

# Technology-based Vocational Training for Marginalized Girls (TVT-G)



United Nations  
Educational, Scientific and  
Cultural Organization

# **Technology-based Vocational Training for Marginalized Girls (TVT-G)**



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CULTURAL ORGANIZATION



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## ACRONYMS

|         |   |   |
|---------|---|---|
| CLC     | - | Community Learning Center                                 |
| CCT     | - | Cross-Cutting Theme                                       |
| CTEVT   | - | Council for Technical Education and Vocational Training   |
| EFA     | - | Education for All   |
| EFA NPA | - | Education for All National Plan of Action                 |
| HMG     | - | His Majesty's Government                                  |
| INGOs   | - | International Non-Governmental Organizations              |
| MOES    | - | Ministry of Education and Sports                          |
| NFE     | - | Non-formal Education                                      |
| NFEC    | - | Non-formal Education Centre (a government institution)    |
| NGO     | - | Non Governmental Organization                             |
| PRSP    | - | Poverty Reduction Strategic Plan                          |
| SKILL   | - | Skill & Know-how Imparted at Local Level                  |
| SLC     | - | School Leaving Certificate                                |
| STVE-G  | - | Scientific Technical and Vocational Education for Girls   |
| TITI    | - | Training Institute for Technical Instruction              |
| TNA     | - | Training Needs Assessment                                 |
| TVT-G   | - | Technical and Vocational Education for Girls              |
| UNESCO  | - | United Nations Education Science and Culture Organisation |
| VDC     | - | Village Development Committee                             |

## EXECUTIVE SUMMARY

In line with third EFA goal - "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes", UNESCO launched a first phase pilot project '**Scientific Technical and Vocational Education for Girls (STVT-G)**' in 2002-03. Under this project, UNESCO with technical support of SKILL-Nepal conducted '**Traditional Dress Making and Sewing Machine Repair Training**' and '**Computer Operation, Repair and Maintenance Training**' in Bungmati, Lalitpur and Dhunche, Rasuwa. The trainees of both these trainings were school drop-out adolescent girls of rural and semi-urban sites. After the successful implementation of this pilot project, UNESCO in collaboration with SKILL-Nepal initiated another project '**Technology-based Vocational Training for Marginalized girls (TVT-G)**' with a target aim to train marginalized girls. This training was undertaken by 26 marginalized girls. As per the agreement between UNESCO and SKILL/Nepal, SKILL-Nepal conducted a woodcarving and advanced electronics (Color TV repair and maintenance) training for 13 and 12 marginalized girls respectively of Bhaktapur district. The implementation of project activities formally started on 27 July 2004. Khwopa Adarsha Community Learning Centre (CLC), Bhaktapur provided the logistic support. The overall objective of the project was to empower marginalized girls and to improve their living standard through capacity building and advocacy at the policy level in the field of technology and vocational training.

There were 14 and 12 marginalized girls in Woodcarving and Advanced Electronics (Color TV Repair and Maintenance) training respectively. Both trainings started simultaneously on 27 July 2004 and were completed on 5 January 2005. The training was originally planned for the 4-month implementation period (up to November 27 2004) by SKILL-Nepal, however, the training was extended to 5 month at the request of the trainers who indicated the fact that four-month period was not enough for the trainees to master the skill.

In collaboration with the Council for Technical Education and Vocational Training (CTEVT), Basic Arc Welding and Light Motor Vehicle Driving Training were conducted in Shanti Model Technical School in Manigram, Rupandehi, and Shree Mahakavi Devkota Higher Secondary School in Sunwal, Nawalparasi. Basic Arc welding training was of 160 hours and Light Motor Vehicle Driving Training was 3 months. Both the Woodcarving and Advance Electronics (Color TV Repair & Maintenance) training were successfully completed without any dropouts.

As a partner of the project, CTEVT was responsible for the organization of a National Workshop and Skill Testing of the trainees. A skill testing of 'Basic Arc Welding' has been

carried out. Six trainees out of eleven have passed the skill test of Arc Welder Level – 1, which is equivalent to 10 grade pass.

All 14 graduates of Woodcarving training are employed on daily wage basis. Out of twelve trainees of Advance Electronics (Color TV Repair and maintenance, eleven trainees are either self-employed or employed.

The National Workshop was organized with the objective to present the lessons learnt from the project in order to make current programmes and national learning and skill policies more effective and efficient to reach out to marginalized groups, especially girls. At the workshop, the concept of marginalized out-of-school girls was clarified from the participants' perspective. In addition, a definition on 'marginalized out-of-school girls' was presented and agreed upon by everyone for a common understanding of the issue. The intensive group-work raised and recommended six major issues such as adequate access; linkage; career path and post training support; need based training, quality and relevancy; female friendly environment (Physical, Teacher, Curriculum); and adherence of international commitment, for future TEVT Policy.

Lesson learned or experience from the project depicted that TVT – G project approach is an important endeavor to generate sustainable self-employment for poor and out-of-school girls, Major recommendations made as a result of the experience or lesson learned include: institutional training should be supported by work-based training (on-the-job-training), because institutional training alone is not enough to make a person skilled; The CLCs should be utilized to bring promotional and awareness activities among the customers; Business incubation support services should be explored and made accessible to the trainees; and entrepreneurship skills and other life skills such as self-awareness skill, problem solving and decision making skills should be provided to trainees in addition to vocational skills in order to develop self-confidence in trainees to prepare them for self-employment.

**CHAPTER 1**  
**TECHNOLOGY-BASED VOCATIONAL TRAINING FOR**  
**MARGINALIZED GIRLS (TVT-G)**

**1.1 Overview of Gender and TVET Issues**

**1.1.1 Poverty Situation**

Poverty is a multi-dimensional concept that relates to deprivation from, as well as inability to gain, access to resources necessary to come out of their daily struggle for survival. Such resources include economic resources (land and capital), human development resources (education and health), and social resources (political power and influences). The five capabilities that are important aspects of poverty reduction in a sustainable and effective manner have been identified as: (1) Human capabilities (education, health, nutrition); (2) Economic capabilities (consumption, income, assets); (3) Political capabilities (rights, influence, freedom); (4) Socio-cultural capabilities (status, dignity, self-respect); and (5) Protective capabilities (security and environment).

From a human poverty or capabilities perspective, women are poor in Nepali society in education, resources and health. There are societies in which women's life expectancy is shorter than men's due to maternal mortality or child mortality that may result from biases against girls' health and nutrition needs.

In addition, it is hard for women to transfer their capabilities into income for their well-being. Gender inequalities in the distribution of income, access to production such as credit, command over property or control over earned income, as well as gender biases in labor. The gender-based division of labor between unpaid and paid labor renders women economically and socially more insecure and vulnerable to poverty.

The challenge of overcoming poverty in Nepal is rather difficult because of its geographic, demographic and social conditions. Most of the people in Nepal (about 90% of the population) live in rural areas. About 65% of the total population depend on agriculture; mostly subsistence farming. This occupation is rather challenging because of the diverged and difficult geographic conditions. The provision of mechanized transportation is very small and difficult to sustain. The food production in hills and mountains are inadequate for consumption throughout the year. Consequently, seasonal and in many cases long-term migration for labor has been the only option for many people for their livelihood. The issue of poverty is rather severe in the case of poor disadvantaged communities. Education, training and employment opportunities are beyond their reach and they are badly caught in a vicious circle of on-going poverty.



### **1.1.2 Gender and Education/Training**

Women in most developing countries lag behind men in terms of education attainment at all levels and Nepal is no exception. There may have been change in our manners, speech and dress, yet, the status of women is far from being satisfactory. Women are disadvantaged in comparison to men in relation to their access and abilities to participate in education and training. This has resulted in women's delimitation in gaining access to training and many occupations and, thereby, to an appropriate income and social advancement. It is noted that number of illiterate women surpasses the number of illiterate men in developing countries. Similarly, young women drop out of school more often than young men because they are needed at home to help their mothers in daily household chores. As such, very few Nepalese women continue school after they turn ten years since they are now capable of being a domestic and agricultural labor. Even the chances of dropouts or repeaters in the same grade are very high among the small number of fortunate few who have the opportunity of attending school. This has resulted in the illiteracy of rural women. At present, number of women participating in public life has increased, but it only occurs in the areas of traditional female employment and at the lower levels of the occupational ladder.

Access to schooling is also often sex-specific. Where formal education has been remiss pertaining to certain stereotypes of women's roles and behavior and the kinds of work most suitable for them, such views have influenced the orientation of education and training planners and practitioners, as well as employers, parents and women themselves. Thus, it has become inevitable that the courses accessible to women reflected that those who managed the training/institutes/centers considered socially acceptable rather than any assessment of employment opportunities. Hence, the negative effect of channeling females into home-craft and sewing courses have not failed to prepare females for wages/self-employment, but also made the employment potential questionable.

Although Nepalese legal system gives the impression that there is nothing inappropriate in the state of affairs pertaining to women, the reality is different. In practice, women fall far behind. Tradition, culture, and dictates of religious scriptures govern several aspects of male and female relationships more than by the coded law. Many traditional practices adversely affect the destiny of women. The main point here concerns the attitudinal change concerning education, training and employment of women. This attitude prevails at many levels among directors and trainers in training institutions/centers, parents, husbands, peers, and even both young and older women themselves. The complete change in attitude towards women and their potential can be brought about when women themselves recognize and assess their own value and contribution to the society, and, thereby develop the confidence to discuss about themselves, their ideas and feelings.

Despite Country's legislation on equal access to education for both male and female citizens, women still require more opportunities to access regular and advanced technical and vocational training.

### **1.1.3 Gender gap in technical education and vocational education and training**

Gender stereotyping continues to prevail in technical education and vocational training as well. Technical education in Nepal has small percentage of female students. Those female students, who are in technical and vocation education and training, are found studying gender specific subjects, for example; nursing and sewing or tailoring. Some of the obstacles for female students in technical education as indicated by a study entitled *'Female participation in technical education in Nepal'* are: the technical schools are situated in central locations, which are not accessible to the girls living in rural areas whose parents are unwilling to permit their daughters to stay away from home; Technical education is considered expensive and a poor family finds it difficult and impractical to invest on their daughters' any kind of educational endeavors as such; Technical education is not considered appropriate for females as 'technical work' is viewed as male work; and the community lacks information on the value of technical education. Besides this, the school curriculum pushes female students to choose subjects considered suitable for their gender roles.

### **1.1.4 Policies Related to Women's Education and Development**

Though the constitution of Nepal (1962) and various laws forbade discrimination against women and made provisions for equal opportunities for both men and women, the real concept of women's development came in Nepal officially only after the United Nations (UN) declaration of the year 1975 as International Women's Year. As a result of the international call by the UN in 1979 for the elimination of all forms of discrimination against women, the Sixth Five-Year Plan (1980-1985), for the first time in the planned history of Nepal, formally addressed the issues of women's role in the development of the nation. Thus, beginning with the Sixth Plan, equal participation by women in the mainstream of socio-economic development and elevating women's status through better education and training, better health and nutrition, reduction in poverty and improvement in skill development and income generating activities have been emphasized.

The Seventh Plan (1985-1990) also issued a policy statement that literacy among women will be increased and in the education sector quotas and special incentives will be used to increase female participation in education and various training programmes. Likewise, the Eight Plan (1991-1996) also stated that a program designed to enhance women's participation would be included in economic and social sector (agriculture, forestry, industry, health and education). Policies would also be formulated to create employment opportunities for women in these areas; and credit, technical know-how, entrepreneurship training and services would be extended.

However, in all of these national level plans, no provisions were made to introduce measures through which greater participation of women in development might actually be achieved, and major change is far reaching on issues of women and development at the policy level. According to the National Planning Commission (1998), the Ninth Plan (1997-2002) focuses on legal reform ensuring equal rights of women. One of the strategies for women's development as mentioned in the Ninth Plan is that necessary arrangements will be made for education and training in order to bring gender awareness at the policy implementation level. Guided by the objectives of 'Education for All', the education sector in the Tenth Plan aims at improving the access to and quality, especially of primary education. The Plan also has among others, the objectives of expanding literacy programmes to improve the livelihoods of deprived groups, especially girls, dalits and disadvantaged children. The objectives of Tenth Plan also include production of mid-level technical workforce through the expansion of vocational and technical education. One of the major strategies adopted by the Tenth Plan to fulfill the education objectives is the promotion of vocational courses and private sector involvement in extending basic and middle level technical education.

**Tenth Five Year Development Plan (2003 to 2008)** has emphasized on technical education and vocational training as the main strategy for human resource development, poverty alleviation as well as meeting the life skills education needs of the youth and adults. Increasing employment opportunities, promoting access of the poor and disadvantaged to employment, ensuring the rights of the laborers, raising the quality and productivity through entrepreneurship, skill enhancement and training programmes are some of the important points mentioned in the Tenth Plan. Among many strategies of the 10<sup>th</sup> plan the following strategies are mentioned, which are related to training and development with underprivileged group including women.

- Development of occupational skills and protecting the rights of labour force
- Development of human resource and promote foreign employment.

**A Twenty-Year Strategy Paper (1997-2017)** was developed to guide and influence national level planning and policies up to 2017. One of the several sector goals, which is relevant to the education, training and employment, is to make vocational education accessible to everyone.

The EFA National Plan of Action of Nepal (EFA NPA) has given emphasis to skill education to enhance contextual knowledge and skills of people from different sections of the population through formal, non-formal and informal approaches. The Plan lists separate strategies to meet the life skills needs of different groups. The skills development component involves utilizing existing channels and provisions, such as schools, TVET institutions, non-formal education, and community-learning centres, as well as other local and community based programmes. Since poverty is the overriding issue for Nepal's development, emphasis is given to marketable and transferable skills

The Council for Technical Education and Vocational Training (CTEVT), which was formed as an apex body for formulating TEVT policies, coordinating program, developing and expanding TEVT and ensuring quality of TEVT in the country under the Act (1989) (amended in 1999), formulated policies and strategies aimed at enhancing women's status through education and employment opportunities. In its 1999 policy document, CTEVT called for programmes to address gender and equity issues in access to TEVT.

### **1.1.5 Gaps between the policy and its implementation**

In spite of support from national policies for the expansion and development of TEVT provisions to cater the skill development needs of the out-of-school youth, and disadvantaged and marginalized people, specially girls and women, the nationally accepted strategies, structure and system are not in place to support implementation of the policies due to the following some gaps:

- Government budget allocation for TEVT is very low as compared to other sub-sectors of education. Therefore, severe budget cuts and substantially decreased donor's support constrained CTEVT to implement policies into action. The reduced annual budget pressed the CTEVT training institutes to reduce unit cost, decrease the duration of training and increase training fees. As a result, public institutions were forced to cutback short-term training programmes for farmers, rural and disadvantaged youth without secondary education.
- Skill development programmes for poor, disadvantaged and out-of-school youth (which includes girls and young women) received minimum attention. Fragmentation of funding support, low financing, uncoordinated and scattered training programmes from I/NGOs, private sectors and government agencies attributed to the gaps between the policies and their implementation.
- CTEVT's mandate to coordinate has been undermined by its focus on managing technical schools. This indicates the problem of a dual role by CTEVT. As a training provider it operates in competition to other providers. Thus, its coordinating role can be received as one training provider imposing its views on the others.
- By raising entry qualification for seeking academic recognition in the formal sector has disoriented the original intent of TEVT.
- TEVT policy developed by CTEVT, although recognized by government institutions was not widely accepted by the major training providers and stakeholders due to the lack of their participation in the policy development process. It was also the inability of CTEVT to convince the government and other stakeholders about the importance and usefulness of the policy. This situation created a gap between the policy and its implementations.

## **1.2. Labour Market Opportunities**

### **1.2.1 Economic Participation of women**

Women make substantial contribution to uphold Nepal's economy. The Status of Women Study completed in 1980s concluded that women and girls together contribute more than 53% of the household income in rural households of Nepal. Several studies have also confirmed that women's labor contribution to Nepalese agriculture is substantial, and at least equal to that of men. Women contribute over 58% of the labor input in agriculture. Yet only 48.1% of rural women as compared to 69.8% of men were reported of being economically active in 1991. This indicated that a large proportion of women's labor devoted to eking out a living for their families still goes unreported, and unrecognized.

### **1.2.2 Employment situation**

In Nepal, both unemployment and underemployment are serious problems. The estimated magnitude of unemployment is 6% at the national level. Underemployment rates are higher for females than for males in both rural and urban areas of all regions, and underemployment of female workers is the highest in the rural terai. Among employed women, a large population (83.7%) is self-employed. Self-employment activities include agriculture labor, non-agricultural family enterprises and off-farm work in urban areas. Within twenty years the percentage of the female labor force in agriculture has increased considerably, from 30.4% to 45%. Over the past two decades, women's participation in economic activities has moved beyond agriculture into the local market economy. Their participation in the formal sector has increased significantly in both urban and rural areas. Vending, petty trade, liquor making and vegetable selling are some of the more common employment ventures. However, due to economic necessity, an increasing number of women are entering the labor market in the formal manufacturing sector. They are primarily concerned with low-skilled, menial and repetitive jobs, which may be looked upon as extensions of their household activities. Even in the carpet and textile industries, women maintain relatively lower wages than men and are employed at the unskilled level.

The Tenth Plan seeks to address gender and ethnic/caste-related disparities and facilitate *social inclusion* by taking actions under all four pillars of the poverty reduction strategic plan (PRSP). As discussed in the Tenth Plan, in implementing key sectoral programmes (one of the four pillars of PRSP), attention will be given to ensure equity of access to programmes with special emphasis to assure access of women and deprived communities, with explicit objectives of reducing the existing gaps between these groups and the rest of the population. In this line, attention will also be given to reduce wage differentials between men and women through appropriate revisions in minimum wages. Also, the ongoing targeted programmes for women such as entrepreneurship development and skill training, income generation programmes, production loans and marketing programmes will be expended, with priority given to women heads of households, all of which would help increase income of women.

## CHAPTER 2

# PROJECT OVERVIEW

### 2.1 Project rationale and concept

Despite tremendous efforts to correct gender inequality in TEVT, rigid gender biases in the TEVT programmes and institutions and labor markets continue to persist. This is evident with the fact that the labor market conditions for women are generally associated with low-skilled 'female jobs'. Besides this, majority of skills training for girls and young women have biased women by linking the skills training programmes to their secondary position in the family and society, instead of challenging and transforming gender roles and relations for women's advancement. Therefore, it has become necessary to develop job or market oriented effective and sustainable technical and vocational training programmes for out-of-school girls and young women, which uplifts their status in job market and economic sphere, and in the society.

In order to provide access to skills training to out-of-school marginalized girls and young women, UNESCO has considered the third goal of Education for All - "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes". On the basis of this third goal UNESCO had launched a pilot project entitled '**Scientific Technical and Vocational Education for Girls (STVE-G)**' in the first phase in 2002-03. The overall objective of the project was to empower marginalized girls and young women to improve the living standard of poor girls through capacity building and advocacy at the policy level in the field of science, technology and vocational education. The project was implemented with technical support of Skill Know-how Imparted at Local Level/Nepal (SKILL- Nepal) as 'Traditional Dress Making and Sewing Machine Repair Training' and 'Computer Operation, Repair and Maintenance Training' in Bungmati in close collaboration of Dhunche Community Learning Centre in Rasuwa district and Bungmati Community Learning Centre in Lalitpur district respectively for school dropout adolescent girls of rural and semi-urban sites.

After the successful implementation of the pilot project, UNESCO initiated another project entitled '**Technology-based Vocational Training for Marginalized girls (TVT-G)**' in collaboration with CTEVT, SKILL-Nepal and Community Learning Centre. Within the broader framework to empower poor and marginalized out of school girls and young women through vocational training in employable technological knowledge and skills, the STVT-G project was replicated as Technology-based Vocational Training for Marginalized Girls (TVT-G).

## **2.2 Project Goal and Objectives**

The overall goal of the project is to empower marginalized girls to reduce poverty among girls and women in developing countries. To achieve this goal, the project aims to empower poor and marginalized out of school girls and young women through capacity building and continue advocacy at policy level in the field of Technology-based Vocational Education and Training

The specific objectives of the project are as follows:

- To increase access of poor girls and young women to appropriate learning and life skills training programmes relevant and suitable to the target population, adopting the demand driven approach and based on lessons learnt from previous pilot activities.
- To provide practical policy suggestions and recommendations for the inclusion of poor girls and young women to appropriate Technical and Vocational Training (TVT) in national and local development/education policies and plans.

## **2.3 Target Groups**

The primary target groups are marginalized women and young girls with little or no formal schooling. The second target group are the families of the trainees, community and vocational school trainers, non-government organizations, CLC managers, education planners and policy makers.

## **2.4 Major Activities of Project**

The project comprised of three main activities. The first activity - Community Analysis and Needs Assessment where taking into account the current needs of the labour market, the areas for skill development training will be identified. The second activity, strengthening partnership with governmental, Non-governmental organizations and CLCs to execute and ensure sustainability of the project activities. The third activity is policy recommendation regarding TVT for poor girls based on the project experiences and results.

### **2.4.1 Needs Assessment**

The analysis of community needs was undertaken together with the partner Community Learning Centres, community leaders, parents, and the target group to guide the project in the development of the training programme. From the results of the surveys, skills training priorities were identified, as well as changes needed at policy level.

#### **2.4.2 Tracer Study of the trainees of the Pilot Project**

A tracer study was conducted by the National Researcher in order to identify the current status of the trainees of the two trainings mentioned above. The purpose of the study was to discover the employment status of the graduates of the two trainings and to observe the impact of the two trainings. A structured open-ended questionnaire was developed and applied to interview the nine graduates of Computer Operation, Repair and Maintenance training and four graduates from Traditional Dress Making and Sewing Machine Repair training. An informal discussion was also held with concerned people.

The conclusions drawn from the findings of the study suggested that: (1) If proper market conditions and other support are found, the graduates of both trainings are very encouraged and motivated to use the skills that they have learned; (2) The employment status of graduates of Computer Operation, Repair and Maintaining training can be regarded as encouragingly satisfied than that of the graduates of Traditional Dress Making, and Sewing Machine Repair and Maintenance; (3) Lack of self-confidence and leadership skills has hindered them to thrive in their business/work; (4) The training has provided social and economic influence in the life of the graduates; (5) Some external factors have contributed to a less qualitative impact on their performance; (6) The girls had an exposure to skills that they could never have achieved in any other ways; and (7) Without post-training support, the training will not be that effective in terms of enabling the training graduates to acquire appropriate occupation for wage earning.

Significant recommendations made as a result of this study include: a need for a loan or grant to start up self-business; provide post-training internship or on-the-job placement to expedite self-employment; develop linkages and networking with the enterprises related to the training program to facilitate experiential placement and job placement; provide entrepreneurship skills and other life skills to develop self-confidence in trainees to prepare them for self-employment; and explore business incubation support services and make them accessible to them.

#### **2.4.3 Trainings**

In close collaboration with Skill Nepal and Khwopa Adarsha CLC, trainings on two trades – Woodcarving and Advance Electronics (Colour TV Repair and Maintenance) were conducted for 26 marginalized girls/women of Bhaktapur district covering both urban and rural areas from July to December 2004. Similarly, in collaboration with CTEVT/Annex programme, trainings on appropriate technology-based vocational training on Arc Welding and Light Vehicle Driving training were conducted for 40 marginalized women and school dropout girls of Nawalparasi and Rupandehi districts.



The areas of training were identified by a training needs assessment (TNA) conducted by SKILL-Nepal and CTEVT considering that:

- The project must be technology based vocational training;
- Target group must be out-of-school marginalized girls and adult women;
- The trades must be women friendly; and
- There must be potential for employment after training.

In Bhaktapur, participants were selected from both the sites and in particular, participants from Tathali, Chitapole and Sipatole VDCs were prioritized in the selection process.

The inauguration of Woodcarving and Advanced Electronics training for 26 marginalized girls from Sipadol, Tathali, and Chitapol VDC and Municipality of Bhaktapur district was held on July 26 2004. The opening ceremony of both the trainings was held at Khwopa Engineering College in Bhaktapur. Khwopa Adarsh Community Learning Centre Bhaktapur organized the inauguration. The ceremony was graced by Mr Buddhi Kumar Gosain/Social Service Worker, Mr Prem Suwal/former Mayor of Bhaktapur Municipality, Dr. Rajan Suwal/Principal of Khwopa Engineering College, Ms Sohae Lee/Programme Officer of UNESCO Kathmandu, Mr Chandra Bhakta Nakarmi/Director of CTEVT, and Mr Mahesh Hada/Executive Director of SKILL-Nepal.

The immediate objective of these trainings was to impart need-based market responsive vocational skills to 26 marginalized girls of Sipadol, Tathali, and Chitapol VDCs and Municipality of Bhaktapur district to make them self-dependent through self-employment at the local level and to empower the girls to work independently. The developmental objective of the project was implication of the training at policy level. It was expected that this training would not only provide skill for income generation, but also empower the girls to work independently.

*The individual trainees, their parents and guardians, vocational teachers, vocational administrators, managers, community and policy makers are the direct beneficiaries of the training.*

## **Wood Carving**

### *The Underlying Principle or Rationale*

The underlying principle of the training can be characterized by the fact that Woodcarving being traditional heritage of Nepal and marvelous to look at has gained popularity in both in and outside the country. People build houses of beautifully adorned windows and doors of

woodcarvings. Products of woodcarving are very expensive too since carving patterns in wood is a laborious job.

Bhaktapur is one of the places in Nepal where this heritage is safely in continuum. In order to safeguard this heritage, Bhaktapur Municipality has provided subsidy to people who build houses with traditional carvings. This provision has not only motivated people to build houses with woodcarving, but has also created a demand for more woodcarving products. In addition, employment opportunity has also increased for those who are trained in this field. Traditionally, it was regarded as men's work. However, this woodcarving skill does not require heavy physical work, thus training on woodcarving can be regarded as women-friendly as well. The participants of woodcarving training have good opportunity to substantiate that girls are also capable of learning skills that is traditionally considered as male's domain. The significant positive aspect of the training was that the trainer of this training also turned out to be the owner of the furniture and carving workshop at Bhaktapur. Due to this, employment of the trainees had already been confirmed at the time of the training.



#### *Objectives of the Training*

The main objective of the training was to impart 'hands-on' traditional woodcarving skills to the fourteen girls or young female participants and ensure their employment as a wood carver.

Outcome based objectives of the training were to make the participants able to:

- Explain the importance and value of woodcarving tradition.
- Safeguard the heritage of woodcarving.
- Identify appropriate carving tools for specific pattern.
- Identify appropriate timber for carving.
- Carve seven different patterns as requested.
- Carve patterns on photo-frame and door/window-frame

#### *Training Participants*

The training was provided to fourteen girls and women from the three VDCs: Sipadol, Tathali, and Chitapol of Bhaktapur district and Bhaktapur Municipality. During the selection, importance was given to the trainees who were between the age of 16-35 years, neo-literates, preferably from family with carpentry background, poor, Dalit and Janajati

(Ethnic group), unemployed people and with commitment to be in the same profession after the training.

Despite their low academic background (50% have passed Grade 8), the participants of woodcarving training were very hard working, and very focused to learn. Everyday, they worked for five hours (from 10 to 3 p.m.), sometimes for even more longer hours than this, though the proposed working hours for the training was four hours (from 10 to 2 p.m. They completed the training successfully. During the training, they were taught to carve 7 different patterns, make a photo-frame and finally they were taught to do carving work in windows. The photo-frame was given to each participant as a reward for them to keep their certificates received for successfully completing the training.

*Despite of the household chores, the participants of both the Woodcarving and Advance Electronics (Color TV Repair and Maintenance) training daily managed their time to learn skills from 10 to 3 pm (in case of Woodcarving trainees) and from 11 to 4 p.m (in case of Advance Electronics (Color TV Repair and Maintenance trainees) every day, which was very interesting and noteworthy. Unwanted Nepal Bandas and blockades did not affect these trainings since both the participants and instructors were from the local area within a walking distance from the training site.*



#### *The Training*

The training was held at instructor's workshop at Bhaktapur for about 5 months. Two instructors were deployed by SKILL-Nepal - Mr. Bishnu Khusi as Chief instructor and Mrs. Kanchi Maiya Shilpakar as assistant instructor for the entire training period. Since both of them were local trainers, it was easy for the participants to gain and enhance the local woodcarving skills. It certainly helped the

project to achieve the expected outcomes from the training since both the trainers were professional, experienced and have been in this business for a long time.



At the end of the training, the participants were provided one extra class on starting up their own enterprise. The main purpose of this training was to enable girls to price their products and determine the existing market rate. Similarly, during the business class, knowledge on simple account keeping was also included.

Regular monitoring and evaluation of the training was made by all the project partners, the CLC, SKILL-Nepal and the NR.

#### *Major Achievements of the Training*

All 14 trainees successfully completed the training. The significance of the training was that there was no dropout. Parents have been one of the sources of encouragement to trainees who have also started to believe in their daughter's ability. Each graduates were also provided a toolbox containing required tools for carving with a view to lessen economic burden to the graduates' family.



#### **Advance Electronics (Color TV Repair and Maintenance)**

##### *Underlying principle or Rationale*

The reason behind identifying electronics as area of training for this project was two fold. Firstly, it was an area of technology based as mandated by the project, and secondly, electronic can be regarded as women friendly trade because learning the skills of repairing and maintaining color TV does not require heavy physical work. Girls and women are compatible to learn those skills that do not require heavy physical work.

Besides this, it was assessed that there is lack of reliable TV repairing workshop in Bhaktapur district and the people who owe color TV have difficulty in finding good and reliable TV repairing workshop. They have to come to Kathmandu to find good and reliable service to get their TV repaired. In such situation, the graduates of this training would have very good opportunity to get the market and gain the confidence of local people in their skill. Just like woodcarving training electronics was also traditionally, regarded as men's field. Nevertheless, the participants of woodcarving training have good opportunity to corroborate that girls are also capable of learning the skills that was traditionally considered as male's field.

As such, on the basis of the identified needs, the training was launched for the marginalized out-of-school girls and young women.

### *Objectives of the training*

The main objective of the training was to impart necessary skills on repair, maintenance and assembling radio, tape recorder, VCD, B/W and Color TV to the twelve girls or young women participants in order to make them able to get employment as TV repair and maintenance technician.

Outcome based objectives of the training were to make the participants able to:

- Repair AC to DC power supply.
- Assemble power supply.
- Assemble radio receiver (three band with FM)
- Repair radio receiver (three band with FM)
- Assemble Volt Guard and Fridge Guard
- Assemble small electronic projects (timer, water pump, set controller, changer, running light, photo switch)
- Assemble Black & White color and Color TV.
- Repair VCD, DVD, B/W and Color TV
- Assemble cassette player and amplifiers.
- Repair cassette player and amplifiers.
- Allocate pricing for the performed service.

### *Training Participants*



Twelve girls from the three VDCs: Sipadol, Tathali, and Chitapol of Bhaktapur district and Bhaktapur Municipality were selected. During the selection, importance was given to the trainees who were between the age of 16-30 years; at least Grade 8 pass, poor, Dalit and Janajati (Ethnic group), unemployed people and with commitment to be in the same profession after the training.

Considering the fact that the participants of this training had to be able to understand the technical terms and diagrams, the selected

participants of electronics training were either Grade ten pass (SLC fail) and/or studying in certificate level (grade eleven).

Although the participants did not have any pre-knowledge about electronics, devotion and commitment of both the trainers and the participants made them able to learn the skills and perform independently. The participants of advance electronics training were very hard working people, very focused to learn Everyday they worked for six hours or sometimes even more though the proposed working hours for the training was four hours a day. They completed the training successfully.

### *The Training*

This training was formally launched from July 27 2004. This course was designed for 4 months period in order to enable participants to take over television, VDC, DVD, cassette players, radio etc. repair and assemble job independently. However, considering the volume of skills that the trainees had to learn to perform well to meet the specific objectives mentioned above, the duration of the training was extended to 5 months. Despite



Nepal Bandh and blockade, the participants of Color TV Repair and Maintenance training worked continuously very hard for 5 months. And despite the difficulties faced in the beginning of the training on handling electrical devices, the participants were trained as intended.

One full time experienced trainer cum coordinator and other two instructors were deployed by SKILL-Nepal for the training. The trainers were highly skilled, hardworking, and supportive. Extra time was given by the trainers to teach weak participants in order to level up to the standard. Exposure visits to different TV repairing workshops was also conducted to motivate the participants through practical interaction with those who are already in this line.

A practical examination was also conducted towards the end of the training to assess the participants' performance, in which all of them did well. Regular monitoring and evaluation of the training was made by CLC, SKILL-Nepal and the NR.

### *Major Achievements of the Training*

The Advance Electronics (Color TV Repair & Maintenance) training was successfully completed without any dropouts. Another fact to be noted is that the Advance Electronics (Color TV Repair & Maintenance) training graduates fully accepted the challenge of being female electronic technician in the field traditionally dominated by males of Nepalese society.

It would not be an exaggeration to say that the graduates have developed self-confidence to perform the skill independently. Because, out of twelve graduates, two have opened their own workshop in Bhaktapur; two are employed at a workshop in Thimi; and seven provide home service on a call basis. One graduate staying at home expects to do home service on call basis too. The self-confidence and sense of independence that they gained from this training have supported them a lot to work independently either on a call basis or in their own workshop.

However, those who render home service have found it very difficult to collect their payment including the expense borne by them on behalf of their client to buy electronic parts for repairing their customers' TVs, radios, cassettes etc. Nevertheless, they are happy with the kind of work they are doing.

SKILL/Nepal was found to be very supportive towards the graduates' employment/self-employment.

### *Sustainability Measure and Forward Plans*

With regard to sustainability of graduates' employment, the graduates of both the Woodcarving and Advance Electronics (Color TV Repair and Maintenance) have formed an organization called Woodcarving Female Group and Electronic Female Group respectively. They meet as required to share their developmental problems and find ways to solve their problems collectively.

Another noteworthy achievement is that the 26 graduates of these trainings have accepted the challenge of being electronic technician and wood carvers in the field that was traditionally dominated by males of Nepalese society. The self-confidence and sense of independence that they gained from the training have supported them a lot to work independently either on a call basis or in their own workshop. To retain employment of the graduates, SKILL-Nepal has planned to continue technical backstopping for the review of the graduates' situation.

## Case Study I

### Radhika Makaju

Occupational segregation remains one of the strongest influences on young people's choice of career, with individuals typically preferring those occupations in which they see their own gender represented. Identification of women's training need have been limited to their own immediate practical gender needs. Consequently, most of the formal trainings have been closely related to gender stereotype tasks and occupation. Breaking this age old barrier delimiting women to household chores, farming, sewing and knitting, Radhika Makaju from Bhaktapur participated in Advance Electronics training.



Radhika was born in a family where there were few bread earners and many dependents. Hence, her aspirations were unheard of. She couldn't complete her schooling. Instead she was engaged in regular household chores and helping her family in the field. As a consequence, without adequate education, she was unable to attain financial independence. She knew that she needed to contribute more to her family than just being a helping hand. She started to knit woolen garments for export-houses. However, the earning from it was not much as the work was seasonal. Thus, she was looking for an opportunity to increase her income level. Therefore, when an announcement was made for Advance Electronics Training in Color TV Repair and Maintenance, she immediately took this opportunity. Even though her in-laws and few relatives were unhappy with this idea, her husband was supportive and her determination shad her selected for the training.

Electronics training was not easy, especially for a person like Radhika who had low educational background and had quitted studies for a long time. But she knew the value of this training and the impact that it will have on her life. Therefore, she did her best during the training session and she succeeded.

However, things weren't so easy after the training either. She had to struggle a lot to get work as people didn't easily trust a newly trained electronic technician and to top it, a woman! However, she didn't give up easily and started carrying out repair work for her relatives, friends and neighbors. After rendering services this way, with her husband's support she finally opened her own workshop 'Shuvratna Electronics' at Adarsha bus-stop in Bhaktapur. Today, she is doing very well in her workshop. However, each day has been a learning process for her. With more work coming in, her skills are getting polished and upgraded. Life has become a little more comfortable now as there is an additional income generator in the family. Nonetheless, the most satisfying reality for Radhika is that she is now financially independent and can fulfill the needs of her family.



## Case Study II

### Laxmi Suwal

Laxmi knew that life was hard even at the tender age of twelve. Since then, she had started to work for money. After school, she would study her books placing them on her lap and knit for export-houses simultaneously. Because her family needed money. Ever since, she has worked in various places and has also been involved in curd producing business. At the time, when she was looking for a stable career and a skill that would help her get a regular work, announcement for Advance Electronics Training on Color TV Repair and Maintenance came as a blessing in disguise for her. Her friends encouraged her to join the training and her family also supported this idea.



Training sessions were not easy for her, though with time her interest increased. However, days after training were even tougher. It was hard for her to get a job after the training. Initially, she worked in an electronic workshop at Thimi and also did repair and maintenance work for her friends, relatives and neighbours. For the first few months, she had to render the service not only at a lower price but sometimes also free of cost. However, these aspects are now compensated because through these free services she proved that she is capable of repairing TV and grow the number of her potential clients. Laxmi knew that if she continues to work in a shop like this, she would never move ahead in life. Therefore, she decided to open a workshop in partnership with her friend. They borrowed money from friends and used their previous savings to start up their venture. In the beginning, clients came to their shop but refused to take their service after knowing the technicians were girls, but gradually, she has gained confidence of the people around. As a result, things are not the same anymore. People have started to believe in their work. “*These girls do good work*”, many people assert their acceptance now.

Almost twelve months after the training, Laxmi has become a more confident technician. Her work has proved that a well-designed, effective and employment oriented training is an individual’s weapon against unemployment. Laxmi is glad that she became a part of this training event. The skills and knowledge imbibed from it has helped her succeed in the labor market and meet clients’ needs. Although the work is hard for everyday, she is proud of being one of the very few women electronics technicians in the country, who play a critical role to enhance the living standard of her family and subsequently contribute towards an overall development of the economy.

#### **2.4.4 Training with the Annex program of CTEVT under TVT-G Project of UNESCO**

The Council for Technical Education and Vocational Training (CTEVT) started the Annex Program in 2002 in collaboration with Department of Education. This is an innovative technical education programme being offered within the premise of general secondary schools sharing the part of the physical facilities and human resources including the management. It is operated in the local schools through local initiatives of the school and community under the cost sharing mechanism between the government and the local community. Currently there are 20 such schools offering courses in auto-mechanics, mechanical and electrical fields, veterinary science, general agriculture, electrical and information technology. Out of these 20 Annex Schools, 15 are being conducted with partly financial support from CTEVT and 5 are being conducted through self-finance. The main objectives of Annex Program are to:

- Bring the TEVT program within the reach of target group with efficient operation.
- Increase participation of the deprived, underprivileged, women and disabled youth in TEVT programme at a maximum level to help in poverty alleviation,
- Utilize the local resources available to improve efficiency and quality of technical education and vocational training, Maximize participation of local people, CBOs, NGOs, and local authorities in the development of TEVT programmes,
- Minimize cost of training without compromising quality and make it affordable for general public,
- Plan and implement training programmes on occupations which are in demand at the local job market., assess the skill development needs of the target population and launch training programme suitable for them,
- Plan and deliver training programme to upgrade the local indigenous technology,
- Develop entrepreneurship skills to promote self-employment and to minimize unemployment and under-employment.

CTEVT in collaboration with the Annex programme conducted a 3-month appropriate technology-based vocational training on Arc Welding and Light Vehicle Driving for 40 marginalized and school dropout girls of Mahakavi Devkota Higher Secondary School, Sunwal/Nawalparasi and Namuna Secondary School, Manigram/Rupandehi respectively. Participants of Light Vehicle Driving have already processed for the license.

## Basic Arc Welding Training



Basic Arc Welding training was conducted in Shanti Model Technical School at Anandaban VDC Ward No. 3, Manigram in Rupandehi district, Lumbini Zone, with joint efforts of UNESCO, CTEVT and the Annex School.



Twenty girls had enrolled the training from four VDCs namely Karaiya, Anandaban, Pharsatikar and Shankar Nagar. One participant left the training in the middle due to her marriage.

Eleven out of nineteen participants were unmarried and the rest were married. Six participants had passed SLC, and the rest were Grade ten pass.

The participants learnt 5 types of joints: square butt joint, V joint (Groove Weld); Tee joint, Lap joint and corner joint Fillet Weld); Drafting (Orthographic projection), Mechanical fitter (hand filing, hand punching, hand sawing and hand grinding, Weld in Position (down-hand welding), and pipe joint (pipe welding and pipe to metals welding).

Eleven graduates of Basic Arc Welding training appeared in the Skill Testing exam. Six of them met the standard while five trainees failed to meet the standard. They will appear in next skill test as per the schedule of Skill Testing Division of CTEVT.



### *Major Achievements of the Training*

It was encouraging to know that the girls of the terai area of the country, where the girls are deprived of educational and other opportunities, got an opportunity to be trained in the non-traditional field. Even being married was not a barrier for them to avail this opportunity. Further, it became evident that girls can also work efficiently in non-traditional technical field.

## Light Motor Vehicle Driving Training

Light Motor Vehicle Driving training was conducted in Annex program of Shree Mahakavi Devkota Higher Secondary School at Sunwal Adarsha V.D.C. Ward No. 1, Sunwal of Nawalparasi district, Lumbini Zone by East-West Highway, with joint efforts of UNESCO, CTEVT and the school. The duration of the training was 3 months. The training started on January 9 and ended on April 5 2005.



Twenty girls from three VDCs namely Sunawal, Devdaaha, and Swathi, underwent the training. Out of twenty participants, 18 were from Sunawal VDC, and the other two were from Devdaha and Swathi respectively. Nine participants were unmarried and the rest were married. Six participants had passed SLC, and the rest thirteen were Grade ten pass. The participants were selected through interview. Out of 43 applicants, 25 were returned, and 20 were selected for the training.

The participants learnt braking system, braking functioning, overall transmission system, fuel fits system, tools and equipment, and Road Laws related topics such as traffic signs, number plates etc. They were also assessed through both written and practical examination. For the effectiveness of the training, the trainees would have to get driving license. In this regard, CTEVT has been coordinating with Transportation Management Office in Kathmandu to facilitate these trainees to obtain their driving license from District Transportation Management Office in Butwal.

However, it was very noteworthy that in both the trainings, the participation of girls from the minority ethnic groups or Dalit was very low because of the reluctance of their parents and guardians. Their parents were of the opinion that it was useless to train their daughters in technical areas such as driving and arc welding, because it was unlikely for their daughters to gain any employment once people would come to know that they are Dalits.



### *Major Achievements of training*

The trainees were very confident that through their driving skills would prove to the society that they can also efficiently drive the vehicle, be economically independent after some employment as vehicle driver, and that they could teach driving to other girls.

Light Motor Vehicle Driving training was successfully completed without any dropouts. Another significant aspect of the training is that the graduates have developed self-confidence to drive a vehicle independently.

### **2.4.5 Skill Testing**

Council for Technical Education and Vocational Training (CTEVT) conducted skill testing of Basic Arc Welding on 6 and 7 August, 2005 and out of eleven, six trainees passed Skill Test of Level – 1. Since there is no existing Skill Standard for Woodcarving trade, Skill Testing Division is undertaking the necessary steps to develop Skill Standard for Woodcarving for Level – 1 certification, which is equivalent to Grade 10 level. However, this equivalence is only for employment purpose, and not for further education and training. For skill testing of color TV repair and maintenance for Level- 2 by CTEVT, the trainees need + 1 year more work experience.

Besides this, having no provision of skill testing for the trainees of Light Motor Vehicle Driving training, the trainees have to give driving test to get driving license. District Transport Management Office in Butwal takes the test. CTEVT is facilitating the necessary procedures regarding this matter.

## **2.5 Tracer Study**

### *Background Information*

A tracer study was carried out by National Researcher and Skill Nepal in order to identify the current status of the trainees who underwent the above mentioned trainings (computer hardware, traditional dress making, wood carving, and electronics), to assess relevancy of the training with the job and assess the impact of the training and need for future action.

UNESCO had initiated a pilot project entitled "Scientific Technical and Vocational Education for Girls (STVE-G) in June 2002. Under the STVE–G project, two training activities: 'Computer Operation, Repair and Maintenance', and 'Traditional Dressmaking and Sewing Machine Repair' of 10 and 4 months training period respectively were launched for 25 school dropout adolescent girls of rural and semi-urban sites. The first training was



conducted at Bungmati – a semi-urban area – in Lalitpur district, and the other training was conducted at Dhunche – a rural area – in Rasuwa district. Nine girls participated in 'Traditional Dressmaking and Sewing Machine Repair' training and 16 girls participated in 'Computer Operation, Repair and Maintenance' training. Dhunche Community Learning Center (covering Dhunche, Barkhu and Haku CLCs) and Bungmati Community Center (covering Bungmati, Khokana and Tamshipakha, and Kathmandu CLCs) had managed and coordinated these training activities in their project sites.

The trainees of Traditional Dress Making and Sewing Machine Repair training have started their business in four groups in Dhunche and Haku in Rasuwa district, and in Kathmandu. The trainees of Computer Operation, Repair and Maintenance training have started a computer repair and maintenance workshop by the name of *Janashakti Bikash Computer Institute* at Pulchowk in Lalitpur district. Sustainability plans including financial support to expand the business, technical support and support for market survey for the self-employment of the trainees was implemented in both sites.

A tracer study of Traditional Dress Making and Sewing Machine Repair and Computer Operation, Repair and Maintenance training graduates was conducted in order to discover the employment status of the graduates, to assess relevancy of the training with the job, to assess the impact of the training, and need for further support.

### ***Results from the Tracer Study***

Out of sixteen graduates of Computer Operation, repair and Maintenance training, who had collectively started a computer repair and maintenance workshop, 13 girls were working in *Janashakti Bikash Computer Institute* in Pulchowk, two of them were in *Bungmati Information Technology Centre (BITC)*, and one is engaged in computer related center in Sat Dobato, Jawalakhel. However, the girls are not able to run the workshop effectively. Some contributing factors behind this were identified as the lack of the girls persuasion and low self-confidence to market their skills in the job-market/customers.



Training Institute for Technical Instruction (TITI)/CTEVT provided capacity building on life skills, (i.e., skills on self-management, time management, business management, presentation etc.) to these 11 girls to develop their marketing skills and self-confidence. Currently, three girls are still in the workshop to avail their services to the potential customers, two are working in BITC, one in Kumaripati Cyber, two continued their studies, and the rest stay at home. Overall, 37.5% of the graduates are employed.

On the whole, it was revealed that the training had given economic benefit to some girls and personal benefit to all.



Out of nine participants of Traditional Dress Making and Sewing Machine Repair training, only one had not completed the training. Therefore, out of the eight graduates who completed the training, 3 (37.5%) are employed in one way or the other (two are in Kathmandu and one is in Dhunche), four are staying at home and one went abroad.

### *Case 1*

Rita Tamang Thokra from Traditional Dress Making training is still in Dhunche. She is 21 years old, has been married for 4 years. She lives with her in-laws. She has one daughter. Her husband does carpentry and makes furniture occasionally, according to order.

She has a sewing machine at home and intermittently she sews clothes for local community people. The community people sometimes pay her less than what she ought to get, and sometimes they do not (If the other tailoring shop asks for Rs. 40 for Dhorma (Traditional Dress), the community people pay her only Rs. 10). They find excuses that because she belongs to the community so she could do favor to them by not asking for payment. Rita Tamang Thokra is not satisfied with the price that she is getting for the dresses that she makes, because people do not pay her the actual price of the dress.

The local community has benefited from the training that Rita received. Whenever the community people need dresses like Kurta and Dhorma (the traditional dress), they come to her and request to make the dress for free. Precisely, the girl has positive social impact from the training.





### ***Case II***

Yashoda Devi Titung (Tamang) of Kathmandu had an inter-caste marriage with a Shrestha guy from Dhunche, Rasuwa. Her academic qualification is Grade nine pass. She has a 5-year-old daughter, who used to study in Holy Gems Academy, an English Boarding School, in New Baneshwor. Yashoda's husband never went to school and the garment factory where he used to work is closed. Because of this, Yashoda discontinued her daughter's education in this academy and now sends her to Padma Kanya Vidhyashram, a public school in Dillibazaar.

After completing Traditional Dress Making, Sewing Machine Repair and Maintenance Training, Yashoda left Dhunche with a thought that living with her husband in Kathmandu will lessen her in-laws financial burden. She worked in a tailoring shop in Gyaneshwor, Kathmandu. Then she started working for another tailoring shop, nearby her house in Rato Pool. She was paid one-third of the price per piece that she sewed. On average, she was earning approximately Rs.18–2000/- per month. However, she ceased to work there due to internal conflict.

At present, since the last three months, she is working in a small tailoring shop near Kalo Pool in Siphali. She gets paid one-third of the price per piece she sews. Besides this, she has been sewing clothes (especially Kurta, baby-set, and Chaoubandi Cholo) for the neighbors at home. She earns approximately Rs.400 to 500 per month. She has mixed feeling regarding her satisfaction with the job. On one hand, she is happy because she can support her husband in household expenses. On the other hand, she is unhappy, because she does not have any saving of her income.

### ***Case III***

Sharmila Lama of Dhunche VDC, Ward No.4 opened a tailoring shop called 'Parwati Kunda Tailoring' in Dhunche around May/June 2003, just a week after completing the training with financial support from her family and SKILL-Nepal. In fact, seven graduates (5 from Dhunche and 2 from Bharkhu) wanted to open a tailoring shop in joint effort. Sharmila opened a tailoring shop with Pooja Lama, one of the trainees and relative to Sharmila Lama. Later on she left Dhunche and came to Kathmandu. She worked for an employer in 'Jorpati Fashion Tailoring' in Jorpati, Kathmandu for 5-6 months. At present she is working for her sister-in-law's tailoring shop named 'Sagarmatha Tailoring' in Jorpati, Kathmandu since the last 4 months. She gets paid one-third of the price per piece that she sews. Though, she does not have to support her family, Sharmila has been able to earn enough at least for her expense. She does not have to ask her parents for pocket-money any more.

Despite the fact that the girls did not have direct influence of the training in their economy, they have obtained both social and personal gains from it. They have learned the skill of sewing traditional dresses and repairing and maintaining a sewing machine. Dhunche community has benefited more from this training than the girls themselves. Apart from the social impact, the girl in Dhunche did not have any positive impact of the training in her economic life. Because she provided her service to the community people for free or at a very minimum cost that it did not help her earn much to look after the family, which consists of mother-in-law, father-in-law, two younger brother-in-laws, and one daughter.

Although Dhunche community did not have any benefit from the training that Yashoda Tamang got, it was obvious that she had some economic and social benefit. She is now able to support the family expenses, and her husband values her work. Besides this, she is providing service to the neighbors as well.

### ***Skill upgrading courses***

Technology changes with time and to keep up with the competitive market, an individual's skill has to be upgraded and service has to be diversified. As per the recommendations of the tracer study, skill up grading training was conducted for the 11 trainees of Computer Operation, Repair and Maintenance training (out of 16 trainees from last year) and 10 trainees of Advance Electronics with the joint efforts of UNESCO, CLC, SKILL Nepal, TITI/CTEVT and Prime College.

Trainees of Computer Hardware Technicians were provided with the Life Skills, Presentation Skills, Management/Entrepreneurship Skills and Gender Awareness trainings in collaboration with the TITI/CTEVT, to enable them to professionally present themselves to their customers and carryout their day-to-day managerial works efficiently and effectively. Besides, Skill Nepal also provided 10 days Refresher Training on Computer Operation, Hardware Repair and Maintenance. Among them 9 girls have recently completed 10 months networking course (fellowship offered by Prime College). Trainees of Advance Electronics were also provided upgrade training on Colour TV repair & maintenance and Electrical appliances repair & maintenance.

## CHAPTER 3

### LESSONS LEARNT AND POLICY RECOMENDATIONS

#### 3.1 Sustainability and future perspectives

This project has been successful to make vocational skill training accessible to the marginalized girls who, due to many reasons, would not have had opportunities to get employable skill training as such. Though there is much to be done for marginalized girls, specially for those who are unable to continue their schooling and who virtually do not have any types of access to these types of technical education and vocational training, the TVT-G Project has been successful to bring about certain changes in their life by providing them an opportunities to learn employable skill and thenceforth make them economically independent and confident.

However, with regard to the sustainability and future perspective of the project following suggestions are made:

- Since the Community Learning Centre (CLC) played a vital role in the implementation of TVT-G training for out-of-school girls the CLCs should be utilized to bring promotional and awareness activities among the customers such as the marginalized girls themselves, teachers / trainers, parents and employers.

In a country like Nepal where girls and women are still found suppressed, exploited, neglected and forced to live insecure life because of illiteracy, ill health, poverty, orthodox tradition and discriminatory legal system, such project that aims to increase the access of poor girls to appropriate scientific technical and vocational education program in order to ensure the access to professional careers should be continued. However, such project activities should not limit to one-time training project in one district or VDC, but such training project should be implemented more than one time in one district or VDC supplemented with some kind of post-training supports. Providing training to an unskilled person, but not providing the exposure to means of earning or utilizing the skill will not make much difference in their situation. Therefore, support such as loan or grant to start up small enterprise, business advisement and marketing support should be arranged. Post training support mechanisms such as upgrading course, which includes entrepreneurship skills and other life skills such as self-awareness skill, problem solving and decision making skills should be provided to the trainees along with the vocational skills in order to develop self-confident in the trainees for preparing themselves in to self-employment.

- Besides this, technical support and seed money should be provided to help the graduates start their own business in collaboration among the government (CTEVT), INGO (UNESCO), NGO (SKILL-Nepal), and the community (CLC).
- Because institutional training alone is not enough to make a person skilled, the institutional training should be supported by work-based training (on-the-job-training).
- Linkages and networking should be developed with the enterprises related to the training program to facilitate experiential placement and job placement.
- In order to increase the participation of girls and young women in technology-based vocational training through the Annex program of CTEVT, UNESCO should continue to work with CTEVT in a collaborative manner.
- Attention should be given at the selection of the trainees to ensure the real target population and the need of the community.
- Business incubation support services should be explored and made accessible to the trainees.
- UNESCO can provide CTEVT with technical support to develop detail policy implementation strategies and prospective plan to successfully implement policies incorporated in the National TEVT Policy. However, Inclusion of women and girls, especially from poor family, in traditional and non-traditional technical vocational training should be emphasized in the National TEVT policy.
- UNESCO can support CTEVT for bridging non-formal education with vocational skill development of marginalized girls utilizing CLCs under the broader scheme of Skill for Employment as well as to replicate the best practices of CLCs in skill training.
- UNESCO can technically support CTEVT to identify training areas that have highest potential for wage and/or self employment for marginalized girls, develop comprehensive training packages and deliver training in four or five geographical locations through CLCs and other training TVT providers.

### **3.2 Experiences and Lessons learned from TVT-G project**

- Involvement of the Community Learning Centre played a vital role in the implementation of TVT-G training for out-of-school girls.
- Flexibility adopted in the training duration, regular monitoring, support from trainers and parents, similar family and educational background, and assurance of getting

employment after the training helped the participants to sustain their interest in the training program.

- The saying 'United we stand, divided we fall' could be considered true when the participants said that they preferred to work collectively in a group. It is evident that girls and young women feel confident when they work in a group. Nevertheless, according to the lesson learned by SKILL- Nepal, collective enterprise is not feasible in a technology-based trade. Therefore, it becomes necessary to think about their placement before implementing the training and prepare them accordingly.
- Providing service on credit has always been a general practice in Nepalese society, and therefore, it is very difficult to collect money for the service provided. The graduates of such training need to be taught about how to deal with customers/clients in such situation.

Good cooperation and partnership among UNESCO, CLC and Skill-Nepal in the need assessment, planning and implementation as well as commitment and dedication of the trainers and the participants enhanced the success of the training program. Hence it was learnt that partnership, cooperation and collaboration are the strength in implementation of any project. In addition to this, coordination and linkage with job market is also very essential on part of the trainers, Principal and program implementer for support of finding employment.

- Although the training has not have direct impact on improving the livelihood of the adolescent girls of a developing country like Nepal, the Project has provided the marginalized girls an opportunity to have an exposure to skills and perform the skill well that they could never have achieved in any other ways.

TVT – G project approach is important endeavor to generate sustainable self-employment for poor and out-of-school girls. It was learnt that the partnership, cooperation and collaboration are the strength in implementation of any project.

- It has become evident that girls are also able to perform well in the vocation that was traditionally dominated by males. Therefore, it was learned that all technology based trades are girl-friendly provided access and learning opportunity to them.
- Because they have low risk propensity, deprived population, particularly girls or young women are not confident to go for entrepreneurship.
- Without post-training support, such as financial support or support in goods to start a business and upgrading or refresher training to match the market demand, the training will not be that effective in terms of making the graduates of the training proceed to appropriate occupation for wage earning.

- In order to make the girls able to build their enterprise, provision of business-incubation should be available.

The major challenge and concern after the training is to make sure that all graduates are able to retain in the job market in certain period of time. Therefore, constant technical backstopping from the project partners will be required for few months.

- One-shot training is not enough to build up confidence to pass the skill testing.
- Training should be well planned at the time of its design in terms of duration, placement, skill testing, and target population etc.
- Strong collaboration among the government (CTEVT), INGO (UNESCO), NGO (SKILL-Nepal), and the community (CLC) has been established.

#### **In case of Annex Program**

- Support or assistance from trainers, Principals of the schools, and CTEVT is necessary to the participants in getting employment.
- Training in collaboration with the Annex program of CTEVT for marginalized girls and young women could be effective to include more girls and women from rural area.

Despite heavy efforts from all the aspects, Dalits still suffer from the inferiority complex. The local leaders, school principals, teachers/trainers need to help the ethnic minorities groups and Dalits to shed off such feelings and therefore, be proactive for their own good.

### **3.3 National Workshop**

**National Workshop on Policy Recommendation for Technology-based Vocational for Girls (TVT-G)** was organized by CTEVT and UNESCO Office in Kathmandu from September 18-19 2005 with the purpose of presenting the lessons learnt from the project in order to make current programmes and national learning and skill policies more effective and efficient in reaching out to the marginalized groups, particularly the girls. The workshop provided an opportunity to learn, practice and share experiences to improve the system.

#### *Major Issues / Policy Recommendations*

Issues identified in relation to TVT-G included: Inadequate access to TVT due to illiteracy and ignorance and limited number of government institutions; ineffective linkage; lack of career path and post training support; not need-based, low quality and irrelevant training;

lack of female friendly environment in terms of curriculum, teachers and physical environment; and no adherence of international commitment. Following policy recommendations were made based on the identified issues:

- Campaign should be conducted to bring awareness in the marginalized girls about the importance of TVT for girls.
- Since fixed time schedule, fixed course content, and fixed resources may not be suitable for the success of the training because the participants of the STVE-G project are school drop-out adolescent girls from different economic and psychological level, flexibility in training period and course content according to geographical location is necessary.
- Mobile training and other relevant training should be provided to improve the access of the girls in areas where centre- based training is not possible.
- For most of the TVT courses or programmes the entry qualification is based on at least lower secondary or secondary school completion. Because of this reason, many girls do not qualify to apply for the TVT programmes as many do not complete primary or secondary education. Therefore, entry criteria should be made flexible according to the nature of the trade area.
- Participants from the marginalized and deprived segments of the population should be provided training with subsidized cost along with support for opportunity costs.
- Partnership, linkage and coordination with the public and private TVT providers, NGOs, community groups, local government bodies, and employers' communities should be developed for improving equity, access and affordability of marginalized girls in TVT.
- Since Nepalese women are suffering as a non-skilled migrant worker in the informal sector, STVE-G should meet the demand of labor market both within and outside the country. Effective labor market information system should be established to meet the labor market demand.
- A national network of TVT should be established to provide broader access to the disadvantaged and marginalized population.
- Technical and vocational training for marginalized girls should be made accessible through Community Learning Centre (CLC).
- Provision of vertical and horizontal articulation both in professional and academic areas should be made available.
- Regular counseling should be provided to the adolescent girls during and after completion of the training.



- Provision of post training support should be made available to the training graduates to place them on the job or to assist them to start up their own enterprise.
- Career guidance services should be provided to assist trainees and potential trainees to select a career of their interest, ability and aptitude.
- Gender balanced and a team of competent trainers is necessary to train and educate the adolescent girls.
- Female friendly environment in terms of physical facilities, curriculum and teachers should be developed to make TVT accessible to girls.
- Commitment from international organizations for the improvement of economic life of the marginalized girls through TVT should be strongly implemented so as to reduce poverty.

### **3.4. Nepal National TEVT Policy**

The workshop on (TVT-G) gave a great opportunity to learn, practice and share experiences to improve the system and gave an avenue of foremost stakeholders of TEVT to have a discussion on the involvement of marginalized girls in TEVT. *National TEVT Policy Framework* has been developed with massive involvement and mutual agreement of all TEVT stakeholders. This policy framework has incorporated the major issues identified in the *National Workshop on Policy Recommendation for Technology-based Vocational Education & Training for Girls*. Besides this, the Nepal National TEVT Policy has been developed with all key issues that include equity, inclusion, affordability and sustainability, and has been approved by high-level Coordination Committee (CC) represented by all major ministries and TEVT stakeholders of the country. The TEVT Assembly has also approved the proposed *National TEVT Policy*. The policy is based on five major issues: *Quality; Relevance; Efficiency; Access, Affordability and Inclusion; and Restructuring TEVT Governance*.

The following Clauses of National Policy have addressed the issues on low quality; ineffective linkage; lack of career path and post training support; not need-based, low quality and irrelevant training;

- The system will provide the required services to enhance the quality of TEVT instructions through relevant curriculum guides, instructional materials including textbooks and opportunities for on-the-job learning.
- Skill training programmes will be designed based upon national and international labor market demands to promote ‘decent work’ of Nepali workforce. A coordinated

TEVT management and occupational information system will also be in place in appropriate locations at the central, regional and district levels.

- Enterprise based training or on-the-job training will be made essential element in the training delivery process to allow trainees adequate opportunity for hands on experience and practical skills. Local coordination bodies represented by the employers, local bodies and training providers will facilitate training institutions and enterprises in bridging institutional training with work-based learning and promoting apprenticeship training programmes.
- A system of career guidance and employment support services will be in place in every entry and exit points of the school and training institutions supported by a national career information center to allow youth to take up training and employment opportunities based upon their aptitude, interests and competence. Such services will be made available at the school, community and employment exchange centers.
- Skilled workers will have sufficient opportunities to upgrade themselves through the established linkages among, informal, non-formal, formal education and the TEVT system to allow their horizontal and vertical development based upon entry and exit competence and criteria. Based upon cognition testing system to be adopted by MOES and skill testing system already existing in CTEVT, opportunities will be made available to semi-skilled and skilled workers for their horizontal and vertical promotion.
- TEVT providers will be encouraged to promote employment and self-employment of graduates through job placement and post-training support services (such as advice on micro enterprise creation, linking micro-credit provisions, and marketing support). Such services will be facilitated through appropriate institutions (e.g. DCSI/CSIDB) at the district level.
- Skill mismatch will be reduced by developing programmes based on the labor market information, increasing flexibility in training system, developing curricula responsive to the labor market needs, receiving feedback for program improvement by conducting periodic follow-up studies of the graduates and their employers.
- A system for recognition of outstanding performance of artisans, craft persons and skilled workers and their related training institutions will be in place by using established code of conduct. The system will also promote adoption of appropriate technology to improve their skills and production methods to make them relevant to changing market needs.
- Every TEVT institute will have linkage with skill users like local bodies, industries, small and medium enterprises, and foreign employment agencies.

In regards to the issues such as inadequate access to TVT due to illiteracy and ignorance; limited number of government institutions, and lack of female friendly environment in terms of curriculum, teachers and physical environment the following National Policy and the Clauses of the National Policy address the issues:

### **National Policy**

- Special efforts will be made to increase access and affordability in TEVT for all Nepali population including the disadvantaged groups (e.g., women, the poor, the disabled, Dalits, Janajatis, Haliyas, ex-Kamaiyas, Badis, and other disadvantaged groups from isolated and remote areas) through affirmative actions.

### **Specific Policies**

- Sufficient TEVT institutions will be in place with various levels of market based skill training and technology education programmes covering a range of occupations and maximum geographical coverage to ensure that TEVT opportunities are available to the majority of the population.
- Access to TEVT for special need and marginalized population, and conflict victims will be increased by consciously targeting intakes, offering incentives, arranging client friendly and need-based programmes, materials and environment including provision for mobile training programmes to reach the un-reached.
- Skill development programmes will be linked with community learning centers as envisaged by Education for All (EFA) program to address its objective of life skills and appropriate learning.

## CHAPTER 4

# CONCLUSION

The project has made significant gains in market-oriented and gender-responsive technical and vocational skills to out-of-school girls and young women who basically do not have access to formal technical and vocational education and training, and to higher education. The project has been successful in breaking the gender stereotype by imparting technical and vocational skills to girls that are usually considered as male domains. The project has prepared impending female role models in male-dominated technical fields, which can influence the parents and girls to pursue those technical and vocational skills trainings that are regarded as male domain. The effort of the project to transform attitude and behavior towards gender and help to uplift the economic independence of girls and women has been successful to some extent.

Taking lessons, experiences and outcome into consideration, the following conclusions can be drawn of the project on promoting poor out-of-school girls and women's' participation in TVT,

- Partnership approach, regular interactions with concerned stakeholders, pre-defined monitoring and evaluation system; timely career counseling is the strength of the project.
- The involvement of Community Learning Centre (CLC) in managing community-based skills training for girls has proved to be an effective strategy for providing vocational and skill training to poor, illiterate and out-of-school girls and young women who virtually do not have access to TVT.
- In order to make the trainees work independently and with confidence and competence, some supporting training on confidence building skills, marketing skills, business management skills, decision making skills, access to credit, entrepreneurship skills, and raising awareness on women's rights are necessary. Post training support mechanisms such as upgrading course, technical support and seed money should be provided to help the graduates start their own business.
- This project has provided guidelines to the TVET policy makers, managers, instructors and all the stakeholders that it is not impossible to involve marginalized girls and women in traditional and non-traditional vocational training programme. The only matter to focus is right directions or intentions for the implementation of the policy.

The project has been a model of a decentralized and appropriate approach to TVT delivery for the marginalized girls.

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