

EXPLORING VOCATIONAL COMMUNITY CENTERS (VCC, S) ROLE IN WOMEN SOCIO-ECONOMIC EMPOWERMENT

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ABSTRACT

The purpose of this study was to examine the impact of vocational community centers (VCCs) on women's socioeconomic empowerment. Women's social empowerment and financial autonomy are the main study topics at VCC. The study population consisted of the Sialkot Vocational Community Centers. A deliberate sampling technique was used to select four VCCs in Sialkot City (Cantt). The single case study (holistic) technique was used to address the research subjects of the study. Audio-recorded observations, pictures taken during the events, records inspection (including old documents and artifacts), and unstructured staff and trainee interviews were all used to collect the data. The data underwent manual thematic analysis. The study's conclusions revealed that women's development is influenced by several factors, such as their financial autonomy, growing confidence, capacity for wise financial decision-making, and engagement in home finances. Proficiency in problem-solving, critical thinking, and craftsmanship was gained. Ultimately, these skills enabled women to gain greater financial and social influence. It proved how important these facilities are and how important it is that they be established all over Pakistan, especially in the remote and inaccessible areas. Through these institutions, the impact can be increased by mainstreaming women, who make up the majority of our population and are typically less educated, which will increase our GDP and capital.

Keywords: VCC, Socio Economic empowerment, women skill development

INTRODUCTION

The ability of women to take control of their life and make an impact on society is the foundation of women's rights. Nonetheless, women frequently experience discrimination and gender inequality; others experience several forms of exclusion and discrimination due to factors such as caste, culture, and background. Improving women's skills is essential for boosting family productivity, expanding women's employment and income prospects, and promoting sustainable rural development and livelihoods. The ability of a country to advance socially and financially depends on its abilities (Rajesh, 2016). The provision of relevant and helpful education that supports the development of applied and practical creative abilities is known as vocational and

technical education. It makes it possible for the individual to be innovative and successful in order to favorably impact the development of society (Agbara, 2018).

The act of giving women equal access to and control over economic resources so they can utilize them to exert more control over other aspects of their lives is known as women's economic empowerment (Hunt & Samman, 2016). The Gender Action Plan (GAP) 2016-2020 of the European Union (EU) places a strong emphasis on the preservation of women's and girls' physical and mental health, as well as their social and economic empowerment and their ability to participate and speak up for themselves (Omar, 2017). According to Hunt and Samman (2016),

women's economic empowerment refers to the process of granting them equitable access to and control over financial resources so they can utilize them to exercise more influence over other aspects of their lives. In order to protect girls' and women's physical and psychological integrity, as well as to support their social and economic empowerment and increase their voice and involvement, the European Union (EU) has established the Gender Action Plan (GAP) 2016-2020 (Omar, 2017).

In developing nations like Pakistan, where 23 percent of the population lives in poverty, women's empowerment is crucial. In addition, discrimination against women, exploitation, and a stagnating financial situation with a decreased per capita income are noted. Local Support Organizations (LSOs) continued to focus primarily on raising women's income levels because doing so reduces poverty and helps women become more independent and self-assured (Qurat-ul-Ain, 2006). Pakistan is suffering from a severe skills shortage. Additionally, a significant number of students are dropping out of school, or perhaps those who do not graduate fail to acquire employable skills. As a result, plans must be made quickly to develop a strong pool of skills that will enable many younger people to support their families with a fair living (Amara, 2005). The accomplishment of all the Millennium progress Goals as well as economic and social progress depend on women's empowerment and their ability to fully exercise all of their human rights. The third Millennium Development Goal (MDG, 2015) emphasized the need to lessen gender-based discrimination and increase women's empowerment.

To prepare them for primary education, make sure that all boys and girls have access to high-quality early childhood development, care, and education by the year 2030. Accessible and high-quality technical, vocational, and postsecondary education for all men and women. Significantly raise the proportion of adults and youth with the necessary skills—technical and vocational—for employment, respectable occupations, and entrepreneurship. A 2019 report states that 27% of Asian women are not attending school, which is higher than the percentage of boys. Additionally, two thirds of women are still illiterate (UNSDG 2019).

One sustainable way to provide people with the skills they need to help achieve the development

goals in the 2025 vision is through competency-based vocational education training (Pakistan Vision-2025). In order to combat poverty in the nation, it is essential to improve skills through vocational community centers. Non-formal education has been used in an effort to break down the rigid boundaries between general and vocational education. Improving household productivity by empowering women makes it easier to get and handle money. Vocational education strengthens the voices of women and closes the skill gap. The UNMDG prioritizes women's empowerment, whereas the UNSDG highlights the need of vocational education for adults and kids. The national goal for development success is to have a sustainable approach to skill-building. It can satisfy people's social and financial needs in the modern world. The ensuing attributes of vocational education centers are aiding women in reaching the goals established at the international level and partially realizing Pakistan Vision-2025.

FEATURES

Outcome

With the help of a national authority, the course is designed to meet the requirements for competency across the nation.

Curriculum

The curriculum gives incoming students a clear picture of what is expected of them in terms of performance, circumstances, and prerequisites.

Delivery

Flexible delivery allows beginners to exercise initiative while learning.

Assessment

Evaluation must measure total performance verified against a certain competency criterion; be available for skills acquired outside of the path; Additives for off-the-activity or the administrative center, if applicable.

Reporting

Reports of abilities received need to be supplied to newcomers.

Certification

A recognized statement of attainment within the national framework should be obtained by individuals who have demonstrated all necessary competencies in an accredited course or training program.

STATEMENT OF THE PROBLEM

Vocational community centers can help women whose formal education was hindered by poverty, lack of academic success, or restricted access to formal education.

VCC is working to develop a skilled and productive workforce that could contribute to the empowerment of women in Sialkot and increase the country's competitiveness on the world stage. This research will examine its function in promoting women's empowerment.

RESEARCH OBJECTIVES

The study aims at:

- 1- to determine the abilities VCC has cultivated in relation to women's empowerment?
2. To investigate the part VCC plays in women's social empowerment?
3. To investigate the function of VCC in the economic empowerment of women?

RESEARCH QUESTIONS

- 1.1- Which types of crafting abilities help women grow VCC?
- 1.2: How does VCC help women develop their problem-solving abilities and real-world experience?
- 1.3 How does VCC help women build the analytical and critical thinking abilities they need to solve problems?
- 1.4 How do a variety of VCC activities help the community acquire professional skills?
- 2.1: Can women who attend a vocational community center acquire a sense of autonomy?
- 2.2. How can VCC empower women to feel more self-assured in their daily lives?
- 2.3 How does VCC influence the modification of social relationships?
- 3.1: How does VCC support women's involvement in household economic decision-making?
- 3.2: How does VCC give women access to and influence over financial matters?
- 3.3: Does the VCC help women organize with others to promote economic activity?

RATIONALE

More than half of Pakistan's population is female. Rural areas are home to 63.3% of females. had reduced retention rates in formal schooling as a result of their upbringing, culture, and local constraints. They lost out on receiving a fundamental education. Vocational Community Centers (VCCs) are places in Sialkot Cantt. where young and adult women from underprivileged areas receive training in a variety of fields, which helps them become self-sufficient and generate income. While girls with the prerequisite of at least a Matric pass are also able to receive this training from different vocational institutes. They assisted students who are from cities.

In order to empower women without regard to age or educational requirements, it is necessary to investigate and understand the mechanisms and tactics employed by VCCs. With or without a primary education, this study has contributed to the exploration of initiative-level prospects for the socioeconomic empowerment of women living in regressive areas.

SIGNIFICANCE OF THE STUDY

Women were able to take as many courses as they wanted to hone their handicraft skills because of the resources offered by VCCs and the freedom to practice skills at home. their centers support women in applying their abilities in a professional setting. VCCs help people acquire skills that contribute to the social and economic empowerment of women. In order to help women live better lives, this project will investigate how VCCs support their social and economic empowerment.

The study would serve as a hotline for women or girls who are unable to go to school. It would teach them how to get by without a formal education and give them more authority.

Trainers would benefit from a better understanding of the training methodologies used by Vocational Community Centers (VCCs), as well as how these centers perform overall and how they contribute to enhancing training quality. The trainer will know specifically how to support trainees by meeting their financial needs and giving them social and economic empowerment. Through increasing VCC knowledge and training, it will also assist stakeholders in empowering women.

The other topic of women's empowerment that might be researched would be covered by the study. It would help create the most effective and efficient Vocational Training Center system possible in Pakistan's remote locations.

DELIMITATIONS

The Troops Family Welfare Centers (TFWC), also known as Vocational Community Centers (VCCs), in the Cantt of Sialkot were the sole subject of this study. The organization's purpose was to provide assistance to the families of lower-ranking army personnel or junior commissioned officers.

LITERATURE REVIEW

Introduction and history of Vocational Centers

Vocational education and training (VET) is rarely perceived as the solution to improve the chance of youths who miss the resources, skills or motive to continue with higher education. VET around the world can be classified into three sharp systems: (i) school-based, (ii) a dual system combining school training with a firm-based approach, and (iii) informal-based. Vocational education may also be the solution for low-ability people or low-motivated people for whom the costs of investing in general human assets are too high, or for youths who heavily step-down the future. The vocational schooling option is often detected as a dead-end track and second-choice education in many countries, very lowly regarded by the population. In summary, the evidence indicate that the private returns to vocational schooling are very similar on normal, and in many cases higher than those of universal schooling. Changes in the relative returns of the two education choice over time emphasize the continuous need to alter the vocational system to modification in labor demand, which can hence be declared as one of the main situation associated with the execution of the vocational schooling system (Zimmermann, 2012).

Adults involved in VET in school programs fall into two distinct groups. They are young adults who must attempt further training to be eligible for the Common Youth Allowance and mature aged adults who are seeking training to raise skills or participate the workforce. Time and cost of travel are major gable to these groups, and Year 11 and 12 students, work study in a regional center (Kilpatrick, 2000).

The history of vocational courses into the universal school education dates back to the early 1950s and many experiments have been conducted. However, these efforts have not had a significant impact on general school education, which from the period of complex rule was geared toward producing clerks and other office workers rather than technicians, engineers, and scientists (Saeed, 2005).

Report of the commissioned on national education: 1959

It defined the goal of the educational system as follows: "We will have the skilled labor force, educated populace, and capable leadership we need with the change and organization of education in Pakistan which we have suggested." Declaring the aim of adult education as "the change of the individual to his full capability in his personal and social life so that he may be a cheerful, healthy, and helpful citizen and able to make his best contribution to the community in which he lives," the statement stated that adult education's purpose could not be anything other than the overarching objective of all education. In the long run, it may involve the following: personal and community medicine; simple and practical science; civics; economics; religious and need development; reading, writing, speaking, listening, and calculation skills; vocational skills; domestic skills; expressive style skills in the study and craft fields; and preparation in reasoning and field of study thinking (Bengali, 1999).

EMPOWERMENT

Fighting injustice is what it means to be empowered; it means not letting people participate in society on unjust terms or in ways that go against their rights. The ability to choose defines empowerment, which calls for alterations to the social structures that give rise to power dynamics and the unequal distribution of opportunities and resources in society.

Not only is it vital to invest in women's abilities and give them the freedom to choose, but it also promotes economic development and growth. How much a person participates in their life's decisions and actions explains their level of empowerment. In Sohail (2014).

WOMEN EMPOWERMENT

Since the 1980s, women's empowerment has been a topic of interest and activity for researchers. It can be seen as both the end in itself and a way to get to other development objectives. The integrated development method, the conscious raising approach, and the economic empowerment approach are the three main approaches to women's empowerment that are experimentally investigated in this study utilizing three distinct and independent models. For the purpose of empirical research, the study uses data for Pakistan from 1996 to 2009. The findings show that women's participation in the labor force, enrollment in secondary education, and general development all favorably impact women's empowerment.

The objective of women's empowerment can be accomplished through educating them about their rights, enabling them to participate in the labor force, and emphasizing integrated development by advancing the development of women as a whole (Pervaiz, 2012).

Women Empowerment in Pakistan

One of the major concerns of modern development plans in an international forum is the empowerment of women. Islam, which dates back 1,400 years, is the faith that most effectively provided the world with a model of a society in which women enjoy all fundamental human rights, as well as much more than those that contemporary women can only dream of. The Islamic Republic of Pakistan was founded 63 years ago with the goal of putting Islamic law into practice and leading lives that are consistent with the teachings of Prophet Muhammad (PBUH) and Allah Almighty. However, despite 63 years, the Pakistani government has not carried out these laws, leaving women as the most disadvantaged and vulnerable segment of the population. Although Pakistan's political governments have made significant progress toward women's empowerment, these efforts have primarily benefited the relatively small percentage of urban women; the majority of rural women continue to endure terrible living conditions, including poverty, ignorance, and violence.

This research aims to inform policy makers that granting Pakistani women their rightful place and respect requires not only the implementation of Islamic laws protecting women's rights but also the

enhancement of their working conditions, health, and educational opportunities. Our findings demonstrated the potential for change in this area that comes with media availability. Islam provides for the fullest possible empowerment of women, thus we don't need to adopt the other theories and ideas that are currently being discussed in international forums. It is vital that the government and the people work together to empower the nation's population above fifty percent by creating an atmosphere in which the application of Islamic law is feasible. (Sohail, 2014).

WOMEN'S ECONOMIC EMPOWERMENT

Most women work in small- or large-scale firms in the economic realm. If they are educated, wives of wealthy businessmen and entrepreneurs can also assist their husbands in this way; they can engage with these men in intellectual conversation and provide them with helpful career advice. These women won't experience any shame or inferiority complexes when interacting with their husbands' friends, business associates, or other influential people. Women who have completed their education and find meaningful employment can also help their husbands finance the family home and their children's education. (Ojobo, 2008).

Uneducated women in developing nations face difficult circumstances since they are dependent on men. Economic progress is impeded by gender imbalance in schooling. Economies that do not invest in women incur costs, such as reduced revenue and stagnant economic growth. Economic growth is a result of women's empowerment. It is important for women to empower themselves. Women's empowerment in the areas of health, education, reproduction, political engagement, and microcredit is supported by developing organizations (Sohail, M. 2014).

Women's uptake, retention, and training effectiveness could all be greatly increased by making small design changes to business and skills training programs, as well as to class schedules and locations. More broadly, to better meet the requirements and demands of female clients, little changes to the layout of financial services, business, and skills training programs could have a significant positive impact on results and performance (Furst-Nichols, 2016).

According to research on women's economic empowerment, having more money under their

control boosts their confidence and allows them to vote and have a say in:

- household decisions, such as those pertaining to household well-being. To make more egalitarian judgments on the diet, education, and health of their boys and daughters, for example, women often use their income power.
- Making decisions about the purchase, distribution, and sale of assets.
- Fertility decisions: Women who are more successful financially typically have fewer children. Since they are typically the ones that gather the family's natural resources, such as firewood and water, rural women tend to advocate sustainable environmental practices when it comes to land usage and conservation (Negash, 2010).

Women Empowerment And Entrepreneurship Development

In India, there is no denying the rise of female entrepreneurs and their impact on the country's economy. Over time, and particularly in the 1990s, the number of women entrepreneurs has increased. Women entrepreneurs should be applauded for their improved use of contemporary technology, increased investments, ability to carve out a profitable niche in the export market, ability to generate significant job opportunities for others, and ability to set an example for other women entrepreneurs in the organized sector. It's still true that women entrepreneurs have the ability to do far more than they have, despite their achievements to far. There are two primary reasons why women's entrepreneurship requires distinct research. First, women's entrepreneurship has been acknowledged as a significant untapped source of economic growth during the past ten years. In addition to creating new jobs for others, women entrepreneurs also make a difference. In addition, they provide the community various approaches to handling organizational, business, and management issues in addition to helping to take advantage of commercial prospects. The second factor is that women in entrepreneurship has not received much attention from the social sciences or from society at large. Women not only participate in

entrepreneurship at lower rates than males, but they also typically establish and run businesses in different industries than men do (Sathiabama, 2010).

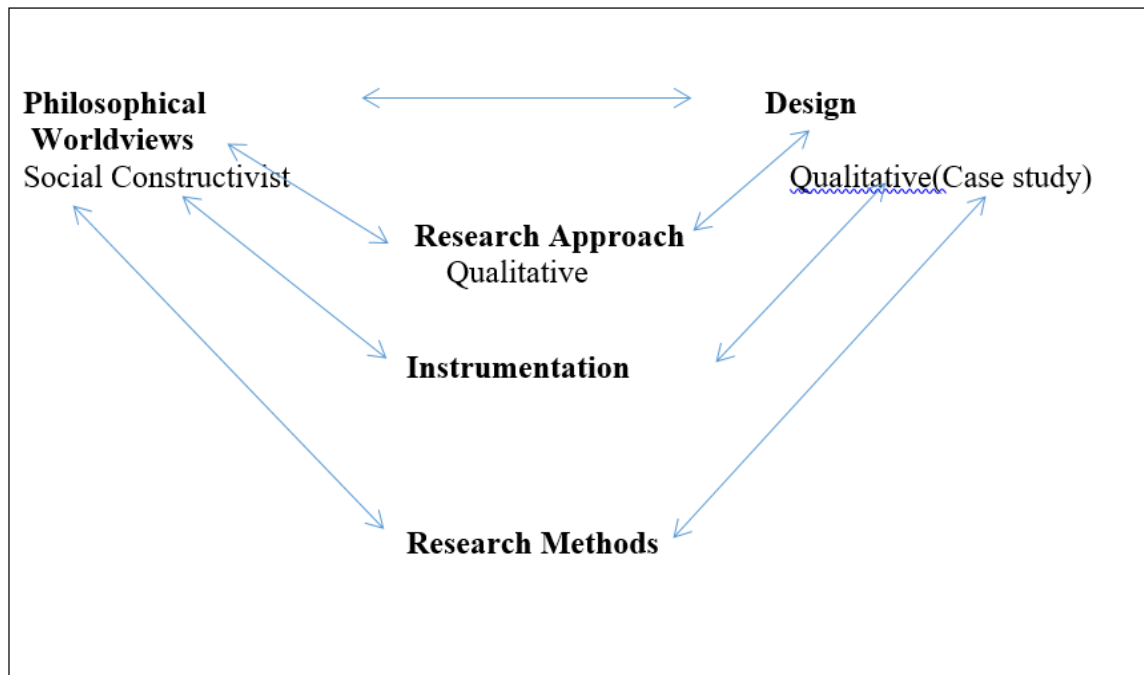
WOMEN SOCIAL EMPOWERMENT

The primary research implication of the findings in this work is that development should be understood as social transformations rather than as the product of millions of disorganized and unrelated individual responses to shifting "constraints." Here, we have concentrated on women's capacity to influence specific results in their daily lives in their families and households (Smith, 2003). Enhancing women's social or economic resources may lead to an increase in domestic violence in environments where gender inequality is strongly ingrained, according to our findings. It is possible that this is a passing phenomena that will eventually go away. Nevertheless, the results, when paired with the body of available research, highlight the pressing necessity of interacting with and influencing men, families, and communities in order to promote gender justice and equity (Krishnan, 2009).

It applies the framework to three of the countries listed in our work plan at UNESCO. Most of the indicators we have developed to quantify women's cultural involvement and rights are not readily available from international data sets. It would be beneficial if the UN regional commissions made an effort to gather this information for the nations in their various regions and incorporate it into their own datasets. More precise, comparative, and timely statistics will make it easier to evaluate how much women's empowerment in a variety of fields and the overarching policy goals of the Beijing Platform for Action have been realized. (Senftova (2005)

According to a study conducted in Rwanda, in partnerships between men and women, sharing decision-making and making economic contributions is seen to have a favorable impact on household development, relationship satisfaction, and preventing conflict.

RESEARCH METHODOLOGY



RESEARCH DESIGN

Through intricate interventions, relationships, communities, or programs, case study research is a qualitative methodology that enables researchers to examine individuals or organizations. In addition to considering how a phenomenon is influenced by the context in which it is situated, it allows the researcher to respond to "how" and "why" type questions (Jack, 2008).

This design process turns the "case" we choose into the concept of a radical, comprehensive, and in-depth investigation of the areas we want to learn more about. It's a method where we thoroughly examine a particular instance. Gilbert (2008) (Kumar Ranjit)? An exploratory case study is utilized to investigate scenarios in which the intervention under evaluation yields a non-uniform set of outcomes. Before an exploratory case study, there will be statements regarding (a) what will be investigated, (b) the purpose of the investigation, and (c) the criteria that will be used to determine whether the investigation is effective (Yin 2003). The research topics for investigating the role of VCC for women's socioeconomic empowerment will be addressed using a single case study (holistic) design. Operational definitions will have bearing on the pertinent inquiries. The kind of information that is being sought is interpretive. The

reader's past experiences and expertise influence how well-equipped they are to construct the case study and apply the findings to a similar setting, which is why this study is commonly referred to as the "epistemology of the particular." Chemical analysis is frequently used to build and develop conceptual frameworks (Airasian, 2011). The capacity of the case study to "enable the researcher to realize a holistic view of a certain phenomenon or series of events providing a round picture since many sources of evidence were used" is its actual methodological strength (Hill, 2017). One case study is justified since it is an example of a typical or representative case. Capturing the conditions and circumstances of a typical occurrence is its goal. According to Yin (2003), this study will reflect the experiences of the participants and VCC.

Population

Our investigation is conducted at the VCC in Sialkot's Cantt region. Through the provision of occupational skills for socio-economic empowerment, these facilities offer guidance, support, and an enabling environment to young and adult women of Army personnel. The study will involve participants from the Army's 8 Div. Vocational Community Centers in Sialkot Cantt. Eight Division is comprised of four centers. The

participants have received training from these centers, or they are currently receiving it. Jasser, Chawinda, Div Log, and ZamZama are the names of the center. Twenty trainers and trainees served as study units and were interviewed.

There was deliberate sampling. With purposeful sampling, which is a non-random sample technique, the researcher chooses "information-rich" cases for in-depth analysis. When a researcher chooses a sample that frequently yields the most important information, this is known as purposeful sampling. This sampling approach is widely used in qualitative research to identify instances with rich information that will be examined in a batch on issues that are crucial to the research goal. (Source: Thomas, 2010)

RESEARCH METHODS

A semi-structured interview was created with the assistance of the evaluated literature. The research questions were in line with the interview questions. The tool has looked into the following:

- The VCC's role in women's empowerment
- The part VCC plays in empowering women socially
- The part VCC plays in empowering women economically

DATA COLLECTION APPROCHES

As the research develops, data collection techniques and instruments can be modified.

Observations: Field Notes (Eye Observation, Recording, Physical activity, Direct study)

Examining Records: (Archival documents, Videotape and Audio Tape, Artifacts)

Interview: (Semi structured)

i. OBSERVATION & EXAMINING RECORDS

By participating in an observation as an observer, the researcher was able to compile field notes. Here, the researcher assumed a formally acknowledged position within the organization or group. The process of observation involves making field notes about the participants, the environment, the goal, the social behavior, and the frequency and duration of phenomena. A combination of verbal and nonverbal behavior as well as personal events were observed.

a. Eye Observation

The use of the eyes is related to observation rather than the use of the voice and ears. It follows

that visual observation provides the most accurate environment in which to make an observation.

b. Physical activity

In the observations, sense organs play a crucial and cautious role. In order to conduct a thorough analysis of the subject, the researcher must retain in mind all of the observations made throughout the observation period, using his senses to see and hear things.

c. Direct study

The investigator has gathered authentic primary data that involves an in-depth analysis of the circumstances.

d. Field Notes

Documentation of activities conducted in vocational centers was maintained by the researcher. Writing down the varied impressions and filming them with a video camera is a popular way to take note of these activities. The researcher enumerated the actions of those in her immediate vicinity. The likelihood of an error increased with the recording produced by a video camera or cassette.

Within the context, the researcher has looked at the following data sources.

e. Archival documents

These documents are repositories for all sorts of records- participant's records Faculty and centers policy.

f. Audio/video tapes

Researchers also have access to audio and video cassettes, which are useful but a little intrusive. For interviews, the researcher used a cell phone equipped with a digital voice recorder.

g. Artifacts.

The data sources that the researcher has gathered, both written and visual, help me better comprehend what is going on in the centers and classrooms.

ii. INTERVIEW

SEMI STRUCTURED INTERVIEW

The interview was essentially a casual chat in which the researcher asked a question about anything that had come up as a chance to learn something in the context of the research. Informal interviews have been utilized in the study to get more intricate and private data.

DATA RECORDING PROCEDURE

Before going into the field, several strategies were prepared. Observations and interview protocols were used to get the necessary data. A plan was made for how observations would be recorded.

Throughout the investigation, numerous observations were made in order to collect data. The researcher's personal thoughts, including "speculation, feelings, problems, ideas, hunches, impressions, and prejudices," were recorded in reflective notes, which were separated from descriptive notes, which included participant portraits, dialogue reconstructions, physical setting descriptions, and descriptions of various events or activities (Biklen, 1992). The field setting's time, location, and date of observation, as well as its demographic details, were also recorded. Questions were asked and responses were recorded during an interview using a semi-structured interview methodology. The data was transcribed after the interviews were audio recorded using handwritten notes that contained the recorded material. The components of the interview protocol were as follows. A headline containing the interviewer, interviewee, date, and place, Starting with some icebreaker questions, there will be some closing inquiries, asks pointed questions to elucidate specific concepts. There were spaces to note answers in between each question. An ultimate expression of gratitude to honor the interviewee's time spent during the process. A log of papers was gathered for a study's analysis. A log was used to record the information from main and secondary sources. It also contained an ordered collection of the visual materials that could be

retrieved. By directing the discussion around who, what, where, when, why, and how, the researcher has a list of questions prepared to ask participants. For the purpose of gathering data, the researcher has selected two standard options. Throughout the interview, make notes and record the audio.

DATA ANALYSIS

Interview data analysis

The researcher directly interacted with participants while visiting Vocational Community Centers to gather data. Finding meaning through direct explanation of what the respondents experience and what they have observed firsthand is a crucial part of data processing in qualitative case studies. Individual and focus group interviews were taped and transcribed for this investigation. Students were required to respond either orally or in writing to a few open-ended questions. Through these procedures, insightful information that could be directly related to their experiences may surface. In order to reach conclusions, the individual responses were examined, contrasted, and categorized with the findings of the interview transcription. This was done through triangulation and interpretation.

Number of Centers and Participants selected for Research Visit

Table shows that the subjects were concerned from the below mentioned four centers as entrepreneur, Trainer, and learner.

Table

Centers	Entrepreneur	Trainer	Learner	Total
Jasser	2	2	1	5
Chawinda	2	2	1	5
Div Log	1	3	1	5
Zam Zama	2	0	3	5

1 - Craftsmanship skills

A series of insightful questions enabled the interviewer and the interviewees to delve deeply into the topic of the impact of handicraft skills on women's social and economic empowerment.

Some topics deal with culture, while others stressed the need to create occupations that require a skilled labor force in order to improve people's quality of life. Below is a discussion of the sub-themes that arose.

Table 1

In any job, craftsmanship is crucial, and it must grow in people we are preparing for the workforce.

Main Theme	Sub Theme	Evidence / Excerpt from Respondent Information
Craftsmanship skills	Cultural role	traditional craftsmanship cultural heritage/(transferable) Drafting
	Generating jobs	work in the informal sector self-employed like Domestic Stitching Beautician Adda Work Koreshia Work Hand and machine embroidery Computer Course
	skilled work force	Skilled craftspeople are attentive can be self-absorbed notice things more precisely set demanding goals are responsible are reflective and enjoy giving and receiving feedback
	Enhancing quality of life	routine expertise resourcefulness functional skills Business like attitudes wider skills for learning

Additionally, it is closely linked to the sense of self. It represents a person's identity and abilities.

Cultural role:

The focus of efforts toward sustainable development was on conventional economic activities, like cultural variety.

"The ability to recognize any culture is a component of the skills" (ZCT-7). "Generation after generation can use these skills." The customs of any area are reflected in its cultural heritage (SCE-6). "We can connect two aspects of craftsmanship. First, until a piece of work is completed to a high standard, it is important to draft. The draft's inherent value is the second (MZL-18).

Producing Employment: Craftsmanship has a significant impact on industrial progress, economic development, and the creation of jobs that reduce poverty.

"Teach them life skills through sewing by starting a school in your community and sewing clothes for a fee" (ADE-11). "I can make money to pay for my living expenses after learning how to do Adda work

and machine and hand embroidery with domestic tailoring."(SZE-17). I study computers, so I can work from home and make money online. work".(MZL-20)

Skilled workforce:

Technical proficiency is only one aspect of craftsmanship. It indicates a mindset on one's work. "Trainers can and ought to be trained to approach tasks and thought processes with a craftsman-like mindset" (NZE-16). "Women enroll in a variety of courses, including practical vocational training and beautician courses" (MDL-15). The most challenging goals for vocational and practical education are broad learning skills.(MJT-3).

This data makes it clear that resource productivity and economic growth are significantly impacted by handicraft abilities. The goal of these abilities is sustainable development. The creation of non-formal employment or local household income through social engagement are the top priorities.

2-Develop a sense of autonomy

Workplace welfare and job satisfaction increase when employees embrace autonomy. Independence improves social interactions, one's

standing in the job market, and inventiveness regardless of age. Because more people are willing to finish tasks, productivity rises as a result.

TABLE 2

Main Theme	Sub Theme	Evidence / Excerpt from Respondent Information
Develop a sense of autonomy	- Age of women	Teenage to adult women learn and work, memory issue, awareness about technology
	- control over social activities(children marriage, education etc)	Have equal rights to make decision now not before in different aspects of life. In education, Support my father, independent, Especially in designing of cloths, both husband and wife
	- help children to make new skills	Able to provide oral and practical skill, encourage having secure and flexible labor market, these skills help in need.
	- women labor market position	Skills make me independent, Can go alone and meet relatives, VCC changed my circumstances in a better way, difficult to manage but handle, I become self-governing, get relief from domestic politics, explore new things. Trained women Can Buy and sell things in the market but trainee are dependent.

Age of women:

These institutes give women and girls from military households access to skills. Since they are from remote parts of Pakistan, there are no age restrictions for them. Women between the ages of 16 and 50 came to learn these skills, which helped them become self-sufficient.

"Every age group is working and battling to become financially secure" (RJL-5).

Control over social activities:

The respondent reveals during the discussion that these vocational abilities lead to the development of verbal engagement that fosters the interchange of feelings and ideas.

"I don't have kids, but I help my father get my sisters and brothers married."(RCE-6). "These job-related abilities enabled me to take part in my kids' education and take care of household duties" (MZL-20). "You will undoubtedly overcome all depressions, gain confidence, and be able to visit family locally."(NCT-8).

Aid kids in learning new abilities: Following conversations with business owners, educators, and students, it became clear that women must acquire

these skills throughout their lives. They will be in a better position to pursue a fruitful and satisfying job if they acquire these abilities.

"We employ various techniques after assessing each girl's level of knowledge and comprehension."NZE-16. "The students were able to master these skills through oral and practical presentations."(MJT 2). "We learned how each skill helps us when we need it."(ACL-10).

The situation of women in the labor market: Women who do well in this vocational training are now earning more money. The topic mentioned that since we have these abilities, we may work for ourselves and make money from home.

"With these talents, I have a prosperous life and a stable and flexible labor market."(SZE-17) "I developed self-control and the confidence to meet customer needs."(MCT-9)

3. Social interaction

Mutual respect, trust, and commitment to one's job are the foundations of these social partnerships. These trainings help us develop this skill, which gives us direction and a feeling of purpose in our interpersonal and societal relationships. People can communicate thoughts and sentiments in this

relationship through verbal, physical, and social exchanges.

Table 3: Primary Subject Evidence / Snippet from Interview Data

Interpersonal connections - Social relationships Job expanded social network, People came for different tasks, skills improve the connection with time, recommendations about what to wear and how to wear it, interact with different people, learn from each other in the center, and use of computer connections is growing daily. assistance from individuals who provide financial support, care, and assistance for various chores, - strengthening my bonds, exchanging advice, helping those in need, Community views on significant issues, family concerns, and optimistic outlook interpersonal relationships: These are the tight bonds we have with the people in our lives that are closest to us, such as friends, family, and coworkers.

"My job improved my social circle by helping customers with their tasks" (RJE-1). "I improve my interaction with many people by giving different tips and advice on what to wear and how to wear it" (MJT-3). "Yes, even though I help my cousins sew what I'm learning here, I still do household chores" (ACL-10).

Support:

One interviewee stated, "Before working, I was in depression and alone," but social relationships help various areas of needs and wellness.

"Yes, I use my expertise to mentor and assist a lot of people." ZDT-12. "The women arrived with the intention of acquiring these skills so they could provide for their families" (RJE-1). "These days, we use your tube for free assistance to better understand these skills" (HZL-19).

Developing a bond:

Throughout the casual conversation, numerous participants revealed that social connections not only foster intimate relationships with family members but also with friends, neighbors, and coworkers. Thus it makes sense that our jobs would result in the formation of close relationships.

"I advise people on various skin care techniques and maintain the health of their skin." (MML-15).

"Because I experienced this before receiving this training, I serve those in need with all of my heart." NZE-16.

Community: We want to get to know everyone in our neighborhood, at work, and at the center. Due to our social community membership, this relationship gives us the impression that we are not alone.

"People in my community ask me now, but not before, for my opinion on important matters" (RJE-1).

"When it comes to matters, my family members follow my suggestions." MJT-3.

"Because of my upbeat attitude, other people in my immediate vicinity discuss any issue." (ZSL-18).

4. Making Economic Decisions

Making judgments is something we must do on a daily basis, and it is a skill that can be developed. Making decisions about work is one of the greatest traits of a true professional. such as how to make money with these talents and how to save money on activities that make money by choosing various options.

TABLE 4

Primary Theme Secondary Theme Proof / Taken from Respondent Data.

Financial Judgment Making Create cultural goods Domestic stitching, hand needlework, traditional cultural resources, and cultural expression authority over earnings Own money, set aside money for the future, preserve my income, keep a secure place for emergencies, and take a pragmatic approach. Financial effectiveness work seven hours a day, seven days a week, do hand embroidery at home, earn more money than I spend, and live well. The role that women play in creating income teaching pupils what I learn by having them do Parlor work and teaching girls the fundamentals of computers. Create cultural products: Cultural factors play a major role in determining economic activity. It makes judgments about labor market participation. Cultural goods are in higher demand and cost more on the market. "These traditional cultural resources have an economic impact on cultural transformation" (NZE-16). There are restrictions when it comes to examining how traditional cultural products influence consumers through companies (ZDT-12). "Traditional cultural products exhibit a truer and more profound cultural expression." (ACL-10). Control over income: Some participants reply that they can better grasp their surroundings after

learning to be self-directed. "Independent women are more practical than men in managing their finances and avoiding risky financial practices."(NJE-4)."We saved and spent some cash for emergencies" (ZDT-12)."I am going to set aside some of my income and save for the future."(MML-15).

Economic productivity: Women's contributions to economies improve even when they receive lower pay than males in the marketplace. "The economic empowerment of women leads to higher economic status and increased productivity compared to other productive outcomes."(NJE-4)."With these abilities, I didn't spend any money—I just participated in the market and made money" (HDT-13). "These skills give me control over how I spend my time and how much money I spend at home" (MDL-15). The role of women in income-generating activities: All of the respondents mentioned the assistance these training facilities provided, as well as their ability to handle income-generating activities. "by teaching pupils and doing stitching at home" (SZE-17). "If girls want to learn, I can open a parlor and train them" (ACL-10). OBSERVATIONAL DATA ANALYSIS 1-Craftsmanship skills "At my back home I will open school and women in neighbor will come for learning with their daughters" (HZL-19).

Theme Principal Sub Theme Proof / Taken from Respondent Data

Skills in craftsmanship Cultural function Customary clothing that is always in style picture graphs producing employment beautician, a fashion designer, a computer instructor, a teacher of Adda work, a teacher of needlework, and a home tailor. Competent labour force VCC guidelines Sustainable development, overcoming shared obstacles, lifelong learning, and skill-building techniques improving living standards Curriculum, Rural communities, Capacity Building. When women wear their outfits, our ability to design them symbolizes solidarity. The researcher notes that the individuals' acquisition of ancient skills demonstrated their adherence to their ancestors' customs, religion, and culture. Handmade items are rare and in high demand.

Cultural function

It was found that the abilities acquired at these vocational institutes lead to employment and

support the entrepreneurship of women. Girls who have completed school use their talent to create outfits and promote their brands on social media. Today's effective beauticians are the subjects who learn parlor tips. Individuals who enroll in computer classes have the ability to instruct their neighbor in computer usage and teach them skills through YouTube. After completing their chosen trade education, females frequently work as domestic tailors. The majority of women from underdeveloped regions and with restrictive families use their talents for payment at home.

knowledgeable labor force

The fact that they are lifetime talents that require constant development as time and demand change is demonstrated by the overall discussion. It's social learning and informal learning at home. If it were known how much re- and up-skilling is required to meet the modern demands of social life, these skills would be beneficial. Because they are able to quickly upgrade their skill techniques, skilled professionals have a strong commitment to their employment.

improving living standards

These skills developed future-ready competencies. After being released from VCC, low-income women can take care of their families by using their skills at home.

The participants show how significant vocational education is to their social and economic lives. Competition grows as a result, eventually leading to improved work quality.

2. Grow in self-reliance

Primary Theme Secondary Theme Proof / Taken from Respondent Data

Grow to be self-reliantThe age of the femaleAdmissions record registration, interest level, and talent awarenessauthority over social activities, such as marriage, education, and childrearingEqual rights, support one another, and take part in family decision-makingaid kids in learning new skillsTechniques, self-made, satisfy demandswomen's place in the job marketWomen's freedom, attitude shift, progressive ideas, and constructive disagreements

Age of women: These centers appeared to be used for educational purposes by people of various ages, from teenagers to adults. The NCO displayed the admittance register, which includes all of the

biographical information about the ladies and girls who come to learn. Girls and women had enrolled in classes based on their interest levels. Their understanding of many talents raises their level of learning enthusiasm.

Control over social activities, such as child marriage, schooling, and so forth:

Before acquiring the skill, it was evident in the classroom that they were leading regular lives, deferring to and accepting the decisions made by their husbands and other family members. But now that they are able to provide their spouses or parents with unwavering support, family concerns are discussed with them. They gain the ability to judge what is good or incorrect in any decision pertaining to any topic.

Aid kids in learning new abilities: The researcher watched teachers in action while they were instructing. Learners are able to adapt acquired abilities to suit their needs and preferences in this way. The student who embraced these abilities in their daily lives as a career is now a self-made individual. Today's Basic Needs Day was made possible in part by these strategies for imparting practical and conversational skills.

The labor market condition of women was expounded upon by a volunteer girl who was a resident of Rawalpindi and worked as a teacher at the Beacon House School system. That was where she was holding a training session. She explained how to apply these abilities in the marketplace to support robust social and economic development. She explained during the general discussion how she began her internet business by using social media to market her mother's handicrafts and paintings. She was persuading women with optimistic thinking. They have the ability to experiment and alter their mindset.

3. Social interaction

Primary Theme Secondary Theme Proof / Taken from Respondent Data

social connection Personal relationships Observations, recommendations, social network, and engagement help people, support artifacts, and provide for the poor strong relationships, social contact, family support, and bonding society Daily existence, prospective education, welfare, and the environment for welfare

Interpersonal connections: During visits to these institutes, researchers saw the basis of interpersonal connections. Women were preparing to stand up and fight for their rights. In order to advance in society and grow, they were preparing for challenges. The advice they were offering one another about their jobs or interactions with other people was proof positive.

Support: The objects that the participants made demonstrated their social support. Because you gain a wider perspective from the work you do and the assistance you provide to friends, strangers, and family members in need. The manner in which students supported and assisted one another in the classroom improves life quality and provides support during difficult times. The staff admits that since they have this power, they can now support not only their family but also other family members and the less fortunate in their community.

One entrepreneur lists close ties to the community as one of the advantages of working from home. Prior to mastering the art of home needlework, she said that no one knew her. Being a stay-at-home wife, she was entirely reliant on her husband's little earnings. However, she is now able to socialize with others for professional reasons, and her social circle is growing daily. that was beneficial not only for financial gain but also for the ongoing development of a close family unit that supports one another during good times and bad.

Community: It was evident that the individuals' daily lives shaped a certain community around them. Students learn in centers with the goal of preparing them for life in the real world and in a community. Community-based learning brings people together globally and offers opportunities for learning from training. That demonstrated how a community grew up around them with distinct standards and traditions.

4. Making Economic Decisions

principal idea Evidence / Excerpt from Respondent Information under Theme

Financial Judgment Making Create cultural goods Showcase, Positive Impact, Asset, and Introspection authority over earnings Payroll, revenue streams, and savings financial effectiveness Unofficial work, income, Long-term productivity The role that women play in creating income Capacity for risk management, education, and low-level independent business

Create cultural goods

A variety of handcrafted items from other cultures were on display, including pottery, paintings, cushions, and embroidered fabrics. These vocational training facilities are fulfilling their responsibility to preserve old crafts and knowledge of obscure industrial techniques. Women from all throughout Pakistan demonstrate their knowledge by showing off their handiwork, which aids in understanding our nation's history.

Command over earnings:

During the roundtable conversation, the entrepreneurs, trainers, and learners shared their opinions regarding the compensation they receive for their services. Some bought home goods with their money. Some couples decide how much money is saved. One indicated that she controls and receives a fair portion of the advantages related to economic choices.

Economic productivity: Based on observational data, it was evident that these centers were crucial in enabling women to participate fully in the economy and advancing the 2030 Agenda for Sustainable Development. In informal employment, skilled women made up an excessive number of workers. In addition to increasing sustainable productivity, they trained women who were employed as domestic helpers, with some of them also performing low-level labor in the market.

The role of women in income-generating tasks: Women were found to be capable of risk management and steady consumption in the face of shocks and income loss during field visits. Because of this, skilled women work in factories, vocational centers, and at home. They also began their careers on a small scale. Some establish their own centers dedicated to helping poor women and making money from the sales of goods they make. Shops are connected to these centers. When the prepared goods were sold, the money raised paid for the salaries of the trainers and other costs related to the wellbeing of women.

In summary, the data gathered from observations and interviews indicated that learners, trainers, and entrepreneurs felt relieved and content after taking courses provided by VCCs. After acquiring these skills, women's lives have undergone social and economic transformations, and the data gathered from interviews has aided in the exploration of these topics.

Significant social relationships have been shown to arise in these types of gatherings, which encourage people to engage in more social activities by accepting jobs in exchange for payment or without it. The participants acquired new skills in job organization, concept identification, and feedback. Participants can financially assist their families and benefit from each other's experiences, it was explained. As a result, they have close bonds with their family and the environment.

Observational data was gathered from an active classroom environment, documentation, and the regular activity of entrepreneurs in order to prevent certain differences during interviews. As an active participant in the situation, the researcher attempted to observe events as they unfolded. It was noted that women and girls from remote parts of Pakistan were receiving professional skills from these institutions. By providing training for handmade goods, these institutes contribute to accelerating the rate of sustainable growth. practically and use critical and analytical thinking to solve issues. The students were observed to be learning new information and growing from their mistakes. By completing tasks quickly, they receive training for leadership roles in their lives.

The information gathered from observations and interviews overall demonstrated the beneficial effects of these institutions for the welfare of women who were compelled to live hand to mouth due to cultural obligations.

Discussion

Women are now able to work in the unorganized sector and on a modest scale. That means employing any acquired expertise will make it simple to find employment or work for yourself. The VCC Standard Operating Procedures served as proof that these centers assisted women in sustaining a steady economic development rate. These abilities foster several strategies and are learned throughout life. Women in rural areas were gaining competences and developing the ability to acquire practical skills, a resourceful mindset, and an attitude, according to observations of the curriculum and classes.

Women were more motivated to acquire these abilities since they were less reliant on other family members when they worked from home to take care of household duties. A fundamental skill for working at home or in the office is the capacity to

assess any challenging circumstance and find solutions, which may be acquired during this course. Collaborating in groups fosters a blameless and innovative work environment while increasing efficiency. Women advance as leaders as a result of the group effort. Learn how to negotiate in order to resolve conflicts at work or in your family. There were workshops devoted to the introduction of novel techniques and instruments.

The main finding is that social empowerment of women is achieved through the development of a sense of autonomy in women of all ages who have received training from VCCs. Joining these institutions is appealing because they can acquire skills based on their interest level. They learn how to make wise choices both at home and at work.

It was discovered that due of interpersonal bonding, support, and community, all subjects' social interactions grew. They all came from various parts of Pakistan. These organizations give these ladies wonderful chances to engage with one another through education. The objects helped with work completion and demonstrated the women's culture. They said they could help those in need in addition to their own family. There was a good atmosphere because everyone worked toward one other's welfare.

The economic empowerment of women is the second significant finding. It was observed that many centers made economic decisions by arranging exhibitions in which a variety of cultural products were showcased with hand needlework and a distinct cultural appearance. A round table conversation discussed the influence women have over their money. when they stated that they earn money from sources outside than their salary. They put money aside for emergencies and their kids' college education. Because skilled persons are working for compensation or completing jobs, sustainable economic development is growing. By employing their abilities, they can control risk and produce revenue. The key discovery was that the economy may grow faster by exchanging goods and services for cash.

CONCLUSION

The study's findings indicate that women's social and economic empowerment through vocational education enhanced their interpersonal and social interactions. The knowledge and abilities acquired throughout the training helped to investigate the

role of VCC by helping to improve the quality of life for adult women and girls through skill education. The preservation of culture through hands-on experience in problem-solving centers is one of the unusual specialties of vocational training. They develop the ability to evaluate the specific issue at hand before making a choice. Professional skills from the centers enabled the students to take the lead in teamwork and develop the capacity to function under pressure.

The VCC provided classes to women without regard to age limitations or educational prerequisites. Women were socially empowered during training when they developed a sense of autonomy and confidence. The alteration in societal relationships improved women's interpersonal relationships. The training's excellent result was improved by the security offered.

Young and adult women who possess vocational skills for employment and entrepreneurship are becoming more prevalent. They began taking part in household financial decisions that were formerly made by husbands or the family's eldest member. In an effort to boost economic activity, the subjects began exchanging goods and services.

This case study on VCCs demonstrates the powerful incentives that were put in place for the families of the troops, enabling uneducated girls and women from distant Pakistani areas to start earning and participating in society after learning these skills. Data indicated that individuals with strong cultural ties and fluency in an indigenous language can also make a living.

Recommendations

1. Considering the ladies from VCCs who are receiving vocational training. To enhance women's socioeconomic empowerment through Vocational Community Centers, the following suggestions are made.
2. To achieve the third goal of the MDGs, the SDG, and Vision 2025 for empowerment, the government should support these VCCs.
3. It should be possible to acquire a skill without requiring formal education or meeting an age restriction, thanks to several institutions as the Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Technical Education and Vocational Training Authority (TEVTA).

4. Vocational training should be provided in all VCCs by the government or the private sector, focusing on hands-on experience rather than theory, in order to give at least illiterate individuals with a diploma or outcome.
5. The social, cultural, technological, and financial aspects of this training should all be considered.
6. Vocational community centers must be seen as an essential component of the formative education system, which requires effective policies.
7. People who get training should be equipped with the information and skills needed for both social and economic empowerment, according to the system of vocational training.
8. Employment and non-formal skill-based education should work together to encourage people to acquire occupational skills.
9. To increase interest in vocational programs, one optional skill base training should be provided in the formal education system.
10. The government has to acknowledge that inadequate investments do not deliver profitable outcomes. returns.

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