

# **Program Guide**

**for**

## **Junior Bamboo Artisan**

*A short term Apprenticeship Curriculum  
for  
International Labour Organisation/ Time Bound Program  
and  
World Education/ Brighter Future Project*



Council for Technical Education and Vocational Training  
**CURRICULUM DEVELOPMENT DIVISION**  
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## **Introduction**

The International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organisation (ILO) has promoted a variety of measures to progressively eliminate child labour, giving priority to the eradication of the worst forms of child labour in Nepal. IPEC's interventions are implemented in partnership with the government, trade unions, employer's associations and non-governmental organizations. One of the innovative programmes promoted by IPEC include the Time Bound Programme (TPB), which aims to prevent and eliminate selected worst forms of child labour, as defined in ILO Convention No. 182, within a defined period of time.

The objective of the Time-Bound Programme (TBP) is to contribute to the Master Plan of His Majesty's Government of Nepal for the Elimination of Child Labour. The Time-Bound Programme is going to take various steps in eliminating the identified seven worst forms of child labour in Nepal: child porters, child domestics, children in trafficking, child raggickers, children in carpet factories, children in mine/stone quarries and child bonded labour.

The educational interventions of the TBP in Nepal have been among the most effective instruments for the prevention of child labour and the rehabilitation of former child workers. The TBP & Brighter Future Programme (BFP) of World Education (WEI) measures promote access to free education and appropriate vocational training and apprenticeship opportunities for all children and youth removed from the identified worst forms of child labour. In this context, ILO and World Education (WEI) have taken the initiative to design apprenticeship-training programs in various trade areas for the older children working in the worst forms of child labour.

## **Rational of the programme**

The vocational trainings in Nepal have resulted mixed outcomes. Although, there is a rapid proliferation of the technical and vocational training providers and the youth enrolment has been in increasing trend, there are some fundamental problems. Basically, the training programmes are much structured and the training delivery is made in institution-based environment. Similarly, there are minimum standard that needs to be maintained for enrolment. Considering the low literacy background of children engaged in the identified worst forms of child labour, the standard for admission to vocational training institutes is too high. Furthermore, many vocational training institutes have a very high cost. Therefore, ILO and WEI have taken the initiative to look more carefully into apprenticeship models as an alternative to vocational training for older working children.

According to IPEC Nepal and WEI, the term apprenticeship for TBP refers to supervised on-the-job training that provides practical skills and theoretical knowledge and also the experience of a work environment. It is a learning method that prepares a young person at least 14 years of age for a real job by giving him/her a set of well-defined occupational abilities through close supervision and guidance from a potential employer, or from a mentor. Apprenticeship can build confidence in young people, and remind them that they have a positive role to play in their community, and in their country.

## **Overall objectives**

The overall objective of the programme is to eliminate exploitative and hazardous child labour by providing them with skills and knowledge to attain better employment and economic opportunities and linking them to national development efforts including economic, educational and labour market policies of Nepal.

### **Terminal objectives**

After the completion of this course an apprentice will be able:

- to prepare various categories of stripes for weaving, and
- to weave bamboo various sizes/shape baskets and dalo,

### **Course description**

This course is designed to help the apprentices to provide basic knowledge and skills on bamboo artisan. The apprentices will develop their competencies working in the bamboo workshop of a handicraft center or in home itself in an unstructured way. This course especially provides skills focusing on the commercial as well as domestic bamboo handicraft.

### **Target group**

This programme is targeted to the older children engaged in the worst forms of child labour who are above 14 years old. In Nepal, the worst form of child labour include;

1. Domestic child labourers,
2. Child porters,
3. Child bonded labourers,
4. Children involved in trafficking,
5. Rag picking children,
6. Child labourers in carpet industry, and
7. Child labourers in stone quarries and mines.

### **Group size**

The number of apprentice can vary depending upon the facilities available with the apprenticeship-training providers. **Ideally, this should not exceed five in numbers.**

### **Entry criteria**

An apprentice must be or have

1. Engaged in the worst form of child labour.
2. Between 14 to 18 years old.
3. Interest and commitment in apprenticeship training.
4. Current employer's/guardian's consent.
5. Basic literacy.

### **Duration**

Three to five months (2 to 3 hours per day and 5 to 6 days a week) OR as per the agreement between apprenticeship provider and TBP implementing organisation. However, the theory and practical time should be arranged in the ratio of 20:80.

**Medium of instruction** Nepali.

### **Pattern of attendance**

The apprentice should secure 90% attendance during the training period.

### **Certificate requirements**

National Skill Testing Board (The Skill Testing Division of the Council for Technical Education and Vocational Training, CTEVT) according to its requirement administers skill tests and provides certificate to apprentice.

### **Apprenticeship provider's qualification**

An apprenticeship provider must have:

1. Enthusiasm and motivation to train the older children in the worst form of child labour
2. Qualification and experience in training.
3. Proper tools, equipment and space for training.
4. Safe working environment.
5. Possibility of employment opportunity.

### **Trainees evaluation**

The apprenticeship-training providers will continuously evaluate the apprentice based on their performance.

### **Equipment, tools and materials**

Depending upon the frequency of uses and the number of apprentice the number/quantity of tools/equipment/material varies.

<b>S.No.</b>	<b>Name of the tools/equipment</b>	<b>Units</b>
	Measuring tape	
	Weighing machine / scale	
	Knives of various types	
	Scissors	
	Drilling machine	
	Blow lamps	
	White glue	
	Varnish	
	Sand paper	
	Chemicals	
	Saws	
	Hacksaws	
	Squiggers	
	Working board	
	Molds	
	Types of brushes	
	Screwdriver	
	Hammer	
	Pliers	
	Chisel	

### Summary of Duties and Competencies

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
<b>A.</b>	<b>Handle Tools and Equipment</b>			
	A. 1. Handle knife/ khukuri	1	1	2
	A. 2. Handle scissor	1	1	2
	A. 3. Handle hack saw	1	1	2
	A. 4. Handle cross cut saw	1	1	2
	A. 5. Handle refiner	1	1	2
	A. 6. Handle blow lamp	1	1	2
	A. 7. Take measurement	1	1	2
<b>B.</b>	<b>Prepare stripes</b>			
	B. 1. Identify bamboo	1	1	2
	B. 2. Select bamboo	1	1	2
	B. 3. Prepare no 5 stripe	1	4	5
	B. 4. Prepare no 4 stripe	1	4	5
	B. 5. Prepare no 3 stripe	1	4	5
	B. 6. Assist to prepare no 2 stripe	1	4	5
	B. 7. Assist to prepare no 1 stripe	1	4	5
<b>C.</b>	<b>Weave Bamboo baskets/dalo.</b>			
	C. 1. Weave simple waste paper basket	2	10	12
	C. 2. Weave round /bread basket	1	10	11
	C. 3. Weave cylindrical basket	1	10	11
	C. 4. Weave square flat basket	1	10	11
	C. 5. Weave rectangular basket	1	10	11
	C. 6. Weave simple dalo	1	10	11
	C. 7. Weave flat dalo	1	10	11
	C. 8. Weave Oval dalo	1	10	11
<b>D.</b>	<b>Perform finishing works</b>			
	D. 1. Join stand in basket / dalo.	1	5	6
	D. 2. Join rim in basket / dalo.	1	5	6
	D. 3. Join handle in basket / dalo.	1	5	6
	D. 4. Perform blowlamp treatment.	1	5	6
	D. 5. Apply varnish.	1	5	6
	D. 6. Apply polish.	1	5	6
	D. 7. Assess basket / dalo product.	1	5	6
<b>E.</b>	<b>Maintain tools &amp; equipment</b>			
	E. 1. Sharpen knife/ khukuri.	½	2	2½
	E. 2. Sharpen scissor.	½	2	2½
	E. 3. Maintain hacksaw.	½	2	2½
	E. 4. Maintain cross cut saw.	½	2	2½
	E. 5. Maintain refiner.	½	2	2½
	E. 6. Maintain blowlamp.	½	2	2½
<b>F.</b>	<b>Communicate with other</b>			
	F. 1. Communicate with supervisor.	1	2	3
	F. 2. Communicate with client.	1	2	3
	F. 3. Communicate with employer.	1	2	3
	F. 4. Communicate with colleagues.	1	2	3

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
	F. 5. Communicate with supplier.	1	2	3
	F. 6. Communicate with employer.	1	2	3
	F. 7. Communicate with visitor	1	2	3
	F. 8. Communicate with carpenter.	1	2	3
	F. 9. Communicate with junior.	1	2	3
	F. 10. Receive telephone call.	1	2	3
<b>G.</b>	<b>Develop Professionalism</b>			
	G.1. Consult carpenter.	1	2	3
	G.2. Visit equipped working places/sights.	1	3	4
	G.3. Read related materials (Documents, manuals, brochures etc.).	1	3	4
	G.4. Seek trainings places /programs.	1	4	5
	G.5. Attend training/ seminar/workshops.	1	2	3
	G.6. Watch Audio-Visual.	1	2	3
	G.7. Browse World Wide Web.	1	2	3
	<b>Total</b>	<b>50</b>	<b>194</b>	<b>244</b>

**Duty 1: Handle tools and equipment**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Handle knife/ khukuri.	<input type="checkbox"/> Importance and identification of knife and khukuri. <input type="checkbox"/> Function of knife and khukuri. <input type="checkbox"/> Knife and khukuri handling procedure <input type="checkbox"/> Safety precaution.	1	1	2
2.	Handle scissor	<input type="checkbox"/> Importance and identification of knife and khukuri. <input type="checkbox"/> Function of scissor. <input type="checkbox"/> Scissor handling procedure <input type="checkbox"/> Safety precaution.	1	1	2
3.	Handle hack saw	<input type="checkbox"/> Importance and identification of hack saw. <input type="checkbox"/> Function of hack saw. <input type="checkbox"/> Hack saw handling procedure. <input type="checkbox"/> Safety precaution.	1	1	2
4.	Handle cross cut saw	<input type="checkbox"/> Importance and identification of cross cut saw <input type="checkbox"/> Function of cross cut saw. <input type="checkbox"/> Cross cut saw handling procedure. <input type="checkbox"/> Safety precaution.	1	1	2
5.	Handle refiner	<input type="checkbox"/> Importance and identification of refiner. <input type="checkbox"/> Function of refiner. <input type="checkbox"/> Refiner handling procedure. <input type="checkbox"/> Safety precaution.	1	1	2
6.	Handle blow lamp	<input type="checkbox"/> Importance and identification of blowlamp. <input type="checkbox"/> Function of blowlamp. <input type="checkbox"/> Blowlamp handling procedure. <input type="checkbox"/> Safety precaution.	1	1	2
7.	Take measurement.	<input type="checkbox"/> Measurement (FPS and MKS/ SI) system. <input type="checkbox"/> Conversion of measurement units(Feet/Inch to Mete/CM). <input type="checkbox"/> Measurement taking technique.	1	1	2

**Duty 2: Prepare stripes.**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Identify bamboo.	<input type="checkbox"/> Importance and identification of bamboo. <input type="checkbox"/> Types of bamboo. <input type="checkbox"/> Uses of bamboo.	1	1	2
2.	Select bamboo.	<input type="checkbox"/> Seasoning of bamboo. <input type="checkbox"/> Defects in bamboo after falling. <input type="checkbox"/> Storage of bamboo. <input type="checkbox"/> Bamboo selection technique.	1	1	2
3.	Prepare no. 5 stripe.	<input type="checkbox"/> Introduction of stripe. <input type="checkbox"/> Uses of different nos. stripes. <input type="checkbox"/> Types of stripe used in making bamboo wares. <input type="checkbox"/> Shape and size of no. 5 stripe. <input type="checkbox"/> Preparation procedure. <input type="checkbox"/> Safety precaution.	1	4	5
4.	Prepare no. 4 stripe.	<input type="checkbox"/> Shape and size of no. 4 stripe. <input type="checkbox"/> Preparation procedure. <input type="checkbox"/> Safety precaution	1	4	5
5.	Prepare no. 3 stripe.	<input type="checkbox"/> Shape and size of no. 3 stripe. <input type="checkbox"/> Preparation procedure. <input type="checkbox"/> Safety precaution	1	4	5
6.	Assist to prepare no. 2 stripe.	<input type="checkbox"/> Shape and size of no. 2 stripe. <input type="checkbox"/> Preparation procedure. <input type="checkbox"/> Safety precaution	1	4	5
7.	Assist to prepare no 1 stripe.	<input type="checkbox"/> Shape and size of no. 1 stripe. <input type="checkbox"/> Preparation procedure. <input type="checkbox"/> Safety precaution	1	4	5

**Duty 3: Weave bamboo wares.**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Weave simple waste paper basket.	<input type="checkbox"/> Importance and identification of waste paper basket. <input type="checkbox"/> Uses of waste paper basket. <input type="checkbox"/> Size and shape. <input type="checkbox"/> No. of stripes use. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution.	2	10	12
2.	Weave round / breadbasket.	<input type="checkbox"/> Importance and identification of round breadbasket. <input type="checkbox"/> Uses of round breadbasket. <input type="checkbox"/> Size. <input type="checkbox"/> No.of stripes use.	1	10	11

		<input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution			
3.	Weave cylindrical basket.	<input type="checkbox"/> Importance and identification of cylinder basket. <input type="checkbox"/> Uses of cylinder basket. <input type="checkbox"/> Size. <input type="checkbox"/> No. of stripes use. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution	1	10	11
4.	Weave square flat basket	<input type="checkbox"/> Importance and identification of square flat basket. <input type="checkbox"/> Uses. <input type="checkbox"/> Size. <input type="checkbox"/> No. of stripes use. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution	1	10	11
5.	Weave rectangular basket.	<input type="checkbox"/> Importance and identification of rectangular basket. <input type="checkbox"/> Uses of rectangular basket. <input type="checkbox"/> Size. <input type="checkbox"/> No. of stripes use. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution.	1	10	11
6.	Weave simple/plain <i>Dalo</i> .	<input type="checkbox"/> Importance and identification of plain <i>dalo</i> . <input type="checkbox"/> Uses of plain <i>dalo</i> . <input type="checkbox"/> Size and shape. <input type="checkbox"/> No. of stripes use. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution	1	10	11
7.	Weave flat <i>Dalo</i> .	<input type="checkbox"/> Importance and identification of flat <i>dalo</i> . <input type="checkbox"/> Uses of flat <i>dalo</i> . <input type="checkbox"/> Size. <input type="checkbox"/> No. of stripes use. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution	1	10	11
8.	Weave oval <i>Dalo</i>	<input type="checkbox"/> Importance and identification of oval <i>dalo</i> . <input type="checkbox"/> Uses of <i>dalo</i> . <input type="checkbox"/> Size. <input type="checkbox"/> No. of stripes use. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution.	1	10	11

**Duty 4: Perform finishing works.**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Join stand in basket / <i>Dalo</i> .	<input type="checkbox"/> Importance and identification of stand. <input type="checkbox"/> Shape and size of stand. <input type="checkbox"/> Material use in stand. <input type="checkbox"/> Joining procedure. <input type="checkbox"/> Safety precaution.	1	5	6
2.	Join rim in basket / <i>Dalo</i> .	<input type="checkbox"/> Importance and identification of rim. <input type="checkbox"/> Shape and size of rim. <input type="checkbox"/> Material use in rim. <input type="checkbox"/> Joining procedure. <input type="checkbox"/> Safety precaution.	1	5	6
3.	Join handle in basket / <i>Dalo</i> .	<input type="checkbox"/> Importance and identification of handle. <input type="checkbox"/> Shape and size of handle. <input type="checkbox"/> Material use in handle. <input type="checkbox"/> Joining procedure. <input type="checkbox"/> Safety precaution.	1	5	6
4.	Perform blow lamp treatment.	<input type="checkbox"/> Identification and selection of part where treatment is to be performed. <input type="checkbox"/> Treatment procedure. <input type="checkbox"/> Safety precaution.	1	5	6
5.	Apply varnish.	<input type="checkbox"/> Importance and identification of varnish. <input type="checkbox"/> Function of varnish. <input type="checkbox"/> Application procedure. <input type="checkbox"/> Safety precaution.	1	5	6
6.	Apply polish.	<input type="checkbox"/> Importance and identification of polish. <input type="checkbox"/> Function of polish. <input type="checkbox"/> Application procedure. <input type="checkbox"/> Safety precaution.	1	5	6
7.	Assess basket / <i>Dalo</i> product.	<input type="checkbox"/> Measurements check. <input type="checkbox"/> Size and shape check. <input type="checkbox"/> Overall finishing check (visually).	1	5	6

**Duty 5: Maintain tools and equipment.**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Sharpen knife/ khukuri	<input type="checkbox"/> Metal used for making knife and khukuri (concept only). <input type="checkbox"/> Sharpening tools.	½	2	2½

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		<input type="checkbox"/> Procedure. <input type="checkbox"/> Safety precautions.			
2.	Sharpen scissor	<input type="checkbox"/> Metal used for making scissor (concept only). <input type="checkbox"/> Sharpening tools. <input type="checkbox"/> Procedure. <input type="checkbox"/> Safety precautions.	½	2	2½
3.	Maintain hacksaw.	<input type="checkbox"/> Sharpening tools (file). <input type="checkbox"/> Procedure. <input type="checkbox"/> Safety precautions.	½	2	2½
4.	Maintain cross cut saw.	<input type="checkbox"/> Sharpening tools (file). <input type="checkbox"/> Procedure. <input type="checkbox"/> Safety precautions.	½	2	2½
5.	Maintain refiner.	<input type="checkbox"/> Parts of refiner. <input type="checkbox"/> Trouble shooting. <input type="checkbox"/> Safety precautions.	½	2	2½
6.	Maintain blowlamp.	<input type="checkbox"/> Parts of refiner. <input type="checkbox"/> Trouble shooting. <input type="checkbox"/> Safety precautions.	½	2	2½

**Duty 6: Communicate with other.**

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Communicate with supervisor.	<input type="checkbox"/> Meaning and importance of communication. <input type="checkbox"/> Type of communication (oral, sign/gesture and written). <input type="checkbox"/> Oral communication techniques. <input type="checkbox"/> Communication for cooperative/collaborative tasks. <input type="checkbox"/> Learning and information sharing. <input type="checkbox"/> Prior consultation on assigned work with the seniors. <input type="checkbox"/> Uses of appropriate communication language (with higher and lower position staffs.)	1	2	3
2.	Communicate with client.	<input type="checkbox"/> Importance of listening and viewing the client's opinions (offering opinions, supporting statement and	1	2	3

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		questions and clarification of the proposed job).			
3.	Communicate with employer.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
4.	Communicate with colleagues.	<input checked="" type="checkbox"/> Importance of interpretation and explanation of the proposed job with friends.	1	2	3
5.	Communicate with supplier.	<input checked="" type="checkbox"/> Refer to task 1	1	2	3
6.	Communicate with employer.	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
7.	Communicate with visitor	<input checked="" type="checkbox"/> Refer to task 2	1	2	3
8.	Communicate with carpenter.	<input checked="" type="checkbox"/> Refer to task 4	1	2	3
9.	Communicate with junior.	<input checked="" type="checkbox"/> Demand and supply order. <input checked="" type="checkbox"/> Bill / invoice. <input checked="" type="checkbox"/> Material supply and delivery.	1	2	3
10.	Receive telephone call.	<input checked="" type="checkbox"/> Meaning, importance and purpose of telephone <input checked="" type="checkbox"/> Telephone receiving technique <input checked="" type="checkbox"/> Etiquette of receiving telephone call. <input checked="" type="checkbox"/> Message writing technique	1	2	3

**Duty7: Develop professionalism.**

S. No	Competencies	Related Technical Knowledge	Time ( in hrs.)		
			Th.	Prac.	Total
1.	Consult carpenter.	<input checked="" type="checkbox"/> Importance of participating in career exploration activities with the artisan.	1	2	3
2.	Visit equipped working places/sights.	<input checked="" type="checkbox"/> Importance of learning from different workplaces and site visits.	1	3	4
3.	Read related materials (Documents, manuals, brochures etc.).	<input checked="" type="checkbox"/> Importance of learning from trade relevant documents, manuals and other job related sheets.	1	3	4
4.	Seek trainings places /programs.	<input checked="" type="checkbox"/> Need of growing professionalism. <input checked="" type="checkbox"/> Importance of career development opportunities inside and outside the organization.	1	4	5
5.	Attend training/	<input checked="" type="checkbox"/> Importance of trainings in	1	2	3

S. No	Competencies	Related Technical Knowledge	Time ( in hrs.)		
			Th.	Prac.	Total
	seminar/workshops.	career development. ☒ Possible training providers/institutes for refresher trainings.			
6.	Watch Audio-Visual.	☒ Familiarization of TVs channel/A/V aids. ☒ Importance of learning from A/V.	1	2	3
7.	Browse World Wide Web.	☒ Familiarization with computer. ☒ WWW browsing techniques.	1	2	3