

# BRIEF DESCRIPTION OF THE GOOD PRACTICE

- Key elements of the project
- It is non-governmental, non partisen that offer skills training to boys and girls who could not attain certificate in primary education. The second category is married women and men who want to have a skill in order to improve their lives.

Photograph/graphics/  
scans/map that will  
highlight some of the  
information in the  
description

# WHAT IS THE PROBLEM BEING ADDRESSED? WHY?

- Add text here

Photographs that show some of challenges

The main problem is that there is less attention paid to skills development institution in general, yet this could be one area where problems of unemployment and poverty reduction could be also be addressed, as society is given skills to self reliance, also employment creation

.While more primary and high schools are being increased, the level of vocational schools are growing at a very low pace if any. Yet every government that comes to power, shows the need of reducing unemployment, establishing SMME's, now the question who will be the members of this Small, medium Entrepreneurship if not skilled people who are ready to produce something for a living, because they have taught to do so, either from such schools or from apprenticeship.

In short the problem being addressed here is

- . Poverty and hunger
- . Unemployment and
- . Job creation

# HOW IS THE PROJECT CONTRIBUTE TOWARDS ACHIEVING THE 28 TARGETS OF THE SADC

PROTOCOL TARGET	PROTOCOLS
<p>Target 5 . By 2015,enact laws that promote equal access to and retention in primary, secondary, tertiary, vocational and non-formal education in accordance with the Protocol on Education and Training and the Millennium Development Goals.</p>	<p>Develop skills the will make people to be self reliant and not to rely on handouts</p>
<p>Target 6. By 2015 adopt and implement gender sensitive</p>	<p>Encourage women to do all the skills they feel comfortable even the one that were mainly male oriented or vice versa. Women and girls are learning carpentry. Boys are doing cooking and catering</p>
<p>Targets 224-26. Develop gender sensitive strategies to prevent new infections. Ensure universal access to treatment for women, men and children infected by HIV and Aids Develop and implement policies and programmes to ensure the appropriate recognition, psychological support allocation of resources to the work carried out by caregivers, the majority of whom are women, as well as promote the involvement of men in the care and support of people living with Aids. Target 9.By 2015 adopt policies and enact laws which ensure equal access, benefit and opportunities for women an men in Trade and entrepreneurship, taking women in the formal an informal centre</p>	<p>HIV and AIDS awareness by relevant people is conducted and provision of condoms is made. Boys and girls are being made aware of cancer of the cervix. Necessary prevention injection administered.</p>

# DESCRIBE YOUR TARGET GROUP

- List and explain your target group- It compose of male and female personnel
- How many females and males- 16, female 20
- Why did you choose to work with them- They were boys and girls who hardly made it through school primary basic education commonly referred to as drop outs

Photographs of the target group

# PROCESS

- Describe the process
- It is a two year programme that start with learning of the basics, student learn by doing, eg. Learning the theory about producing a track-suit, followed by drawing or designing a pattern latter followed by cutting

Photograph/s showing how the process unfolds

# PROCESS

- Describe the process
- In the second year student have learnt many patterns of which they have dresses are available. The same applies to home economics, theory first then application. eg birthday cakes, tea cakes are made and ready to be eaten.

Photograph/s showing how the process unfolds

# WHAT HAVE BEEN THE MAIN SUCCESSES?

- Provide specific examples
- At the end of the 2<sup>nd</sup> year student qualify based on production made, so many dresses produced according to how they have been taught. During graduation they wear what they have done with their own hand.
- Cooking and baking as shown, and even being able to cater during events.

Photograph/s showing changes

# WHAT HAVE BEEN THE MAIN SUCCESSES?

- Provide specific examples
- Food and cookies by our students are mouth watering.
- Carpentry shop produce the small toilet box that is useful for the sick, the elderly and disabled.

Photograph/s showing changes



# KEY OUTPUTS (MATERIALS ETC.)

- List and describe these
- Sewing machines different material of cloth, knitting machines and wool, weaving machines and mohair, candle making apparatus and necessary was, electric and gas stoves, fridge , coal stove and pots. Carpentry tool box and wood material.
- crotcheting needles and appropriate thread, hand knitting needles and appropriate wool

Photograph/s of people/  
processes/results

# KEY OUTCOMES (MAIN RESULTS)

- Describe
- At the end of two years Lesotho National Council of Women students do not wait in lines for employment they immediately implement what they have taught, and go on with a living.

Photograph/s of results

# CHANGING LIVES

- Tell a short story of someone whose life has changed because this project/process
- I would like to give an example of a married woman who attended our vocational training because her main problem was not knowing how to cook good food for the family, and the husband complaining. Today the same woman has started a catering business, cooking not only for her family but for the nation.

Photograph/s of the changing lives

# LESSONS LEARNT

It is never too late to learn.

Photograph/s of results

One may drop-out at school,  
but that necessarily mean  
that he /she is a drop out in  
life

People a gifted in many  
different ways, some are  
school intellectuals, some  
can produce wonders with  
their hand, and at the end  
of the all work toward  
putting bread on the table  
and fighting unemployment  
and poverty.

# WAY FORWARD

- How will the project/process be sustained?
- At the end of their studies students are helped with tools that will enable them to start work immediately.
- The school is this year designing a follow-up of all our student to find where they are and what they are doing, though there is transport challenge to reach them out.
- The school has its own building not rented, this enables continuation and sustainability, as there can be no landlord to chase us out of the building because we did not pay out rental the only challenge is that teachers are volunteers.
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