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## Empowering Rural Women through Skill Development: A Pathway to Sustainable Livelihoods

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**Abstract:** *This study explores skill development programs for women in rural areas such as Union Council Wahur. The study finds out current skill development programs for women in rural areas and how they affect society's economic matters. It also explores what stops women from getting better skills, how technology is involved in these programs and the effect of traditions or beliefs. This research conducts qualitative methods while following thematic analysis using semi-structured interviews with six women between the ages of 20 and 40. The study shows trends in job training, owning a business and health classes. These studies show how important these programs are for helping rural women improve their livelihoods. It gives them training and chances to be business owners while improving health issues, too. But problems like social, cultural and economic issues make it difficult to join skill development programs and make life better. The study stresses how important it is to use technology, especially skills with computers and understanding the internet. It suggests ideas such as making websites for learning, helping people get on the web easily, and setting up local community places. Moreover, the study suggests concentrating on nearby resources and teamwork. It recommends fighting against stereotypes, giving out scholarships for school, and getting financial support.*

**Key Words:** Rural Women, Union Council Wahur, Skill Development Programs, Socio-economic Status, Barriers, Technology

### Introduction

Empowering rural women improves their social, economic, and political position. It entails giving women the means, opportunity, and support they need to make decisions, access education and healthcare, earn money, and exercise their rights. Rural women empowerment is crucial. Empowering rural women benefits individuals, families, communities, and society. The empowerment of rural women improves family food and nutrition security. They may make informed health choices for themselves and their families, improving mother and child health (Ishfaq et al., 2022). For rural women worldwide, finding a way out of their current socio-economic circumstances means overcoming many obstacles in seeking skill training. In fact, these setbacks usually stem from cultural and social issues that prevent such efforts. Moreover, these barriers are compounded by the unavailability of new technologies. What can be done?

The purpose of this qualitative study is to examine the effects on women in Union Council Wahur's skill development program. Through thematic analysis of the interview data, it seeks to explore how these programs have helped this portion of society improve their socio-economic situation. In addition, it hopes to discover what obstacles the poor encounter in these programs and explore whether new technologies can help transform them. The research will study the cultural and social variables affecting skill training in Union Council Wahur. Through these factors, the research hopes to reveal the special problems confronting rural women and how they may deal with them. The ideal is for women to gain strength from Union Council Wahur and learn how to live on their own.

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## Background of Study

In the rural area of Union Council Wahur, there are still big differences in income and equality between men and women. This mostly affects the lives of ladies. In the past, women in rural areas of Sindh province in Pakistan have faced many problems. They had trouble getting education and jobs due to rules that kept them down. People are trying to fix these problems, but there's still a big difference in how skills training works. This stops women from being powerful and making progress with their jobs in this community. Current studies show how teaching skills help women all over the world become more independent and make money. But, in the area of Union Council Wahur, there is not much complete research available that fully looks at how well these programs work for rural women learning new skills. They also look into any problems they face and what effect they have on them. Also, the effect of technology and how society shapes these projects hasn't been studied much in this specific area.

This background shows why we need a strong study into how training programs for village women in Wahur can help. It's very important to know the problems, effects and possible improvements of these programs. This helps in making specific plans that tackle special difficulties faced by women here. Also, understanding how technology and social culture affect the success of these programs will give important information for future efforts to help rural women grow socially and economically.

## Research Questions

1. What important programs for training skills are there for the rural women in Union Council Wahur?
2. What effect do skill development programs have on the socio-economic status of women in Union Council Wahur?
3. What are the obstacles that rural women in Union Council Wahur face when trying to get skill development opportunities?
4. How can technology help promote skill development among rural women in Union Council Wahur?
5. How do cultural and social factors impact the efficacy of skill development programs for rural women in Union Council Wahur?

## Research Objectives

1. To identify what skill development programs are already being offered for rural women at Union Council Wahur.
2. To explore the effect of such programs on women's socio-economic status in Union Council Wahur.
3. To examine the problems faced by rural women in Union Council Wahur who want to develop their skills further.
4. To explore the possible influence of technology on skill development among Union Council Wahur's rural women.
5. To find out the influence of cultural and social factors on the effectiveness of skills development programs for rural women in Union Council Wahur.

## Literature Review

### Importance of Skill Development

Many studies show that learning new skills is a key way to help women in the country. Tawiah & Thusi-Sefatsa (2022) state that teaching skills are very important. They also show how not getting enough education can stop women in rural areas from moving forward. Agbo & Isa (2017) stress that we need to learn more about science. They think it will give women in the country better ways of making food and help their nation grow bigger, too. Women in the countryside have many problems that stop them from getting money and power. Jaka and Shava (2018) discuss these problems, like not having good market access, too few money loans available, effects of climate change on weather conditions, and limited chances to use advanced tech stuff. Garbuja & Pasa (2016) show how rural women can be helped by improving their skills and knowledge through local job programs.

Training in entrepreneurship is an important way to help rural women become financially independent. They themselves strongly support it (Winarti, 2017). However, Awoyemi and others (2021) found problems with these training programs. These issues stop rural women from fully taking part in economic growth



efforts. Ajani and Igbokwe (2015) explore how vital getting skills is for women in the country. They say it helps them work better, get jobs more easily, earn money and make their areas last longer by using resources carefully. Ishfaq and his colleagues (2022) found that three big factors help women feel more powerful. These are safe travel, having enough time for everything, and not experiencing violence at home. This is important both to support rural women's growth in power and to keep families well-fed with good food security. So, skill-building programs don't just fight against old ways of thinking about men and women. They are also important for creating different job chances and making life better for poor country ladies (Jaka & Shava 2018).

### Challenges Faced by Rural Women

Women in the countryside have many problems that stop them from being powerful and getting resources. Not having enough education and being unable to read well stops their personal growth, which makes it hard for them to find good jobs (Fabiya & Akande, 2015). Living in the countryside is harder for women because they have issues with owning land, not enough money, and technology problems.

Having good healthcare is still a big problem. It's because things like distance, lack of ways to get around, and not having enough health insurance make it very hard for women in rural areas to stay healthy (Zimmermann et al., 2016). The rules and beliefs about what is right or wrong for men and women can control how rural women act. This often stops them from getting the help they need with their reproductive health. Setting up businesses for country women is hard because they don't have enough money and skills to run a company, and some cultural problems stop them from starting companies (Ghouse et al., 2021). In farming, not having enough supplies and equipment, problems with buying markets, plus discrimination based on gender cause less food to be produced. This also means earning money is hard, and there is a lack of control over resources (Anning-Dorson, 2023).

Also, problems like weak public services for education and childcare, bad infrastructure and unfair social rules around gender make it harder for rural women to get power or be strong. (Ward et al., 2020) Old beliefs and rules stop country women from moving freely, making choices by themselves and getting chances (Rahman et al., 2023). Even with these problems, country women starting businesses are still a main force for better social and money growth (Nso, 2022). Improvements in money services and made-to-fit products like small insurance can help give rural women more power with their finances (Fletschner & Kenney, 2014). Working hard with new technology and strong friends might help rural women overcome some of these problems (Osei & Zhuang, 2020).

### Economic and Social Impacts of Skill Development

Building skills helps women get better jobs, make more money and have control over their finances. This matters a lot for their power in society and the economy. Studies show that these projects have helped rural women in different ways. Just like that, Roy and his team (2018) said we need to train more women for their own money problems. Morrisson & Jütting (2004) and Belwal et al. (2011) highlighted how teaching skills to people can be very important for economic growth in poor countries such as Ethiopia, affecting women's finances, especially launching their own small businesses or being involved with money matters. Chompa (2022) said that becoming skilled helps people become financially independent. This happens by improving the social standing of rural women and making communities feel better overall.

Bennett & Sung (2013) show that women's independence in money matters is important, but Said (2019) discusses problems such as cultural issues and a lack of support systems affecting skill development. Moreover, Hordofa & Badore (2023) showed how these plans can help family income and education besides women. Sidani and others (2015) showed how learning new skills can change how people think about women's ability to lead. This, in turn, helps create equality between men and women. Neundorf and Shorrocks (2021), along with Ahl (2006), showed how training for skills could make it easier to find jobs and earn money independently from men or partners in ways that were possible before. It also made women more confident about going against ideas people have about what is normally acceptable for girls/ladies according to typical concepts of gender roles.

These programs that teach skills don't only help women by themselves, but they also benefit the whole community. Kapoor (2019), Hidayati et al. (2018) and Olabisi (2015). They found that helping women learn skills can make their local areas stronger financially, improve business, and give back to the community efforts or social duty known as corporate responsibility 'social jobless' through entrepreneurship, which creates jobs, too. All of this helps communities.

## Problem Statement

Women in Union Council Wahur face many problems that stop their social and financial growth. Existing research (Jaka & Shava, 2018; Ishfaq et al., 2022) shows large problems stopping rural women from getting education and jobs in the economy. This is made worse by social rules related to being female, along with the limited resources they have access to.

Even though people have been trying, a big gap still exists in fully understanding and fixing the complex problems that rural women face at Union Council Wahur. The books show that there are ongoing problems, such as not having enough school access, which stop women from joining the workforce (Jaka & Shava, 2018). There are also social rules getting in the way of how much freedom and money-making power some women have. However, there is a big problem with not having recent research to understand the complicated ways these challenges happen in the Union Council Wahur area properly.

Recent studies give us limited and different details. We need to do a more complete study with the right context so we can find special steps for helping women in these countryside places. So, this study wants to help fill a missing part by looking closely at the tough social and financial problems of women in the Wahur Union Council area. It aims to find the hidden big problems, social rules and money limits that stop them from being powerful. It finally suggests special plans to improve their status in society and strengthen rural women's power locally.

## Research Methodology

This research took a qualitative approach, using thematic analysis to delve into the details and relationships within skill development programs for rural women. Deep and rich experiences, perceptions, and practices belonging to skill development initiatives proved most appropriately accessible by qualitative research methods. In this study, we used a tool called semi-structured interviews to talk with different people involved in programs for helping rural women learn skills. This happened in the area known as Union Council Wahur. These talks were the main way to get information. They aimed to find deep and detailed details about these programs, their effects, and problems they cause or face by those who run them or are affected by them directly.

The design of the tool for research was planned to be both flexible and set up properly. The way we talked in the interview used a plan. It had certain topics and questions. But, it still allowed for open conversations where you can ask more things to know better what they think or feel about those topics or answers given by people being interviewed because that's important, too! This way of doing things lets people look at different points or life stories. It helped me to better understand the complex parts around making plans for skill growth in a specific place called Union Council Wahur.

The construct of the research instrument encompassed the following components:

1. **Thematic Focus:** Main themes and questions were set. They covered topics like how skill development programs work and what effects they are thought to have on people who use them. Also, various problems experienced, points of view about technology's role in it all, and the effect cultural aspects may play were included for a better perspective or point of discussion.
2. **Open-ended Questions:** In the interview, we used questions that let people talk openly and without pressure about their experiences and ideas. They could say anything they wanted! These questions made people give lots of details and allowed the scientists to get complex understandings.
3. **Flexibility in Exploration:** While keeping a strong system set up, the study tool allowed for easy changes when talking during interviews. This allowed people to go deeper into certain areas they were interested in or give more details about what happened. It made sure they got a full understanding of the subject being talked about.



4. Probing Techniques: Methods were used to ask questions and get detailed answers. This helped me understand confusing or hard information better. This method was made to find out hidden views and complexities about skill training programs for rural women and how they affect them.

The study tool, a semi-organized interview style, was carefully set up. It aimed to collect many different opinions and stories from people connected or impacted by skill growth programs for women living in villages under Union Council Wahur will be studied. Its build helped in getting a full and detailed understanding of these programs within the certain cultural area where they were being run.

## Data Collection

### Primary Data

Semi-structured interviews with program coordinators, trainers, community leaders, and rural women engaged in skill development programs were the main form of primary data collection. The aim of these interviews was to gain a deeper understanding of the design, implementation and outcomes of each initiative.

### Secondary Data

Information obtained from interviews was supplemented and corroborated by secondary data sources, including reports, program documents and scholarly articles. These add to the background and context of skill development programs.

### Population

This research was conducted by six rural women aged between 20 and 40 from Union Council Wahur.

### Sampling Strategy

This sampling strategy used the purposive sampling technique to select participants from various experiences and roles in skill development programs. Participants were selected based on involvement in program administration, implementation and beneficiaries of the initiatives as a means to guarantee representation from relevant vantage points.

### Data Analysis

Thematic analysis was the main method used for data analysis. After transcription, the interviews were systematically coded to identify themes and patterns in vocational training, entrepreneurship activities, and healthcare workshops for older people.

### Ethical Considerations

The research was conducted according to ethical principles and guidelines. All participants were made aware of their right to confidentiality, anonymity and voluntary participation in interviews prior to the beginning. All data handling and storage respected participants' privacy and confidentiality.

### Limitations

There were several limitations to the research. Due to potential biases in participant responses, limited sample size and reliance on self-reported data, it is unlikely that all answers can be taken at face value. Distance was also a problem. Inaccessible, remote areas made data collection difficult.

## Thematic Analysis

### Identified Themes

#### Research Objective no 1: Identification of Skill Development Programs

**Vocational Training:** Rural women in Union Council Wahur are provided with vocational training covering everything from traditional crafts to agricultural techniques and locally relevant skills. These activities help preserve cultural heritage and allow sustainable development in the community. Traditional crafts and arts naturally form an important element of these programs, not only to teach skills but also to ensure the survival (or even enhancement) of artistic traditions unique in that area. Such training courses and



practical experience have enabled women to reach a certain skill level in crafting pottery, embroidery, weaving or other indigenous arts. Through this process, they can achieve pride in their culture.

### **Subtheme: Traditional Crafts and Arts**

Union Council Wahur, in particular, is trying to preserve and upgrade skills related to local crafts and arts. People's desire to preserve their own cultural heritage comes across clearly here. In this way, rural women become guardians of their culture. It is not just that these programs economically empower women; they also help preserve the cultural identity of the community. Introduces a sense of belonging, even pride in artistic history, among participants and patrons alike.

**Entrepreneurship Programs:** The entrepreneurial training offered by Union Council Wahur is aimed at providing women with the necessary skills for starting and running small enterprises. The purpose of these efforts is to develop this kind of spirit among rural women by training them in different areas related to running a business. In particular, only financial skills and marketing methods essential to starting a business are the focus of training. The programs direct women to put their own creativity and initiative into economic development on both the individual and community levels.

### **Subtheme: Financial Literacy, Marketing Strategies and Business Management**

A comprehensive training program ensures that rural women have the skills needed to run a small-scale business. They are taught to be independent and not rely solely on males by educating them in fields including budgeting, financial management, market research, and interaction with customers. Through the development of these business skills, women are better equipped to handle all the ups and downs that accompany running a company. This is also a stabilizing factor for their economies, both within the community and generally.

**Healthcare and Hygiene Workshops:** These workshops include basic healthcare and hygiene classes needed to educate the rural women of Union Council Wahur. Such programs are aimed at addressing the current health issues in society and improving medical outcomes. Workshops run the gamut from reproductive health, sanitation and disease prevention to maternal care. It is hoped that such information will contribute to an increase in the quality of life for rural women and their families.

### **Subtheme: Health and Sanitation**

These are good examples of the emphasis given to solving problems like these in rural public health. In addition to teaching a trade, the workshops are intended to enable women to take charge of their own health and well-being. These projects also aim to prevent disease through improved health care and sanitation. Not only do these serve the lives of rural women, but their whole communities. Women's empowerment: Union Council Wahur sees these skill development programs as a global strategy. They include traditional culture, individual enterprise and health & hygiene. These programs are brought together to allow the community to develop its own rural women and achieve sustainable, higher-quality development.

### **Research Objective No 2: Exploring the Effects of Skill Development Programs on Women's Socio-Economic Status**

**Income Generation:** The pursuit of income opportunities for rural women is one aspect of Union Council Wahur's skill development activities. In this way, women are prepared with a range of skills and can engage in diversified forms of money-making. By learning vocational skills, entrepreneurship training or health knowledge, they can discover their own sources of income right in the communities where they already live.

### **Subtheme: In the Economy**

It pays to be skilled. Financial independence is one of the benefits purchased by skill development. This financial independence makes it easier for rural women to make decisions regarding themselves and their



households. With higher incomes, women can contribute to supporting the family. Women have more freedom and power within the house, too, for this reason.

**Employability Enhancement:** Besides raising incomes, these skill development programs are also creating a paradigm shift at Union Council Wahur for women with trained skills. Only through these efforts do women's employability grow so that they can have the skills to meet market demands. Thus, there's an observable rise in job opportunities for women who have gone through skill training.

### Subtheme: Job Creation and Market Access

These programs help rural women develop their skills so that new employment opportunities can be created. Furthermore, higher skills provide wider access to markets, which help women sell their new-found abilities. Upgrading women's skills Through entrepreneurship projects or leaping into different lines of work, trainees expand their market opportunities. This is one motive force behind economic development in the community. These skill development programs are lifting Union Council Wahur's rural women out of poverty. Such measures, while promoting income and job growth, also can be employed to bolster economic autonomy. Because women have their own sources of income, it is now possible for them to actively participate in decisions affecting themselves, households or even larger groups like sections of a village. The resulting expansion in job opportunities and market access provides a basis for their socio-economic development welfare.

### Research Objective No 3: Examining Problems Faced by Rural Women

**Lack of Training Centres:** There is a severe shortage of training facilities, and this problem affects most rural women's first encounter with the Union Council Wahur. However, because of geographical barriers, participation in skill development is seriously restricted. This is because those areas lack infrastructure and training facilities, so there's no way for women to receive the relevant pieces of training or educational equipment.

### Subtheme: Geographical limitations

The lack of opportunities to develop skills is a serious handicap for rural women who want an opportunity. Women's training center In areas that are remote, transportation and communications systems may not be adequate. As a result, they are unable to take part in enrichment courses. This gap keeps them from enjoying the full breadth of personal and career growth.

**Societal and Cultural Constraints:** The same society and the cultural blinders tasked with Rural women in Union Council Wahur also have problems with hindering barriers to skill development. However, there are gender biases and societal expectations about the proper roles of women that discourage or limit their participation. Cultural obstacles also prevent education and skill upgrading--both of which would break down traditional gender roles. Subtheme: Barriers of Culture Differences in culture and attitudes towards women have a big influence on their taking part in skill upgrade programs. She believes that 'traditional cultural reasons' might well keep women from being educated or learning skills, keeping them out of trainee programs and thus hindering their ability to advance.

**Financial Constraints:** Financial inhibitions are another major obstacle for rural women in Union Council Wahur. Due to economic factors such as poverty and limited cash reserves, women are unable to participate In skill development classes. Not being able to afford the training fee, materials, or transportation costs are even greater obstacles.

### Subtheme: High costs

Official training fees, along with the other problems of skill development programs, are a discouragement for rural women to take part in them. They don't have the money to get into training centers or buy equipment and materials; in fact, they are deprived of an opportunity for skill development. Union Council

Wahur is facing these challenges in a comprehensive manner. They stressed the necessity to transcend geographic limitations, challenge social conventions and then lessen obstacles posed by money. By trying in this way to solve such complex matters, we can try a new and more inclusive approach of giving rural women an opportunity to develop skills that will enable them to do even greater things themselves.

#### **Research Objective No 4: Exploring the Influence of Technology**

**Technology :** Union Council Wahur In particular, online skill platforms offer remote instruction and training to women in the countryside. Internet-based skill platforms offer numerous classes and other training materials that can be viewed online. These kinds of platforms are like a small paradise – women can learn new things and obtain knowledge without spatial barriers.

#### **Subtheme: Digital Literacy and Impact**

Union Council Wahur's citizens In addition, it is an assessment of the accessibility and overall effectiveness of Web resources. One of these is digital literacy, which determines whether they can successfully locate and use such media. It is necessary that these resources be made available to rural women without encountering the obstacles or limits involved in difficulty gaining access, technological literacy and language barriers.

**Technological Integration in Traditional Skills:** It can also add to traditional skills by integrating modern instruments and techniques into the objects of these activities. Thus, technology applied to traditional skills lets the rural women of Union Council Wahur keep both feet firmly planted on Mother Earth as they advance into modernity. Subtheme: Technology-assisted learning In addition, by incorporating technology into training programs in this manner, we are able to offer skill development that is fresh and makes trainees feel active. Knowing whether these programs are about skill accumulation and maintenance requires understanding how technology is brought into them. Technology can be applied in training through various methods, from the use of educational applications to virtual simulations; skills development has become entertaining, interesting and effective.

Technology in skills development In the Union Council Wahur, such an approach represents a new face for skill formation. Thanks to the conveniences of online platforms and by bringing technology into their bullies' skills, rural women have more tools at hand for testing out different ways of learning. The sum total helps them acquire new skill sets that can, in turn, be used to raise socio-economic status. On the other hand, there remain important issues of digital literacy to be overcome and equal access achieved if these new developments in skill development are going to concern all.

#### **Research Objective No 5: Finding the Influence of Cultural and Social Factors**

**Cultural Norms and Acceptance:** Skill development programs in Union Council Wahur are deeply influenced by cultural beliefs. An inspection of these cultural norms can provide a better understanding of how they affect women's ability and desire to undertake such ventures. How receptive to or dismissive of women's education and skill improvement programs in a particular culture significantly affects their effectiveness.

#### **Subtheme: Gender Roles and Societal Expectations**

When considering women's access to and success in skill development programs, the role of societal expectations about gender is very important. There are social norms that put women in predetermined places and limit prospects for education. Comparison of these society-imposed gender pressures reveals some rather obvious limitations and obstacles in the way of female skills development programs.

**Community Engagement and Support:** Community cooperation is another necessary condition in Union Council Wahur for furthering and expanding the benefits of skill training. From the level of local participation and support, it's very apparent how much this matters in terms of whether these programs work. Support from the community improves participation levels and is able to keep such efforts moving forward.





### Subtheme: Getting to Know Your Own Family

Understanding how community support impacts skill development effectiveness and longevity is key. These programs give people a sense of ownership and are thus more relevant to the comprehensive linkage with society. Community-based approaches are designed to tap local information and resources. Compared with top-down alone, the results of this kind are much more satisfactory for farm women. In Union Council Wahur, the influencing factors are cultural and social. With this difference, skills improvement programs for rural women can be counted as successes or failures.

### Community Interaction

Both cultural factors and gender roles are critical elements in assuring that those programs actually do work. Accept part of the mix. Apart from its insistence on skills, what is most important with regard to shattering stereotypes and building a community coalition? These efforts at more fair and efficient opportunities, in turn, can give greater impetus to rural women's development.

### Discussion and Findings

Union Council Wahur has a large variety of programs carried out in support of its two goals--accumulating experience and assisting rural women in creating their own destinies. These include vocational training, entrepreneurs' plans and courses in health care work, and technology unionization. We also need to learn more about the significance and difficulties of these programs. What can they do to educate knowledge about how cultural factors and personal barriers influence women's economic-political powers? Akpan (2022) says that teaching women skills like making things and starting their own businesses helps them. This creates economic power for these ladies but also gives a feeling of cultural pride using old ways such as pottery work, craft embroidery and weaving patterns. This all-around method not only strengthens their financial status but also helps them keep and honor their culture. Also, these kinds of programs prepare women for management skills and money understanding. This helps them start their own small businesses. Jaka & Shava (2018) and Roy et al. (2018) showed this clearly, too. These plans help make women successful, increase healthy economies and contribute to society overall.

Vocational training courses are also sponsored by Union Council Wahur. Women have also been skilled in such traditional crafts and arts as pottery, embroidery, and weaving. In addition, entrepreneurship courses concentrate on such subjects as money management and commercial ways of operating along with managerial skills in order to enable women to open up little businesses. They stimulate healthy economies in society at large and foster female success stories.

Studies like Ishfaq et al. (2022) have shown that health and cleanliness classes can help improve the health of women who live in rural areas. These programs focus on teaching about babies, stopping diseases and taking care of expectant mothers to improve the health levels of country women and their loved ones. Workshops in healthcare and hygiene are also essential to teach country women how best to care for their own bodies. These programs concern problems faced by humans and include things like reproductive education, sanitation, disease prevention and taking care of the pregnant. The efforts are intended to raise the health and well-being of rural women and their families.

How do skill development programs impact rural women's socioeconomic status? Union Council Wahur. Differentiated skills training, increased employability, and new employment channels have all helped the programs to make a big contribution in terms of earning an income. Indeed, financial freedom gives women the power to assist their families, and this, in turn, provides them with greater independence. In addition, easier access to markets provides economic stability and accelerates national development. However, problems like distance barriers, money issues and old ideas about gender roles stop women from joining skill-growing efforts easily (Fabiya & Akande, 2015; Ward et al., 2020). Geographical barriers create increasing inaccessibility for rural women. In addition, participation is difficult because of traditional gender roles and thematic expectations. But financial barriers--not being able to afford fees or equipment, for example--hold back a lot of people from entering skill upgrade courses.

One of the most important methods by which technology is making remote education and training opportunities available for rural women, however, is online skill platforms. As shown by studies

(Fletschner & Kenney, 2014; Kapoor, 2019), advancements in technology and online training programs have made it easier for women living far away to get educational chances. As Rahman et al. (2023) and Hien & Tuan (2021) found, these actions face problems because not everyone has the same skills with technology or easy access to it. We need solutions so that more people can join this opportunity fairly. However, using technology with old skills can make new crafts while keeping cultural history safe. Yet digital literacy and access to technology must all be made equal. But where traditional skills are merged with advanced technology, new and unique forms of crafts can be created, maintaining a sense of an inherited culture. This tech-enhanced training method is also much more suited to various learning styles, and skill development becomes all the easier.

Skill development work cannot defy cultural beliefs or social expectations. Some studies (Rahman et al., 2023; Bullough et al., 2021) talk about how cultural beliefs and social rules affect the choice of females to join skill improvement classes. These rules hold back their involvement and need a team-focused way. This shows how good it is to take part in the community, get help from others, and make these things better and more for everyone. This limits the participation of women in program activities, and cultural attitudes also play a part. This kind of community participation and support can even better improve the fact that they are still in use today.

## Findings

Skill development programs are important to social and economic empowerment among women in rural Union Council Wahur. Economic opportunities include vocational training and entrepreneurship to preserve cultural heritage. When healthcare workshops are held, participants' health improves. Yet access, social mores and money are all limitations. No clear boundaries Technology integration has well-defined areas of investigation but cannot fail to take digital literacy and accessibility into consideration. The success or failure of such efforts and their long-term survival is also often determined by cultural and social factors. So you can almost say that society must be brought in; is there any way to do otherwise? Literacy and skills so that rustic women may pursue higher education, eliminating the socio-economic gap within society and protecting local cultural traditions all require Union Council Wahur to stress skill development. Through this process, by overcoming barriers and changing itself through the use of technology or breaking down taboos and customs to produce change during dialogue with these localities, such programs can make more progress toward both effectiveness as well as inclusion.

## Conclusion

A Union Council Wahur program to train rural women is illustrative of the kind of transformation they can bring to society. Thus, the programs and their strongly specialized training for business and entrepreneurs' development under healthcare, as well as technology integration, represent a set of steps up to socio-economic power in this community. The origin of vocational training programs aiming for economic uplift is the preservation of traditional crafts and arts. The programs also teach the crafts of pottery, embroidery, and weaving (all using indigenous techniques), as well as improve rural women's economic prospects. They also stir up pride and give these people unique personal identities. Entrepreneurship programs also develop financial capability to allow women to run their own little businesses. Actually, they come to play an important part in economic development and self-rule.

Workshops provide basic health care and sanitation instruction. Their efforts to raise the health of rural women and families are incalculable. But there are obstacles, and the most glaring is that geography determines access. Furthermore, roles that have been socially constructed and financial obstacles mean many people cannot make use of these means to improve themselves. Therefore, technology and technological talents in remote teaching can turn these online platforms and tech-integrated training methods into effective instruments. However, equal access and literacy are the key. However, the success of these plans is, to a large extent, dependent on cultural norms and standards. Peace in a competitive system As you can see, apart from getting people to cooperate with each other--even when everything turns on, competition between systems and an elbow is extremely important. In fact, it's very difficult to deal head-on against prevailing values. Poverty charities must pursue comprehensive empowerment.



The results show the complexity with which skill development projects have altered Union Council Wahur's social-economic environment. The aim of these programs is to remedy injustices, but they are beset by obstacles calling for delicate solutions. They need to be dealt with--whether by improving people's access, changing social attitudes or exploiting the force of technology. This will certainly represent one step in comprehensive development. Union Council Wahur becomes a fountainhead of change. Rural women's skill development programs spark economic life, promote health and heighten culture. Their transformative nature is evident, but so are the obstacles. This comprehensive thrust of technical integration, cultural defiance, accessibility and participation in the fans 'spaces would be capable of providing a complete environment for the initiative, and it will be able to take a step closer toward the overall emancipation of its female farmers. With this model, we will create an advanced and just society.

## Recommendations

1. **Promotion of Digital Literacy and Accessibility:** Design programs to build online skill platforms promoting digital literacy among rural women. For the faraway regions, offer internet service and equipment. Establish community centers with computers and Internet access in cooperation with local organizations or government agencies to provide training.
2. **Community-Centric Approach and Engagement:** Community support and involvement in learning Skill development efforts should be integrated with local knowledge resources. Organize community designs in which the common people can participate and take a sense of ownership, especially with support from local leaders. Organize activities to smash stereotypes and old notions, calling for education and training about women.
3. **Tailored Financial Support and Assistance:** Provide scholarships or financial support to help people overcome the expense involved in attending skill development classes. Make deals with banks or private companies to help cover the costs for training fees and materials, as well as travel expenses. This will make these programs more affordable for everyone.
4. **Diversification and Strengthening of Skill Training:** Make skill development programs for more industries and technologies available. This way, you can link training with changes in demand from the market. Work with local craftsmen and professionals to bring back old skills, adding new ways of doing things that make it more attractive for people to buy.
5. **Empowerment through Health and Entrepreneurship:** Join workshops about health care and cleanliness with activities to improve skills. This helps rural women lead a better life overall. In programs for starting businesses, give women extra classes on money planning, looking at markets and keeping their business going. This will help them manage small companies better.

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