

THE HOLY TRINITY PEACE VILLAGE KURON.



TAILORING REPORT JUNE –AUGUST 2015

Introduction:

The tailoring section is one of the basic training offered under the VTS, the education department of the Holy Trinity Peace Village Kuron. The tailoring school was supposed to be operating together with the VTS at Matara; it is operating from the Youth centre in Kuron main office area. This was because, the whole 13 beneficiaries registered were from the Toposa community in Napil and the youth centre was available to provide a class for the learners. The original plan to operate from the Vocational school is not changed except when the programme was starting the required number of the beneficiary was not realized from the place. The Vocational School has five (5) courses ie: Literacy (basic introduction to read and write), Bricklaying & concrete Practice (BCP), Carpentry and Joinery (CJ), Metal work-welding and fabrication, and Tailoring.

Students and teachers Statistics:

Students:

There are fifteen (15) male students for BCP, CJ, MW-WF and 10 female students for tailoring at the Vocational section of the school.

Teachers:

The Vocational section has five (5) instructors including the tailoring instructor of which, three (3) are male instructors, two (2) are female instructors and four (4) support staff, 2 cooks, a guard and an interpreter in tailoring section.

The Course training stages:

(I) Assembling of the sewing machines.

Here the students did not participated because the machines were assembled in the first week of **June 2015** before the reporting time of the students to the training centre.

(II) Learning the different parts of the machine.

Here we introduced (oriented) students to know the different parts of the sewing machine by naming them and their functions.

Photos captured but got corrupted



(III) Threading and peddling the machine.

Here the learners are simply introduced to treading and peddling the sewing machine so that they can get used to.

Below are photos showing students treading and peddling machine under the guidance of the instructor.

(IV) Measurement of the different parts of the human body, e.g. Full length (FL), Bust (B), Shoulder (SD), waist (w), Hip (H), Sleeve(S), Bottom (B) to be transferred in both paper and clothing materials



(V) Cutting papers and making it in different shapes - baby garment, dresses, Aprons, shorts, and shirts.

Below are the different photos showing paper work materials made in baby garments in the training stages.



After two and half weeks on paper work, the students were introduced to the real clothing materials, cutting and sewing both by hand and machine.

Below are the photos showing the clothing materials made by the students.



The overalls and aprons

The tailoring section was assign to make 17 pieces of overalls for the Vocational students and aprons for the guest house staff and the Vocational students as seen in the photos.



Exams

The students were tested with exams, oral and practicals in August 19th-20th-08-2015

The initial target for the beginning of tailoring course was to register 10 women but looking at the nature of the toposa and the conflicting culture on the rights of women imposed by men, we register 13 students for the training. As the course went on one (1) was taken forcefully by her brothers to go and marry and three (3) disappeared from the training due to domestic pressure from their husband as women dominate almost all family domestic work. We currently have nine (9) students for tailoring. The exams given indicated five (5) students who did well and two with results **xx** never did both oral and practical because one (1) was sick and the other one the child was sick they could not do the exams but it has to be reflected.

Achievements:

- Proposal for tailoring was accepted and funded to start the course.
- A resourceful tailoring instructor is on the ground
- The nine students are committed to learn
- The centre has all training materials for the learners.
- The training is free of cost for the toposa school dropout child mothers
- There is lunch provision to the learners.
- The materials available for sale are made cheap for them and to motivate them.
- We work together with chief, elders, and youth leaders to advocate for this free training.

Challenges:

- Culture conflict with the rights of women leaving them with very little voice to make decision.

- All domestic work is on women leaving them with little time for opportunities.
- Poor or even no previous education back ground make them slow learners especially with tailoring which involves measuring and reading meters/yards for a cloth and the different parts of the human body.
- At sensitising the school dropout girls to come for the free training, some parents demand for payment to accept his /her daughter to register in the course.
- Male youth are not valued like a female youth. The female are considered wealth in the family in terms of marriage as one may fetch from **100-150** cows making it very difficult for them to decide their fate for any opportunities.
- A scattered home state makes it difficult to reach all of them in a short and plan sensitization.
- Unstable in one place being a pastoralist affects the learning as they may move from one location to another and far for fresh pasture.
- Transport (motor bike) for mobilisation and sensitisation is a problem to the department.
- The department of tailoring lack camera for capturing its activities for reporting and only borrow for a short time of the activities.

Suggestions/Way forward:

- The cultural leaders like the chiefs should encourage women's rights by participating in cultural decision making.
- The chiefs and elders should encourage sharing of domestic work by both sexes.
- Early child education should be encourage to build strong foundation for primary education
- The school dropout boys who have shown interest in tailoring learning should be registered in the course.
- From time to time, parents should be sensitizing on the benefits of the training to their children and most of all it is a free course for all toposa school dropout girls.
- There is need to agree with the chief, youth leaders and community elders for a common place to carry out sensitisation.
- There is need to increase the budget that can cover a transport like motor bike for mobilisation, sensitisation in the community, and a camera for capturing activity photos for reporting to funders.

Conclusion:

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