

Program Guide

for

Junior Paper 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
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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 identify various types of paper used for paper artisan,
- to make various patterns of paper crafts, and
- to assess quality of the paper crafts.

Course description

This course is designed to help the apprentices to provide basic knowledge and skills on paper artisan. The apprentices will develop their competencies working in the handicrafts workshop or home in an unstructured way. This course especially provides skills focusing on the paper crafts for commercial as well as domestic purposes.

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.

S.No.	Name of the tools/equipment	Units
	Scale	
	Scissors	
	Paper cutter	
	Punch cello tape	
	Packing tape	
	Brushes	
	Weighing machine	
	Pot	
	Stove	
	Ladue	
	Gloves	
	Plastic Bucket	
	Flat container	
	GI Sheets	
	Die cut	
	Pencil	
	Marker	
	Pressing cocodur scale	
	Plastic Punch	
	Pressing Machine / materials	
	Flat plates	
	Starboard Mobicole	
	Cutting Machine	
	Die cutting Machine	
	Beater Machine	
	Press Machine	
	Calendaring Machine	

Summary of Duties and Competencies

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
A.	Handle tools and equipment.			
	A.1. Handle knife.	1	2	3
	A.2. Handle scissor.	1	2	3
	A.3. Sort paper.	½	2	2½
	A.4. Measure length/ breath.	1	3	4
	A.5. Cut paper.	½	2	2½
	A.6. Assist in die cutting.	½	2	2½
	A.7. Assist to handle calendaring machine	1	3	4
	A.8. Assist to handle paper cutting machine	1	3	4
B.	Identify paper.			
	B.1. Identify 5-gram traditional/ recycle/ Japanese paper.	½	2	2½
	B.2. Identify 10-gram traditional/ recycle/ Japanese paper.	½	2	2½
	B.3. Identify 20-gram traditional/ recycle/ Japanese paper.	½	2	2½
	B.4. Identify 40-gram traditional/ recycle/ Japanese paper.	½	2	2½
	B.5. Identify 45-gram traditional/ recycle/ Japanese paper.	½	2	2½
	B.6. Identify 60-gram traditional/ recycle/ Japanese paper.	½	2	2½
	B.7. Identify 80-gram traditional/ recycle/ Japanese paper.	½	2	2½
C.	Make paper crafts.			
	C.1. Make 11.2 cm X 16.2cm Asian style envelop.	1	15	16
	C.2. Make 18.5 cm X 13.5cm Asian style envelop.	1	15	16
	C.3. Make 22 cm X 16cm European style envelop.	1	15	16
	C.4. Make 22 cm X 11cm European style envelop.	1	15	16
	C.5. Make A4 animal style envelops.	1	15	16
	C.6. Make pocket size perfect binding notebook.	1	5	6
	C.7. Make school size staple binding notebook.	1	5	6
	C.8. Make register size stitch binding notebook.	1	5	6
	C.9. Make file folder.	1	4	5
	C.10. Make photo frame.	1	4	5
	C.11. Assist in calendaring.	1	4	5
	C.12. Assist to make box.	1	4	5
	C.13. Assist to make Note book cover.	1	4	5
D.	Assess quality of works.			
	D.1. Assist to dye paper.	1	4	5
	D.2. Punch file hole.	½	2	2½
	D.3. Add thread /elastic.	1	3	4
	D.4. Assist to perform trimming.	1	3	4
	D.5. Assess notebook.	1	3	4

S. No	Duties and Competencies/Tasks/Skills	Time (in hrs.)		
		Th.	Prac.	Total
	D.6. Assess file folder.	1	3	4
	D.7. Assess envelope.	1	3	4
	D.8. Assess lampshade.	1	3	4
E.	Maintain tools and equipment			
	E .1. Maintain GI sheets (for dyeing).	½	2	2½
	E .2. Maintain Beater machine.	½	2	2½
	E .3. Maintain Punching machine.	½	2	2½
	E .4. Maintain paper cutter.	½	2	2½
	E .5. Maintain knife.	½	2	2½
	E .6. Maintain scissor.	½	2	2½
F.	Communicate with other.			
	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
	F.5. Communicate with supplier.	1	2	3
	F.6. Communicate with stationary shop.	1	2	3
	F.7. Communicate with visitor.	1	2	3
	F.8. Communicate with artisan.	1	2	3
	F.9. Communicate with junior.	1	2	3
	F.10. Receive telephone call.	1	2	3
G.	Develop Professionalism			
	G.1. Consult artisan.	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
	Total	51	207	258

Duty 1: Perform Fundamental works

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Handle knife.	<input type="checkbox"/> Importance and identification of knife. <input type="checkbox"/> Function of knife. <input type="checkbox"/> Knife handling procedure <input type="checkbox"/> Safety precaution.	1	2	3
2.	Handle scissor	<input type="checkbox"/> Importance and identification of scissor. <input type="checkbox"/> Function of scissor. <input type="checkbox"/> Scissor handling procedure. <input type="checkbox"/> Safety precaution.	1	2	3
3.	Sort paper	<input type="checkbox"/> Purpose of sorting paper. <input type="checkbox"/> Sorting procedure. <input type="checkbox"/> Safety precaution.	½	2	2½
4.	Measure length/ breath	<input type="checkbox"/> Measurement (FPS and MKS/ SI) system. <input type="checkbox"/> Conversion of measurement units (Feet/Inch to Mete/CM). <input type="checkbox"/> Length measuring technique.	1	3	4
5.	Cut paper in required size	<input type="checkbox"/> Purpose of cutting. <input type="checkbox"/> Paper cutting technique. <input type="checkbox"/> Safety precaution.	½	2	2½
6.	Assist in die cutting	<input type="checkbox"/> Purpose of die cutting. <input type="checkbox"/> Die handling technique. <input type="checkbox"/> Die cutting technique. <input type="checkbox"/> Safety precaution.	½	2	2½
7.	Assist to handle calendaring machine.	<input type="checkbox"/> Purpose of calendaring machine. <input type="checkbox"/> Handling technique. <input type="checkbox"/> Safety precaution.	1	3	4
8.	Assist to handle paper-cutting machine.	<input type="checkbox"/> Purpose of Paper-Cutting machine. <input type="checkbox"/> Handling technique. <input type="checkbox"/> Safety precaution.	1	3	4

Duty 2: Identify paper.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Identify 5-gram traditional/ recycle/ Japanese paper.	<input type="checkbox"/> Importance and identification. <input type="checkbox"/> Structure and texture. <input type="checkbox"/> Uses.	½	2	2½
2.	Identify 10-gram traditional/ recycle/	<input type="checkbox"/> Importance and identification.	½	2	2½

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
	Japanese paper.	<input type="checkbox"/> Structure and texture. <input type="checkbox"/> Uses.			
3.	Identify 20-gram traditional/ recycle/ Japanese paper.	<input type="checkbox"/> Importance. <input type="checkbox"/> Structure and texture. <input type="checkbox"/> Uses. <input type="checkbox"/> Identification procedure.	½	2	2½
4.	Identify 40-gram traditional/ recycle/ Japanese paper.	<input type="checkbox"/> Importance. <input type="checkbox"/> Structure and texture. <input type="checkbox"/> Uses. <input type="checkbox"/> Identification procedure	½	2	2½
5.	Identify 45-gram traditional/ recycle/ Japanese paper.	<input type="checkbox"/> Importance. <input type="checkbox"/> Structure and texture. <input type="checkbox"/> Uses. <input type="checkbox"/> Identification procedure	½	2	2½
6.	Identify 60-gram traditional/ recycle/ Japanese paper.	<input type="checkbox"/> Importance. <input type="checkbox"/> Structure and texture. <input type="checkbox"/> Uses <input type="checkbox"/> Identification procedure.	½	2	2½
7.	Identify 80-gram traditional/ recycle/ Japanese paper.	<input type="checkbox"/> Importance. <input type="checkbox"/> Structure and texture. <input type="checkbox"/> Uses. <input type="checkbox"/> Identification procedure	½	2	2½

Duty 3: Make paper crafts.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Make 11.2 cm X 16.2cm Asian style envelop.	<input type="checkbox"/> Importance and identification. <input type="checkbox"/> Uses. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution.	1	15	16
2.	Make 18.5 cm X 13.5cm Asian style envelop.	<input type="checkbox"/> Importance and identification. <input type="checkbox"/> Uses. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution.	1	15	16
3.	Make 22 cm X 16cm European style envelop.	<input type="checkbox"/> Importance and identification. <input type="checkbox"/> Uses. <input type="checkbox"/> Making procedure. <input type="checkbox"/> Safety precaution	1	15	16
4.	Make 22 cm X 11cm European style envelop.	<input type="checkbox"/> Importance and identification. <input type="checkbox"/> Uses <input type="checkbox"/> Standard size. <input type="checkbox"/> Making procedure.	1	15	16

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		<input checked="" type="checkbox"/> Safety precaution			
5.	Make A4 animal style envelops.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	15	16
6.	Make pocket size perfect binding notebook.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses. <input checked="" type="checkbox"/> Standard size <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	5	6
7.	Make school size staple binding notebook.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses. <input checked="" type="checkbox"/> Standard size. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	5	6
8.	Make register size stitch binding notebook.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses <input checked="" type="checkbox"/> Standard size. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	5	6
9.	Make file folder.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses. <input checked="" type="checkbox"/> Standard size. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	4	5
10.	Make photo frame.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses <input checked="" type="checkbox"/> Standard size. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	4	5
11.	Assist in calendaring.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses. <input checked="" type="checkbox"/> Standard size. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	4	5
12.	Assist to make box.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses. <input checked="" type="checkbox"/> Standard size. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	4	5

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
13.	Assist to make notebook cover.	<input checked="" type="checkbox"/> Importance and identification. <input checked="" type="checkbox"/> Uses. <input checked="" type="checkbox"/> Standard size. <input checked="" type="checkbox"/> Making procedure. <input checked="" type="checkbox"/> Safety precaution	1	4	5

Duty 4: Assess quality of works.

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Assist to dye paper	<input checked="" type="checkbox"/> Purpose of dyeing. <input checked="" type="checkbox"/> Paper dyeing technique. <input checked="" type="checkbox"/> Safety precaution.	1	4	5
2.	Punch file hole	<input checked="" type="checkbox"/> Purpose of punching. <input checked="" type="checkbox"/> Punching technique. <input checked="" type="checkbox"/> Safety precaution.	½	2	2½
3.	Add thread /elastic.	<input checked="" type="checkbox"/> Importance and identification of thread and elastic. <input checked="" type="checkbox"/> Purpose. <input checked="" type="checkbox"/> Procedure <input checked="" type="checkbox"/> Safety precaution.	1	3	4
4.	Assist to perform trimming.	<input checked="" type="checkbox"/> Importance of trimming. <input checked="" type="checkbox"/> Purpose of trimming <input checked="" type="checkbox"/> Trimming procedure. <input checked="" type="checkbox"/> Safety precaution.	1	3	4
5.	Assess notebook.	<input checked="" type="checkbox"/> Standard measurements. <input checked="" type="checkbox"/> Shape and size. <input checked="" type="checkbox"/> Overall finishing.	1	3	4
6.	Assess file folder.	<input checked="" type="checkbox"/> Standard measurements. <input checked="" type="checkbox"/> Shape and size. <input checked="" type="checkbox"/> Overall finishing.	1	3	4
7.	Assess envelope.	<input checked="" type="checkbox"/> Standard measurements. <input checked="" type="checkbox"/> Shape and size. <input checked="" type="checkbox"/> Overall finishing.	1	3	4
8.	Assess lampshade.	<input checked="" type="checkbox"/> Standard measurements. <input checked="" type="checkbox"/> Shape and size. <input checked="" type="checkbox"/> Overall finishing.	1	3	4

Duty 5: Maintain tools and equipment

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Maintain GI sheets (for dyeing).	<input checked="" type="checkbox"/> Maintenance procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
2.	Maintain Beater machine.	<input checked="" type="checkbox"/> Parts of Beater machine. <input checked="" type="checkbox"/> Maintenance procedure. <input checked="" type="checkbox"/> Safety procedure.	½	2	2½
3.	Maintain Punching machine.	<input checked="" type="checkbox"/> Parts of Punching machine. <input checked="" type="checkbox"/> Maintenance procedure. <input checked="" type="checkbox"/> Safety procedure.	½	2	2½
4.	Maintain paper cutter.	<input checked="" type="checkbox"/> Parts of paper cutter. <input checked="" type="checkbox"/> Maintenance procedure. <input checked="" type="checkbox"/> Safety procedure.	½	2	2½
5.	Maintain knife.	<input checked="" type="checkbox"/> Metal used for knife (concept only). <input checked="" type="checkbox"/> Sharpening tools. <input checked="" type="checkbox"/> Procedure. <input checked="" type="checkbox"/> Safety precautions.	½	2	2½
6.	Maintain scissor.	<input checked="" type="checkbox"/> Metal used for making scissor (concept only). <input checked="" type="checkbox"/> Sharpening tools. <input checked="" type="checkbox"/> Procedure. <input checked="" 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 checked="" type="checkbox"/> Meaning and importance of communication. <input checked="" type="checkbox"/> Type of communication (oral, sign/gesture and written). <input checked="" type="checkbox"/> Oral communication techniques. <input checked="" type="checkbox"/> Communication for cooperative/collaborative tasks. <input checked="" type="checkbox"/> Learning and information sharing. <input checked="" type="checkbox"/> Prior consultation on assigned work with the seniors. <input checked="" type="checkbox"/> Uses of appropriate communication language (with higher and lower position staffs.)	1	2	3

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
2.	Communicate with client.	☒ Importance of listening and viewing the client's opinions (offering opinions, supporting statement and questions and clarification of the proposed job).	1	2	3
3.	Communicate with employer.	☒ Refer to task 2	1	2	3
4.	Communicate with colleagues.	☒ Importance of interpretation and explanation of the proposed job with friends.	1	2	3
5.	Communicate with supplier.	☒ Refer to task 1	1	2	3
6.	Communicate with stationary.	☒ Refer to task 2	1	2	3
7.	Communicate with visitor.	☒ Refer to task 2	1	2	3
8.	Communicate with artisan.	☒ Refer to task 4	1	2	3
9.	Communicate with junior.	☒ Demand and supply order. ☒ Bill / invoice. ☒ Material supply and delivery.	1	2	3
10.	Receive telephone call.	☒ Meaning, importance and purpose of telephone ☒ Telephone receiving technique ☒ Etiquette of receiving telephone call. ☒ Message writing technique	1	2	3

Duty 7: Develop Professionalism

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
1.	Consult artisan.	☒ Importance of participating in career exploration activities with the artisan.	1	2	3
2.	Visit equipped working places/sights.	☒ Importance of learning from different workplaces and site visits.	1	3	4
3.	Read related materials (Documents, manuals, brochures etc.)	☒ Importance of learning from trade relevant documents, manuals and other job related sheets.	1	3	4
4.	Seek trainings places /programs	☒ Need of growing professionalism. ☒ Importance of career	1	4	5

S. No	Competencies	Related Technical Knowledge	Time (in hrs.)		
			Th.	Prac.	Total
		development opportunities inside and outside the organization.			
5.	Attend training/ seminar/workshops.	<input type="checkbox"/> Importance of trainings in career development. <input type="checkbox"/> Possible training providers/institutes for refresher trainings.	1	2	3
6.	Watch Audio-Visual.	<input type="checkbox"/> Familiarization of TVs channel/A/V aids. <input type="checkbox"/> Importance of learning from A/V.	1	2	3
7.	Browse World Wide Web.	<input type="checkbox"/> Familiarization with computer. <input type="checkbox"/> WWW browsing techniques.	1	2	3