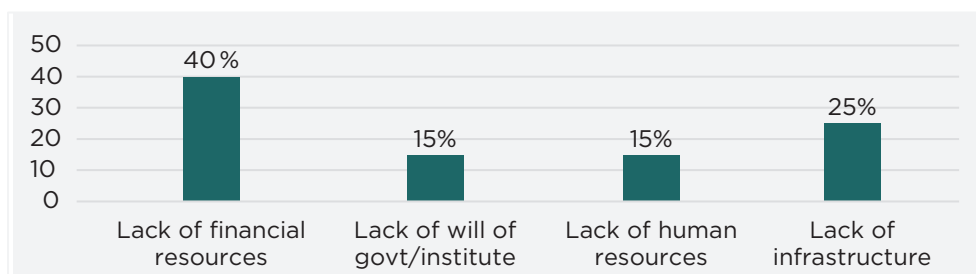


Figure 21: Challenges Identified by Shelter Management

***“We rely on donations and philanthropy. The machines that we have were a donation, there is a need to modernize our stitching room with electrical sewing machines. However, due to budget constraints, our management cannot provide better equipment.”***  
(Vocational Teacher, SBBWCC ICT)

### Prisons:

The infrastructure in prisons was significantly better than that of shelters, and rooms were more readily available. However, in Peshawar, there was only a small room, built in the courtyard by an NGO, with barely any furniture.

In Lahore and Karachi, the vocational rooms were larger, better ventilated, and well-lit, with an adequate number of electrical fittings and sockets, as compared to other prisons. Karachi Prison had the best infrastructure, in terms of space, furniture, and equipment. It was also the only prison where 20 functional computers were available, however, there was no provision of internet connectivity. Computers had been donated by the Legal Aid Society, and women were learning the basics of Microsoft Word and skills such as resume making and typing. Prisons also had better equipment than shelters; in Lahore and Karachi, both electrical and hand sewing machines were available to suit the learning needs of different users.

Prison	Lahore Prison	Karachi Prison	Multan Prison	Peshawar Prison	Quetta Prison
<b>Separate Room for Training/Classes</b>	2 rooms • 1 for Stitching classes • 1 for Beautician classes (for 15 women)	• 1 room for 30-35 women	• 1 room for 12-15 women	• 1 room for 4-5 women	• 1 room for 6-8 women
<b>Furniture/Equipment</b>	• 2 cabinets • Chairs and Tables	• Available	• No Information	• Limited space and furniture	• Limited furniture
<b>Sewing Machines</b>	• No	• 1 computer lab, 20 functional computers	• No	• No	• No
<b>Stitching Material and supplies</b>	• 15 electric sewing machines • 6 hand sewing machine	• 20 machines (both hand and electric)	• Not allowed to visit room	• 5 hand sewing machines	• 12 hand sewing machines (Donated by NGO)
<b>Separate Room for Training/Classes</b>	• Available	• Available	• Limited availability	• Limited Availability	• Not available
<b>Furniture/Equipment</b>	• 2 cabinets • Chairs and Tables	• Available	• No information	• Limited space and furniture	• Limited furniture

Table 7: Infrastructure and material- Prisons

Overall, 43% of women inmates were satisfied with the availability of training material as compared to 50% of prison management. Similarly, 42% women

inmates and 40% of prison staff were satisfied with the infrastructure.

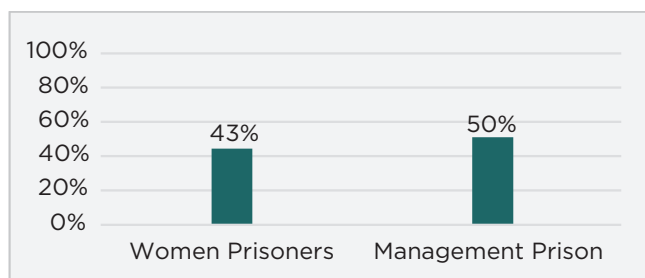


Figure 22: Percentage of Prison inmates and staff satisfied with Training Material

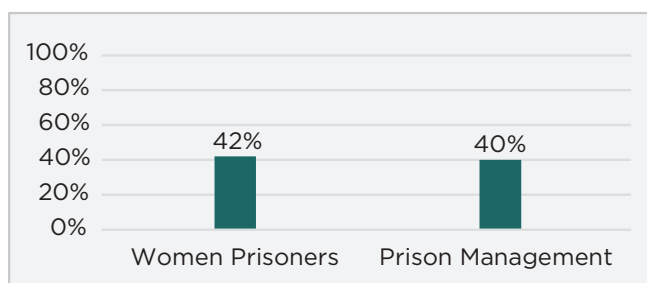


Figure 23: Percentage of prison inmates and staff satisfied with Infrastructure

As in shelters, the availability of materials such as cloth, threads, scissors and needles, and other stitching supplies was found to be a challenge in prisons as well. In Quetta, Multan and Peshawar prisons, stitching material was hardly available and was being provided out of prison management’s pocket. It is interesting to note that in Quetta Prison, sewing machines were available but there was no stitching material. Lahore and Karachi had better resources in terms of basic materials for stitching and embroidery. Overall, the main problem cited by the administration and participants was the lack of materials such as cloth, and poor or not functioning sewing machines (only half of the machines were functional).

Training material at all places was kept in locked cabinets. The trainees at both shelters and prisons,

can access this material only during class and in the presence of the instructor.

***“There is no raw material for tailoring, there is no cloth or threads or needles. Some of the material has been provided by staff and relatives of inmates. If we get more material, women can stitch uniforms of guards and generate some income.” (Superintendent, Quetta Prison)***

According to the survey with prisons’ management, 35% of respondents said that major challenge was lack of financial resources, 25% mentioned the lack of infrastructure, 20% mentioned lack of will of the government and 20% mentioned lack of human resources.

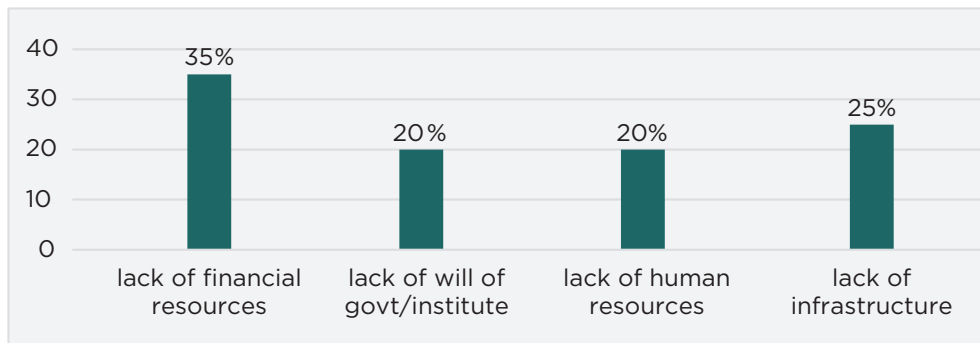


Figure 24: Challenges Identified by Prison Management

***“Sometimes our budget is released in the next quarter, therefore we have to wait for the release of payments, in many instances there is no inventory of cloth or thread, and the superintendent provides material from their pocket.” (Prison staff, Multan).***

## 4.4. Training of Staff on Human Rights, Gender and Social/ Legal Issues

### Shelters:

There are no formal mechanisms of staff trainings in women’s shelters. Some trainings for shelter staff have been organized by NGOs such as Shirkat Gah Women’s

Resource Center, Rozan, SPARC, Women Aid Trust and Legal Aid Society, on legal aid, GBV, human rights, and psycho-social counseling. In many cases, shelter administration arranges in-house sessions themselves on topics they deem relevant or necessary.

Main training interests as gathered from this study are human rights, gender sensitization, case management, counselling, communications, ethics and leadership. Training Needs Assessment needs to be done of shelter and prison staff and modules should be developed accordingly.

### Prisons:

Prisons on the other hand have a dedicated and structured program of training and capacity building for their administrative staff. Generally, in prisons,



training is conducted in the National Academy for Prisons Administration (NAPA), Lahore.<sup>50</sup>

The first training is provided to prison staff during their orientation, following induction. This is a 4-6 month training course on basic modules such as prison rules, management, code of conduct, discipline, human rights, gender, case management, and prison rules of custody, control, and discipline. This is followed by subsequent professional trainings. Prison staff also must participate in elective and mandatory trainings for promotions.

There is a need for prisons to improve their in-house capacity for trainings on the themes mentioned above. Peshawar Prison management expressed dissatisfaction in their current capacity-building programs and requested training on gender sensitization and other soft components such as communication skills. In Lahore, Peshawar and Karachi prisons, some trainings had been organized by CSOs on human rights, social welfare, and gender, but there are no initiatives from the government’s side in these areas.

Staff of both institutions expressed interest in increasing opportunities for experiential learning by visiting different women’s shelters and prisons across the country and to observe and learn first-hand from practitioners working under in these contexts with relative success.

## 4.5. Linkages & Collaboration

### 4.5.1. Social Protection Schemes

Most women at both shelters and prisons were aware of BISP and PBM. A few FGD participants in women’s shelters had received stipends from BISP before coming to shelters. It was found that while women were familiar with BISP and PBM as institutions, they were not fully aware of the different programs and facilities offered by these institutions. There was no mechanism to link women inside the shelters or those who had left shelters and prisons with BISP or other

social protection and security systems. Additionally, BISP can offer special stipends and scholarships to women who are completing courses and stipends after release.

*“There are currently no linkages with BISP or PBM. My recommendation is to start a stipend program with PBM, so that women can get financial aid of around Rs. 2,000 -5,000 as a monthly benefit. We can have an MoU with different government departments, who can assess the skill set of people who have completed prison vocational courses and link them up with jobs.”*  
(Superintendent, Quetta Prison)

### 4.5.2. Linkages with Market/ Industry

Overall, there are no formal linkages of shelters and prisons with markets, industry, and businesses. These are crucial for women to practically apply their skills and earn income through business orders during or after leaving shelter/ prison life, and develop connections and networks for business opportunities or job placement.

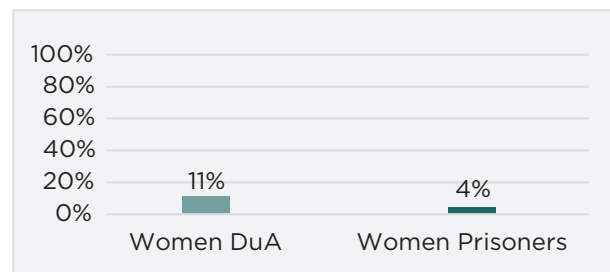


Figure 25: Percentage of Shelter Residents and prison inmates satisfied with Market/Business Linkages

Only 11% of shelter residents expressed satisfaction with external linkages with the market, based on one example, where the shelter (DuA Peshawar) had formally engaged a shop in the local market where women residents’ products were displayed and sold. In prisons, only 4% of women inmates expressed satisfaction over linkages with the market and business avenues outside the prison facility.

50 <https://www.corrections.direct/corrections/national-academy-for-prisons-administration-pakistan>. NAPA is the only national level academy which imparts basic and professional training to all prison staff in Pakistan. NAPA conducts orientation, progressive professional, and specialized trainings to the entire prisons officers and ranks in Pakistan.

A few notable efforts have been made, however, to develop linkages with industry such as the Karachi Prison collaborating with Women of Wonders, Pakistan (WOWPK) and local exhibitions where cushion covers, clothes, and table runners made by women inmates are put up for sale. Similarly, the Multan shelter has a display area inside its compound, where embroidered and other handmade products are displayed.

It is important to note that there was no provision beyond training courses, or any guiding mechanism to facilitate women in building market, industry, and business linkages. The prison administrations consider the security and well-being of inmates as their mandate, and assert that SWD/ WDDs should take responsibility for creating linkages for women inmates and arranging job placements. The administration of all prisons pointed to the presence of untapped labor in prisons that can be linked up with the textile industry, especially in the presence of skilled seamstresses and needleworkers. There is a need for more civic engagement, advocacy and awareness around issues of women in shelters and prisons.

***“Women here have advanced embroidery skills, they stitch clothes not only for themselves but also for prison staff and other women, earning around Rs. 800/- for one shalwar kameez suit. There is untapped potential and labor available. It would be ideal if local brands such as Generation or Khaadi can employ our women and give orders for stitching. There needs to be a middleman or an organization that can connect us to vendors, boutiques, and factories for orders.”***  
***(Superintendent, Karachi Prison)***

Social Welfare Department and prison administrations need to reach out to external stakeholders such as Chambers of Commerce, NGOs, vocational institutes, and private companies/ businesses such as boutiques, garment manufacturers and factories to raise awareness on this untapped labor potential and connect the two for a win-win situation.

### 4.5.3. Civil Society

There are many CSOs and NGOs working on women's empowerment and reducing VAW. However, not many work inside shelters and prisons. The main

limiting factors that came up during IDIs were budget constraints; structural limitations in terms of facilities; bureaucratic challenges; difficulty securing approvals and permissions; and security issues at both shelters and prisons.

Despite these challenges, best practices are being followed by the few organizations working in shelters and prisons. As mentioned above, Rozan has been working in shelters since 2000. It has conducted various vocational courses, organized internship programs, extended entrepreneurship opportunities, and provided trainings, mentorship, and seed money to shelter residents for starting their own businesses. Many survivors benefitting from these programs were able to run their small businesses over time. Through Rozan's internship programs, women survivors were provided training, internship opportunities and finally job placements after exiting shelters through creating linkages with other organizations.

Another example is Panah shelter in Karachi, Sindh, which runs basic and advanced training courses for its residents in partnership with institutions such as Rangoonwala Trust particularly focusing on beautician courses due to its market viability. There have been many women in the shelter who after receiving training, are working in high-end salons in Karachi. The shelter also runs basic literacy programs for its residents.

One of the salient features associated with Panah in the recent past was a halfway house. This was a hostel-cum-accommodation facility for women residents searching for jobs after leaving the shelter. They could avail accommodation for a limited period of time in the halfway house till they found gainful employment and alternate accommodation. This initiative has been halted due to security concerns but was considered as a very empowering and transformational initiative by Panah administration's own account.

There are also very few organizations working with women in prisons. The Legal Aid Society in Karachi is working for the welfare of inmates, including running a vocational training center in Karachi Prison. The vocational center has a fully functional stitching center, where women come from 9 a.m. to 4 p.m. and stitch clothes for themselves and other people. Their hand-made products (bags, cushions, etc.) have been sold at festivals and many women inmates have earned from the sales during exhibitions. Though security of the

equipment and safety of women make the situation challenging, the prison management has developed vigorous SOPs of lockup and checking. Another NGO providing vocational skills to women inmates is Dost Foundation based in Peshawar, KP.

These organizations have been working in this sector for many years. They all emphasize the need for undertaking continued assessment of skills amongst women shelter residents and prisoners, and the income-generation potential and marketability of their produce.

## 4.6. Mechanisms for Follow-up with Residents/ Inmates after departure

In both women's shelters and prisons, there was no adequate system of follow-up, despite bearing explicit mention in provincial shelters' SOPs and Guidelines. Follow-ups are simply not done, or done in an ad-hoc manner, with each shelter having its own mechanism. For example, SBBWCC Islamabad and DuA Lahore mentioned conducting 3 and 6 monthly follow-ups with women whose cases were pending in courts, although they had left the shelters. The Superintendents of Sukkur and Multan DuAs reported conducting weekly or monthly follow-ups, depending on the sensitivity of the case.

However, this information was not validated by the residents. Women in the FGDs stated more than once that no follow-up was conducted with them by the staff. According to shelter administration, the entire process of follow-ups is based on the resident's consent to be contacted. Many women, they asserted, did not want to be contacted by the shelter staff for fear of continuous trauma, stigma, or ostracization. Only women who expressed a wish to stay in touch when exiting the shelter received calls from the shelter administration.

*“There are some women who keep in touch with us, inquiring about jobs or asking for support in finding a place to rent, or help with their children's admission.”*  
(Superintendent, SBBWCC, ICT)

The situation in the prisons was similar, with each prison having its respective system for following up. For example, there was no system of follow-ups in Multan, Karachi, and Lahore prisons. In Peshawar and Quetta, follow-ups were done by police on a court order, usually not concerning the women's welfare but to check whether the woman was a security threat to her community post-release. Generally, prison authorities were of the view that follow-ups for job placements or income-generation opportunities are not the mandate of police or the Home Department and should be undertaken by SWD/ WDD.



# CHAPTER 5

## BARRIERS IN ECONOMIC EMPOWERMENT PROGRAMS





# Chapter 5:

## BARRIERS IN ECONOMIC EMPOWERMENT PROGRAMS

The data collection revealed many challenges which have been mentioned above, including lack of financial and human resources, poor infrastructure, as well as the absence of linkages. These and other factors that came out of a deeper analysis can be considered core barriers towards the economic empowerment of women in shelters and prisons. All such challenges and barriers are outlined below.

### 5.1. Lack of Vision & Strategy

Vocational training programs that currently exist in shelters and prisons have been primarily designed to keep women mentally and physically engaged, maintain discipline, prevent conflict and manage depression and anxiety among residents. The focus is not long-term financial empowerment or sustainable livelihoods.

There is no market assessment available for inmates' and shelter residents' products, or their learning needs by any department, be it SWD, WDD, Home Department, or provincial TEVTA. Similarly, no assessment has been made of the demand and profitability of skills imparted to or acquired by women. The current state of skills of women, or their needs, interests and aspirations are also not considered.

### 5.2. Gender Stereotypical Courses

As a result of the poor vision and lack of assessment, the course selection, design, and content at both shelters and prisons are driven by gender stereotypical ideas of occupational segregation. Within prisons, varied TEVTA-certified courses are offered to male inmates but not female inmates. These courses are designed with an outlook to increasing male inmates' earning capacity and are based on market demands for specific skills. On the other hand, women inmates are offered limited and traditional courses, without an emphasis on increasing their earning potential.

In shelters, similar trends can be seen. Many of the staff at shelters seem to share the common perception that a woman cannot survive without a man's support in Pakistani society, which encourages women to reconcile with their families instead of actively pursuing an independent life of dignity, based on their capabilities and skills.

### 5.3. Human Resource Issues

One of the major reasons for the low priority given to vocational programs by the administrations of both shelters and prisons, is the dearth of human resources. Even when positions had been created, they were often found to be vacant – for example, in

most shelters, there were at least two vacant positions, either of vocational teachers or wardens.

Prisons also had challenges regarding the lack of female wardens. In Quetta prison, there are currently 3 female wardens for 19 inmates, with each warden performing a daily 4-hour duty. Similarly, in Multan prison, women staff work in 3-4 hourly shifts. In Lahore prison, female staff work 6 days a week, at the expense of neglecting their families and affecting their mental health.

Increased workload due to low human resources pushes the staff and administration at both institutions to prioritize tasks that are considered more crucial like ensuring security, following-up with court cases, maintaining discipline, etc. Since designing and implementing income generation programs needs more time, planning and focus, these programs tend to take a back seat.

## 5.4. Limited Capacity of Vocational Teachers

Both shelters and prisons are dealing with the challenge of not having diverse, innovative, and professional teachers for conducting vocational training programs that can increase women's earning capacity. The skillsets of vocational teachers at both places do not go beyond the basic stitching or beauty/grooming. In the Lahore DuA, the teacher who is responsible for Quran classes was also found teaching stitching. Likewise, there was only one teacher each in Sukkur, Multan, and Peshawar DuA, teaching skills well beyond their area of expertise. There are no regular performance evaluations of the staff or assessment of service delivery at any level.

## 5.5. Absence of Linkages with State Vocational Training Institutes

There are no linkages between shelters and any certified vocational training institute. On the other hand, in 60% of the prisons, TEVTA courses are being offered through trained teachers. These are time-specific (2-3 months long) regular and certified

courses on stitching, embroidery, beauty salon work, and fashion design. TEVTA is an autonomous body and a training organization that offers certified technical and vocational courses and job placement services to government and external employers. TEVTA has been working with prisons at the request of the Home Department in all provinces, however, in Quetta and Peshawar, TEVTA courses are only for male inmates.

TEVTA can initiate similar courses with shelters on request and after signing MoUs with the provincial SWD/ WDD. However, TEVTA raises concerns on the uncertain duration of women's stay in shelters as many women may not be able to complete their courses.

The National Vocational & Technical Training Commission (NAVTTTC), is an apex body at the national level to regulate, facilitate, set skills standards, accredit, provide policy direction, enforce curriculum, undertake trade testing, issue certification of skills, and develop skilled human resource in the TVET sector. NAVTTTC offers fashion designing, dress-making, carpet weaving, and beautician courses. Recently, women have also enrolled in its graphic designing, computer, and media-related courses. NAVTTTC also offers electrician, plumbing and auto-mechanic training, but very few women apply for these courses.

Currently, there are no linkages between shelters or prisons and NAVTTTC. During the IDI, NAVTTTC representative explained that the Commission can provide trainings in these institutions but according to NAVTTTC's procedures, the provincial SWD/ WDD for shelters and Home Department for prisons would need to apply in response to Expression of Interest requests issued periodically by the agency. NAVTTTC would not be able to provide material or machinery, but it can provide the curriculum, vocational teachers' trainings and a stipend to shelter residents, under different schemes of the organization.

## 5.6. Lack of Certification of the Courses

Linked to the above point, there are many women both in shelters and prisons who possess advanced stitching and embroidery skills, but do not possess any certificate to substantiate it. Certification can increase the economic returns on their skills, and



can help women secure jobs or find sources of income upon leaving the shelter or prison. Though in some places CSOs provide informal certificates on behalf of their organization, however government or industry endorsed certification is more valuable, as are trainings conducted directly by government-approved technical boards such as NAVTTC, TEVTA, or sector actors like Provincial/ District Chambers of Industry and Commerce, the Small and Medium Enterprise Development Authorities (SMEDA), etc.

## 5.7. Absence of Job Placement & Income Generation Opportunities

The challenge is not only providing economic opportunities for women while they are in the shelter or prison, but also helping them find suitable job opportunities after release. As mentioned earlier, both in shelters and prisons, no referral systems were found to foster such linkages for job placement or gainful work. There are also very few organizations (civil society and private institutions) that are working for job placement of former shelter residents and inmates. There are no known internship or job placement programs for women, by either government or private organizations. As a majority of women do not like to stay connected with shelters or prison administration after leaving, there are limited ways to reach them, refer them to jobs, help them start a small business or take existing capacity-building initiatives to scale.

## 5.8. No Formal Provision for Adult Education

Women's likelihood to succeed in future jobs and businesses can be increased if their education level is raised. Unfortunately, many women in shelters and prisons are illiterate. Some of those who wish to continue long-distance education, do not have the required documentation such as CNICs or previous educational certificates.

In shelters, there is no facilitation for women to continue formal education mainly because of their working structure which is characterized by the

unpredictability of women's stay there, security issues, and lesser emphasis by the state on increasing literacy.

The situation is not very different in prisons apart from a few examples. For instance, the Lahore Prison has signed an MoU with Allama Iqbal Open University (AIOU) for long-distance education including Matric, Intermediate and Bachelors for inmates. However, women without primary or middle education do not have any facility to rejoin schools and there are no formal adult education schools within prisons. Karachi Prison had an adult literacy program (2017-2018), organized by a local NGO named Sahil. However, the program ended due to budget constraints.

Without basic education, women in shelters and prisons, are stuck with limited choices and opportunities when it comes to vocational skills. If women are vocationally skilled and have a higher education they can avail better-paying opportunities in IT, management, sales, customer services, and the hospitality industry, for example.

## 5.9. State of Mental Health of the Residents

The need for emotional and psychological support in shelters and prisons cannot be stressed enough for ensuring a relaxed and conducive living and learning environment for the occupants. It is necessary that before residents and inmates are sent to vocational classes, they be given adequate time to become mentally and emotionally stable and acclimatize themselves to their new surroundings. Only with a relaxed mind will they be able to see the importance of vocational skill-building, and focus their efforts on it, not just see it as an activity to spend time but as a source of self-development, empowerment, and financial independence.

## 5.10. Dropouts

A key challenge to the completion of courses is their continuity, especially for women in shelters. Their stay is unpredictable and can vary from anywhere between 2 days to 5 years. As a result, about 60% of women shelter residents are unable to complete their courses. In many cases, women leave the shelter and then

return to rejoin classes at different stages. Time-bound course completion is only possible if women's stay is for a steady period that allows for training uptake and refinement of skills.

On the other hand, women inmates stay for long durations and therefore can attend time-bound, certified courses. However, as already mentioned, enrollment in the same course, repeatedly, leads to frustration and boredom instead of learning progression and empowerment.

## 5.11. Perception of Society regarding Shelters and Prisons

The social stigma attached to shelters and prisons limits opportunities for women to have a better life after leaving. FGD participants elaborated that society views women in shelters as immoral, labeling them as 'prostitutes' and berating them for leaving their families and children. Similarly, women who have served prison sentences even if they are exonerated by courts, are treated as social outcasts. Despite their innocence/ exonerated and time served, people still perceive them as criminals whose presumed or actual debt to society is never repaid. It is because of the fear of this stigma, that women do not want shelter staff to interfere in their lives once they have left. This limits opportunities for institutions to fully support women in their post-shelter journey.

## 5.12. Lack of Support Mechanisms in Post-Shelter/ Prison Phase

The post-discharge/ release journey for women in shelters and prisons is not easy, especially in the absence of institutional social and economic support. For women, security and preservation of life is foremost, followed by concerns for shelter, food and livelihood. Women in shelters and prisons are already in economic distress as evident from their profiles. Those who are exiting a shelter or prison hardly have any savings to begin with; what they may have possessed depletes further due to court and other legal expenses. In many cases, women do not even have sufficient cash for taxi fares on the day they leave these institutions. They are likely to face further economic barriers and may return to crime or reconcile with the perpetrators if they are not helped in securing financial assistance – be it in terms of a job or a small-scale business. With complete absence of any support mechanism either from government or civil society to help these women in their post-shelter/ prison journey, limited savings, low or no education and a lack of skills and support from the community, women are likely to remain in economic distress after leaving, increasing their vulnerability to abuse, exploitation and violence.

*(See Annexure 6: Some Quotes and Suggestions from Respondents in Shelters & Prisons).*

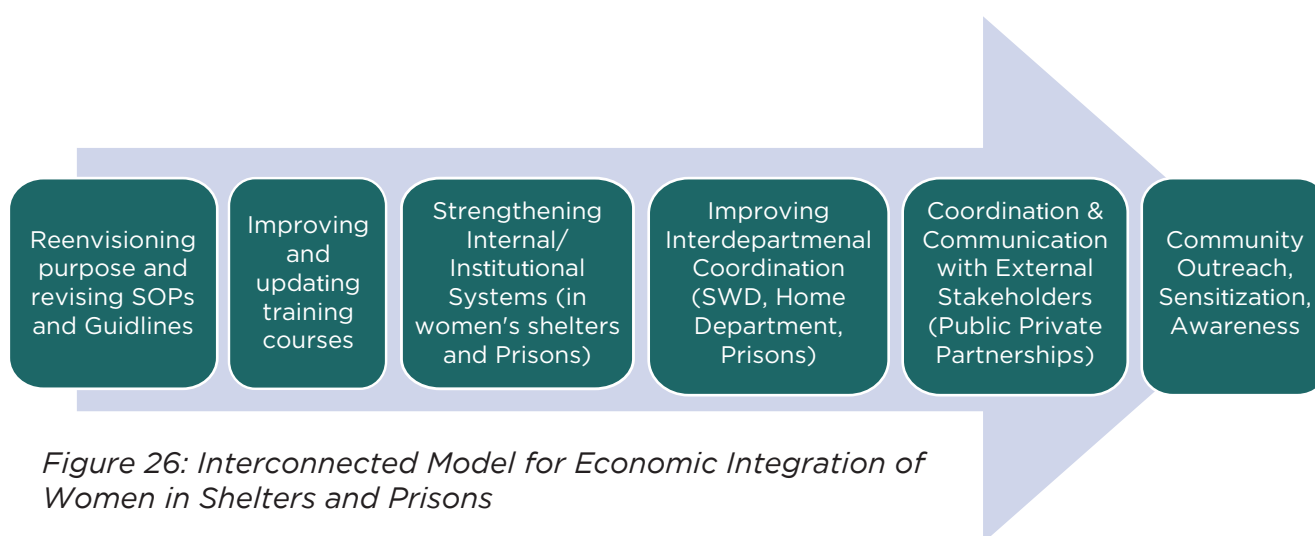
# CHAPTER 6

# RECOMMENDATIONS





# Chapter 6: RECOMMENDATIONS



*Figure 26: Interconnected Model for Economic Integration of Women in Shelters and Prisons*

## 6.1. Institutional Changes

### 6.1.1 Re-evaluate the Vision - Moving Beyond Service Delivery

The SOPs of women's shelters have a section on vocational trainings that is broad and generic, and calls for embedding vocational teachers, courses, and regular activities in the institutional plans and time-tables. In practice, shelters are more focused on immediate care of residents such as providing food,

shelter and other basic necessities – any vision or strategies to empower women and help them break out of the vicious cycle of distress, are overwhelmingly missing. The SWDs/ WDDs and shelter administrations need to re-evaluate their purpose and focus not just on basic service delivery but also on enabling women and creating pathways for their independence, decision-making, education, income generation and livelihood.

Similarly, there are relevant sections under the Provincial Prison Rules pertaining to educational and vocational activities, which should be revised to

improve access to quality provision of TVET in these institutions with a focus on economic empowerment.<sup>51</sup>

Supporting women on the path to empowerment so that they can deal with the socioeconomic impacts of experiencing violence or being involved in the criminal justice system, requires that existing SOPs and manuals be thoroughly reviewed and revised to ensure that the training programs serve women's long-term needs and interests. In addition to reviewing and realigning SOPs with the goal of economic empowerment, specific action-oriented policies and practical guidelines need to be developed, outlining how to establish mechanisms for partnerships with relevant government institutes, and linkages with private and non-profit sector for sustained income generation.

The partnership of UN Women with civil society organizations supporting implementation on the ground need to include inmates of prisons as target beneficiaries of activities supporting to advance women's economic empowerment.

## 6.1.2 Increase Budget Allocations

Financial constraints were mentioned by all shelter and prison staff across Pakistan, hence a key recommendation is to increase the overall budgets with dedicated allocations for vocational and skills training programs. The 2022-2023 provincial budgets for SWDs show that the budget allocation for Punjab is Rs. 617 million<sup>52</sup>, Rs. 6,068 million for KP<sup>53</sup> and, Rs. 28,423 million for Sindh<sup>54</sup>, whereas Rs.20 million is

allocated for establishing technical training institutes within Dar ul Amans (and also Rehabilitation Centers for Drug Addicts) in Balochistan<sup>55</sup>. Overall, 30% of SWD budget is allocated for shelters, and a major bulk of it goes to salaries and operating expenses.

For 2020-21, the provincial home departments allocated budgets of Rs. 4.48 billion for prisons in Sindh<sup>56</sup>, Rs. 927 million for Balochistan prisons<sup>57</sup>, Rs. 2.8 billion for prisons in KP<sup>58</sup>, and Rs.10 billion for Punjab prisons<sup>59</sup>.

The budget can be used for the appointment of teachers, procuring training material, and improving basic infrastructure. The budget should be allocated according to a financial assessment and cost-benefit analysis of different training programs.

## 6.1.3 Enhance the Human Resource Capital

Internal recruitment processes need to be improved and all vacant positions in shelters and prisons must be filled on an urgent basis, with qualified staff. The job descriptions of staff members including vocational teachers need to be reviewed and updated. At the same time, salary structures should be enhanced, and incentives offered to motivate staff and improve their performance. There is a need to engage human resources with expertise in specific marketable skills, especially the non-traditional ones. In addition, the skill set of the teachers already working at both

51 Punjab Prison Rules - Chapters 33: Pertains to imparting vocational training to prisoners to enable them to earn a respectable livelihood after their release

Sindh Prison and Corrections Bill 2019 - Chapter 8: Pertains to Prisoner Well-being and Rehabilitation, specifically Rule 53 deals with the provision of educational and vocational training

KP Prison Rules 2018 - Chapter 2: Pertains to Prisoner Well-being, specifically Rule 679 B that deals with vocational and technical skills training

Balochistan: Pakistan Prison Rules 1978 - Chapter 33: Pertains to imparting vocational training to prisoners to enable them to earn a respectable livelihood after their release

52 [https://finance.punjab.gov.pk/system/files/ADP\(SP\)22-23.pdf](https://finance.punjab.gov.pk/system/files/ADP(SP)22-23.pdf)

53 <https://pndkp.gov.pk/2022/06/13/kp-budget-2022-23/#:~:text=The%20Khyber%20Pakhtunkhwa%20government%20has,billion%20for%20merged%20tribal%20districts.>

54 [https://finance.gos.pk/Home/Download?path=Budget%2FBudgetBooks%2FFY-23-24%2FVOLUME\\_I%2FVOLUME-I-%202023-24.pdf](https://finance.gos.pk/Home/Download?path=Budget%2FBudgetBooks%2FFY-23-24%2FVOLUME_I%2FVOLUME-I-%202023-24.pdf)

55 <https://www.oakdf.org.pk/wp-content/uploads/2022/09/Balochistan-Budget-FY2022-23.pdf>

56 Budget Jails, Government of Sindh, 2021

57 Annual Budget, Government of Balochistan, 2020

58 Demand for Grants and Current Expenditure 2020-2021, Government of KP, 2021

59 Budget Jails, Government of Punjab, 2021

shelters and prisons needs to be upgraded by offering them opportunities to learn. Performance appraisals and evaluations are needed to monitor teaching methodology and effectiveness, and promotions should be made dependent on good performance, including feedback from the residents/ inmates.

A training calendar for staff and instructors needs to be developed that lays out a schedule of trainings for the year. These should include topics such as Human Rights, Gender-based violence, Legal Aid, Case Management, Emotional/ Mental Health, communication and counseling skills, survivor-centered approach, etc. so that they are fully informed and knowledgeable about dealing with residents/ inmates, not just on the technical skills aspect. Civil Society organizations or academic institutions can be engaged for content development and programme design, training modules, and conducting Trainings of Trainers.

Moreover, opportunities for networking and exchange, such as exposure visits, seminars, workshops and conferences, can allow shelter and prison staff to observe procedures, best practices, challenges, and lessons learned in similar institutions across different cities and provinces. Learning and networking opportunities should also be arranged for concerned departments within the same province to increase coordination and communication, as well as to foster an environment of collective effort.

## 6.2. Internal Systems Strengthening

### 6.2.1 Management Information Systems (MIS)

In both institutions, there is a need to improve record-keeping, especially in a digitalized form that can be easily retrieved and include details of the skills shelter residents and prison inmates possess, or have acquired during their stay. A computerized information management system (MIS), containing detailed information about women residents and

inmates will facilitate the staff in matching women with potential jobs, internships, business opportunities, and other educational and skill-building opportunities. The MIS can also identify the type of support and resources needed for women, based on their specific needs (such as housing, legal and medical aid, mental health services, hostels, vocational institutes, schools, industrial homes, and police stations, amongst others) as well as learning and practice requirements. An Information Officer with IT skills can be appointed, for collecting, updating and sharing information.

A Data Management Unit has been set up in the SBBWCC of ICT with support from UN Women, and the digitalization of records is in process. Other initiatives for MIS development for prisons are also underway with support from development agencies. For example, a Prisons Management Information System (PMIS) was piloted in District Jail Lahore, in collaboration with UNODC Home Department, Punjab in 2014. The PMIS project envisaged to automate all aspects including maintaining a comprehensive database of the prisoners as well as the staff. Following the success of pilot project, it has now been scaled up to 20 Prisons in the province.<sup>60</sup>

### 6.2.2. Educational Opportunities for Residents

Women who are illiterate or semi-literate and need help in completing basic or primary education should be supported in acquiring literacy through formal or informal support mechanisms. This will not only make their participation in skills learning courses more meaningful but also open more avenues for a wider range and levels of skills and opportunities. The Government should appoint local teachers to deliver basic education courses in shelters, who can also teach the children accompanying residents/ inmates. Alternatively, residents/ inmates with a certain level of education could be appointed as teachers and given stipends for their services. There are some good models of non-formal adult education in Pakistan developed by organizations such as the National Commission for Human Development (NCHD), The Citizens' Foundation, JICA, etc. that can be explored

60 <https://prisons.punjab.gov.pk/pmris>

and adapted for shelters and prisons as the curriculum has already been developed by these agencies against set standards and parameters.

### 6.2.3. Follow-up Mechanisms

There is a need to develop a comprehensive follow-up system following the release of residents and inmates that focuses on areas of mental, social, and economic well-being. The follow-up system should include a timeline such as weekly, or monthly contact in the beginning and less frequent follow-up once the women are settled in the community. Guidelines should also mention modes of follow-up, i.e. either telephonically or in-person, especially in high-risk cases and identify staff members who would be responsible for this. Security protocols should also be addressed in the guidelines.

A roadmap or directory for institutional support mechanisms needs to be developed for each shelter and prison outlining opportunities for education, learning and economic opportunities and resources, which can help women in enhancing their income earning capacities post-shelter or prison. This should include names, addresses and contact numbers of all relevant institutions including those working on health, protection, education, employment, etc., and should be given to the women when they are leaving the shelters or prisons. Follow up systems must take note and record the number of survivors availing such opportunities.

The follow-up steps taken need to be recorded as part of the resident/ inmate's confidential file within the MIS system. The MIS can also be useful in contacting and setting up a time for former residents and inmates to inquire about their well-being or any issues they may be facing in terms of reintegration and rehabilitation.

## 6.3. Quality of Programs

### 6.3.1. Training Needs Assessment (TNA) & Impact Evaluation

To understand the market demand and economic value of vocational skills offered to shelter residents and prisons inmates, a comprehensive market survey

for each taught course must be undertaken along with identifying markets and demands for products/ services. The TNA should assess existing and new market trends, labor market values, and facilitating mechanisms including for informal and contractual labor. Moreover, impact evaluation of the current vocational programs in these institutions must also be undertaken to improve and update existing course design, including the addition of more advanced courses for residents or inmates having different skill sets/ levels.

### 6.3.2. Introduction of New and Non-Traditional Courses

Learning new skills that are considered gender atypical or unsuitable for women may be key to unlocking women's economic potential. Digital literacy, for example, can help women set up small businesses through making pages on social media for marketing their products or services. It was seen that most women at both shelters and prisons opted for traditional courses, but the reasons might be that they are either not aware of the economic potential of non-traditional skills, or hesitant in learning something so new for them. These challenges can be addressed by providing them information and guidance. On the other hand, young women especially those between the ages of 20-30 years expressed a desire to learn modern skills including computer use, mobile repairing, and driving.

Apart from traditional and non-traditional courses, a key recommendation is to introduce courses that expand women's reach to other sectors such as textile designing, gardening, catering, etc. There is physical space available in all shelters and prisons that can be used for kitchen gardening, and women can be trained in these skills with a view to start a small business after leaving (e.g., seed banking, food preparation and catering, fashion designing).

### 6.3.3. Standardization and Accreditation

Courses offered in both institutions need to be standardized by an authorized and recognized vocational board or training institute, such as TEVTA or private institutes with appropriate accreditation and



affiliation. Skills acquired through certified courses are more valuable for residents and inmates in securing work outside shelters and prisons. The courses in the prisons (Lahore, Karachi, and Multan) are already accredited by TEVTA, however, there is a need to develop formal linkages between shelters and TEVTA, for government-approved and accredited training services. Women residents who leave shelters before completing their courses can be connected to district vocational training institute for course completion.

### 6.3.4. Incentivizing Vocational Training

To motivate women to participate in vocational programs, monetary stipends, rewards or non-monetary incentives can be given against enrollment and the completion of courses. In prisons, women who complete their courses should get remission in their sentences, just like their sentences are reduced if they give matric exams, or learn to recite the Quran. It is important to note that similar practice of reduced sentences against vocational course attendance is being practiced with the male inmates in some prisons across Pakistan, but discrimination continues against female inmates.

### 6.3.5. Marketing/ Exhibition Spaces and E-Commerce

There should be a separate space in shelters and prisons to display products made by women. Another option could be to take the products prepared to local outlets or display and sell them at festivals or exhibitions. Linkages with local organizations working on women’s handicrafts (such as APWA, Behbud, other handicraft shops and outlets) can also E-commerce and digital marketing platforms can be used to attract customers and spread awareness about and market products. Digital literacy skills can be taught to the residents to help them market their products online.

## 6.4. Linkages & Collaboration

### 6.4.1. Inter-Departmental Coordination

Many areas of governance under the SWD involve social welfare and protection that can provide critical support to women residing in or exiting from shelters and prisons. One such mechanism is the PBM, along with affiliated TVET institutes. There are examples of best-practice service models related to economic empowerment and rehabilitation of women offered by SWD that can be expanded/integrated, such as the Dar-ul-Falah’s (DuFs) or Sanatzars. Linkages should be established with existing government social protection programs like Ehsaas,<sup>61</sup> Benazir Income Support Programme (BISP), the Individual Financial Assistance (IFA) Scheme <sup>62</sup>, and Child Support Program<sup>63</sup> offered by Pakistan Bait-ul-Maal (PBM). There is an overall need to improve internal communication and coordination between the different branches and directorates of the SWD, to widen the scope of services offered to women in shelters and prisons. Linkages with the Women Development Departments should also be made to help women find support after they leave the shelters and prisons, for example working women hostels, etc.



Figure 27: Interdepartmental communication

61 <https://bisp.gov.pk/SiteImage/Misc/files/EngBriefEhsaasEmergencyCash.pdf>.

62 <http://www.pbm.gov.pk/ifa1.html>.

63 Ibid.

Following are a few examples existing in Punjab of the mechanisms that need to be strengthened, upgraded and adapted for replication in other provinces.

**Dar-ul-Falah:** DuFs have been established by the SWD Punjab in 6 cities (Lahore, Sargodha, Rawalpindi, Sialkot, Multan, and Bahawalpur), for the welfare of widows, divorced, deserted and separated women, including those who have children with them. Unmarried and dependent children (boys up to 11 years of age and girls up to 18 years of age) can be admitted along with their mothers.<sup>64</sup> DuFs work in close coordination with shelters and provide not only shelter to women with children, but also support women with trainings and in securing jobs.

**District Industrial Homes (Sanatzars):** The District Industrial Homes are training cum production centers, commonly known as Sanatzars, established by SWD Punjab.<sup>65</sup> Presently, 36 Sanatzars are set up in Punjab at District Head Quarters<sup>66</sup> to train women in various crafts. Trained workers are provided with work orders and wages are given to them accordingly. Sanatzars also arrange exhibitions and provide an opportunity for women to sell their products. They need to be linked with shelters and prisons, especially with women who are about to leave and want further vocational training or work opportunities.

There is an overall need to improve internal communication and coordination amongst different branches/ Directorates of the SWDs, to offer a range of services to women in shelters and prisons, especially those who may have diverse needs for social security and protection. Linkages also need to be developed with other government programs such as BISP and the Ehsaas Program, to help women in their post-shelter/ prison lives.

Information needs to flow vertically (within the directorates/ departments), and horizontally, across various projects, programs, and associated authorities<sup>67</sup>

and NGOs, through regular coordination meetings, newsletters, and updating the website. To improve the coordination with these departments, the provincial SWDs and Prison administrations should have a liaison.

## 6.4.2. Linkage with NADRA

To facilitate women in acquiring CNICs, linkages and cooperation need to be developed with NADRA, which can facilitate in-shelter and in-prison CNIC registration for women through their mobile vans – such an intervention was carried out in Karachi prison. This should be a regular activity, and not a one-off initiative as women move in and out of these institutions. NADRA should provide orientation to women residents and inmates on the need for and importance of CNICs.

## 6.4.3. Public-Private Partnerships and External Stakeholders

Public and private partnerships can help shelters and prisons overcome challenges related to resources and budget and improve overall service delivery. Civil society organizations and private companies through Corporate Social Responsibility (CSR) programs can fund and develop programs, focusing on job placement, scholarships, access to loans, marketing, and overall opportunities in market, industry, and business.

## 6.4.4. Local Businesses, Markets and Industry

Developing linkages with institutions such as local chambers of commerce and industry for supporting registration of businesses, exhibitions, local networking, and mentorship can be crucial in facilitating women residents and inmates to improve their skills, promote their products and step up in the field of business and industry. Industrial setups like fashion brands,

64 [https://swd.punjab.gov.pk/mother\\_and\\_children\\_homes\\_](https://swd.punjab.gov.pk/mother_and_children_homes_)

65 [https://swd.punjab.gov.pk/district\\_industrial\\_home](https://swd.punjab.gov.pk/district_industrial_home).

66 Ibid.

67 In Punjab, the associated authorities are Punjab Bait-ul-Maal Council, Punjab Welfare Trust for the Disabled and Punjab Women Protection Authority. In Balochistan, the associated authorities are the directorates of Special Education, Literacy & Non-formal Education and Human Rights.

boutiques, and other cottage industries can be linked to available skilled labor at the women's shelters and prisons, as appropriate.

The linkages can be developed through:

- Creating a guiding framework and developing mechanisms for stakeholder engagement and linkage-building and coordination by SWDs (for shelters) and Home Departments (for prisons). SWD and IG Prisons can pursue linkages with Chambers of Commerce and Industry, TEVTA, prominent industries and fashion brands, local textile mills, etc., through formal MoUs.
- Connecting shelters and prisons with the outside market and industry through active role of civil society that can act as a middle-man. They can play the role of facilitators for initiating dialogue between the institutions (shelter and prison) and industry representatives.
- Developing a stakeholders' coordination and advisory committee, with representatives from shelter/ prison management, civil society, and business/ industry, to facilitate networking, dialogue, information/ knowledge sharing, and mutual collaboration.
- Holding stakeholder dialogues to apprise them of the labor and skilled potential in shelters and prisons.

### 6.4.5. Loans and Financial Services

To facilitate women in establishing businesses, linkages need to be created with banks and existing micro-finance schemes such as *Akhuwat* and the *Kamyab Jawan* program. The needs of vulnerable women in distress must be kept in mind to facilitate their access and use of these services and facilities, such as security, mobility/ transport needs, lack of documentation, and other challenges. MoUs could be pursued with commercial and lending banks for easy opening of bank accounts, arranging collateral and facilitating loans, etc. Some NGOs and private shelters such as Noor Education Trust in Peshawar do link women survivors exiting their shelters with local banks.

### 6.4.6. Job Placement

It is important to note that all women may not be interested in setting up businesses or have the aptitude for entrepreneurship. Women with some education and basic computer literacy who prefer working in an office can be provided internships and job placements. TEVTA has a placement cell in selected government departments for job placements and an employers' portal has been developed for external placements. These services may be availed by women in shelters and prisons through their respective administrations. TEVTA also offers apprenticeship services and career counseling that can help women with job preparedness after exiting shelters and prisons. Shelter and prison administration can also collaborate with CSOs for internship programs and job placements. As mentioned in Section 3.19 there are successful albeit small-scale examples of internship and job placement programs executed by CSOs/NGOs that can be replicated.<sup>68</sup>

## 6.5. Outreach, Advocacy, and Awareness-Raising

### 6.5.1. Community Outreach

There should be increased involvement and engagement from civil society that can bridge the gap between the community and shelters. This can be pursued through different means, including student internship programs (in partnership with local colleges and universities) or community work projects and participation of women survivors in community events. These initiatives should also be well-publicized, following confidentiality guidelines as may be required, in print and electronic media. This will help in reducing myths and misconceptions related to shelters and contribute to increased community acceptance of former women residents.

### 6.5.2 Role Models and Success Stories

Both women survivors and inmates need positive role models who have re-built their lives through

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68 Rozan runs a few internship programs, engaging survivors who exited SBBWCC, offering them internship and job referrals.

adversity and trauma, from within and beyond shelters and prisons. Sharing such stories will help women to come out of feelings of learned helplessness. Other than counseling, experience-sharing sessions with survivors/ former prisoners who are now leading improved lives through the effort of shelter and prison staff, administration and other linked stakeholders will inspire women to overcome emotional and psychological barriers and derive lessons from stories similar to their own situation.

### **6.5.3. Advocacy & Media Engagement**

Media, including print and electronic media (specifically social media, radio and TV) are an important tool for bridging the communication gap between women in shelters and prisons, their communities, and society at large. Strategic communication and advocacy campaigns need to be designed at the institutional level for advocacy and policy change. Mass awareness

campaigns should be rolled out to change the attitudes and norms towards these women. Such efforts can make communities more aware and compassionate about issues facing women, the underlying factors, and shift disempowering narratives around survivors of VAW, women prisoners, and former convicts for their reintegration and rehabilitation., and towards restorative justice and healing.

## **6.6. Engaging the Women Themselves**

Last but not least, it is critical to engage the shelter and prison residents in the design and implementation of any programs that aim to empower them. They need to be part of committees set up to guide this work and their voices need to be heard and amplified so that their issues and concerns can be addressed in the way that suits them.

## Conclusion

Women's economic empowerment requires their full and equal participation in existing markets; access to and control over productive resources; decent work opportunities; decision-making power; and agency. Economic empowerment has long been considered a key component in structural interventions to reduce gender inequality and curb gender-based violence. There are many barriers and challenges to the economic empowerment of women who are living or have lived in shelters and prisons, as, along with the physical and financial hardships of being in such a situation, they face mental stress, isolation, legal battles, and social stigma and prejudice. Research has shown that vocational, skill building, and educational programs have the potential of reducing recidivism and helping women develop marketable skills that can enable them to support themselves and their children thereby overcoming economic marginalization and poverty. Similarly, encouraging entrepreneurship, job placement, information technology (IT) related education, access to industry, business, soft loans, and social services will reduce challenges for women's re-entry and re-integration into society.

The study has analyzed the current vocational programs implemented in shelters and prisons to understand the situation and identify gaps in training programs, teachers, resources, infrastructure, policy, management, and administration. The report also highlights the role that external stakeholders such as civil society, industry, business, community and media can play beyond shelters and prisons.

It is evident from the study that existing vocational programs in prisons and especially in shelters have been designed for short-term goals such as maintaining discipline rather than to promote a long-term vision of economic independence and self-empowerment. The current vocational programs offer nominal economic value to women. The courses are outdated, and there is no planning or funding for teaching more marketable skills such as digital or IT-based skills resulting in little scope for the women in the labor market that is increasingly technology-driven.

Among many challenges in providing upscale, modern, skill-based vocational programs, the financial constraints and lack of resources came up as the biggest

hurdle. In almost all shelters and prisons, a shortfall of training material, equipment, and infrastructure was voiced by women residents and inmates as well as staff and administration. The unfavorable conditions, such as lack of education and work exposure, and not having the required identity documents, leave these women with limited choices of work and employment. Another missing link is the enabling environment that empowers and instills confidence in women that they can also rebuild their lives beyond the walls of shelter and prison.

Despite the challenges and barriers, the appetite for being economically self-reliant was found in the women in shelters and prisons. There is a need to channel their motivation through a technology-based multi-pronged strategy that can address the diversified aspects of economic empowerment programs, from delivering marketable skill courses in shelters and prisons to creating linkages with markets and jobs. There is a need to recognize and amplify the role of stakeholders such as social services, local businesses, industry, civil society, banks, and corporate organizations that can support women in livelihood, employment, education, and entrepreneurship. For example, TEVTA can revise and introduce newly accredited, standardized training programs in shelters and prisons and connect recently released women with current job and internship programs. Similarly, NADRA can support CNIC registration and identity verification, giving women authentic documentation that they can use for employment, housing and other facilities. PBM can support women through Individual Financial Assistance and Child Support Program. BISP and Ehsaas Program can offer a cash assistance program, and SWD can increase the ambit of its services such as halfway houses, DuFs, and District Industrial Homes (Sanatzar).

A key role must be played by industry, markets, businesses, banks, and private institutions, who, through public-private partnership models, can help women access resources for better employment, business, and entrepreneurship opportunities. Stakeholders such as the local chambers of commerce can support building linkages between industries such as packaging, textiles, beauty/ styling, garments, and SWDs (for shelters) and Home Departments (for prisons). Private organizations can help in exhibitions, registration of businesses, local networking, and mentorship that can

facilitate women residents and inmates to improve their skills promote their products, and enter the field of business and industry. Banks and existing micro-finance schemes such as *Akhuwat* and *Kamyab Jawan* can provide financial incentives for entrepreneurship for specialized services and products.

Economic dependence is one of the leading factors for accepting violence or reconciling and living with abusive partners or families, and the importance of economic empowerment of women in shelters and prisons is discernible. The ability to earn significantly impacts the chances of women to live independently

compared to those with no source of income. Interventions inside shelters and prisons that are market driven, multi-pronged, encompassing modern and technical skills while addressing the social aspects can have far-reaching consequences for these women to settle back into the community and bring a long-term and sustainable change in their lives. Such services and support can help these women engage in constructive activities while gaining new skills, connections, and opportunities for potential future work, which would reduce their vulnerabilities and break the cycle violence and poverty.

# ANNEXURES







## Annexure 1: Action Plan Based on Recommendations including Role of Stakeholders/ Partners

RECOMMENDATION 1: INSTITUTIONAL CHANGES		
Proposed Actions	Shelters	Prisons
<b>1.1. Re-evaluating the vision of shelters moving beyond service delivery</b> 1. Initiate internal consultative dialogue on mission, vision, and SOPs of shelters/ Prisons guidelines. 2. Analyze SOPs of shelters/ Prisons guidelines through the lens of gender, economic empowerment, and livelihood to revise the documents	<b>Key Institutions/ Stakeholders</b>	
	1. Relevant parent institution (MoHR/ SWD/ WDD) 2. Shelter Management (Manager/ In-charge) 3. National and Provincial Commissions on the Status of Women (as oversight bodies) 4. Provincial Directorates, such as: • Directorate of Women Development (Sindh) <sup>69</sup> • Directorate General of Social Welfare and Bait-ul-Maal, Punjab <sup>70</sup> • Directorate of Social Welfare KP <sup>71</sup> • Directorate of Social Welfare Balochistan <sup>72</sup>	1. Provincial Home Departments 2. Inspectorate General of Prisons, (Provincial) such as: • Sindh Prisons Department, IG Prisons, DIG Inspection Sindh <sup>73</sup> • Punjab Prisons Department, IG Prisons, DIG Inspection, Punjab <sup>74</sup> • Khyber Pakhtunkhwa Prisons Department, IG Prisons, KP <sup>75</sup> • Balochistan Prison Department, IG Prisons, Balochistan <sup>76</sup> 3. Prison Management (Superintendent Prison) 4. Ministry of Human Rights 5. Ministry of Law and Justice 6. Law and Justice Commission of Pakistan
	<b>Other Potential Partners</b>	
	UN Agencies including UN Women, UNFPA UNODC for technical assistance CSOs for Technical inputs (for example): • AGHS • HANDS <sup>77</sup> • Rozan • Center for Peace and Development • Aurat Foundation • Legal Aid Society • Shirkat Gah	

69 WDD is the Government machinery in Sindh, which is responsible for Women Development Projects, Programs, Activities, Policies, Bills, Laws and Acts <https://wdd.sindh.gov.pk/about>

70 SWD runs all its functions through its attached department "Directorate General of Social Welfare and Bait-ul-Maal, Punjab," <https://swd.punjab.gov.pk/attached-organizations>

71 <file:///C:/Users/Admin/Downloads/A-report-on-Women-Empowerment-Activities.pdf>

72 Social Welfare Directorate, Balochistan is responsible for creation of Social awareness, identification of community development and welfare programmes, Industrial Training Centres & Welfare Homes) etc. <https://www.swd.balochistan.gov.pk/social-welfare.html>

73 Sindh Prisons are under the administrative control of the Home Department, Government of Sindh. IG Prisons Sindh is head of the attached Department and DIG Prisons are Regional Heads. <https://prisons.sindh.gov.pk/>

74 The Prisons Department is functioning under the administrative control of the Home Department. The IG Prisons (BS-21) is Head of the Department at Provincial level, assisted by Seven (7) DIGs of Prisons (BS-20). Punjab Prisons comprises five (5) regions namely Lahore, Rawalpindi, Faisalabad, Multan and Sahiwal Region. A DIG Prisons (BS-20) oversees each region. <https://prisons.punjab.gov.pk/overview>

75 The KP Prisons Department's attached department is Inspectorate of Prisons, KP, which oversees central prisons, district prisons, sub-jails, judicial lockups and borstal institutions. <https://prisons.kp.gov.pk/organization-sturture/>

76 Balochistan Prison department was established in 1971 when Balochistan was given the status of a province. Prison Service Directorate was established in 1974. Currently Prison Department works as an attached department of Ministry of Home & Tribal Affairs. <https://nchr.gov.pk/wp-content/uploads/2019/01/Balochistan-Prisons.pdf>

77 <https://hands.org.pk/about-us/>

<b>1.2. Increase Budget Allocations</b> <ul style="list-style-type: none"> <li>• Increase overall budget allocation for vocational training.</li> <li>• Create a separate budget line for skill development, vocational training, and education programs.</li> <li>• Ensure that allocated budgets are spent.</li> <li>• Conduct Financial Assessment and Cost-Benefit Analysis for vocational programs.</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Finance Departments</li> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee (for oversight)</li> </ul>	<ul style="list-style-type: none"> <li>• Finance Departments</li> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> </ul>
	<b>Other Potential Partners</b>	
	<ul style="list-style-type: none"> <li>• UN Women for support in gender-responsive planning and budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• UN Women for support in gender-responsive planning and budgeting</li> </ul>
<b>1.3. Improving Human Resource Capital</b> <ul style="list-style-type: none"> <li>• Revise Job descriptions/ ToRs/ minimum qualifications</li> <li>• Improve salary structures</li> <li>• Fill all vacant positions</li> <li>• Enhance capacities of shelter and prison management/ staff through Collaborative Learning opportunities, such as field/ exposure visits, inter-city/inter-province exchanges, seminars, workshops, development of Research Studies and knowledge products.</li> <li>• Hiring of vocational/ skill teachers with different and varied skill sets</li> <li>• Training of teachers in new and updated skills – develop a training calendar and also conduct training of trainers</li> <li>• Conduct regular performance appraisal to assess how well the trainings provided are being used by the teachers/ trained staff.</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• TEVTA (for inputs in revising JD, engaging experts, training of staff and share feedback on performance of trainers)</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• National Academy for Prisons Administration (NAPA)<sup>78</sup></li> <li>• Prison Management (Superintendent Prison)</li> <li>• TEVTA (for inputs in revising JD, engaging experts, training of staff and share feedback on performance of trainers)</li> </ul>
	<b>Other Potential Partners</b>	
	<p>UN Agencies including UN Women, UNFPA UNODC for technical assistance CSOs for Technical inputs such as module development and trainings (for example):</p> <ul style="list-style-type: none"> <li>• AGHS</li> <li>• Aurat Foundation</li> <li>• HANDS</li> <li>• Legal Aid Society</li> <li>• Rozan</li> <li>• Shirkat Gah</li> </ul> <p>Academic institutions for training of staff, such as:</p> <ul style="list-style-type: none"> <li>• Lahore University of Management Sciences (LUMS)</li> <li>• National University of Sciences &amp; Technology (NUST)</li> </ul>	

78 <https://www.corrections.direct/corrections/national-academy-for-prisons-administration-pakistan> NAPA is the only national level academy which imparts basic and professional training to all prison staff in Pakistan. It conducts orientation, progressive professional, and specialized trainings to the entire prisons officers and ranks in Pakistan.

## RECOMMENDATION 2: INTERNAL SYSTEMS STRENGTHENING

Proposed Actions	Shelters	Prisons
<b>2.1. Develop an MIS for record and information management.</b> <ul style="list-style-type: none"> <li>Develop and maintain an MIS system to enter and manage records, including on courses taught, teachers, participants, external institutions</li> <li>Hire human resource with IT skills to manage the MIS</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>Ministry of Information Technology and Telecommunication (MOITT)</li> <li>Shelter Management (Manager/ In-charge)</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Home Departments</li> <li>Ministry of Information Technology and Telecommunication (MOITT)</li> <li>Provincial Prison Departments, Inspectorate General of Prisons</li> <li>Prison Management (Superintendent Prison)</li> </ul>
	<b>Other Potential Partners</b>	
	UN Agencies including UN Women, UNFPA UNODC for technical assistance Private Firms for technological support (for example): <ul style="list-style-type: none"> <li>NetSol</li> <li>Ovex Technologies</li> <li>SI Global Solutions</li> </ul>	
<b>2.2. Educational Opportunities for Residents</b> <ul style="list-style-type: none"> <li>Support women residents/ inmates in acquiring/ enhancing their literacy/ education level through formal or informal mechanisms</li> <li>Appoint local teachers to deliver basic education courses, who can also teach the children accompanying residents/ inmates.</li> <li>Residents/ inmates with a certain level of education could be appointed as teachers and given stipends for their services.</li> <li>Linkages can be established with organizations imparting adult education</li> </ul>	<b>Other Potential Partners</b>	
	<ul style="list-style-type: none"> <li>Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>Shelter Management (Manager/ In-charge)</li> <li>Shelter Advisory Committee (for oversight and support)</li> <li>NCHD<sup>79</sup></li> <li>Allama Iqbal Open University (AIOU)<sup>80</sup></li> </ul>	<ul style="list-style-type: none"> <li>Provincial Home Departments</li> <li>Provincial Prison Departments, Inspectorate General of Prisons</li> <li>Prison Management (Superintendent Prison)</li> <li>NCHD</li> <li>Allama Iqbal Open University (AIOU)</li> </ul>
	<b>Other Potential Partners</b>	
	Organizations that have developed models of non-formal adult education, such as: <ul style="list-style-type: none"> <li>Bunyard<sup>81</sup></li> <li>Japan International Cooperation Agency (JICA)<sup>82</sup></li> <li>The Citizens' Foundation (TCF)<sup>83</sup></li> </ul>	

79 The National Commission on Human Development is an autonomous body of the Ministry of Federal Education and Professional Training, mandated to support human development efforts in Pakistan including in the fields of adult literacy, universal primary education, and capacity building. NCHD is running adult literacy programs in prisons in several districts, including Sargodha, Mansehra, and Abbottabad, under the prison literacy program. <http://www.nchd.org.pk/ws/>

80 The Allama Iqbal Open University (AIOU) was established in 1974, with the main objective of providing education to masses remotely. Over the years, it has opened up educational opportunities for females at their doorsteps. It is now breaking new grounds in the fields of professional, scientific, and technical education. It harnesses modern information Technology for spreading education in Pakistan and attempts to reach out to the remotest areas of Pakistan. <https://www.aiou.edu.pk/aiou-glance>

81 Bunyard is an NGO working for the promotion of Education, and Women Rights. One million people have been made literate through various means such as Non-Formal Education, Adult Education, CLC'S, Formal Education, and Mobile Phone Literacy programmes. <http://bunyard.org.pk/>

82 JICA, in its Non-Formal Education Promotion Project (NFEPP), supported the Literacy and Non-Formal Basic Education Department (LNFBED), Government of Punjab, in setting minimum standards, developing curriculum for Non-formal Basic Education and Adult Literacy, and helped build capacity of LNFBED staff. [https://www.jica.go.jp/pakistan/english/activities/activity02\\_22.html](https://www.jica.go.jp/pakistan/english/activities/activity02_22.html)

83 The Citizen's Foundation (TCF) implemented The Aagahi Programme for adult literacy and vocational training, through a model of community-

	<b>Key Institutions/ Stakeholders</b>	
<p><b>2.3. Develop Follow-up Policy and Systems/ Mechanisms</b></p> <ul style="list-style-type: none"> <li>• Develop and endorse a follow-up Policy with timeline e.g., monthly, quarterly visits and responsibilities</li> <li>• Ensure implementation of Policy/ SOPs for post-shelter/ prison phase.</li> <li>• Ensure the data is captured in the MIS and helps identify any further support/ resources needed</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee (for oversight and support)</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> </ul>
	<b>Other Potential Partners</b>	
	<p>UN Agencies including UN Women, UNFPA UNODC for technical assistance</p>	

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based schools in urban slums. <https://www.tcf.org.pk/community-programmes/>

### RECOMMENDATION 3: QUALITY OF PROGRAMMES

Proposed Actions	Shelters	Prisons
<b>3.1. Conduct TNA and Impact Assessment of Current Courses</b> <ul style="list-style-type: none"> <li>TNA of current courses in shelters and prisons, including assessment of the current skill set of the residents/ inmates</li> <li>Market surveys with focus on economic value, market demand, labor market, and job trends</li> <li>Impact evaluation of the outcomes of courses with regard to economic empowerment</li> <li>Use the findings to plan, design and implement training programmes</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>Shelter Management (Manager/ In-charge)</li> <li>NAVTTTC/ TEVTA</li> <li>Ministry of IT/ Digiskills program<sup>84</sup> (computer/ digital literacy)</li> <li>Provincial IT Boards (computer/ digital literacy)</li> <li>Government Polytechnic Institute for Women (GPIW)<sup>85</sup></li> </ul>	<ul style="list-style-type: none"> <li>Provincial Home Departments</li> <li>Provincial Prison Departments, Inspectorate General of Prisons</li> <li>Ministry of IT/ Digiskills program (computer/ digital literacy)</li> <li>Provincial IT Boards (computer/ digital literacy)</li> <li>Government Polytechnic Institute for Women</li> </ul>
	<b>Other Potential Partners</b>	
	CSOs for Technical inputs (for example): <ul style="list-style-type: none"> <li>AGHS</li> <li>Aurat Foundation</li> <li>Legal Aid Society</li> <li>Rozan</li> <li>Shirkat Gah</li> </ul>	
<b>3.2 Introduce Non-Traditional Courses</b> <u>Skill-Based/ Technical Courses:</u> Computer Courses, Mobile/ Electronics Repair, Electrician, Baking, Kitchen Gardening, Pickle-making, Yoga/ Gym, Arts & Crafts (Decoration pieces, Candles, Jewelry), Machine Embroidery, Beautician/ Parlor, Driving <u>Other Skills/ Competencies:</u> Entrepreneurship, Budgeting, Marketing including through digital platforms, Communication, Personality Development, Time Management	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>Shelter Management (Manager/ In-charge)</li> <li>NAVTTTC/ TEVTA</li> <li>Government Polytechnic Institute (GPTI)</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Home Departments</li> <li>Provincial Prison Departments, Inspectorate General of Prisons</li> <li>Prison Management (Superintendent Prison)</li> <li>NAVTTTC/ TEVTA</li> <li>Government Polytechnic Institute (GPTI)</li> </ul>

84 Largest Training Program in Pakistan by the Government offering Free Online Courses in freelancing Skills with E-Certificates <https://digiskills.pk/>

85 A pioneer place of technical education for female students. <https://gpiw.edu.pk/about-us/>

	<b>Other Potential Partners</b>	
<p><b>3.3. Standardization and Accreditation</b></p> <p>MoU between SWDs/ WDDs/ Prisons and TEVTA/ other skill-based institutes, in which the following interventions must be included:</p> <ul style="list-style-type: none"> <li>• Certified courses taught in shelters/ prisons</li> <li>• Teacher training for staff of shelters/ prisons</li> <li>• Connecting women who leave shelters/ prisons with VTIs (Vocational Training Institutes) and other organizations working on skill development in their respective districts for further training/ refreshers</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
<ul style="list-style-type: none"> <li>• Organizations/ Networks/ Academic Institutions for developing and implementing trainings (for example):</li> <li>• Carnelian Communication and Consulting</li> <li>• Center for Peace and Development</li> <li>• CHIP Training and Consulting (Pvt.) Ltd.</li> <li>• Eduvision<sup>86</sup></li> <li>• FemProw<sup>87</sup></li> <li>• Found Her<sup>88</sup></li> <li>• Hi-Tech Training Center (Quetta)</li> <li>• Institute of Technical Education (Lahore)</li> <li>• Multan Institute Of Technology</li> <li>• National Institute of Electronics (Islamabad)</li> <li>• School of Leadership<sup>89</sup></li> <li>• Skill Development Council (Peshawar)</li> <li>• Sukkur Institute of Science and Technology</li> <li>• ZVMG Rangoonwala Trust (Karachi)<sup>90</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• NAVTTC/ TEVTA</li> <li>• Sindh Small Industrial Corporation<sup>91</sup></li> <li>• Sanat Zar in Punjab</li> <li>• VTIs</li> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> <li>• NAVTTC/ TEVTA</li> <li>• SMDC in Sindh</li> <li>• Sanat Zar in Punjab</li> <li>• VTIs</li> </ul>	

86 Eduvision is a Non-Profit Organization established in 2001 in the field of education that promotes learning opportunities, providing education and career guidance, serving students and organizations across the country. <https://www.eduvision.edu.pk/>

87 Social initiative to help advance women's professional growth and entrepreneurship <https://femprow.com/>

88 Program building a network of women entrepreneurs, creating mentorship <https://nicpakistan.pk/founder/>

89 SOL, a for-profit enterprise for leadership and self-development <https://sol.edu.pk/solv2/>

90 The ZVMG Rangoonwala Trust offers different types of courses for both men and women, however, majority of the course are for women only. Our main purpose is to help students acquire the practical skills and certifications that can help them become entrepreneurs and run successful businesses. <https://rangoonwalatruster.org/vocational-education-programme/>

91 <https://ssic.gos.pk/>

<b>3.4. Incentivizing Vocational Training</b> Develop a system of rewards and stipends <ul style="list-style-type: none"> <li>• Shelters may develop non-monetary incentives such as recreational activities, membership in committees, leadership positions, etc.</li> <li>• Prisons may reduce sentence for women inmates who successfully complete vocational courses.</li> <li>• Shelters/ prisons may organize small events to celebrate residents/ inmates who complete the courses (like a graduation ceremony)</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee (can facilitate/ participate in events)</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments<sup>92</sup></li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> </ul>
	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee (can facilitate/ marketing in outlets/ exhibitions)</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> </ul>
<b>3.5. Marketing/ Exhibition Spaces and E-Commerce</b> Provide/ link women with spaces to exhibit and market their products <ul style="list-style-type: none"> <li>• Provide a space in the shelter/ prison</li> <li>• Facilitate women residents/ inmates by taking products to market outlets/ exhibitions</li> <li>• Support them to use digital skills/ e-commerce for marketing</li> </ul>	<b>Other Potential Partners</b>	
	Organizations marketing handicrafts (for example): <ul style="list-style-type: none"> <li>• APWA</li> <li>• Behbud</li> <li>• Handicrafts shops</li> <li>• Local festivals</li> </ul>	

<sup>92</sup> To initiate reduction of sentences of women prisoners who complete vocational courses, rules related to remission, need to be revised such as: Punjab Prison Rules (Chapter 6); Sindh Prison and Corrections Bill 2019- (Chapter 9); KP Prison Rules 2018 – (Chapter 1); Balochistan (Pakistan Prison Rules (Chapter 6).

## RECOMMENDATION 4: LINKAGES & COLLABORATION

Proposed Actions	Shelters	Prisons
<p><b>4.1. Improving Institutional Coordination and Communication</b> SWD/ WDD/ Prisons to ensure coordination within and between all the relevant departments at the provincial level.</p> <ul style="list-style-type: none"> <li>• Each department should appoint a liaison officer to coordinate between the directorates, departments and district offices.</li> <li>• Information needs to flow vertically (within the directorates) and laterally, across various projects, programs, and associated authorities.</li> <li>• The mechanisms can include regular coordination meetings, newsletters, and updating the website.</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Local Government/ DCs</li> <li>• Social protection schemes</li> <li>• Zakat and Usher programs</li> <li>• Vocational Training Institutes</li> <li>• Sanatzars</li> <li>• Dar ul Falahs</li> <li>• Women Hostels</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> <li>• Local Government/ DCs</li> <li>• Social protection schemes</li> <li>• Zakat and Usher programs</li> <li>• Vocational Training Institutes</li> <li>• Sanatzars</li> <li>• Dar ul Falahs</li> <li>• Women Hostels</li> </ul>
	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• NADRA</li> <li>• NAVTTC/ TEVTA/ VTIs</li> <li>• State Bank of Pakistan</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> <li>• NADRA</li> <li>• NAVTTC/ TEVTA/ VTIs</li> <li>• State Bank of Pakistan</li> </ul>
<p><b>4.2. Developing Linkages with NADRA, Industry, Market, Banks, etc. for financial empowerment</b></p> <ul style="list-style-type: none"> <li>• MOU to be signed between SWD/ WDD/ IG Prisons and NADRA to facilitate CNIC registration of women residents/ inmates.</li> <li>• Develop linkages with local market, businesses (e.g., boutiques, fashion houses), industries (e.g., textile mills), chambers of commerce, etc. The TNA and MIS data should be used to guide regarding the relevant organizations.</li> <li>• Stakeholder dialogues to be conducted to apprise them of the labor potential in shelters and prisons.</li> </ul>	<b>Other Potential Partners</b>	
	<ul style="list-style-type: none"> <li>• Chambers of Commerce</li> <li>• Fashion Houses, Brands</li> <li>• Textile Mills, other local industries</li> <li>• Small to Mid-Sized Boutiques</li> <li>• Emerging Entrepreneurs</li> <li>• Akhuwat</li> <li>• Noor trust</li> </ul>	



<ul style="list-style-type: none"> <li>• MoUs/ agreements with banks to facilitate women residents in opening accounts, taking loans, etc. Bank staff can provide regular orientation to women in shelters and prisons on these topics.</li> <li>• Orientation sessions for women from micro-credit organizations like Akhuwat, Noor Trust etc. to help them understand and apply for micro-credit/ loans.</li> </ul>		
<p><b>4.3. Services and Support for Job Preparedness and Placement</b></p> <ul style="list-style-type: none"> <li>• Develop linkages with job placement services (public/ private)</li> <li>• Collaborate with local CSOs for internship programs for women in shelters</li> <li>• Career counseling/ job preparedness sessions for women who are about to be released from shelters/ prisons.</li> <li>• Mentoring sessions can be held for residents/ inmates by women from different professions.</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee (can facilitate/ connecting with organizations/ mentors)</li> <li>• Apna Rozgar (Punjab)<sup>93</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> <li>• Apna Rozgar (Punjab)</li> </ul>
	<b>Other Potential Partners</b>	
	<p>Civil Society Organizations for internships, such as:</p> <ul style="list-style-type: none"> <li>• Aurat Foundation</li> <li>• Human Resource Development Network (HRDN)<sup>94</sup></li> <li>• Rozan</li> <li>• Strengthening Participatory Organization (SPO)<sup>95</sup></li> </ul> <p>Job Placement/ Recruitment Firms</p> <ul style="list-style-type: none"> <li>• Rozee.pk</li> <li>• Kamayi<sup>96</sup></li> </ul>	

93 The Government of Punjab is going to facilitate unemployed youth through interest-free loans to build their own Rozgar. The main concept is to offer opportunities for candidates who want to start their own businesses.

94 The Human Resource Development Network (HRDN) was established in 1991 to facilitate networking and knowledge sharing by the professionals involved in the development of Human Resource in Pakistan. The network emerged as a leading network of not-for-profit sector of Pakistan with largest footprints of national and international development organizations working in Pakistan.

95 Strengthening Participatory Organization (SPO) is a not-for-profit, non-governmental, rights and responsibilities-based organization registered under the Section 42 of Companies Act 2017 of Pakistan serving to improve the well-being of communities and citizens of Pakistan by creating their awareness of the basic rights and ensuring their access to those rights.

96 Kamayi is an early-stage startup, creating an end-to-end recruitment solution for SMEs in Pakistan. Kamayi operates as an extension of the employers by understanding their hiring needs and finding them the right candidate through a holistic and user-friendly process.

## RECOMMENDATION 5: OUTREACH, ADVOCACY, AND AWARENESS-RAISING

Proposed Actions	Shelters	Prisons
<b>5.1. Community Outreach and Engagement</b> <ul style="list-style-type: none"> <li>• Add a section on Community Engagement in Shelter SOPS and Prison Guidelines.</li> <li>• Develop networks with NGOs, CSOs, and academia as well as with the local community.</li> <li>• Plan activities for community engagement on a quarterly basis (for example: Seminars, Sessions on useful topics, Art Therapy/ Classes, commemoration of special days, etc.</li> <li>• Students from local educational institutions can be asked to do community projects in the context of economic empowerment of women in shelter.</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee (can connect with local communities/ organizations/ mentors, and facilitate/ participate in events)</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> </ul>
	<b>Other Potential Partners</b>	
	Civil Society Organizations, such as: <ul style="list-style-type: none"> <li>• Aurat Foundation</li> <li>• Legal Aid Society</li> <li>• Rozan</li> <li>• Shirkat Gah</li> </ul> Community Members, (Local Leaders, Volunteers, Activists)	
<b>5.2. Sharing Survivor Stories as role models</b> Shelter/ Prison Management to collect stories through MIS, exit interviews and follow-ups. <i>(Note: ensure informed consent is obtained to share the stories, otherwise they should be anonymized. If there is any risk to the survivor, even anonymous stories should not be shared as sometimes the communities know who it is).</i> Survivor Stories to be shared through various channels and platforms (in-person, print, digital) for community awareness.	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> </ul>
	<b>Other Potential Partners</b>	
	Civil Society Organizations, such as: <ul style="list-style-type: none"> <li>• Aurat Foundation</li> <li>• Legal Aid Society</li> <li>• Rozan</li> <li>• Shirkat Gah</li> </ul> Community Members, (Local Leaders, Volunteers, Activists)	
<b>5.3. Advocacy &amp; Media Engagement</b> Develop media and advocacy strategies, as part of formal work plans and design and implement Advocacy Campaigns. <ul style="list-style-type: none"> <li>• Radio</li> <li>• Print</li> <li>• Social Media</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>• Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>• Shelter Management (Manager/ In-charge)</li> <li>• Shelter Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Home Departments</li> <li>• Provincial Prison Departments, Inspectorate General of Prisons</li> <li>• Prison Management (Superintendent Prison)</li> </ul>
	<b>Other Potential Partners</b>	
	Civil Society Organizations for help in developing materials, such as: <ul style="list-style-type: none"> <li>• Aurat Foundation</li> <li>• Legal Aid Society</li> <li>• Rozan</li> <li>• Shirkat Gah</li> </ul> Media & Journalists	

## RECOMMENDATION 6: ENGAGING THE WOMEN THEMSELVES

Proposed Actions	Shelters	Prisons
<p><b>6.1. Ensuring women’s voice participation, contribution to programmes</b></p> <ul style="list-style-type: none"> <li>Reviewing and revising Shelter SOPS and Prison Guidelines to include mechanisms/ systems for participation of women in designing, implementing and evaluating skills/ vocational training programmes</li> </ul>	<b>Key Institutions/ Stakeholders</b>	
	<ul style="list-style-type: none"> <li>Relevant parent institution (MoHR/ SWD/ WDD)</li> <li>Shelter Management (Manager/ In-charge)</li> <li>Shelter Advisory Committee (can oversee these mechanisms)</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Home Departments</li> <li>Provincial Prison Departments, Inspectorate General of Prisons</li> <li>Prison Management (Superintendent Prison)</li> </ul>
	<b>Other Potential Partners</b>	
	Women residents and inmates	

## Annexure 2: Some Key Processes and Activities in Shelters and Prisons

### 2.1. SOPs on Vocational Training & Economic Rehabilitation in Shelters

<b>SOPs for SBBWCCs developed by Ministry of Women Development (MoWD) in 2009</b>		
<b>Section 4.49</b>	Reintegration and Social Rehabilitation	Shelters will liaison with vocational training institutes to conduct session within premises, shelter will liaison with NGOs and local businesses for selling, display and exhibiting orders for sustainable income for women, shelters will provide business advice, referral for microcredit loan schemes and will provide support in job seeking.
<b>Guidelines for Sindh DuAs, 2019 <sup>97</sup></b>		
<b>Section 2.2.5</b>	Vocational Trainings	DuA in-charge will liaison with TEVTA and other vocational institutes and organize vocational trainings within premises.
<b>Section 2.2.6</b>	Rehabilitation (Social and Economic)	DuA staff should be facilitated by Social Welfare Department for building linkages and networking with concerned departments as well as different organizations, to support residents in rehabilitation and reintegration.
<b>Guidelines for Sindh DuAs, 2019 <sup>98</sup></b>		
<b>Sections 7.5.1, 7.5.2</b>	Vocational training	7.5.1 The DuA in-charge shall make arrangements for vocational training sessions to be conducted within the premises of the DuA in order to facilitate the rehabilitation process of the residents. 7.5.2 The DuA in-charge shall also liaise with Sanatzar and other vocational training institutes.
<b>Section 8.5.1</b>	Income generating activities	Women must be given information on income generating activities and availability of jobs. The DuA in-charge shall ensure adequate opportunities for display and sale of products made by the residents. The money collected from the selling of products made by residents will be given to them
<b>Guidelines for KP DuAs/ WCCs 2020</b>		
<b>Section 12.4</b>	Building Economic Reintegration Skills	12.4.1 To build the vocational skills of the residents/survivors, which can help them for better integration into the community, DuA/WCC shall make arrangements for training sessions to be conducted within its premises. DuA/WCC staff should be facilitated by the SWWED in terms of building linkages and networking with relevant departments and organizations working on different vocational skills such as TEVTA, Skill Development Council (SDC) and other vocational training institutes. A member from TEVTA shall also be in the advisory committee.

97 <https://rozan.org/wp-content/uploads/2019/12/SOPs-English-Book-final-1.pdf>

98 <https://rozan.org/wp-content/uploads/2019/12/SOPs-English-Book-final-1.pdf>

		<p>12.4.2 Residents/survivors shall be given information on entrepreneurship, income-generating activities and availability of jobs. A mechanism shall be developed that creates linkages for entry into local markets for the residents/survivors such as micro-finance, soft loans, business and enterprise training and connection with business incubation centers.</p> <ul style="list-style-type: none"> <li>- After residents/survivors exit from a shelter, there shall be a systematic follow up on facilitating access to vocational training, income assistance and social protection.</li> <li>- Wherever possible, residents/survivors who are motivated to work after leaving the shelter shall be provided an access to financial support for income-generation opportunities such as seed funding for business start-up (linking to banks for loans, philanthropists, Bait-ul-mal, etc.).</li> </ul> <p>12.4.3 The manager shall ensure adequate opportunities for display and sale of products made by the residents/survivors. The profit from the selling of the products should be given to residents/survivors regularly.</p>
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## 2.2. Admission Procedures in Shelters

It is important to note the admissions policy in Shelters (DuAs/ WCCs). Women can be referred to shelters by:

- Court
- Social Welfare Department
- NGO, voluntary agencies, press/ media, social workers, community leaders, philanthropists or any member of advisory committee of shelter
- Direct Walk-Ins and Admission (without court order)

It is important to note that SBBWCC Islamabad is the only shelter that allows and accepts walk-ins and also allows women to leave according to their free will. In majority of the shelters, especially the DuAs, despite the admission SOPs, women need court orders for admission. This legal hardship further exacerbates their already distressful situation.

In most of the cases women not only need a court order for admission, but also need a court order to be released from shelters. Sometimes family members can file an application and can request the court to release the woman/ girl. Thus, shelters have to exercise custodial restraint for cases sent to them for protection. Many officials themselves admit that shelters operate as 'sub-jails' in actual effect.<sup>99</sup>

## 2.3. Activities of Women in Shelters and Prisons

The indicative time schedule for women both in shelters and prisons is:

- 7:00 a.m. to 9:00 a.m.: Preparing and eating Breakfast, Cleaning of Rooms, Exercise
- 9:00 a.m. to 1:00 p.m.: Vocational or other classes (Quran, Stitching, Beautician etc.). Women also may need to attend court hearing, meet visitors, arrange calls, meet lawyer, phycologist etc. during this time.
- 1:00 p.m. to 2:00 p.m.: Lunch

99 <http://www.picriminology.com/wp-content/uploads/2019/01/6.pdf>.

- 2:00 p.m. to 5:00 p.m.: Free time (chores, TV, reading books if library is available). In some cases, such as Karachi Prison, the vocational center is open till 4 p.m. for their use.
- 5:00 p.m. to 6:00 p.m.: Teatime
- 6:00 p.m. to 8:00 p.m.: Preparing and eating Dinner, TV, Free time.
- 9:00 p.m.: Return to Rooms/ Barracks.

## 2.4. Pakistan Prison Rules - Provincial Overview

<b>Pakistan Prison Rules, Punjab</b>		
<b>Rule 312</b>	Work	Women convicted prisoners shall ordinarily be employed on spinning, Newar making etc., and shall, whenever possible, be given instructions in needle work, knitting and other domestic industries. They shall not be employed on grinding grain or similar irksome work
<b>Rule 810</b>	Labour for convicted inmates	While establishing an industry in any prison the following two main objectives shall be kept in view: (a) Imparting vocational training to the prisoners to enable them to earn respectable livelihood after their release. (b) The said industry is locally available in the hinterland.
<b>Sindh Prisons and Corrections Services Bill, 2019</b>		
<b>Rule 53</b>	Educational and Vocational Training	The Service shall provide or give access to range of programs and activities, including need-based programs, as is practicable to meet the educational and training needs of inmates, which may include: (a) access to an outside library through official internet. (b) computer lab shall be set-up in support of vocational/technical training programs certified by the relevant technical boards. (c) adult literacy centers shall be established in each barrack and services of trained teachers shall be hired by the Service. (d) a primary, secondary school and college shall be established by the Education Department, Sindh. (e) TEVTA or any other authority as approved by the Government shall establish vocational training centers in each Prison, subject to approval of the Prison Policy Board. (f) industrialist and Government facilities will be required to run programs in Prison or at their own premises to impart training and skills useful to integrate Inmates into society, and such inmates will be paid stipend for such programs. (2) The Service may seek collaboration from any private or government organization to carry out the purpose of this section.
<b>Khyber Pakhtunkhwa Prison Rules 2018</b>		
<b>655 B</b>	Provision of purposeful activities	The Superintendent shall provide a range of purposeful activities for female prisoners, such as (i) work; (ii) education of any kind; (iii) counseling and other rehabilitative programmes; (iv) vocational and technical skills training; (v) work placements within the Prison parameter;
<b>Balochistan Prison Rules 1978, recent amendment in 2011 called Balochistan Prisoners Act 2011</b>		
<b>Rule 810</b>	Labour for convicted prisoners	Imparting vocational training to the prisoners to enable them to earn respectable livelihood after their release.

## Annexure 3: Sampling Methodology

### 3.1. Sample Size of FGDs – Shelters & Prisons

Location	Shelter FGD Participants	Prison FGD Participants
Islamabad	10	N/a
Lahore	10	10
Multan	9	10
Peshawar	2	8
Karachi	N/a	9
Sukkur	9	N/a
Quetta	9	12
<b>Total</b>	<b>49</b>	<b>49</b>

### 3.2. Sample Size of IDIs – Shelters, Prisons and other Stakeholders

Location	Shelter IDI Participants	Prison IDI Participants	Government/ CSO IDI Participants
Islamabad	Manager SBBWCC	N/a	2. Rozan (CSO) 3. NAVTTC
Lahore	Manager DuA	Deputy Superintendent	4. TEVTA
Multan	Warden DuA	Vocational Teacher, Superintendent	
Peshawar	Manager DuA	Superintendent	5. Dost Foundation (CSO)
Karachi	N/a	Deputy Superintendent	6. Panah Trust (CSO) 7. Legal Aid Society
Sukkur	Shelter In-charge/ Literacy Teacher	N/a	
Quetta	Vocational Teacher	Superintendent	
<b>Total</b>	<b>6</b>	<b>5</b>	<b>6</b>

### 3.3. IDI Participants' Details

#### Shelters

Shelter	Islamabad	Lahore	Multan	Peshawar	Sukkur	Quetta
Position	Manager SBBWCC	Manager DuA	Manager DuA	Warden DuA	In-charge DuA	Vocational Teacher
Age	44	Information not available	35	26	54	38
Sex	Female	Female	Female	Female	Female	Female
Education	Masters in Clinical Psychology	Masters	M Phil Social Work	Masters	Masters in Sociology	BA
Experience	- 16yrs - 5yrs in Islamabad	- 13yrs - 8yrs in Lahore	- 9yrs - 1yr in Multan	- 5yrs - 1yr in Peshawar	- 27yrs - 5yrs in Sukkur	- 9yrs - 9yrs in Quetta

#### Prisons

Prison	Lahore	Multan	Peshawar	Karachi	Quetta
Position	Deputy Superintendent	Superintendent	Superintendent	Deputy Superintendent	Superintendent
Age	34	Information not available	Information not available	36	Information not available
Sex	Female	Female	Female	Female	Male
Education	Masters in Political Sciences	Masters	Masters	Masters	Masters in Psychology
Experience	- 13yrs - 1yr in Lahore Prison	- 17yrs - 1yr in Multan Prison	- 10yrs - 10yrs in Peshawar Prison	- 12yrs - 4yrs in Karachi Prison	12 years total in prison admin. 1.5 years in Quetta

#### Other Stakeholders

Location	Islamabad	Lahore	Peshawar	Karachi	Karachi	Karachi
Position	Project Coordinator, Rozan	DG Operations, TEVTA	Dost Foundation (CSO)	DG (Admin & Finance), NAVTTC	Panah Trust	Legal Aid society
Age	35	46	Information not available	Information not available	Information not available	Information not available
Sex	Female	Male	Male	Male	Female	Female
Education	Masters in Psychology	Retired Army	Information not available	Information not available	Information not available	Information not available
Experience	10yrs 6yrs in Rozan	20yrs 2yrs in TEVTA	Information not available	15yrs 6mths in NAVTTC	20yrs	15yrs



# Annexure 4: Data Collection Tools

## 4.1. Consent Form – IDI

### A. Information for participants

As Salaamu Alaykum. My name is \_\_\_\_\_ and I work for Rozan, a non-governmental organization working since 1998 for promoting emotional health, increasing tolerance, and reducing violence against women and children. I am here today to ask you if you would like to participate in a study we are conducting.

The information that I will read out to you outlines the purpose of the study and provides a description of your involvement and rights as a participant if you agree to take part. You are welcome to ask me questions at any point, and after I read it, I will ask you if you would agree to participate or not.

May I start? *(Wait for the respondent to say yes).*

Thank you!

#### 1. What is the research about?

The study for which we are seeking your consent is part of a research that aims to identify challenges in policy, resources, operations, administration, management and legal systems in the implementation of vocational skill development and economic empowerment programs for women in shelters and women prisons.

The findings from this In-depth Interview (IDI) will be the part of the study report that will help in understanding and improving vocational training and economic empowerment for women in shelters and prisons.

#### 2. Do I have to take part? (Consent Form)

It is totally up to you to decide whether or not to take part. You do not have to take part if you do not want to.

If you do decide to take part, we will ask you to sign a consent form which you can sign or give a thumb impression and return in advance of the In-depth Interview.

If you are uncomfortable signing the form, you do not have to sign it. In that case, if you consent to participate you can give us verbal consent in the presence of the researcher who will record that you have verbally consented.

#### 3. What will my involvement be?

You will be volunteering for data collection (IDI) in the study area of this research. The whole data collection process will take 2-4 weeks.

The time we need from you is 45-60 minutes. In this questionnaire, we will be asking questions about your experiences in shelters/ prisons, in particular the vocational skills or income generation opportunities that you have observed here.

#### 4. How can I withdraw from the study?

You can withdraw at any point of the study, without having to give a reason. If any questions during the IDI make you feel uncomfortable, you do not have to answer them.

If you withdraw from the study, you can also request for the information you have given during your participation to be removed from the study.

#### 5. What will the information I provide be used for?

We will use the collected information for a research project implemented all over the country. As mentioned

above, the findings from this study will help improve and develop vocational skill development and economic empowerment programs for women in shelters and women prisons.

**6. Will my taking part and my data be kept confidential? Will it be anonymized?**

The records from this study will be kept completely confidential. Only the research supervisor will have access to the files. Your data will be anonymized – your name will not be used in any reports or publications resulting from the study. All digital files, transcripts and summaries will be given codes and stored separately from any names or other direct identification of participants. Any hard copies of research information will be kept in locked files at all times. Hard copies will be destroyed after the data are entered electronically and their accuracy is confirmed.

**7. Limits to confidentiality:**

Confidentiality will be maintained as far as possible unless you tell us something which implies that you or someone you mention might be in significant danger of harm and unable to act for themselves; in this case, we may have to inform the relevant departments, but we would discuss this with you first.

**8. What if I have a question or complaint?**

If you have any questions, concerns or complaints regarding this study please contact the focal person for the study: fouziayasmin@rozan.org, I will give you my card with contact information after we finish this process.

**9. Follow up:**

If anything in the process troubles or disturbs you emotionally, or if you have any other counseling needs, you can call the Rozan Counseling Helpline number which is toll free: 0800-22444 or at mobile numbers with regular charges: 0304-1111741, 0335-500401; 0335-5000402; 0335-500403 from 9:00 a.m. to 5:00 p.m. Monday-Friday.

**PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY**

I have read and understood the study information dated \_\_\_\_\_, or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.

**YES / NO**

I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time, without having to give a reason.

**YES / NO**

**IF NO:** thank the respondent for her/his time and leave courteously.

**IF YES:** continue to the subsequent questions.

I understand that the information I provide will be used for a research project and that the information will be anonymized.

**YES / NO**

I understand that any personal information that can identify me – such as my name, address, will be kept confidential and not shared with anyone [other than the study team].

**YES / NO**

I agree to the IDI being audio recorded

**YES / NO**

I agree that my information can be quoted in research outputs without any identifying information attached to it.

**YES / NO**

I give permission for the (anonymized) information I provide to be deposited in a data archive so that it may be used for future research.

**YES / NO**

Interviewee Signature (optional): \_\_\_\_\_ Date: \_\_\_\_\_

If the form is not signed, consent has been received verbally and recorded:

**YES / NO**

Interviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 4.2. IDI Questionnaire for Shelter Staff/ Administration

### Themes:

1. Vocational and Skill training: Implementation status
2. Entrepreneurship: Skills and opportunities
3. Post-shelter support: Linkages with market, job placements, loans, access to mentors

QUESTIONS	
Section 1: Introduction/ Background Information of Interviewee	
1.1	Can you please tell us a bit about yourself? Interviewer/ note-taker should especially note down the following: - Name - Age - Designation Education (optional)
1.2	Total Years of Service in Shelters Total Years of Experience in Current Shelter Job Description/ Role in Shelter
Section 2: General Details of Shelter	
2.1	What is the total number of female residents in this shelter? What are the common reasons why women are in shelters? Please explain
2.2	What are the most common violence issues that these resident women faced before coming here?
2.3	What is the average age of female residents? What are the ages of the youngest and oldest residents?
2.4	Which districts/ villages do the residents belong to?
2.5	What is the marital status of residents? How many are married, divorced, single or widowed?
2.6	How many residents have children with them? What is the gender and age of these children?
2.7	What is the average level of education received by the women residents (primary, secondary, undergraduate, religious education, illiterate etc.)
2.8	Do women have access to facilities to contact their relatives? Are they given information about shelter rules upon admission, what is the mechanism of doing so, and do they know how to access to legal aid? Do women have access to legal aid?
2.9	Is there any capacity building program for the staff? What sort of trainings the concerned staff have received? <i>Probe: gender sensitivity, human rights, counseling</i>
2.10	How many shelter staff have received gender sensitivity training, or any other related trainings?
2.11	How many residents have CNICs? What difficulties do you think women encounter in the absence of relevant documents, during their stay and after leaving?

2.12	Do women have any work experience before coming to the shelter? If yes, what was the average income? If working/ earning an income, what were their areas of employment/ income?
2.13	Did women have any vocational skills (embroidery, tailoring, beautician, etc.) before coming to the shelter?
<b>Section 3: Skills Development/ Vocational Training in the Shelter</b>	
3.1	<p>Trainings/ Courses</p> <p>Are there specific training or education programs for residents? What courses/ trainings are being offered? Multi Select:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stitching/Tailoring</li> <li><input type="checkbox"/> Beautician</li> <li><input type="checkbox"/> Digital/ Computer Skills</li> <li><input type="checkbox"/> Crafts</li> <li><input type="checkbox"/> Other Skills, please specify: _____</li> </ul> <p>How many of these are basic or advanced courses? Please provide details. types of courses e.g., beautician courses, education programs, others. What is your assessment of the current skill development programs, please rate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poor</li> <li><input type="checkbox"/> Below average</li> <li><input type="checkbox"/> Average</li> <li><input type="checkbox"/> Good</li> <li><input type="checkbox"/> Excellent</li> </ul>
3.2	How many women are enrolled in advanced and basic courses currently?
3.3	<p><b>Certification:</b></p> <p>Are these courses certified? From whom are they certified - public/ private organizations? Do women receive certificates after completion?</p>
3.4	<p>How many women:</p> <ul style="list-style-type: none"> <li>- are currently enrolled?</li> <li>- have completed courses?</li> <li>- have dropped out (give reasons)?</li> </ul>
3.5	<p>What is the average number of participants in each course? What is the average age of women in courses? Is the training compulsory or optional, if compulsory, do they face any penalty for not participating?</p>
3.5	<p><b>Needs Assessment /Market Survey</b></p> <p>Did you do any need assessment/ feasibility study/ market surveys before planning/ conducting these courses? Can you share details about it, findings etc.?</p>
3.6	<p>What information did you collect prior to developing the courses? Who did this research/ survey? How did you assess the needs of the women residents? In your opinion what are the main needs of women in shelters regarding skill and livelihood?</p>

3.7	<p><b>Trainers</b></p> <p>How many vocational teachers are there currently? Who are the trainers/ instructors? What is their background, experience, qualifications? Are they in-house trainers or outsourced? How were they hired?</p>
3.8	<p><b>Training Schedule</b></p> <p>What is the duration and frequency of courses (daily, weekly, monthly)? How many hours are the courses taught in a week? What time of the day are these courses conducted? How did you design the schedule of training activity?</p>
3.9	<p><b>Training Content</b></p> <p>Other than skill training, do these women receive any entrepreneurship or business training like cost management, budgeting, digital literacy, marketing etc.? If yes, can you tell us something about these courses? If not, do you think these should be arranged? What additional resources/ arrangements would be required for having such courses?</p>
3.10	<p>What other courses do you think will be beneficial for women if they want to be economically empowered? What arrangements are needed for these courses, explain in detail.</p>
3.11	<p>In your view what are the traditional and nontraditional courses? What support can be provided for women who want to learn any new skills that are regarded as nontraditional?</p>
3.12	<p>What further resources/ funding are needed to develop and improve vocational training for women? How much funds/ resources (human capital, infrastructure, equipment, finance, logistics, etc.) is needed?</p>
3.13	<p><b>Shelter SOPs</b></p> <p>Is there anything specifically mentioned regarding skill training in the shelter manual, law, constitution, SOPs &amp; guidelines? Can you tell us some detail about it? What changes do we need in the laws/ manual/ policy?</p>
3.14	<p>What are some of the biggest challenges that you normally face in your work? How do you deal with these challenges?</p>
3.15	<p>What mechanisms did you find supportive in your work from administration/ management, <i>Probe: policymakers support, administrators?</i></p>
3.16	<p>What factors play a helpful role in developing and implementing skill/ vocational programs for women? List these factors in order of priority (for example: women's interest, education level, motivation, prior experience, etc.?)</p>
<b>Section 4: Linkages with Other Institutions/ Stakeholders for Skill Development, Market, Job Placement, etc.</b>	
4.1	<p><b>Access to Banks/ Finance</b></p> <p>How many women residents have bank accounts? What difficulties do you think women encounter in the absence of relevant documents, during their stay and after leaving the shelter?</p>

4.2	<p><b>Access to Markets</b></p> <p>What is the mechanism of marketing and selling goods made by residents? Who sets the price and market value? Do women who are working on these products have any share in the profit?</p>
4.3	<p><b>Access to Social Services</b></p> <p>Do women have access to social services and institutions such as BISP, Baitul-Mal, Social Welfare Departments?</p>
4.4	<p><b>Job Placement &amp; Market Linkages</b></p> <p>What mechanisms/ processes exist (if any) for creating linkages between women who have learnt skills in the shelter with markets? Are there any mechanisms of job placements for women who want to work? Are there any mechanisms for helping women set up a small business, or get seed funding/ loans, etc.? What steps should be taken by shelter management and the government to improve access to finances and job placement?</p>
4.5	<p><b>Linkages with Other Skill/ Capacity Building Stakeholders</b></p> <p>Does the shelter have linkages with any government institutions (NAVTTTC, TEVTA, etc.) or CSO that can help women learn skills, create linkages with markets or jobs, for utilization of skills learnt? <i>Probe: refer to skill training institutes.</i></p>
<b>Section 6: Perception of women's economic empowerment</b>	
6.1	<p>In your opinion how can economic independence help women to deal with or prevent violence in their lives?</p>
6.2	<p><b>Assessment of Existing Courses</b></p> <p>What is the purpose of the vocational courses that are taught here? In your opinion, are the current courses achieving their goals and purpose? <i>Probes: Creating vocational opportunities for women, distraction, psychosocial activity, to keep people busy</i> What other benefits do you see of having these courses?</p>
6.3	<p>What alternative programs/ courses can be developed to economically empower women? What resources will be needed by prison staff to introduce alternative interventions/ courses - give details? What changes will be needed in shelter SOPs, policies and systems to implement new interventions?</p>
6.4	<p>What are the economic challenges that women face after leaving? Why is economic empowerment important for them?</p>
6.5	<p>What impact are training/ vocational development programs making on the lives of women? <i>Probe: economic well-being, self-esteem, mental well-being, etc.</i> What difference will it make for them when they leave the shelter? Are there any success stories or examples that you can share?</p>
<b>Section 7: Any other information</b>	
7.1	<p>Is there any other information you would like to share?</p>

## 4.3. IDI Questionnaire for Prison Administration

### Themes:

1. Vocational and Skill training: Implementation status
2. Entrepreneurship: Skills and opportunities
3. Post-prison support: Linkages with market, job placements, loans, access to mentors

QUESTIONS	
Section 1: Introduction/ Background Information of Interviewee	
1.1	Can you please tell us a bit about yourself? Interviewer/ note-taker should especially note down the following: - Name - Age - Designation - Education (optional)
1.2	Total Years of Service in Prisons Total Years of Experience in Current Prison Job Description/ Role in Prison
Section 2: General Details of Prison	
2.1	What is the total number of female inmates in this jail/ prison? Jail wise and crime wise breakdown may also be provided if available) How many women are under trial, how many are convicted?
2.2	What are the most common crimes that women are incarcerated for?
2.3	What is the average age of female inmates? What are the ages of the youngest and oldest inmates? What is the average duration of stay of women in prisons?
2.4	Which districts do the female inmates belong to?
2.5	What is the marital status of female inmates? How many are married, divorced, single or widowed?
2.6	How many females have children with them? What is the gender and age of these children?
2.7	What is the average level of education received by the women residents (primary, secondary, undergraduate, religious education, illiterate etc.
2.8	Do women have access to facilities to contact their relatives? Are they given information about prison rules upon admission and do they know how to access legal aid? Do women have access to legal aid?
2.9	What is the ratio of Female Inmates to Female Wardens?
2.10	Is there any capacity building program for the staff? What sort of trainings has the concerned staff received? <i>Probe for gender sensitivity, human rights, counseling</i>
2.11	How many prison staff have received gender sensitivity training? Or any other related trainings?
2.12	How many female inmates have CNICs? What difficulties do you think women encounter in the absence of relevant documents, during their stay and after being released?



2.13	Do women have any work experience before coming to the shelter? If yes, what is the average income of the female inmates before being imprisoned? If working/ earning an income, what were their areas of employment/ income?
2.14	Did women have any vocational skills (embroidery, tailoring, beautician, etc.) before coming to the prison?
<b>Section 3: Skills Development, Vocational Training in the Prison</b>	
3.1	<b>Trainings/ Courses</b> Are there specific training or education programs for female inmates? What courses/ trainings are being offered? Multi Select: <input type="checkbox"/> Stitching/Tailoring <input type="checkbox"/> Beautician <input type="checkbox"/> Digital/ Computer Skills <input type="checkbox"/> Crafts <input type="checkbox"/> Other Skills, please specify: _____ How many of these are basic or advanced courses? Please provide details. types of courses e.g., beautician courses, education programs, others. What is your assessment of the current skill development programs, please rate <input type="checkbox"/> Poor <input type="checkbox"/> Below average <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Excellent
3.2	How many women are enrolled in advanced and basic courses currently?
3.3	<b>Certification:</b> Are these courses certified? From whom are they certified - public/ private organizations? Do women receive certificates after completion?
3.4	How many women: - are currently enrolled - have completed courses - have dropped out (give reasons for dropping out or incompleton)
3.5	What is the average number of participants in each course? What is the average age of women in courses? Is the training compulsory or optional, if compulsory, do they face any penalty for not participating?
3.6	<b>Needs Assessment/ Market Survey</b> Did you do any need assessment/ feasibility study/ market surveys before planning/ conducting these courses? Can you share details about it, findings, etc.?
3.7	What information did you collect prior to developing courses? Who did this research/ survey? How did you assess the vocational needs of the inmates? In your opinion what are the main needs of women in prisons regarding skill and livelihood?
3.8	<b>Trainers</b> How many vocational teachers are there currently? Who are the trainers/ instructors? What is their background, experience, qualifications? Are they in-house trainers or outsourced? How were they hired?

3.9	<p><b>Training Schedule</b></p> <p>What is the duration and frequency of courses (daily, weekly, monthly)?</p> <p>How many hours are the courses taught in a week?</p> <p>What time of the day are these courses conducted?</p> <p>How did you design the schedule of training activity?</p>
3.10	<p>Training Content</p> <p>Other than skill training, do these women receive any entrepreneurship or business training like cost management/ budgeting, marketing, digital literacy, etc.?</p> <p>If yes, give details?</p> <p>If not, do you think these should be arranged?</p> <p>What additional resources/ arrangements would be required for having such courses?</p>
3.11	<p>What alternate courses do you think will be beneficial for women if they want to be economically empowered?</p> <p>What arrangements are needed for these courses, explain in detail.</p>
3.12	<p>In your view what are the traditional and nontraditional courses?</p> <p>What support can be provided for women who want to learn any new skill that is regarded as nontraditional?</p>
3.13	<p>What are the challenges and gaps in the current training/ vocational development programs?</p> <p>What further resources/ funding are required to develop and improve vocational training for women?</p> <p>How much funds/resources (human capital, infrastructure, equipment, etc.) is needed?</p>
3.14	<p><b>Prison SOPs</b></p> <p>Is there anything specifically mentioned regarding the skill training in the jail manual, law, constitution, SOPs &amp; guidelines? Give details.</p> <p>What changes do we need to do in the laws/ manual?</p>
3.15	<p>What are some of the biggest challenges that you normally face in your work?</p> <p>How do you deal with these challenges?</p> <p>List the challenges, from most significant to least significant.</p>
3.16	<p>What mechanisms did you find supportive in your work from administration/ management,</p> <p><i>Probe: policymakers support, administrators?</i></p>
3.17	<p>What factors play a helpful role in developing and implementing skill/ vocational programs for women?</p> <p>List these factors in order of priority (for example: women's interest, education level, motivation, prior experience etc.)</p>
<b>Section 4: Linkages with Other Institutions/ Stakeholders for Skill Development, Market, Job Placement, etc.</b>	
4.1	<p><b>Access to Banks/ Finance</b></p> <p>How many women inmates have bank accounts?</p> <p>What difficulties do you think women encounter in the absence of relevant documents, during their stay and after being released?</p>
4.2	<p><b>Access to Markets</b></p> <p>What is the mechanism (if any) of marketing and selling goods made by women inmates?</p> <p>Who sets the price and market value?</p> <p>Do women working on these products have any share in the profit, if yes how is it determined?</p>
4.3	<p><b>Access to Social Services</b></p> <p>Do women have access to social services and institutions such as BISP, Bait-ul-Mal, Social Welfare?</p>

4.4	<p><b>Job Placement &amp; Market Linkages</b></p> <p>What mechanisms/ processes exist (if any) for creating linkages between women who have learnt skills in the prison with markets?</p> <p>Are there any mechanisms of job placements for women who want to work after leaving?</p> <p>Is there any mechanism for helping women set up a small business, or get seed funding/ loan, etc.?</p> <p>Can you please explain how does it work?</p> <p>Are there any examples of such women?</p> <p>What steps should be taken by prison management and the government to improve access to finances and job placement?</p>
4.5	<p><b>Linkages with Other Skill/ Capacity Building Stakeholders</b></p> <p>Does the prison have linkages with any government institutions (NAVTTTC, TEVTA, etc.) or CSOs that can help women learn skills, create linkages with markets or jobs, for utilization of skills learnt?</p> <p><i>Probe: refer to skill training institutes.</i></p>
<b>Section 5: Support Beyond the Prison</b>	
5.1	<p>Do you think learning the skills taught at the prison will help women in the post-prison situation in being economically empowered?</p> <p>In your opinion are these courses achieving their objectives?</p> <p>What other benefits do you see of having these courses?</p> <p>Do you think learning these skills will help women in post-prison journey while dealing with the violence? Are there any success stories or examples that you can share?</p>
5.2	Are there any rehabilitation (social and economic) programs to assist women to reintegrate into society upon release from prison?
5.3	Is there any mechanism of mentoring the inmates in their post-prison phase?
5.4	Do prisons have any mechanism for follow-ups especially after women have left prisons, to check on their well-being and situation?
5.5	<p>In your view, what steps should be taken by government and prison management to involve these women in economic activities such as job placement, setting up a small business, etc.?</p> <p>How can we facilitate women in prisons according to Bangkok rules?</p> <p><i>(Note: Explain the Bangkok Rules to the interviewee or simply ask about the international standards)</i></p>
<b>Section 6: Perception of women's economic empowerment</b>	
6.1	In your opinion how can economic independence help women deal with or prevent violence in their lives?
6.2	<p><b>Assessment of Existing Courses</b></p> <p>What is the purpose of the vocational courses that are being taught here?</p> <p>In your opinion, are the current courses achieving their goals and purpose?</p> <p><i>Probe: Creating vocational opportunities for women, distraction, psychosocial activity, to keep people busy</i></p> <p>What other benefits do you see of having these courses?</p>
6.3	<p>What other programs/ courses can be developed to economically empower women?</p> <p>What resources will be needed by prison staff to introduce these interventions/ courses - explain in detail.</p> <p>What changes will be needed in prison laws, policies and systems to implement new interventions?</p>
6.4	<p>What are the economic challenges that women face after release?</p> <p>Why is economic empowerment important for them?</p>

6.5	<p>What is the impact of vocational development, training programs on women after leaving prisons?  <i>Probe: Economic Independence, Social Acceptance, Better Self Esteem, Reduced Crime/ violence, reduced substance abuse</i></p> <p>What difference will it make for them when they leave prison?          Are there any success stories or examples that you can share?</p>
<b>Section 7: Any other information</b>	
7.1	Is there any other information you would like to share?

## 4.4. IDI Questionnaire for CSO

### Themes:

1. Vocational and Skill training: Implementation status
2. Entrepreneurship: Skills and opportunities,
3. Post-shelter/ prison support: Linkages with the market, job placements, loans, access to mentors

<b>QUESTIONS</b>	
<b>Section 1: Introduction/ Background Information of Interviewee</b>	
1.1	<p>Can you please tell us a bit about yourself?            Interviewer/ note-taker should especially note down the following:</p> <ul style="list-style-type: none"> <li>• Name of NGO</li> <li>• Name of Person</li> <li>• Age</li> <li>• Designation</li> <li>• Education</li> </ul>
1.2	<p>Can you tell us about the work your organization is doing/ has done with women in shelters or prisons?  <i>Probe: Does any part of your program include economic empowerment of the women?</i></p>
1.3	<p>If yes, please explain how the program is contributing to the economic empowerment/ livelihood and skills development of women</p>
<b>Section 2: Skills Development/ Vocational Trainings by your Organization</b>	
2.1	<p>In your opinion, what are the successful models of economic empowerment program either in shelters or prisons and why?            Are there any success stories?            What are the areas of improvement of skill development/training programs?  <i>(Probe: quality of teaching content, usefulness of skills, quality of teacher, availability of raw material/ resources, infrastructure, finances)</i></p> <p>Please provide details. types of courses e.g., beautician courses, education programs, others.            What is your assessment of the current skill development programs, please rate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poor</li> <li><input type="checkbox"/> Below average</li> <li><input type="checkbox"/> Average</li> <li><input type="checkbox"/> Good</li> <li><input type="checkbox"/> Excellent</li> </ul>

2.2	<p>Are women interested in learning skills?          What is their motivation to enroll in skill development/ training programs?          In your view what are traditional and nontraditional courses?          What support is available for women who want to learn any new skill that is regarded as nontraditional?</p>
2.3	<p><b>Trainings/ Courses</b>          Are there specific training and education programs by your organization for women in shelters and or prisons?          What courses/ trainings are being offered?          Please provide details on types of courses (e.g., beautician courses, education programs, others)</p>
2.4	<p>How many of these are basic or advanced courses?          How many women are enrolled in basic and advanced courses currently?</p>
2.5	<p>What was the average cost of these projects/ programs?          What further resources/ funding is required to develop and improve vocational training for women?          How much additional funds/ resources (human capital, infrastructure, equipment, etc.) are needed?</p>
2.6	<p><b>Certification:</b>          Are these courses certified?          From whom are they certified - by public or private organizations?          Do women receive certificates after completion?</p>
2.7	<p>How many women:          - are currently enrolled?          - have completed courses?          - have dropped out (give reasons for dropping out or incompleteness)?</p>
2.8	<p>Are the trainings compulsory or optional?          What if women refuse to participate in courses?</p>
2.9	<p><b>Needs Assessment/ Market Survey</b>          Did you do any need assessment/ feasibility study/ market surveys before conducting these courses?          Can you share details about it, findings etc.</p>
2.10	<p>What information did you collect prior to developing courses to the needs of residents/ inmates?          Who did this research/ survey?          How did you assess the needs of the inmates/ residents?          What main needs of women in shelters/ prisons were focused on these economic activities?</p>
2.11	<p><b>Trainers</b>          How many vocational teachers are there?          Who are the trainers/ instructors?          What is their background, experience, qualifications?          Are they in-house trainers or outsourced?          How were they hired?</p>
2.12	<p><b>Training Schedule</b>          What is the duration and frequency of courses (daily, weekly, monthly)?          How many hours are the courses taught in a week?          What time of the day are these courses conducted?          How did you design the schedule of training activity?</p>

2.13	<p><b>Training Content</b></p> <p>Other than skill training, do these women receive any entrepreneurship or business training like cost management/ budgeting, marketing, digital literacy, etc.? If yes give details. If not, do you think these should be arranged? What additional resources/ arrangements would be required for having such courses?</p>
2.14	<p>What alternate courses do you think will be beneficial for women if they want to be economically empowered? What arrangements are needed for these courses, explain in detail.</p>
<b>Section 3: Overview of Programs in Shelters or Prisons</b>	
3.1	<p>What challenges did you face in implementing these programs? How did you deal with these challenges?</p>
3.2	<p>What mechanisms did you find supportive in your work? <i>Probe: policymakers support, administrators</i></p>
3.3	<p>What has facilitated you in your work? <i>Probes: interest, education level, motivation, prior experience etc.?</i></p>
3.4	<p><b>Shelter/ Prison SOPs</b></p> <p>What changes are needed in the laws/ manuals/ policies and systems of shelters and prisons to successfully develop and implement vocational training and economic empowerment programs?</p>
<b>Section 4: Linkages with Other Institutions/ Stakeholders for Skill Development, Market, Job Placement, etc.</b>	
4.1	<p><b>Access to Banks/ Finance</b></p> <p>In your work with women in shelters or prisons, do you know how many residents/ inmates have CNICs and bank accounts? What difficulties do you think women will encounter in the absence of these documents especially in their struggle for economic empowerment after leaving the shelters or prisons?</p>
4.2	<p><b>Access to Markets</b></p> <p>What is the mechanism (if any) of marketing and selling goods made by residents in shelters and prisons? Who sets the price and market value? Do women who are working on these products have any share in the profit?</p>
4.3	<p><b>Linkages with Other Services</b></p> <p>Do the shelters or prisons have linkages with the government institutions and services (e.g., BISP, Baitul-Mal, Social Welfare Departments) that can help the women financially. Do they have linkages with non-government institutions and services (e.g., micro-credit institutions) that can help the women financially? In your opinion how can these linkages help the women residents/ inmates?</p>
4.4	<p><b>Job Placement &amp; Market Linkages</b></p> <p>Are there any mechanisms of job placements for women who want to work after leaving shelters or prisons? Is there any mechanism for helping women set up a small business, or get seed funding/ loans, etc.? What steps should be taken by shelter/ prison management and the government to improve access to finance and job placement?</p>
4.5	<p><b>Linkages with Other Skill/ Capacity Building Stakeholders</b></p> <p>Do you have linkages with the government (NAVTTTC, TEVTA, etc.) or other skill-based institutions that can help women learn skills, create linkages with markets or jobs, for utilization of skills learnt while in shelters/ prisons and after leaving? <i>Probe: refer to any skill training institute operating in the area</i></p>

4.6	In your opinion, are the current courses achieving their goals and purpose? <i>Probe: Creating vocational opportunities for women, distraction, psychosocial activity, to keep people busy</i> What other benefits do you see of having these courses?
<b>Section 5: Economic Rehabilitation/ Support Beyond Shelters or Prisons</b>	
5.1	What are the gaps in the current economic empowerment programs? <i>Probe: market trends, income generation, market viability, relevance to local economy, lack of human resources, financial resources, training needs assessment/ feasibility</i>
5.2	What social and economic programs are available, for women to integrate them back to society? What support is provided to the women, their families or peers? Please explain. Are there mechanisms of economic support through collateral? <i>Probe: where a women can borrow money against an asset, social collateral (a group of women, collectively can borrow money)</i>
5.3	Is there any mechanism of mentoring the residents/ inmates for economic integration in their post-shelter/ prison life?
5.4	Do shelters or prisons do any follow-up mechanisms, especially for supporting women survivors of violence, in being economically independent?
5.5	In your view, what steps should be taken by government and shelter/ prison management to help these women by involving them in economic activity such as job placement, setting up a small business, etc.? How can we facilitate women in prisons according to International standards like Bangkok rules? <i>Only for CSO working on prisons. Note: Explain the Bangkok Rules to the interviewee or simply ask about the international standards)</i>
<b>Section 6: General Observations</b>	
6.1	According to your observation and experience, what are the most common reasons for these women being in shelters/ prisons? <i>Probe: Poverty, trapped in crime/ violence by family members, lack of education</i>
6.2	What are the economic challenges that women will face after leaving? Why is economic empowerment important for them?
6.3	What steps can be taken by the government so that women do not end up in shelters/ prisons again? <i>Probe: education, legal justice, training, economic support, etc.</i>
6.4	Is there anything that can be done to facilitate these women in their social and economic integration in the community? Do you think learning vocational skills will help women in their journey after shelters/ prisons?
6.5	What alternative programs/ courses can be developed to economically empower women? What resources will be needed by shelters/ prisons to introduce such alternative interventions?
<b>Section 7: Only for Shelters</b>	
7.1	According to your observation and experience, what are the most common violence issues that these women faced before seeking help?
7.2	In your opinion how can being economically independent help women deal or prevent violence in their lives?
7.3	What other things should be done to facilitate women in their post- shelter journey?
<b>Section 8: Any other information</b>	
8.1	Is there any other information you would like to share?

## 4.5. IDI Questionnaire for BISP

QUESTIONS	
1	<p>Can you please tell us a bit about yourself?</p> <p><b>Interviewer/ note-taker should especially note down the following:</b></p> <ul style="list-style-type: none"> <li>• Name of Person</li> <li>• Designation</li> <li>• No of years working in BISP</li> </ul>
2	<p><i>Can you please share an overview of the organization, its functions, geographic outreach and beneficiaries and impact achieved?</i></p>
3	<p>Which are the government institutions/ departments, CSOs and other organizations with which you are collaborating?</p> <p>Are you working with NAVTTC, or other departments who can help women in using learning and using the livelihood skills?</p> <p>Please give examples of public private partnership models if any.</p>
4	<p>Are you working with women in shelters or prisons? If yes, please give details.</p> <p>Do you know how many women who are availing BISP services are in shelters/ prisons? (Is there any data?).</p> <p>If data is not available, do you know any cases or success stories that include women from shelters or prisons.</p> <p>If no, can you share the reasons</p>
5	<p>In your view, can women in shelters and prisons benefit from BISP.</p> <p>If yes what can be the mechanism that can benefit them?</p>
6	<p>What challenges (organizational, policy, procedural) will BISP face to connect women in shelters/ prisons to BISP services?</p>
7	<p>How can BISP help women in shelters/ prisons who do not have CNICs, limited documentation, no bank accounts, no mobile sims/numbers or internet, and lack of awareness and other resources.</p>
8	<p>How can BISP facilitate women in shelters/ prisons who want to seek education or skill-based trainings?</p> <p><i>Probe: are there any special funds/ projects/ scholarships?</i></p> <p>Are there any recent or previous initiatives of BISP originally not for women in shelters and prisons but can be extended/ adapted for them?</p> <p>What mechanism, support, resources coordination with other departments would be required to BISP for creating such linkages and mechanism.</p>
9	<p>In your view can women benefit from BISP after leaving shelters or prisons?</p>
10	<p>What are the barriers and challenges for BISP to implement, develop new programs or scale up existing programs for women in shelters and prisons?</p> <p>What support would BISP need in terms of policy change, resources, etc.?</p>
11	<p>How can other government departments support BISP to increase its outreach to women in shelters and prisons?</p> <p>What support can civil society provide?</p>
12	<p>What do you think are the key challenges related to skills and livelihood of women in shelters and prisons and post- shelter/ prison?</p>
13	<p>Is there any other information you would like to share?</p>



## 4.6. IDI Questionnaire for NAVTTC/ TEVTA

QUESTIONS	
1	<p>Can you please tell us a bit about yourself?</p> <p><b>Interviewer/ note-taker should especially note down the following:</b></p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Designation</li> <li>• No of years working in the organization</li> </ul>
2	<p>Can you tell us about the current projects being done by your organization for women specifically? What kind of program/ projects needs to be implemented to improve existing labor gap in our society?</p>
3	<p>What skills do you focus on while designing vocational trainings for women? In your view, what are the skills that are considered nontraditional for women in our society? Can you tell us about any of your project/program that according to you is based on non-traditional skills? Do you think there can be a market for non-traditional courses for women? What needs to be done to increase the livelihood skills of women in areas that are considered untraditional?</p>
4	<p>Which government departments, CSOs and other organizations are you currently working with? Are you working with BISP, Bait ul mal and other departments who can help women in using learning and using the livelihood skills? Please give examples of public private partnership models if any.</p>
5	<p>Are you aware of any other vocational training, skill development programs that are being implemented in shelters and prisons? What skills do you think can be taught in shelters and prisons?</p>
6	<p>Does any of your programs include skill development, training and economic empowerment of the women in shelters? If yes, please give details:</p> <ul style="list-style-type: none"> <li>- What was the nature of the projects?</li> <li>- Where were these conducted (geographical area); duration; traditional/ nontraditional; certified or not; formal/ non-formal.</li> <li>- Please explain how the program contributed to improving the life of these women?</li> <li>- Are these projects still continuing? If not, share the reasons, any learnings, etc.).</li> </ul> <p>If no, can you share the reasons of not including women in shelters in any initiative.</p>
7	<p>Does any part of your program include skill development, training and economic empowerment of the women in prisons? If yes, please give details:</p> <ul style="list-style-type: none"> <li>- What was the nature of the projects?</li> <li>- Where were these conducted (geographical area); duration; traditional/ nontraditional; certified or not; formal/ non-formal.</li> <li>- Please explain how the program contributed to improving the life of these women?</li> <li>- Are these projects still continuing? If not, share the reasons, any learnings, etc.).</li> </ul> <p>If no, can you share the reasons of not including women in prisons in any initiative.</p>
8	<p>Are there any current or previous initiatives which were originally not for women in shelters and prisons but can be extended or adapted for them.</p> <p><i>Probe: Waseela rozgar programs; Scholarships and stipends to the women in shelters and residents; NAVTTC certified programs; certification of already achieved skills, etc.</i></p>

9	<p>In terms of including women in shelters/ prisons in vocational training initiatives what steps do you need to take?</p> <p><i>Probe: Resources both financial and human such as teachers, instructors; permissions, access, etc.</i></p> <p>What factors in shelters or prisons can help you in taking these initiatives?</p> <p><i>Probe: Infrastructure Presence and commitment of staff/ teachers, availability and interest of women</i></p>
10	<p>What are the barriers and challenges for your organization to implement such programs (for shelters and prisons)?</p> <p><i>Probe:</i></p> <ul style="list-style-type: none"> <li>• <i>Curriculum development, training of teachers/ instructors</i></li> <li>• <i>Certification and accreditation.</i></li> <li>• <i>Reaching out to shelters and prisons.</i></li> <li>• <i>Lack of interest of the residents of shelters and prisons.</i></li> </ul>
11	<p>Did NAVTTC provide teacher trainings in any project that included teachers from shelters or prisons? If yes, give details.</p> <p><i>Probe: nature and duration of trainings, certification, criteria of selection of teachers, provision of jobs, placements of teachers after training.</i></p> <p>If not, do you think it is feasible?</p> <p>What resources, support, coordination would be required to take this initiative?</p>
12	<p>Are there any legal/ policy challenges that may prevent initiatives to be developed for women in shelters/ prisons?</p> <p>Would you need to make any amendments in the current acts/ legislations?<sup>100</sup> Please explain.</p>
13	<p>What support would you need to extend the vocational training programs to the women in shelters and prisons.</p> <p><i>Probe: Support from the government, Support from civil society.</i></p>
14	<p>Can your organization propose any initiative for vocational training to women who leave shelters and prisons.</p>
15	<p>What support can the organization give regarding apprenticeship or job placement for women in shelters/ prisons?</p> <p>What will be the challenges?</p>
16	<p>What support can the organization give regarding apprenticeship, internship, job placement for women post-shelters/ prisons?</p> <p>What will be the challenges?</p>
17	<p>What support can the organization give, regarding business development and entrepreneurship?</p> <p><i>Probes: Linking with BISP, PBM, etc.; Scholarships/ Stipends</i></p> <p>What will be the challenges?</p>
18	<p>What do you think are the key challenges related to skills and livelihood of women in shelters and prisons and post- shelter/ prison?</p>
19	<p>How can your organization facilitate women in shelters/ prisons who do not have CNICs, limited documentation, no bank accounts, no mobile sims/numbers or internet, and lack of awareness and other resources.</p>
20	<p>Is there any other information you would like to share?</p>

<sup>100</sup> Apprenticeship Act, 2018, NAVTTC Act, 2011, NAVTTC Ordinance, 2005, Apprenticeship Ordinance, 1962; TEVTA Punjab Act, 2010; TEVTA Sindh Act, 2010, there is no act for KP and Balochistan

## 4.7. Supplementary/ Follow-up Questionnaire for IDI Participants

(The form is to be filled by participants of IDIs.)

**Name:**

**Designation:**

**Date:**

QUESTIONS																																																													
1.	<p>What skill development courses are being currently offered in shelters/ prisons? Multi Select:</p> <p><input type="checkbox"/> Stitching/ Tailoring</p> <p><input type="checkbox"/> Beautician</p> <p><input type="checkbox"/> Digital Literacy/Computer Skills</p> <p><input type="checkbox"/> Crafts</p> <p>Other, Please specify: _____</p>																																																												
2	<p>What is your assessment of these programs? Please rate them on each of the following aspects as:</p> <table border="1"> <tbody> <tr> <td>- Relevance/ Market Viability of Skills</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Training Design</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Relevance of Course Content</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Teachers/Instructors</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Training Material/Resources (availability and quality)</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Infrastructure (training room, space)</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- IT Equipment</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Administrative/ Management Support</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Financial Support</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Linkages with Social Welfare Departments/ BISP</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Linkages with Market for Business Development</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> <tr> <td>- Linkages with Microfinance Institutions</td> <td><input type="checkbox"/> Poor</td> <td><input type="checkbox"/> Average</td> <td><input type="checkbox"/> Good</td> <td><input type="checkbox"/> Excellent</td> </tr> </tbody> </table>	- Relevance/ Market Viability of Skills	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Training Design	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Relevance of Course Content	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Teachers/Instructors	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Training Material/Resources (availability and quality)	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Infrastructure (training room, space)	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- IT Equipment	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Administrative/ Management Support	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Financial Support	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Linkages with Social Welfare Departments/ BISP	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Linkages with Market for Business Development	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent	- Linkages with Microfinance Institutions	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
- Relevance/ Market Viability of Skills	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent																																																									
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- Linkages with Social Welfare Departments/ BISP	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent																																																									
- Linkages with Market for Business Development	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent																																																									
- Linkages with Microfinance Institutions	<input type="checkbox"/> Poor	<input type="checkbox"/> Average	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent																																																									
3	<p>What are the barriers towards developing and improving skill development programs? In case of multi select can you rate them</p> <p>2. Most impactful</p> <p>3. Moderately impactful</p> <p>4. Least impactful</p> <p>Multi Select:</p> <p><input type="checkbox"/> Lack of Financial Resources</p> <p><input type="checkbox"/> Lack of Will and Interest by the government, Shelter/ Prison Management</p> <p><input type="checkbox"/> Lack of Human Resources</p> <p><input type="checkbox"/> Lack of Infrastructure (space, equipment, etc.)</p> <p><input type="checkbox"/> Other, Please specify:</p>																																																												

4	<p>What support is needed to improve these programs? In case of multi select can you rate them</p> <ol style="list-style-type: none"> <li>1. Most Important</li> <li>2. Moderately important</li> <li>3. Least Important</li> </ol> <p>Multi Select:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CSO and Govt Coordination</li> <li><input type="checkbox"/> Budget Allocation/ Funding for shelters/ prisons</li> <li><input type="checkbox"/> Sensitization of Shelter/ Prison Staff/ Management</li> <li><input type="checkbox"/> Shelter/ Prison Infrastructure</li> <li><input type="checkbox"/> Interest and Will of Government, Relevant Institutions</li> <li><input type="checkbox"/> Change in Rules/ SOPs and Policy</li> <li><input type="checkbox"/> Other, Please specify:</li> </ul>
5	<p>What is the impact of these programs? In case of multi select can you rate the impact</p> <ol style="list-style-type: none"> <li>1. High</li> <li>2. Moderate</li> <li>3. Low</li> </ol> <p>Multi Select</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Income Generation/ Improved Livelihood</li> <li><input type="checkbox"/> Recidivism</li> <li><input type="checkbox"/> Social/ Economic Integration</li> <li><input type="checkbox"/> Reduced Crime/ Violence</li> <li><input type="checkbox"/> Other, Please specify:</li> </ul>

## 4.8. FGD Questionnaire for Shelter Residents

### Themes:

1. Vocational and Skill training: Implementation status
2. Enterprise opportunities: Entrepreneurship skills and opportunities,
3. Post-shelter support: Linkages with the market, job placements, loans, access to mentors

QUESTIONS	
Section 1: Introduction/ Background Information of Interviewee	
1.1	<p>Can you please tell us a bit about yourself? <i>(Please note that name, age, education, marital status, # of family members, has already been asked in the attendance sheet)</i></p> <ul style="list-style-type: none"> <li>- Where are you from?</li> <li>- How long you have been here?</li> <li>- Have you been here before?</li> <li>- If you have children, do they stay with you in the shelter?</li> </ul>

Section 2: Experience of Living in the Shelter	
2.1	<p>What is the total duration of your current stay in the shelter?            How much time have you spent in overall in a shelter?            What is the reason that brought you here?            How do you feel living here, please share your experience.</p>
2.2	<p>Can you tell us about your experience and daily routine, starting from the first activity in the morning to the last activity of the day?</p>
2.3	<p><b>Activity:</b>            The facilitator writes down all activities on cards, place the cards on the floor.  <i>(The facilitator will read them out clearly, and repeat as needed. to help women who may not be able to read).</i>            Ask the women to stand close to the card that mentions the activity/part of the day they like most.            Ask them the reason of standing there (why did they find that activity most interesting).  <i>Note: Focus on current activities that may be other than vocational courses such as morning prayer, time with children, etc. the activity on vocational courses will be covered later</i></p>
Section 3: Previous Experience of Skills & Income Generation	
<p><i>Note: before asking following questions so share that we are going to ask questions from your life other than the shelter. If you are not feeling comfortable answer any questions you do not have to answer it</i></p>	
3.1	<p>What was your main source of income before coming here (independent, family income, dependent on partner)?            Who was the main bread winner of the family?            Were there any other people who financially contributed to the family?</p>
3.2	<p>Did you contribute economically to the household?            If yes, please explain your role.  <i>Probe: supporting your partner/ family member in their work, running a business from home, working outside home, or employed (e.g., teacher, nurse, government job, private job)?</i>  <i>Note: ask these probes only if the answers are not coming already.</i>            Why did you decide to support your family economically?            How long have you been involved in work/employment?            How much were you earning?  <i>Probe: how much was your contribution to the family income</i>            Please explain when and where did you learn the skills for this work?            What impact did your financial contribution have on you and your family?  <i>Probe: were you able to support your children's education, buy food, things for yourself?</i>            How did you feel economically contributing to the family?  <i>Probe: empowered, proud, happy, etc.</i>            Did you like the work/ job that you were doing, were you good at it, were you satisfied?            Do you want to go back to that job/ profession, or do you want to make any changes to your job/ profession?            If yes, what would you like to do in future?            How much would you like to earn after leaving the prison?</p>

3.3 **Activity:**  
 The facilitator has a few cards with different skills written on them like embroidery, cutting and stitching, mobile repair, driving, catering, cooking, computer/ digital literacy.  
 (The facilitator will read them out clearly, and repeat as needed. to help women who may not be able to read).  
 The participants will be asked to rearrange themselves based on:  
**- Previous Experience:**  
 The facilitator will ask each participant, to take position in terms of previous knowledge of this skill  
 Please stand near the card of which you have most knowledge  
 Please stand near the card of which you have least knowledge  
 Discuss the reasons.

**- Interest:**  
 Similar questions will be asked according to interest level.  
**- Income:**  
 Similar questions will be asked according to income level.  
*Note: Note taker needs to take clear notes in the form of a table. How many cards were these, how many women were standing on each card in both 'most' and 'least' questions. List all the skills mentioned above.*

Skill	PREVIOUS EXPERIENCE		INTEREST		INCOME	
	No. of women Most	No. of women Least	No. of women Most	No. of women Least	No. of women Most	No. of women Least
Embroidery						
Driving						
Catering						
Cooking						
Computer literacy						
Mobile repair						
Cutting & stitching						
Other						

**Section 4: Current Experience of Skill Training Inside Shelters**

4.1 Did you ever participate in training courses in the prison?  
 If yes, what were the courses?  
 What was the duration of course?  
 How much time per course on a daily basis?  
 When the course started, did you get any training handbook, guidelines, schedule, reading material etc.?  
 Did you get any raw material?  
 Were you allowed to keep the raw material with you at all times or did you have access only during class?  
 Are you still enrolled, completed or did you drop out of the course?  
 Were you allowed to enroll in multiple courses at the same time?  
 Would you like to be enrolled in more than one courses if available.

4.2	What alternative course would you want to have other than the current courses and why? <i>Note: ask these if they did not respond well in activity in 3.3.</i>
4.3	Did you learn a new skill here or improved/ developed a skill that you knew previously? If you had some prior skill or experience, how much did it improve after participating in the courses? Can you rate the skill from 1-5, 1 indicating least improvement, 5 indicating most improvement?
4.4	How can the training program in this shelter be further improved? What arrangements do you think are required to get the optimal benefit of these courses? <i>Probe: time, duration, course schedule, arrangement for children, etc.</i>
4.5	If you dropped out or did not participate in the course, what was the reason? <i>Probe: Busy with children, lack of interest in the course, doing some chores, court hearings, etc.</i>
4.6	What alternate activity do you do if you are not participating in these courses? <i>Probe: taking care of children, studying, tasks given by manager</i>
4.7	Do you know the market value of the skills that are taught here? Do you want to know about that so it can help you further?
4.8	Do you know marketing strategies for establishing a business? If you want to have some business set up what are the things that you would need? What support/ resources (finance, mentorship, access to loan) would you require?
4.9	Are you aware of any government social welfare programs such as BISP, PBM, or Kamyab Jawan Program for financial support? Have you tried seeking their help before, if yes, please explain your experience, what difficulties did you face? Are you aware of non-government initiatives for micro credit loans such as Akhuwat or Kashf Foundation? Have you tried seeking their help before, if yes, please explain your experience, what difficulties did you face?
4.10	Do you have your CNIC? Do you think having CNIC is important and why? If not, has the prison management facilitated you for CNIC registration? What support do you need for CNIC registration?
<b>Section 5: Post-Shelter Support</b>	
5.1	What are your plans after leaving this place? <i>Probe: Going back to family, starting an independent life, starting your business, finding a job</i> <i>Do have any family or social support, after leaving the shelter?</i>
5.2	What one thing/support do you think could help you the most after leaving the shelter and how can you have that? How will these courses help you in being economically better and how it can help you in post-shelter life while living in the community?
5.3	What difficulties do you foresee after leaving this place?
5.4	In your opinion, how can you or any woman here deal with difficulties she may face after leaving? <i>Probe: Social challenges like stigma or isolation, economic difficulties, legal issues, agency, etc.</i>
5.5	What financial support would you need post-shelter? Who can provide you with financial support (family member, NGO, government etc.?) How much financial support would you need? What would you do with that money? In your opinion, how can being economically independent help you in better reintegration with the community?

5.6	Do you want/ allow shelter staff to follow up with you in order to help you in your economic reintegration?
<b>Section 6: General Questions on Economic Empowerment</b>	
6.1	What is your perception of economic empowerment? In your opinion, were you ever economically empowered?
6.2	Do you think women should be economically independent and why? How this can help/ or not help them in making their lives better so they do not end up in shelter again.
6.3	In your view, if you had been economically independent or had income generation skills, would your life be different Probe: you would not come here, or would have come here but in a different situation
6.4	What are your suggestions for the government to help women in shelters specifically with regard to vocational courses/ economic empowerment of women?

## 4.9. FGD Questionnaire for Women Inmates in Prisons

### Themes:

1. Vocational and Skill training: Implementation status
2. Enterprise opportunities: Entrepreneurship skills and opportunities,
3. Post-prison support: Linkages with the market, job placements, loans, access to mentors

<b>QUESTIONS</b>	
<b>Section 1: Introduction/ Background Information of Interviewee</b>	
1.1	Can you please tell us a bit about yourself? <i>(Please note that name, age, education, marital status, # of family members, has already been asked in the attendance sheet)</i> - Where are you from? - How long you have been here? - Have you been here before? - If you have children, do they stay with you in the prison?
<b>Section 2: Experience of Living in Prisons</b>	
2.1	- What is the total duration of your stay in the prison? - How many years have you already spent in prison? - Why are you here? - How many of you are under trial? - How do you feel living here? Please share your experiences. - What are the problems that you are facing? - Do you get a stipend or allowance in prison? - If yes, who is giving it (family, legal aid, govt) and how much is the stipend?
2.2	Can you tell us about your experience and daily routine, starting from the first activity in the morning to the last activity of the day?



2.3	<p><b>Activity:</b> The facilitator writes down all activities on cards, place the cards on the floor. <i>(The facilitator will read them out clearly, and repeat as needed. to help women who may not be able to read).</i></p> <p>Ask the women to stand close to the card that mentions the activity/part of the day they like most. Ask them the reason of standing there (why did they find that activity most interesting). <i>Note: Focus on current activities that may be other than vocational courses such as morning prayer, time with children, etc. the activity on vocational courses will be covered later</i></p>
<b>Section 3: Previous Experience of Skills &amp; Income Generation</b>	
<p><i>Note: before asking following questions so share that we are going to ask questions from your life other than the prison. If you are not feeling comfortable answer any questions you do not have to answer it</i></p>	
3.1	<p>What was your main source of income before coming here (independent, family income, dependent on partner)? Who was the main bread winner of the family? Were there any other people who financially contributed to the family?</p>
3.2	<p>Did you contribute economically to the household? If yes, please explain your role. <i>Probe: supporting your partner/ family member in their work, running a business from home, working outside home, or employed (e.g., teacher, nurse, government job, private job)?</i> Note: ask these probes only if the answers are not coming already. Why did you decide to support your family economically? How long have you been involved in work/employment? How much were you earning? <i>Probe: how much was your contribution to the family income</i> Please explain when and where did you learn the skills for this work? What impact did your financial contribution have on you and your family? <i>Probe: were you able to support your children's education, buy food, things for yourself?</i> How did you feel economically contributing to the family? <i>Probe: empowered, proud, happy, etc.</i> Did you like the work/ job that you were doing, were you good at it, were you satisfied? Do you want to go back to that job/ profession, or do you want to make any changes to your job/ profession? If yes, what would you like to do in future? How much would you like to earn after leaving the prison?</p>
3.3	<p><b>Activity:</b> The facilitator has a few cards with different skills written on them like embroidery, cutting and stitching, mobile repair, driving, catering, cooking, computer/ digital literacy. <i>(The facilitator will read them out clearly, and repeat as needed. to help women who may not be able to read).</i></p> <p>The participants will be asked to rearrange themselves based on:</p> <ul style="list-style-type: none"> <li>- <b>Previous Experience:</b> The facilitator will ask each participant, to take position in terms of previous knowledge of this skill Please stand near the card of which you have most knowledge Please stand near the card of which you have least knowledge Discuss the reasons.</li> <li>- <b>Interest:</b> Similar questions will be asked according to interest level.</li> </ul>

**- Income:**  
 Similar questions will be asked according to income level.  
*Note: Note taker needs to take clear notes in the form of a table. How many cards were these, how many women were standing on each card in both 'most' and 'least' questions. List all the skills mentioned above.*

Skill	PREVIOUS EXPERIENCE		INTEREST		INCOME	
	No. of women Most	No. of women Least	No. of women Most	No. of women Least	No. of women Most	No. of women Least
Embroidery						
Driving						
Catering						
Cooking						
Computer literacy						
Mobile repair						
Cutting & stitching						
Other						

**Section 4: Current Experience of Skill Training inside Shelter/ Prison.**

4.1	<p>Did you ever participate in training courses in the prison?            If yes, what were the courses?            What was the duration of course?            How much time per course on a daily basis?            When the course started, did you get any training handbook, guidelines, schedule, reading material etc.?            Did you get any raw material?            Were you allowed to keep the raw material with you at all times or did you have access only during class?            Are you still enrolled, completed or did you drop out of the course?            Were you allowed to enroll in multiple courses at the same time?            Would you like to be enrolled in more than one courses if available.</p>
4.2	<p>What alternative course would you want to have other than the current courses and why?  <i>Note: ask these if they did not respond well in activity in 3.3.</i></p>
4.3	<p>Did you learn a new skill here or improved/ developed a skill that you knew previously?            If you had some prior skill or experience, how much did it improve after participating in the courses?            Can you rate the skill from 1-5, 1 indicating least improvement, 5 indicating most improvement?</p>
4.4	<p>How can the training program in this prison be further improved?            What arrangements do you think are required to get the optimal benefit of these courses?  <i>Probe: time, duration, course schedule, arrangement for children, etc.</i></p>
4.5	<p>If you dropped out or did not participate in the course, what was the reason?  <i>Probe: Busy with children, lack of interest in the course, doing some duty, court hearings, etc.</i></p>
4.6	<p>What alternate activity do you do if you are not participating in these courses?  <i>Probe: taking care of children, studying, tasks given by manager</i></p>

4.7	Do you know the market value of the skills that are taught here? Do you want to know about that so it can help you further?
4.8	Do you know marketing strategies for establishing a business? If you want to have some business set up what are the things that you would need? What support/ resources (finance, mentorship, access to loan) would you require?
4.9	Are you aware of any government social welfare programs such as BISP, PBM, or Kamyab Jawan Program for financial support? Have you tried seeking their help before, if yes, please explain your experience, what difficulties did you face? Are you aware of non-government initiatives for micro credit loans such as Akhuwat or Kashf Foundation? Have you tried seeking their help before, if yes, please explain your experience, what difficulties did you face?
4.10	Do you have your CNIC? Do you think having CNIC is important and why? If not, has the prison management facilitated you for CNIC registration? What support do you need for CNIC registration?
<b>Section 5: Post-Prison Support</b>	
5.1	What are your plans after leaving this place? <i>Probe: Going back to family, starting an independent life, starting your business, finding a job</i> Do have any family or social support, after leaving the prison?
5.2	What one thing/support do you think could help you the most after leaving the prison and how can you have that? How will these courses help you in being economically better and how it can help you in post-prison life while living in the community?
5.3	What difficulties do you foresee after leaving this place?
5.4	In your opinion, how can you or any woman here deal with difficulties she may face after leaving? <i>Probe: Social challenges like stigma or isolation, economic difficulties, legal issues, agency, etc.</i>
5.5	What financial support would you need post-prison? Who can provide you with financial support (family member, NGO, government etc.?) How much financial support would you need? What would you do with that money? In your opinion, how can being economically independent help you in better reintegration with the community?
5.6	Do you want/ allow prison administration to follow up with you in order to help you in your economic reintegration?
<b>Section 6: General Questions on Economic Empowerment</b>	
6.1	What is your perception of economic empowerment? In your opinion, were you ever economically empowered?
6.2	Do you think women should be economically independent and why? How this can help/ or not help them in making their lives better so they do not end up in prison again.
6.3	In your view, if you had been economically independent or had income generation skills, would your life be different <i>Probe: you would not come here, or would have come here but in a different situation</i>
6.4	What are your suggestions for the government to help women in prisons specifically with regard to vocational courses/ economic empowerment of women?

## 4.10. Supplementary Questionnaire for FGD participants (Women Residents/ Inmates)

Location of FGD:

Date of FGD:

**The form is to be filled by participants of FGDs**

*(Note: the research team will need to help the less educated women.)*

- Name:
- Age:
- Education:
- Marital status:
- Number of children and ages:

#	QUESTION	ANSWER
1.	Are you interested in learning any skill while in shelter/ prison? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please select what would you like to learn: Multi Select: <input type="checkbox"/> Stitching/ Tailoring <input type="checkbox"/> Beautician <input type="checkbox"/> Digital/ Computer Skills <input type="checkbox"/> Handicrafts <input type="checkbox"/> Other Skills, please specify:  If not, please give reason:
2.	Do you have any skills at the moment that you use for earning an income (home based/ self-employed/ on job)? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, what skills do you have? Multi Select: <input type="checkbox"/> Stitching/ Tailoring <input type="checkbox"/> Beautician <input type="checkbox"/> Digital/ Computer Skills <input type="checkbox"/> Handicrafts <input type="checkbox"/> Other Skills, please specify:
3.	Do you have any skill in the above categories, but are not using for earning money? Please give details.	
4.	Do you any past work experience? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, please specify the nature of work: <input type="checkbox"/> If employed: Please specify job, occupation/ work: How many years were you working? What was your average income? <input type="checkbox"/> If self-employed/ own business/ helping family business: Please specify job, occupation/work: How many years were you working? What was your average income?

5.	Are there any skill development courses being offered in shelters/ prisons? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, are you currently <input type="checkbox"/> Enrolled - Name of Course: <input type="checkbox"/> Dropped out - Name of Course: <input type="checkbox"/> Graduated/ Completed Course: Name of Course:
6.	What skill development courses are currently being offered in your shelter/ prison?	Multi Select: <input type="checkbox"/> Stitching/ Tailoring <input type="checkbox"/> Beautician <input type="checkbox"/> Digital/ Computer Skills <input type="checkbox"/> Crafts <input type="checkbox"/> Other, please specify:
7.	Are you satisfied by the following aspects:	Training Courses and Content <input type="checkbox"/> Yes <input type="checkbox"/> No If not, what is the reason:
		Teachers/ Instructors <input type="checkbox"/> Yes <input type="checkbox"/> No If not, what is the reason:
		Duration of Courses <input type="checkbox"/> Yes <input type="checkbox"/> No If not, what is the reason:
		Training Material/ Resources (in terms of availability and quality) <input type="checkbox"/> Yes <input type="checkbox"/> No If not, what is the reason:
		Administrative/ Management Support from shelters/ prisons <input type="checkbox"/> Yes <input type="checkbox"/> No If not, what is the reason:
8.	In addition to the training program, is there any program/ support for:	Loans/ Capital to Start Business <input type="checkbox"/> Yes <input type="checkbox"/> No
		Opening or Handling Bank Transactions <input type="checkbox"/> Yes <input type="checkbox"/> No
		Obtaining CNIC/ Renewal/ Replacement <input type="checkbox"/> Yes <input type="checkbox"/> No
		Legal Aid <input type="checkbox"/> Yes <input type="checkbox"/> No
		Business Development/ Entrepreneurship Training <input type="checkbox"/> Yes <input type="checkbox"/> No

9.	What was your average household/ family income before coming here?	
10.	What were your average family expenses?	
11.	Did you live in your own home or rented? If rented how much was your monthly rent?	
12.	Did you have the following in your home	<input type="checkbox"/> TV <input type="checkbox"/> Washing machine <input type="checkbox"/> Smart phone <input type="checkbox"/> Fridge <input type="checkbox"/> Domestic animals, such as chicken, goat, etc.
13.	Any further information you wish to share or suggestion to improve these programs?	

## 4.11. Observational Questions:

Research team will observe the following aspects of the shelter/ prison and ask the relevant staff members for any further information or clarity.

INDICATOR	Y	N	QUANTITY/ DIMENSIONS	QUALITY/ OTHER COMMENTS
<b>Space for training/ classes/ education (room, hall, corridor, indoor space)</b>				
- Please mention the number of room(s) and how many people can a room accommodate. - Does the room have ventilation (fan/ window), adequate lighting, furniture, heating, electrical sockets, etc.				
- Are there load shedding/ electricity shut-downs?				
<b>Green space</b>				
- Is there a green space, lawn, garden for kitchen gardening? - Is there any activity (formal/ informal) on kitchen gardening.				
<b>Computers</b>				
- Are there computers available? How many? - What are the computers used for? - How many are in working condition and how many do not work? - Are they old or new/ updated? - Is there internet available? - Is there an IT teacher? - Who is responsible for IT/ hardware/ software?				

<b>Stitching/ tailoring</b>				
<ul style="list-style-type: none"> <li>- Are there sewing machines available? How many?</li> <li>- What are they used for?</li> <li>- Are the sewing machines electrical or hand?</li> <li>- How many are in working condition and how many do not work?</li> <li>- Are there scissors, needles and other tools needed for stitching? Mention number and quality.</li> <li>- Are there cloth, threads, buttons, and other accessories? Mention number and quality.</li> <li>- Is there any stationery (notebooks, paper, pencils)? Mention number and quality.</li> <li>- Is there a cabinet to store the materials?</li> <li>- What is the security mechanism to ensure that materials are not misused by residents/ inmates?</li> </ul>				
<ul style="list-style-type: none"> <li>- Who buys the material?</li> <li>- How is the inventory maintained?</li> <li>- How long does it last?</li> </ul>				
<ul style="list-style-type: none"> <li>- Are there any Trained Vocational teachers? (give number with gender breakdown)</li> <li>- What skills do they teach?</li> </ul>				
<ul style="list-style-type: none"> <li>- Are there any specific modules/ training materials for the vocational training?</li> <li>- If yes, when were they developed or last updated</li> </ul>				
Any other observation				

**Note to Research team:**

*Please try to obtain any materials/ documents available at the shelter/ prison, such as SOPs/ manuals/ IEC or informational material, training material,*

*Also obtain permission to take pictures of infrastructure, for the record.*

## 4.12. Additional Questions for Shelters/ Prisons

Are medical facilities accessible to the women residents/ inmates?

What is the number of medical staff present at the shelter/ clinic (permanent/ visiting)?

What are their timings?

What health/ medical facilities are available to residents/ inmates in the vicinity of the shelter/ prison (Is there a doctor, nurse, midwife, clinic, health center or pharmacy nearby?)

What is the frequency of medical check-ups of residents/ inmates?

What facilities are there for maternal and infant health?

How many women in the shelter/ prison are pregnant?

What facilities are available for pregnant and lactating women?

How many women in shelters and prisons have children living with them?

What is the total number of children (with age and gender)

How are the living conditions for children?

What is the state of food/ meals for children and pregnant/ lactating women?

Is formula milk available for children?

What is the state of healthcare available for children?

What is the state of education for children?

How many staff members have been vaccinated for COVID-19?

How many residents/ inmates are vaccinated?

What impact has COVID-19 had on the functioning of the shelter/ prison?

Are their supplies to protect spread of COVID-19 available, like soaps, masks, sanitizers etc.?

Are the COVID-19 SOPs displayed?

What support is required to deal with the SOPs?



## Annexure 5: Overview of Facilities in Shelters and Prisons

### 5.1. Overview of Facilities in Shelters

Shelter	Islamabad	Lahore	Multan	Peshawar	Sukkur	Quetta
Total Women	13	22	44	64	27	17
Courses	Stitching Computers	Stitching Beautician	Stitching	Stitching Decoration Ribbon-making, Embroidery	Stitching	No formal courses
Certificates	Not Certified	Not Certified	Not Certified	Not Certified	Not Certified	Not Certified
Link with TEVTA	No	No	No	No	No	No
Timings	9.30 a.m. to 1 p.m. 5 days a week	9.00 a.m. to 1:00 p.m. 5 days a week	10 a.m. to 1 p.m. 5 days a week	10 a.m. to 1 p.m. 5 days a week	10 a.m. to 12 p.m. 5 days a week	10 a.m. to 12 p.m. 6 days a week
Teachers/ Instructors	1 stitching teacher appointed by Women Aid Trust 1 Teacher for Computer Classes	1 stitching teacher appointed by Social Welfare Department 1 vacant post for beautician teacher	1 teacher provided by NGO	1 teacher	1 teacher provided by NGO	No formal teacher
Space for Trainings/ Classes	2 Rooms - Computer classes - Beautician classes	2 rooms - Stitching classes - Beautician classes	1 room	2 Rooms	1 room	1 room
Sewing Machines	8 machines - 7 hand- sewing - 1 motor 6 not working	8 machines hand-sewing	5 machines 3 functional	7 hand-sewing machines	12 hand- sewing machines 8 functional	4 hand sewing machines
Materials	Donated by Women Aid Trust	Available	Limited Availability	Limited Availability, cloth provided on special occasions	Available	Cloth Not Available Other Material is available
Furniture	5 tables 8 chairs in stitching room 3 cabinets 10 computers	4-5 tables 10-12 chairs 3-4 cabinets	2-3 tables 2-3 chairs Floor seating	4-5 tables 8 chairs	Tables for 6-7 women	Floor seating

## 5.1. Overview of Facilities in Shelters

Prison	Lahore	Multan	Peshawar	Karachi	Quetta
Courses	Tailoring/ Stitching Beautician Quran Classes	Tailoring and Fashion Designing Machine Embroidery Beautician	Stitching Crafts	Stitching (it has a proper stitching center, better than other prisons) Beautician Crafts Computers	Tailoring Beautician
Timings	9 a.m. to 1 p.m. 6 days a week	10 a.m. to 1 p.m. 5 days a week	9 a.m. to 1 p.m. 5 days a week	10 a.m. to 4 p.m. 6 days a week	10 a.m. to 1 p.m. 5 days a week
Certificates	TEVTA Certification	TEVTA Certification	No Certification	TEVTA Certification	Not Certified, organized by SWD
Participation	Compulsory	Compulsory	Not Compulsory	Not Compulsory	Not Compulsory
Teachers/ Instructors	2 T teachers, appointed by TEVTA: 1 Stitching 1 Beautician/ Quran Classes	2 teachers: 1 Embroidery/ Stitching 1 Beautician	1 teacher	3 teachers appointed by TEVTA	2 teachers
Space for Trainings/ Classes	2 Rooms (well ventilated) 1 Stitching 1 Beautician For 15 women	1 room For 12-15 women	1 small room For 4-5 women	1 big room (well ventilated) For 30-35 women	1 room (No fans, or electricity) For 6-8 women
Sewing Machines	10-15 electric sewing machines 6 hand sewing machines	Not allowed to visit room from inside	5 hand sewing machines	20 functional machines, both hand and electrical	24 machines
Materials	Available Cloth is donated by prison staff, donors or relatives of inmates.	Limited Availability	Limited Availability, usually prison staff buys for women inmates	Available	Not Available
Furniture	2 cabinets Chairs and Tables	Information not available	Limited space and furniture	Available	Yes, but limited furniture
Computers	No	No	No	20 functional	No

### 5.3. Annexure 12: Overview of Health and Other Facilities for Women & Children

According to the observation and findings in the current study, there is a need to improve medical facilities for women, especially pregnant and lactating women, and children in both shelters and prisons. Overall, there are the bare minimum and very basic medical services available for women, with at least one medical staff present, such as an LHV, doctor or psychologist. In some cases, the medical doctor also functioned as a psychologist, e.g., at the crisis center in Islamabad.

Women residents/ inmates have access to basic medicines (such as pain-killers, and over the counter medicines, etc.) which are issued under the supervision of the doctor. Once a woman enters a shelter or prison, her belongings are searched thoroughly, and she is not allowed to keep any medicines (prescribed or prescribed). These are handed over to the superintendent or doctor who issues medicines on a daily basis, to prevent overdosing or self-harm. It is important to note that the medical staff works in shifts, and the real challenge arises after lockup or at night when the duty hours of the medical staff are over and there is no medical personnel present in the premises. In some instances, the medical personnel live nearby, such as in the case of Quetta Prisons, where the LHV lives close by and is called to the prisons during night emergencies. This situation can be challenging for women, who may need medicines in an emergency or during night.

*“I think it is unfair that we cannot keep any medicines with us, we have to get a checkup with the doctor and phycologist and then get the medicines. I have a skin allergy, and I had to ask the administration to purchase the medicine, from the market, using my meager savings that were initially intended for the court fees. I understand that there are many women here, suffering from depression and mental stress, however policies should be revised.” (Resident DuA Lahore, age 20yrs)*

As per a report prepared by a Commission formed in 2019<sup>101</sup>, more than 5,000 out of 73,661 prisoners were afflicted with some form of disease: 2,100 suffered from physical ailments, while nearly 2,400 were infected with contagious diseases such as HIV, hepatitis and tuberculosis. Additionally, around 600 prisoners have psychological disorders.

Province/ Illness	Punjab		KP		Sindh		Balochistan		Total
	M	F	M	F	M	F	M	F	
Hepatitis	1,047	34	208	-	461	1	72	-	1,823
HIV	255	2	39	-	115	1	13	-	425
TB	87	-	27	-	50	2	7	-	173
Mental disease	290	8	235	-	50	-	11	-	594
Other sickness	1,453	27	642	20	50	-	-	-	2,192
Total	3,132	71	1,151	20	726	4	103	-	5,207

Shockingly, almost 50% of the medical jail staff posts were lying vacant, and there was a shortage of appropriate medical equipment and facilities. The report mentioned that not every prison is equipped with medical and dental equipment, and very few prisons have functioning labs and paramedical staff.

101 Prisons Reform in Pakistan, MoHR, 2020 <https://mohr.gov.pk/Sitelimage/Misc/files/PrisonsReforminPakistan.pdf>

Further, it is often seen that prison authorities fail to provide ambulances to transfer prisoners to hospitals in emergencies.<sup>102</sup>

Pregnant women are facilitated for routine checkups. Both shelters and prisons have a formal agreement with the local district hospital, where women are given free checkup and services e.g., Jinnah Hospital in Lahore, Karachi and Multan. However, transporting patients is a challenge, there are not enough ambulances and in the case of shelters, the superintendent frequently has to arrange a taxi by herself for emergency cases.

In terms of medical facilities, Lahore Prison was better equipped with medical equipment, services and staff. Inside the prison, there is an ECG, x-ray and ultra-sound machines, oxygen cylinders, dental units and beds, for both male and female inmates.

For pregnant and lactating women, all prisons had special provisions for extra meals, where milk, bread, meat and fruits were given to women in larger quantities and more frequency. In shelters, the situation was slightly poor, Sukkur and Multan DuAs did not have any special provisions for an extra or better diet for pregnant and lactating women.

SHELTERS	ISLAMABAD SBBWCC	LAHORE DUA	MULTAN DUA	PESHAWAR DUA	SUKKUR DUA	QUETTA DUA
Medical Services	1 Lady Doctor from 9 a.m. to 2 p.m.  Basic Pharmacy Available	1 doctor from 9 a.m. to 2 p.m.  Basic Pharmacy Available	LHV, Doctor and Midwife	1 LHV from 9 a.m. to 5 p.m.  Residents are referred to hospital nearby.	1 LHV  Residents are referred to hospital nearby.	No medical staff,
Medical Services for Pregnant Women	MOU with PIMS Hospital	MOU with Jinnah Hospital	Midwife available	Pregnant women referred to government hospital for delivery	Health visits and checkups available	No facilities
Food for Pregnant Women	1 glass of milk	Better diet and extra milk given Folic acid supplements	Extra Food	Extra milk, juices, meat given to pregnant/lactating.	No special food	No facilities

PRISONS	LAHORE PRISON	MULTAN PRISON	PESHAWAR PRISON	KARACHI PRISON	QUETTA PRISON
Medical Services	9 a.m.to 2 p.m. - 1 Doctor - 1 Nurse - 2 LHVs - General OPD Present	Hospital in prison	9 a.m.to 5 p.m. - 2 doctors - 1 nurse - 1 psychologist	Doctor, Nurse and LHV available on shifts	2 shifts: 8 a.m.to 12 p.m., 12 p.m. to evening - 2 LHVs, - Doctor visits but it is need-based

102 Editorial: Prison reform, September 2020: <https://www.dawn.com/news/1577827>

Medical Services for Pregnant Women	Checkups Ultra-Sound	Available	Available Referrals to district hospital, regular checkups	Available	Checkups
Food for Pregnant/ lactating Women	Extra milk Formula Milk arranged through donations	Extra Milk More Chicken and Vegetables for pregnant women	Extra milk	Extra Food	Extra milk, roti and bread

## Facilities for Accompanying Children

At the time of data collection, around 65 children were present in the prisons and 42 children in shelters, ranging from newborn babies to 9-year-olds. As a policy, both in shelters and prisons, there is an age limit till when children can stay with their mothers. In prisons it is till they are 6 years old, whereas in shelters, it is till 7-9 years, and after reaching this age, they are either given to their other family members or sent to child protection services, under the social welfare department jurisdiction. However, in many instances both shelters and prisons, have allowed children to stay till 9 years of age, depending on the personal circumstances of women. Boys above 9 years are not allowed to stay in shelters and prisons.

A major challenge is the lack of formal education for children in shelters and prisons and an enabling safe environment for them to grow up. Both shelters and prisons do not provide conducive environment for children. Also, it is difficult for women to support their children and provide for their basic needs when they have no or limited financial support. In many cases, philanthropists or prison staff donate clothes and toys for children.

In the shelters and prisons visited, Lahore and Peshawar Prison, and Lahore and Islamabad SBCCW had facilities such as a separate playroom, books and toys for children. Most of the books and toys had been donated by philanthropists. The main problem is the lack of a formal education system for children - there were no linkages of these institutions with the education department or private education service providers. The majority of mothers are illiterate, so they cannot teach their children themselves. In some cases, slightly educated women act as volunteer teachers and teach children. e.g., in the Lahore DuA, a resident who had a bachelor's degree was volunteering as an educator for children (till 7yrs).

Lahore DuA and the SBBWCC Islamabad both had a separate room for children's activities, filled with furniture, books and toys for children. Similarly, Lahore and Karachi Prisons have better facilities for children than other prisons. Karachi Prison is the only prison in the sample size with a functional formal school within the prison premises.

SHELTERS	SBBWCC ISLAMABAD	LAHORE DUA	MULTAN DUA	PESHAWAR DUA	SUKKUR DUA	QUETTA DUA
Status of Children	Total children 6 (1-6yrs)	5 children (5mths to 5yrs)	12 children (newborn to 9yrs)	8 children (3-9yrs)	6 children (9mths to 7yrs)	5 children (1-6yrs)
Education	Informal Schooling Separate Room for Children (with toys and books)	No formal education Educated woman can teach children voluntarily	No formal education	No formal education	No formal education	No formal education
Food for Children	1 Glass of milk till 13yrs of age Nestle Bunyad available free of cost Special food for children such as porridge	Lactogen given if asked (provided by donors) Extra milk for children till 2.5yrs Healthy diet of children with vegetables, Roti, halwa, chicken, meat, etc.	Extra Milk	Small children and lactating mothers get extra milk Children get lactogen, cerelac, Formula Milk	No special food	No special food

PRISONS	LAHORE PRISON	MULTAN PRISON	PESHAWAR PRISON	KARACHI PRISON	QUETTA PRISON
Status of Children	13 children 9 male, 4 female (3mths to 6yrs)	19 children 16 are in prison 3 are with child protection (3mths to 6yrs)	3 children 1 male, 2 female (1mth to 2yrs)	21 children, 10 male, 11 female (2mths to 7yrs)	8 children 3 male, 5 female (15 days to 7yrs)
Education	No formal education  Separate Room for Children (with donated toys, furniture, etc.)	No formal education	No formal education  Small Classroom built by NGO Dost Foundation	Proper formal school for children within prison	No formal education
Food for Children	Extra milk	Extra Milk	Formula milk	Extra milk	Milk for newborns NIDO, lactogen donated by philanthropists

## COVID-19 and Health of Residents

In both institutions, visitors and meetings were stopped because of COVID-19. The vocational classes were paused, and courts were also closed, adding to the mental stress on women.

In shelters, many women were not allowed admission due to health reasons. Only those who tested negative for COVID-19 were given admission. As a result, the attendance in shelters was reduced to half. The challenge was for women without a CNIC, they had to ask their lawyers to facilitate the test. There were cases of COVID-19 in the early days e.g., in Islamabad SBBWCC, Karachi and Quetta prison, and the situation was controlled through quarantine.

Provincial Disaster Management Authority (PDMA) provided masks and sanitizers in prisons for 50% of staff and inmates. Social Welfare Department provided masks for women in shelters for 80% of women. Other development agencies also donated hygiene kits (including UN Women). Regarding vaccination, 100% of staff of prisons and 100% of inmates were vaccinated due to the facilitation of health department and their mobile vans.

In shelters, staff vaccination trends varied. For example, in Islamabad and Lahore shelters, 50% of residents were vaccinated at the time of the study, while in other shelters, the residents had yet to be vaccinated. The main challenge was the lack of CNIC and coordination with the health department.

SHELTERS	ISLAMABAD SBBCW	LAHORE DUA	MULTAN DUA	PESHAWAR DUA	SUKKUR DUA	QUETTA DUA
COVID-19 Vaccination Status	- 100% Staff - 50% residents - 2 women in quarantine	- 100% Staff - 50% women	- 100% Staff - 0% women	- 100% Staff - 0% women vaccinated due to CNIC issue	- 100% Staff - 0% women	- 100% Staff - 0% women

PRISONS	LAHORE PRISON	MULTAN PRISON	PESHAWAR PRISON	KARACHI PRISON	QUETTA PRISON
COVID-19 Vaccination Status	- 100% Staff - 100% Inmates Vaccinated by Health Dept	- 100% Staff - 100% inmates	- 100% staff - 100% inmates	- 100% staff - 100% inmates	- 100% staff - 100% inmates

## Annexure 6: Some Quotes and Suggestions from Respondents in Shelters & Prisons

### Shelters

“I got married when I was 20 years old, my husband worked in a shop in Dubai. After he left, my in-laws started abusing and threatening me. The allowance that my husband sent me was snatched by my mother-in-law. I started giving tuitions in the neighborhood to earn pocket money and to support my education. The situation worsened and I was on the brink of divorce, I did not feel safe in my house and decided to flee.”

**Resident, SBBWCC Islamabad**

“I am currently enrolled in the basic beautician course, I would like to learn advanced skills in makeup, hair styling, mehndi designs so that I can start my own parlor. It will also be useful to get a certificate for this course from the shelter management.”

**Resident, DuA Lahore**

“I am learning computer skills in the crisis center. We are learning basic skills such as typing and tools such as MS Word, Power Point and Excel. I have learnt to make a CV and to send emails. I am learning these skills, so that I can work in a call center.”

**Resident, SBBWCC Islamabad**

“I am interested in cooking and baking. I would like to take courses in these areas, and would like to start a catering business from my home. A lot of women are using WhatsApp to sell their services and products, I would like to learn how to use WhatsApp and other tools of social media, which can help me promote my business.”

**Resident, DuA Sukkur**

“It has been 2 weeks since I have started taking basic stitching and embroidery classes. I already knew basic skills, but the training has polished my skills. I want to be able to stitch a suit (shalwar-qameez) for myself and my children. In the future, I would like to start my own tailoring shop.”

**Resident, DuA Quetta**

“Many women are interested in beautician course. We have a separate training room with mirrors and chairs; however, we do not have a permanent teacher for beautician course. Sometimes, there is a volunteer amongst residents who guides us, but usually we learn on our own, practicing on one another. There are some women, who charge Rs. 100/- to Rs.150/- for threading. It is a good way to earn income, it may be small, but it is a means to become financially independent.”

**Resident, DuA Lahore**

“The shelter should provide electrical sewing machines rather than hand sewing machines, so that we can learn latest techniques of stitching and embroidery. If I know how to use an electrical machine, I will be able to find a job in a garment factory or stitching unit. Also, there is not enough cloth for practice, sometimes the cloth is provided by our relatives who come to visit us. There should be more resources for learning.”

**Resident, DuA Multan**

“Financial empowerment and independence are quite important for women. A lot of women have no choice but to return and reconcile with their families. This is not the solution, and many women have returned back to the shelter, after reconciliation failed. In order for women to survive, they need financial independence and social



acceptance. Women in shelters are viewed as immoral or dishonorable. When people find out that you were in a shelter, they gossip behind your back, spreading rumors – this makes it difficult to get a job, find a place to rent or to get children admitted in schools.”

***Resident, DuA Lahore***

“After leaving the shelter I would like to start my own boutique, but I don't know from where I will get the money and machines. I also do not know how to read or write. I am afraid that if people find out that I am illiterate and do not have any family or financial support, they will try to exploit the situation.”

***Resident, DuA Sukkur***

“We need to have a proper shop or display area, to showcase clothes, cushions and bags, made by shelter residents. One idea is to develop a website or to partner with an online store or e-commerce business, the other idea is to rent a shop in the commercial area and set a proper business. However, these initiatives, need resources, especially financial resources.”

***Manager, DuA Multan***

“The vocational course of stitching and embroidery has been useful for shelter residents, one success story is of a woman who after leaving shelter, found a job in a local boutique and now is supporting her children's education and is paying rent of her house, all by herself.”

***Manager, DuA Peshawar***

“There is no formal mechanism to help women find jobs after they leave. We try to refer to jobs in our personal capacity. One success story is of a resident who completed her FSc. in the shelter, and with help of administration, and later managed to secure admission in a nursing school. She is now a lady health worker, employed in the district health department.”

***Manager, SBBWCC Islamabad***

## **Prisons**

“I have spent 7 years of my life in prison, there is no point for me to learn a skill. What is the use of skills that I cannot apply beyond the walls of prison?”

***Inmate, Multan Prison***

“The main concern of women in prisons is the legal processing of cases. Women are already so stressed about case proceedings and legal fees, that they cannot concentrate on skills and vocational training. The majority have lost hope for the future, without hope there is no will learn or to improve skills.”

***Inmate, Quetta Prison***

“I am taking computer classes in Karachi Prison. I am enjoying these classes and would like to learn advanced courses in graphic designing and animation. These courses are creative and help me relax. In the future, I would like to pursue graphic designing.”

***Inmate, Karachi Prison***

“There are many women interested in the beautician course, however there is no proper teacher. Currently the Quran teacher is also our instructor for the beautician class. There is a need for a specialized, subject teacher.”

***Inmate, Lahore Prison***

"I had no prior experience of stitching. I learnt the basics of stitching in prison. I have now learnt how to sew a shalwar-qameez and am taking orders from other women inmates. I usually charge Rs. 800/- for a suit. I feel happy and empowered that I can earn while being in prison.

***Inmate, Lahore Prison***

"I felt a sense of pride and accomplishment when I stitched my first shalwar-qameez suit. I am now learning advanced skills in embroidery and would like to learn crochet, knitting and ribbon making also. I also would like to make table runners, bedsheets and trolley covers. It will be great if the teacher can give more samples, designs and books for learning."

***Inmate, Multan Prison***

"I had been stitching clothes before coming to prison. I sometimes stitch clothes for the prison staff, but I need cloth and accessories. I would like to continue stitching, after being released, but it will take years for the sentence to finish. By that time, I will be old, with poor eyesight and will not be able to continue."

***Inmate, Quetta Prison***

"I have been in prison since the last 8 years. I feel like I am dying a slow death. I have already spent 8 years under trial, once I am sentenced, I will have to spend 8 more years in prison. By the time I leave prison, I will be 50 years old, my parents will have died and there will be no one to support me. All the courses that I have been taught will be useless. I don't think I will start a business when I am 50 years old."

***Inmate, Peshawar Prison***

"Within prisons women do not have access to internet or mobile phones and visitors are limited. We need to engage private organizations or individuals who can create linkages on the behalf of women inmates for women's employment and business."

***Superintendent, Karachi Prison***

"There is no space within prisons to display the products made by women. It is a great idea to sell these products, but there are no mechanisms for marketing, pricing and quality control. One way to inform the public is through website and Facebook, and to engage electronic media to highlight the vocational activities of women in prisons."

***Superintendent, Multan Prison***





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