

ROLE OF ILM-O-HUNAR PROJECT IN LIFE CAREER OF ADULT LEARNERS THROUGH LITERACY AND NON-FORMAL BASIC EDUCATION

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Abstract:

The study aimed to analyze “The Impact of Ilm-O-Hunar Project on Life Career of Adolescent Learners by Literacy and Non-Formal Basic Education Department in District Rajanpur”. Research objectives were; to raise awareness on literacy, skills and education in selected districts particularly for illiterate youth; to create opportunities for capacity building and improving livelihood of the people by imparting life skills; to provide linkage and support for community based micro-finance network existing of the project activities and benefits through the skill service providers. The population of study comprised Ilm-O-Hunar Project on Life Career of Adolescent beneficiary learners in District Rajan Pur. One hundred Ilm-O-Hunar Project on Life Career of Adolescent beneficiary learners in District Rajan Pur through simple random sampling technique. The data collected through questionnaire were analyzed by SPSS-22 by frequency, percentage and mean score. Findings indicated that learners had a modest degree of Ilm o hunar project education it gives awareness to workers about available work opportunities. The study concluded that the Ilm o Hunar project was better both the rural and urban learners.

Keywords: Ilm-o-Hunar Project, Adolescent Learners, Literacy, Non-Formal Basic Education

INTRODUCTION

The purpose of pilot project is to increase literacy rate and skills education in Punjab by offering some wages for learners to learn skill and earn livelihood so that they may be able to live a respectable life in society. This is a pilot project in the selected districts of Punjab, Rajanpur, Muzaffargarh, Faisalabad & Rawalpindi. Government of the Punjab is working for a literate, aware and thriving Province. The department is determined to provide better learning resources to all segments of society and peoples of all age groups children, adults and old peoples in far off areas of Punjab by year 2030. Government of the Punjab strategy for guiding NFE development in Punjab with the aim to promote and enhance long-lasting qualitative literacy practices among children, youth, adults and persons with learning difficulties (Musa and Olsen).

Abro (2012) Literacy & Non-Formal Basic Education Department is mandated to impart basic education to those learners who are not going to school and also to literate adults which usually belong to resource less, deprived off and marginalized parts of the society by adopting flexible approach and extensive mobilization.

Alam, Shahid et al. (2022) described that research carried out a leading Department in Punjab and claims that 7.5 million children are out of school in the Punjab. Besides 450000 learners is getting education through non formal institution through the establishment of 13,279 Literacy Institutions across Punjab through six on-going development projects.

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According to UNDP's Human Development Index (HDI) ranking 2016, Pakistan was ranked 147th (0.550 index) out of 188 countries. Pakistan National Human Development Report (NHDR) 2017 states that the country could not progress in most of the development indicators such as the literacy rate of the country continued to stay low among others. The Human Capital Index (HCI) 2017 that is characterized by individuals' knowledge and skills ranks Pakistan at 125 out of 130 countries. Situation of elements that capacity, deployment, development and is equally alarming in Pakistan. Therefore, the World Bank appears to be keen on improving literacy and skills at the same time (Ashton, D. Sung, J. and Turbin, J., 2014).

According to National Vocational Technical Training Commission (NVTTC) Pakistan, only 350,000 young people and adults can access skill programs against an annual demand of 950,000. It is worthwhile to mention that skill programs (TEVT sector) are offered to only a small fraction of population who already possess eight or ten years of education. Whereas, more than 65 million adults, who could not read and write get very limited or no opportunities to acquire skills and learn literacy and numeracy. Further, TEVT cannot be obtained without a strong knowledge of reading, writing and numeracy skills that are necessary for an able work force (NHDR, 2017).

Unavailability of skill programs for illiterate population is posing serious threats to weak labor force participation rates. According to Pakistan's Labor Force Survey (LFS) 2015, the participation rate was 32.3% (15.8% for women). These rates for 15-19 and 20-24 age cohorts were 33.5% and 52.6% respectively, among the lowest globally.

Increase in labor force participation needs urgent attention through education and skills development. Changing global economies necessitate skills development among youth to further develop the human capital and achieve economic growth targets. This will leave positive impact on young people and their families for lasting national and regional prosperity. This will also help in dealing with rising unemployment among youth (15- 24 years of age) that is 10.8 percent, which is more than the neighboring countries around for example India, Bangladesh and Nepal (NHDR, 2017).

Designing relevant and market oriented TEVT and literacy & skills programs and delivery arrangements, especially for illiterate population, at their doorsteps will certainly bridge skill gaps and open up opportunities for sustainable development. The above situation highlights that Pakistan is seriously behind in achieving international commitments and targets particularly in the field of education, youth/ adult literacy, skills and work force participation. The said project is going to test and offer demand & market driven innovative solutions to promote literacy and skills in selected districts of Punjab.

The experience of the department in the previous projects demonstrated that it is difficult to bring the adult/ adolescent illiterates to Literacy Centre and even more difficult to sustain their continued presence. Opportunity cost for this group to leave the daily livelihood activities to attend the literacy classes seems too much. Need has therefore been felt to combine and integrate

basic literacy with technical/ vocational skill training to make the programs more viable and purposeful as little provision exists for training of illiterate people (Abro, A. A., 2012).

Moreover, learners are attracted easily if the skill training facility is situated in vicinity. Public or Private skill training facilities available in the target area thus engage through open bidding. Hopefully, that would increase participation of the community in the adult learning incentive and help them earn livelihood through skill training. Allocating and spending resources for training and education of human resources is most effective business for future development. The courses design to attract/ meet the need of illiterate belonging to lower income groups, which are the target of this program. The training program not only make them literate but also provide them incentive of employment as wage earners or self- employed by dint of the acquired skills. A research of the impact of ilm-o-hunar project on life careers of adolescent learners of literacy and NFBE department in District Rajanpur. LSBE is skills based education which is planned and organized according to requirements and interest of individuals and society so that they can learn some knowledge and practical skills.

These skills must relate to the industrial needs of that area so the learners after completing their course and training can get employment opportunities. The purpose of providing such education and skills is the all-around development of learner so that he becomes fruitful member of the society and can live a successful life. He may live independently in society and earn his means through respectable ways.

RESEARCH OBJECTIVES

The objectives of study were;

- To study the literacy, skills and education in selected districts particularly for illiterate youth
- To analyze the capacity building and improving livelihood of the people by imparting life skills

RESEARCH QUESTIONS

The researcher questions were;

1. What is the literacy, skills and education in selected districts particularly for illiterate youth?
2. What is the capacity building and improving livelihood of the people by imparting life skills?

RESEARCH METHODOLOGY

The study was survey and descriptive in nature. The quantitative research method was adopted. The explanatory approach was used for the study. The questionnaire was developed by the researcher using survey method. Population of study comprised of the learners of Ilm o hunar project with the same ratio of males and females as well as urban and rural zones in District Rajanpur. The researcher used random sampling technique for data collection. The sample of study consisted of one hundred (100) learners of ilm-o-hunar project of district Rajan Pur. The questionnaire consisted of a pilot test by collecting data from 10 male and 10 female students. After data collection, the consistency of the survey was measured using Cronbach Alpha through SPSS-22.

DATA ANALYSIS

TABLE 1:

The main aim of Ilm-o-Hunar project is to provide skill full training with theoretical and practical to reduce unemployment.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.63
D	2	2.0%	
UN	5	5.0%	
A	13	13.0%	
SA	78	78.0%	
Total	100	100.0%	

Table 1 indicates that 78% of respondents strongly agreed with the preceding ‘The main aim of Ilm-o-Hunar project is to provide skill full training with theoretical and practical to reduce unemployment’. While 13% agree, 5% undecided, 2% disagree and 2% strongly disagree with the statement and the mean value of the data were 4.63.

TABLE 2:

Ilm-o-Hunar project is playing an important role in the development of the country and people by making the youth skillful.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	0	0%	4.91
D	0	0%	
UN	0	0%	
A	9	9.0%	
SA	91	91.0%	
Total	100	100.0%	

Table 2 indicates that 90% of respondents strongly agreed with the preceding that ‘Ilmo-Hunar project is playing important role in the development of the country and people by making the youth skilled’. While 9% agree with the statement and the mean value of the data were 4.91.

TABLE 3:

Ilm-o-Hunar based education helps to promote factual richness and economic progress

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.67
D	3	3.0%	
UN	4	4.0%	
A	8	8.0%	
SA	83	83.0%	
Total	100	100.0%	

Table 3 indicates that 83% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar based education helps to promote factual richness and economic progresses. While 8% agree, 4% undecided, 3% disagree, and 2% strongly disagree with the statement 'Ilm-o-Hunar based education helps to promote factual richness and economic progresses' and the mean value of the data were 4.67.

TABLE 4:

Ilm-o-Hunar project education in Punjab helps the people to have trust on the significance of the labor.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.73
D	2	2.0%	
UN	3	3.0%	
A	7	7.0%	
SA	86	86.0%	
Total	100	100.0%	

Table 4 indicates that 86% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education in Punjab helps the people to have trust on the significance of the labor. While 7% agree, 3% undecided, 2% disagree, and 2% strongly disagree with the statement 'Ilm-o-Hunar project education in Punjab helps the people to have trust on the significance of the labor' and the mean value of the data were 4.73.

TABLE 5:

Ilm-o-Hunar based education in Punjab makes a country rich, well to do and resourceful.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.72
D	2	2.0%	
UN	3	3.0%	
A	8	8.0%	
SA	85	85.0%	
Total	100	100.0%	

Table 5 indicates that 85% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar based education in Punjab makes a country rich, well to do and resourceful. While 8% agree, 3% undecided, 2% disagree, and 2% strongly disagree with the statement 'Ilm-o-Hunar based education in Punjab makes a country rich, well to do and resourceful.' And the mean value of the data were 4.72.

TABLE 6:

Ilm-o-Hunar project education in Punjab as a result improved local trade.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.76
D	0	0.0%	
UN	5	5.0%	
A	6	6.0%	
SA	87	87.0%	
Total	100	100.0%	

Table 6 indicates that 87% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education in Punjab as a result improved local trade. While 6% agree, 5% undecided, 0% disagree, and 2% strongly disagree with the statement 'Ilm-o- Hunar project education in Punjab as a result improved local trade.' and the mean value of the data were 4.76.

TABLE 7:

Training of multiple skills in Ilm-o-Hunar project at all levels is necessary.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	1	1.0%	4.78
D	3	3.0%	
UN	2	2.0%	
A	5	5.0%	
SA	89	89.0%	
Total	100	100.0%	

Table 7 indicates that 89% of respondents strongly agreed with the preceding that 'Training of multiple skills in Ilm-o-Hunar project at all levels is necessary'. While 5% agree, 2% undecided, 3% disagree, and 1% strongly disagree with the statement 'Training of multiple skills in Ilm-o-Hunar project at all levels is necessary' and the mean value of the data were 4.78.

TABLE 8:

Relevance of curriculum effectiveness of course delivery and student management the provision of necessary resources and equipment's helps in quality learning of skills

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	1	1.0%	4.76
D	2	2.0%	
UN	2	2.0%	
A	10	10.0%	
SA	85	85.0%	
Total	100	100.0%	

Table 8 indicates that 85% of respondents strongly agreed with the preceding that 'Relevance of curriculum effectiveness of course delivery and student management the provision of necessary resources and equipment's helps in quality learning of skills'. While 10% agree, 2% undecided, 2% disagree, and 1% strongly disagree with the statement 'Relevance of curriculum effectiveness of course delivery and student management the provision of necessary resources and equipment's helps in quality learning of skills' and the mean value of the data were 4.76.

TABLE 9:

Teacher first-hand knowledge of the world of work force plays a key role in providing quality education in Ilm-o-Hunar project.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	1	1.0%	4.81
D	2	2.0%	
UN	1	1.0%	
A	7	7.0%	
SA	89	89.0%	
Total	100	100.0%	

Table 9 indicates that 89% of respondents strongly agreed with the preceding that ‘Teacher first-hand knowledge of the world of work force plays a key role in providing quality education in Ilm-o-Hunar project’. While 7% agree, 1% undecided, 2% disagree, and 1% strongly disagree with the statement ‘Teacher first-hand knowledge of the world of work force plays a key role in providing quality education in ilm o hunar project.’ and the mean value of the data were 4.81.

TABLE 10:

Ilm-o-Hunar project education improved the personal skills such as attitude, skills and knowledge of learners

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.78
D	2	2.0%	
UN	1	1.0%	
A	6	6.0%	
SA	89	89.0%	
Total	100	100.0%	

Table 10 indicates that 89% of respondents strongly agreed with the preceding that ‘Ilm-o-Hunar project education improved the personal skills such as attitude, skills and knowledge of learners’. While 6% agree, 1% undecided, 2% disagree, and 2% strongly disagree with the statement ‘Ilm-o-Hunar project education improved the personal skills such as attitude,

skills and knowledge of learners' and the mean value of the data were 4.78.

TABLE 11:

Adolescent learners of Ilm-o-Hunar project are satisfied with the skills they learned regarding their successful life career choices.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.70
D	3	3.0%	
UN	2	2.0%	
A	9	9.0%	
SA	84	84.0%	
Total	100	100.0%	

Table 11 indicates that 84% of respondents strongly agreed with the preceding that 'Adolescent learners of Ilm-o-Hunar project are satisfied with the skills they learned regarding their successful life career choices. While 9% agree, 2% undecided, 3% disagree, and 2% strongly disagree with the statement 'Ilm-o-Hunar project education improved the personal skills such as attitude, skills and knowledge of learners' and the mean value of the data were 4.70.

TABLE 12:

Ilm-o-Hunar project education gives awareness to workers about available work opportunities.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	2	2.0%	4.70
D	3	3.0%	
UN	2	2.0%	
A	9	9.0%	
SA	84	84.0%	
Total	100	100.0%	

Table 12 indicates that 83% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education gives awareness to workers about available work opportunities, skills and knowledge of learners'. While 14% agree, 1% undecided, 1% disagree, and 1% strongly

disagree with the statement ‘Ilm-o-Hunar project education gives awareness to workers about available work opportunities, skills and knowledge of learners’ and the mean value of the data were 4.77.

TABLE 13:

Skilled youth through Ilm-o-Hunar project have more employment opportunities than unskilled youth.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	0	0.0%	4.85
D	0	0.0%	
UN	0	0.0%	
A	15	15.0%	
SA	85	85.0%	
Total	100	100.0%	

Table 13 indicates that 85% of respondents strongly agreed with the preceding that ‘Skilled youth through ilm o hunar project have more employment opportunities than unskilled youth, skills and knowledge of learners’. While 15% agree, 0% undecided, 0% disagree, and 0% strongly disagree with the statement ‘Skilled youth through ilm o hunar project have more employment opportunities than unskilled youth, skills and knowledge of learners’ and the mean value of the data were 4.85.

TABLE 14:

Ilm-o-Hunar project provide skills related to job market needs.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	0	0.0%	4.90
D	0	0.0%	
UN	0	0.0%	
A	10	10.0%	
SA	90	90.0%	
Total	100	100.0%	

Table 14 indicates that 90% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project provide skills related to job market needs'. While 10% agree, 0% undecided, 0% disagree, and 0% strongly disagree with the statement 'Ilm-o-Hunar project provide skills related to job market needs' and the mean value of the data were 4.90.

TABLE 15:

Ilm-o-Hunar project education enable adolescent learners to start own employment workshop.

RESPONSES	FREQUENCY	PERCENTAGE	MEAN
SD	0	0.0%	4.85
D	0	0.0%	
UN	0	0.0%	
A	15	15.0%	
SA	85	85.0%	
Total	0	0.0%	

Table 15 indicates that 85% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education enable adolescent learners to start own employment workshop'. While 15% agree, 0% undecided, 0% disagree, and 0% strongly disagree with the statement 'Ilm-o-Hunar project education enable adolescent learners to start own employment workshop' and the mean value of the data were 4.85.

CONCLUSIONS

First theme of the study was related to the main aim of Ilm-o-Hunar project is to provide skill full training with theoretical and practical to reduce unemployment. The study concluded that majority of respondents strongly agreed with the preceding 'The main aim of Ilm-o-Hunar project is to provide skill full training with theoretical and practical to reduce unemployment' while some were disagreed with the statement. Mean value supported the statement. The 2nd theme of the study was related to Ilm-o-Hunar project is playing an important role in the development of the country and people by making the youth skillful. The study affirmed that majority of respondents strongly agreed with the preceding that 'Ilmo-Hunar project is playing important role in the development of the country and people by making the youth skilled' while some were agreed with the statement. Mean value supported the statement. Third theme of the study was related to Ilm-o-Hunar based education helps to promote factual richness and economic progress. The study illustrated that majority of respondents strongly agreed with the preceding that 'Ilm-o-Hunar based education helps to promote factual richness and economic progresses while some were strongly disagreed with the statement 'Ilm-o-Hunar based education helps to promote factual richness and economic progresses. Mean value supported the statement.

Fourth theme of the study was related to Ilm-o-Hunar project education in Punjab helps the people to have trust on the significance of the labor. The study concluded that majority of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education in Punjab helps the people to have trust on the significance of the labor while some were strongly disagreed with the statement 'Ilm-o-Hunar project education in Punjab helps the people to have trust on the significance of the labor. Mean value supported the statement. Fifth theme of the study was related to Ilm-o-Hunar based education in Punjab makes a country rich, well to do and resourceful. The study concluded that indicates that 85% of respondents strongly agreed with the preceding that 'Ilm-o-Hunar based education in Punjab makes a country rich, well to do and resourceful, while some were strongly disagreed with the statement 'Ilm-o-Hunar based education in Punjab makes a country rich, well to do and resourceful.' Mean value supported the statement. The 6th item of the questionnaire was related to Ilm-o-Hunar project education in Punjab as a result improved local trade. The study concluded that majority of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education in Punjab as a result improved local trade, while some were strongly disagreed with the statement 'Ilm-o- Hunar project education in Punjab as a result improved local trade. Mean value supported the statement.

The 7th item was related to the Training of multiple skills in Ilm-o-Hunar project at all levels is necessary. The study concluded that majority of respondents strongly agreed with the preceding that 'Training of multiple skills in Ilm-o-Hunar project at all levels is necessary while some were strongly disagreed with the statement 'Training of multiple skills in Ilm-o-Hunar project at all levels is necessary. Mean value supported the statement. The 8th items was related to the Relevance of curriculum effectiveness of course delivery and student management the provision of necessary resources and equipment's helps in quality learning of skills. The study concluded that majority of respondents strongly agreed with the preceding that 'Relevance of curriculum effectiveness of course delivery and student management the provision of necessary resources and equipment's helps in quality learning of skills, while some were strongly disagree with the statement 'Relevance of curriculum effectiveness of course delivery and student management the provision of necessary resources and equipment's helps in quality learning of skills. Mean value supported the statement. The 9th item was related to the Teacher first-hand knowledge of the world of work force plays a key role in providing quality education in Ilm-o-Hunar project. The study concluded that majority of respondents strongly agreed with the preceding that 'Teacher first-hand knowledge of the world of work force plays a key role in providing quality education in Ilm-o-Hunar project, while some were strongly disagreed with the statement 'Teacher first-hand knowledge of the world of work force plays a key role in providing quality education in ilm o hunar project. Mean valu supported the statement.

The 10th item was related to the Ilm-o-Hunar project education improved the personal skills such as attitude, skills and knowledge of learners. The study concluded that majority of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education improved the personal skills such as attitude, skills and knowledge of learners, while strongly disagree

with the statement 'Ilm-o-Hunar project education improved the personal skills such as attitude, skills and knowledge of learners. Mean value supported the statement. The 11th item of the study was related to the Adolescent learners of Ilm-o-Hunar project are satisfied with the skills they learned regarding their successful life career choices. The study concluded that majority of respondents strongly agreed with the preceding that 'Adolescent learners of Ilm-o-Hunar project are satisfied with the skills they learned regarding their successful life career choices, while strongly disagreed with the statement 'Ilm-o-Hunar project education improved the personal skills such as attitude, skills and knowledge of learners. Mean value supported the statement.

The 12th item of the study was related to the Ilm-o-Hunar project education gives awareness to workers about available work opportunities. The study concluded that majority of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education gives awareness to workers about available work opportunities, skills and knowledge of learners while some were strongly disagreed with the statement 'Ilm-o-Hunar project education gives awareness to workers about available work opportunities, skills and knowledge of learners. Mean value supported the statement. The 13th item of the study was related to the Skilled youth through Ilm-o-Hunar project have more employment opportunities than unskilled youth. The study concluded that majority of respondents strongly agreed with the preceding that 'Skilled youth through ilm o hunar project have more employment opportunities than unskilled youth, skills and knowledge of learners, while some were strongly disagreed with the statement 'Skilled youth through ilm o hunar project have more employment opportunities than unskilled youth, skills and knowledge of learners. Mean value supported the statement. The 14th item of the study was related to the Ilm-o-Hunar project provide skills related to job market needs. The study concluded that majority of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project provide skills related to job market needs, while some were strongly disagreed with the statement 'Ilm-o-Hunar project provide skills related to job market needs. Mean value supported the statement. The 15th item of the study was related to the Ilm-o-Hunar project education enable adolescent learners to start own employment workshop. The study concluded that majority of respondents strongly agreed with the preceding that 'Ilm-o-Hunar project education enable adolescent learners to start own employment workshop, while some were strongly disagreed with the statement 'Ilm-o-Hunar project education enable adolescent learners to start own employment workshop. Mean value supported the statement.

RECOMMENDATIONS

- The study recommended that preliminary level guidelines may be provided (Class 0-V) to children outside the school through NFBE (Informal Basic Education Schools).
- The study recommended that basic education may be provided with FF NFEFS, children outside school from class 0 to Class III (Informal Basic Education Schools).
- The study recommended that adults may be taught through the ALC, who lack the basic

literacy capabilities (reading, writing and mathematics) as well as the lack of life skills (Adult Literacy Centers).

- The study recommended that the development and implementation of curriculum, textbooks, and diagnostic materials with Punjab curriculum and textbook boards, Punjab Examination Commission, and Punjab Information Technology Board and their full support.
- The study recommended that the research, setting up a training program, and pursuing it with the School Education Department of the Prisoners Academy for Education Development (QAD).

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