

Republic of Rwanda

WORKFORCE DEVELOPMENT AUTHORITY – WDA



Ministry of Education



Empowering people with employable skills and entrepreneurship capacity

P. O. BOX 2707 KIGALI
Tel: (+250) 255113365
E-mail: info@wda.gov.rw
Web site: www.wda.gov.rw

BAEHD1001-TVET FOUNDATION CERTIFICATE IN HAIR DRESSING

RTQF Level 1 Curriculum



March, 2015

ACRONYMS

WFWI Women for women international

RTQF Rwanda TVET qualification framework

TVET Technical vocational education and training

VSLAs Village Saving And lending Associations

WDA Workforce development authority

PTSD Post Traumatic Stress Disorder

HIV/AIDS Human immunodeficiency virus /Acquired Immunodeficiency Syndrome

Edited by

Training Planning and Coordination Expert, Women for Women International

Alphonse NKUBANA

Email:kubaalpha@yahoo.fr

Hotline: (+250)782530933

Editing coordination

Deputy Director of Programs, Women For women international

Teddy KABERUKA

Table of contents

SECTION 1: GENERAL INTRODUCTION	5
CONCEPTS AND DEFINITIONS	6
QUALIFICATION	9
RATIONALE OF THE QUALIFICATION	11
ENTRY REQUIREMENTS TO THE QUALIFICATION	11
EMPLOYABILITY AND LIFE SKILLS	12
MODULES AND QUALIFICATION RULES	13
SECTION 3: TRAINING PACKAGE	14
COMPETENCES CHART	15
COMPETENCE CHART	16
FLOWCHART	17
CM101: OCCUPATION AND TRAINING PROCESS	19
Learning unit 1: Understand oneself as part of a team and respect the rules of the workshop	21
Learning unit 2: Learn about the occupation and the training process	21
Learning unit 3: Reflect upon the teaching and learning methods	22
Assessment guidelines	23
LSCM: LIFE SKILLS	24

Learning unit 1: Manage household income, finances and assets	27
Learning unit: 2 Describe Social Network and safety-nets	29
Learning unit 3: Describe Health and Wellness	32
Learning unit 4: Describe Family and Community Decision-making	40
Assessment Guidelines	44
CM107: RUNNING MICROBUSINESS	67
Learning unit 1: Apply basic arithmetic operations and literacy	70
Learning unit 2: Develop entrepreneurial mind-set	72
Learning unit 3: Manage finance	73
Learning unit 4: Perform record keeping and budgeting	75
Learning unit 5: Manage a small business	76
Learning unit 6: Prepare a business plan for a micro business	77
Learning unit 7: Manage cooperative	78
Assessment guidelines	81
CM: APPLYING HAIR BRAIDING	93
Learning unit 1: Greet and prepare clients for salon services	95
Learning unit 2: Prepare work place	97
Learning unit 3: Apply hair braiding techniques	99
Learning unit 4: Apply finishing techniques	102
CM: APPLYING HAIR CHAMPOOING	103
Learning unit 1: Greet and prepare clients for salon services	105
Learning unit 2: Prepare work place	106
Learning unit 3: 3.Apply hair shampooing	108
Learning unit 4: Apply finishing shampooing	110
CM: APPLYING HAIR COLOR PRODUCT	111

Learning unit 1: Greet and prepare clients for salon services	113
Learning unit 2: Prepare work place	115
Learning unit 3: Apply color product	117
Learning unit 4: Apply finishing of hair color product	119
4.2.Combine on hair color product	119
• Procedures of combing color product	119
CM: HAIRCUTTING	121
Learning unit 1: Greet and prepare clients for salon services	123
Learning unit 2: Prepare work place	125
Learning unit 3: Apply hair cutting techniques	126
Learning unit 4: Apply finishing technics	128
Assessment guideline	Error! Bookmark not defined.

SECTION 1: GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competences to acquire in order to perform the occupation of a **Hairdresser**. The curriculum design approach has taken into account the training needs, the work situation, as well as the goals and the means to implement training.

The modules of the curriculum include a description of the expected results at the end of training. They have a direct influence on the choice of the theoretical and practical learning activities. The competences are the targets of training: the acquisition of each is required for certification.

The curriculum is the reference to carry out the assessment of learning. Assessment tools are developed on the basis of this document.

The present curriculum consists of three sections. The first section is of general interest and shows the nature and goals of a program and the key concepts and definitions used in the document. The second section deals with the qualification the learner will achieve at the end of training. The last section is the actual training package containing all the modules of the qualification.

The pages describing the modules are the heart of a curriculum. They present the title of the module, the length of training, the amount of credits, the context in which the competence is performed, the prerequisite competences, the learning units and the performance criteria.

In each module, a course structure is provided. The course structure describes the learning outcomes (knowledge, skills and attitudes) and the learning contents related to each learning unit. Also, learning activities and resources for learning are suggested.

Finally, the assessment specifications and guidelines are included in each module.

CONCEPTS AND DEFINITIONS

Assessment: the process of gathering and judging evidence in order to decide whether a person has attained a standard of performance.

Competence: A competence is the result of a combination of knowledge and skills. This integration is demonstrated when the learner is able to achieve specific results and performances, understand what he/she does and do it autonomously.

Complementary competences: (also known as employability skills or key skills) skills which are not specific to work in a specific occupation or industry, but are important for work, education and life generally, such as communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence and analytical skills.

Core modules: describe the competencies within a competency standard that an industry sector has agreed are essential to be achieved if a person is to be accepted as competent at a particular level. All modules may be core, but in many cases competency at a level will involve core modules plus optional or specialisation modules. Core competencies are normally those central to work in a particular industry.

Credit: the acknowledgement that a person has satisfied the requirements of a module.

Elective modules: are modules that can be used to complete a qualification and broaden the competencies of the learners. The electives are not part of the qualification and the learner does not have to succeed in the assessment of elective modules in order to progress to the next level.

General competences: competences correspond to larger operations that go beyond the tasks, but generally contribute to their implementation. These activities require more fundamental learning and are generally common to several tasks and transferable to many work situations.

Generic modules: describe the complementary competences.

Learning activities: suggested activities that can be developed during lesson planning and activity preparation. The choice of learning activities must be tailored according to group size, available material resources and communication tools.

Learning assumed to be in place: a requirement for the attainment of a specific module or modules prior to commencement of another module.

Learning hours: amount of hours required to acquire the competence, including the time allocated to evaluation, which is estimated between 5 and 10% of the total learning time of the competence.

Learning outcomes: are statements that indicate what learners will know or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.

Learning unit: any of the basic building blocks of a module which describes the key activities or elements of the work covered by the module.

Module: a unit of education or training which corresponds to one competence and can be completed on its own or as part of a qualification.

Occupation: the principal business of one's life.

Performance criteria: are descriptions of the quality requirements of the result obtained in labour performance.

Specific competences: competences that are directly related to the tasks of the occupation in the workplace context. They refer to concrete, practical, and focused aspects.

QUALIFICATION

TITLE OF THE QUALIFICATION :	TVET Foundation level in Hair and Beauty
LEVEL:	Foundation level , BA
CREDITS:	20
SECTOR:	HAIR AND BEAUTY ,

SUB-SECTOR:	HAIRDRESSING
ISSUE DATE:	March ,2015
REVIEW DATE:	

RATIONALE OF THE QUALIFICATION

The Hair and beauty sector is one of the highest priority sectors in the Rwandan economy. This qualification prepares individuals to integrate Hair and beauty sector and operate as a **Hairdresser**. This qualification constitutes a basis for further learning in Hairdressing, especially in Hairdresser.

Possible Job positions related to this qualification include::

- Hair braiding style
- Hair colour products
- Layered Hair cut structure
- Hair shampooing
- Hairstyles management

ENTRY REQUIREMENTS TO THE QUALIFICATION

Must be physically, emotionally, psychologically and mentally fit

EMPLOYABILITY AND LIFE SKILLS

Through the generic modules, individuals with this qualification have acquired the life skills and employability skills that are described in the table below.

Personal development	- Understand own personal values, strengths and areas of challenge or weakness and are able to effectively use or address them; - Develop, implement and evaluate progress toward personal goals; - Know own preferred way of learning, take initiative for learning new skills, and know how to monitor own learning progress.
Health, hygiene and safety	- Know the standard health and safety practices and regulations in the workplace; - Maintain hygiene and personal grooming; - Identify unsafe situations; - Respond to emergencies and accidents at work; - Prevent HIV/AIDS and sexual violence.
Financial fitness	- Understand principles and tools behind personal and family money-management; - Understand the importance of saving and reducing expenses; - Organize and manage personal and household finances; - Create a personal budget and think strategically about their finances;

	- Evaluate their options for earning money and are familiar with ways to establish and maintain personal credit; - Beware of the risks associated with credit.
Management of a small business	- Simulate income-generating activities with the basic cycles of business; - Plan for income-generating activity expenses and loan repayments; - Keep basic business financial records; - Evaluate the risks and opportunities of using credit in income generating contexts; - Distinguish between money to be used for investment into own income-generating activities, for family expenses, and for savings; - Know the different market actors.

MODULES AND QUALIFICATION RULES

To achieve the *TVET foundation level 1 in Hairdressing: Hairdresser*, 4 modules must be completed (198

Learning hours):

- 3 generic modules
- 1 mandatory modules

Module Codes	Module types and title	Credit Value
--------------	------------------------	--------------

Generic modules		
CM101	Understand occupation and learning process	10
LSCM	Manage Basic Life skills	48
CM107	Running Microbusiness	60
Core modules		
ACDRM 301	Applying basic hair braiding	90
ACDRM 302	Applying basic hair Champoing skills	50
ACDRM 303	Applying basic hair Color Product skills	40
ACDRM 304	Basic Hair Cutting skills	70
Total		368

SECTION 3: TRAINING PACKAGE

The training package includes the competences chart, the sequencing of module learning, the description of each module, and the course structure.

COMPETENCES CHART

The competences chart is a table that presents an overview of the specific competences, the general competences, the work process and the time allocated to each competence. This table provides an overall view of the competences of the training programme and allows to identify the logical sequence of the learning of these competences.

The competences chart shows the relationship between general competences and specific competences that are particular to the occupation, as well as the key stages of the work process. It shows the links between the elements in the horizontally axis and those vertical axis. The symbol (○) marks a relationship between a general competence and specific competence. The symbol

(△) indicates a relationship between a specific competence and a step in the process of work. When the symbols are darkened, it indicates that the link is taken into account in the description of the specific competence.

The competences chart allows the trainer to consider the complexity of the competences in the organization of the progress of learning. Therefore, the vertical axis shows the specific competences in the order they should be acquired. This is the starting point of the presentation of the competences in the flowchart presented in the following pages.

COMPETENCE CHART

HAIRDRESSING		DURATION	PROCESSES								GENERAL COMPENTENCE			
SPECIFIC COMPETENCES			Prepare workplace materials, tools and equipment	Identify the work	Specify requirements	Organize Work place	Execute the work (process)	Test work done	Provide advises to client for maintenance practices	Rearrange the workplace, tools and equipment	Occupational and learning	Life skills	Running microbusiness	TRAINING DURATION
NUMBER	NUMBER										1	2	3	
	DURATION	H									10	48	60	118
4	Apply Basic Hair Braiding skills	90	▲	▲	▲	▲	▲	▲	▲	▲	○	○	○	○
5	Apply Basic Hair Champoing skills	50	▲	▲	▲	▲	▲	▲	▲	▲	○	○	○	○
6	Apply Basic Hair Color Product skills	40	▲	▲	▲	▲	▲	▲	▲	▲	○	○	○	○
7	Apply Basic Hair Cutting skills	70	▲	▲	▲	▲	▲	▲	▲	▲	○	○	○	○
TOTAL		250												368

Between the process and particular competences

▲ : Functional link application

Between general and particular competences

● : Functional link application

Δ: Functional link existence

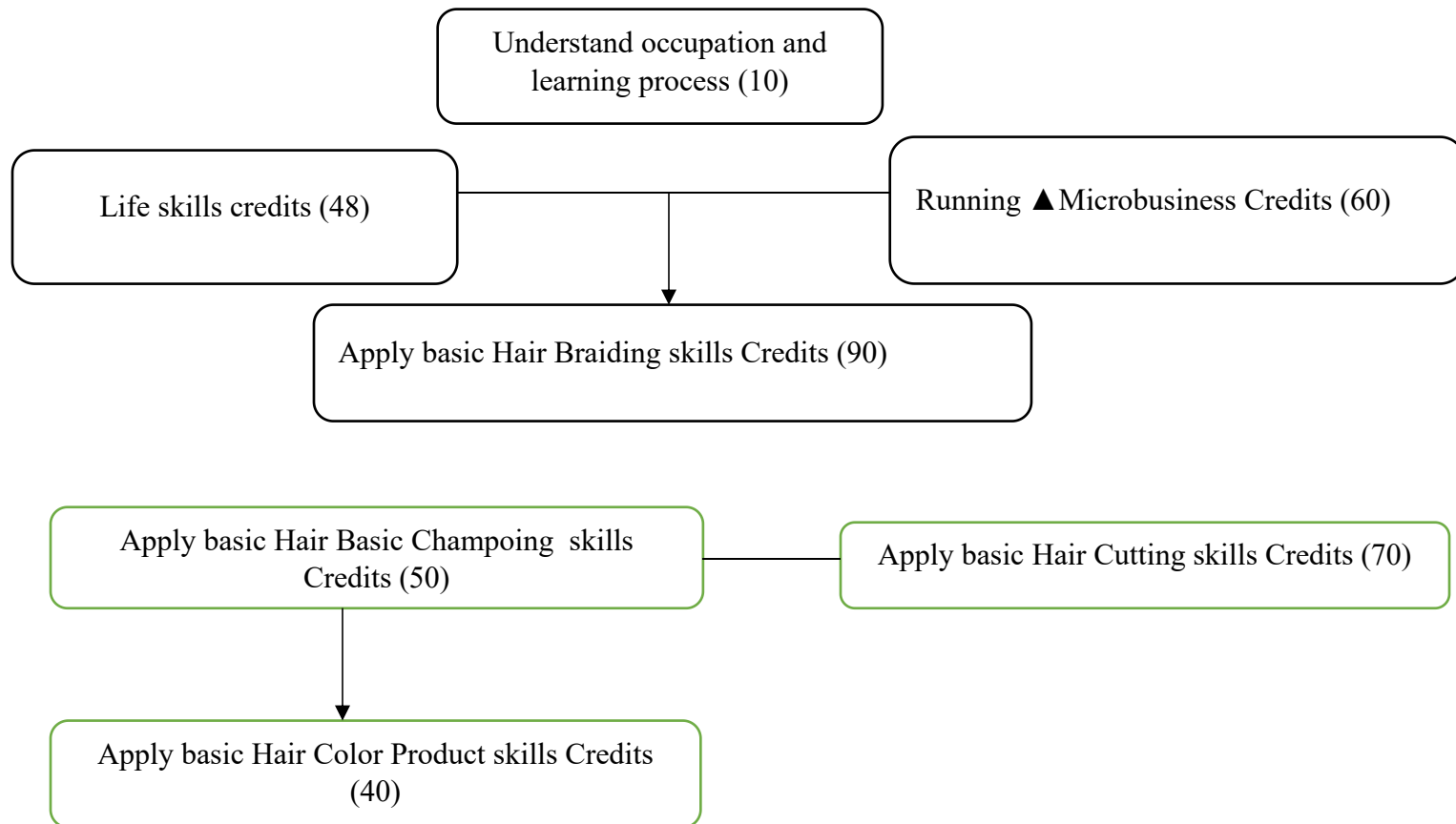
○: Functional link existence

FLOWCHART

The flowchart of sequencing of learning is a schematic representation of the order of acquisition of the competences. It provides an overall planning of the entire training programme and shows the relationship between the modules. This type of planning is to ensure consistency and progression of learning.

For each module, the flowchart shows the learning that is already in place, the learning that is to take in parallel or later. The positions defined will have a decisive impact on all subsequent pedagogical choices.

The flowchart of the sequence of learning of the modules of the training programme is presented on the following page



CM101: OCCUPATION AND TRAINING PROCESS		
Competence 1: Understand the occupation and training process		
RTQF LEVEL: 1	CREDITS: 1	LEARNING HOURS : 10
SECTOR: All	SUB-SECTOR: All	
ISSUE DATE: January 2013	REVIEW DATE:	

PURPOSE STATEMENT

This module is covered first. It allows the trainee to get to know the other participants to the training programme and to understand himself/herself as part of a team. Also, the trainee will develop a comprehensive and clear vision of the occupation and the training programme. The module will allow the participant to avoid mistakes of career guidance and confirm or deny his/her choice from the start.

The training and learning methods are presented to the trainee. This approach encourages greater motivation and, subsequently, a better integration of various learning.

LEARNING ASSUMED TO BE IN PLACE

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning unit	Performance criteria
By the end of the module, the trainee will be able to :	
1. Understand oneself as part of a team and respect the rules of the workshop	1.1 Know each other 1.2 Be part of a team and behave accordingly 1.3 Rules and requirements are agreed upon and known
2. Learn about the occupation and the training process	2.1 The occupation is understood 2.2 The training required is known 2.3 The training organization is known
3. Reflect upon the teaching and learning methods	3.1 The active and participatory learning methods are applied 3.2 The assessment method is understood

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential **skills and knowledge to be acquired**. The **contents to be covered for each learning outcome are prescriptive**. The learning activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Understand oneself as part of a team and respect the rules of the workshop learning hours :3

Learning outcomes	Contents	Learning activities	Resources
1.1 Introduce oneself and get to know one another	• Introductions • Expectations about the training	• Introduction • Game • Presentation of trainees' expectations	
1.2 Work as a team	• <u>Working as a team</u> • Building trust • communication	• Games • Group discussions • role play	pictures
1.3 Set rules and responsibilities	• Rules of the classroom • Group responsibilities	• Brainstorming • Discussions	

Learning unit 2: Learn about the occupation and the training process

Learning hours: 4

Learning outcomes	Contents	Learning activities	Resources
2.1 Understand the occupation	• Characteristics of the occupation • Working conditions	• Personal research • Visit of a business in the neighborhood	• Pictures of people in working situation • Documents describing

		• role model	the occupation
2.2 Obtain an understanding of the goals of the training programme	• Content of the training programme (modules) • Importance of the initial and continuous training	• Presentation by the trainer • Research • presentation by trainee	• Overview of the training programme • Testimonies of people performing the occupation • pictures
2.3 Have a common understanding of the training organisation	• Presentation of the timetable • Presentation of the classrooms and workshops	• Visits of the premises of the school	• School year calendar • Timetable

Learning unit 3: Reflect upon the teaching and learning methods

Learning hours: 3

Learning outcomes	Contents	Learning activities	Resources
3.1 Understand the teaching and learning methods	• Overview of the active and participatory teaching and learning methods	• Experience sharing • Presentation by the trainer • presentation by trainee • site visit	
3.2 Understand the assessment methodology	• Assessment methodology and its purpose	• Explanation by the trainer	

Reference books:

1. Work Readiness Training Programme – Trainer’s Manual, Akazi Kanoze – Youth Livelihoods Project.
2. Work Readiness Training Programme – Participant’s Manual, Akazi Kanoze – Youth Livelihoods Project.

Assessment guidelines

To pass this module, the student has to:

Complete the portfolio, WHICH INCLUDES:

1. Self assessment form
2. Tree drawing
3. List of 5 goals
4. Skills and qualities assessment
5. Steps to reach goals
6. Learning goals and steps
7. Business visit’s form

Elements 1 to 6 are available in the Work Readiness Training Programme – Participant’s Manual

Suggestion for the business visit’s form:

- What interested you during the visit?
- What surprised you?
- What did you like?
- What are your expectations?
- What is your opinion on:
- The working conditions

- The training duration
- The economic opportunities motivation

LSCM: LIFE SKILLS		
Competence: Manage Basic life skills		
RTQF LEVEL: ALL	CREDITS: 4.8	LEARNING HOURS : 48
SECTOR: All		SUB-SECTOR: All
ISSUE DATE: March , 2015		REVIEW DATE:

STATEMENT PURPOSE

This module describes the skills and knowledge required to manage household income, finances and assets to describe Social Networks and safety-nets, health and wellness and family and community Decision-making. At the end of this module the participants are able to organize and manage personal and household finances, they are able to understand the importance of saving and reducing expenses.

They are able to form an advocacy group and manage it, they are able to identify the characteristics of an effective support group. At the end of this module the participants will also have skills and knowledge about health and wellness, the participants will be able to describe stress and post-traumatic stress disorder , to manage Post-

Traumatic stress .they will be able to describe Reproductive anatomy of the female and male and the importance of understanding reproductive anatomy, they will be able to prevent the transmitted infections and HIV/ AIDS, identify strategies to ensure Hygiene, family planning Methods. The will be able to describe food nutrition and understand the importance of eating healthier.

The participants will have skills and knowledge about family and Community Decision-making, they will be able to describe gender equality, factors which can strengthen women's role in household Decision-making, to identify women's rights, to describe law of marriage, divorce and child custody and ownership, inheritance and asset control. They will be able to describe violence and rape and understand the importance of civic participation.

1. Manage household income ,finances and assets	1.1 Correct Identification of activities Women do that can benefit the family and community 1.2 Proper Description of gender division of labor 1.3 Proper Description of achieving work-life Balance 1.4 Proper Description of household finances 1.5 Proper identification of Household savings 1.6 Proper Management of house finances
2. Describe social Networks and Safety-nets	2.1 Proper Description of social network 2.2 Proper Description of value of social network 2.3 Proper Description of characteristics of an effective support group 2.4 Proper Description of an advocacy group 2.5 Proper Description of a successful advocacy group requirements 2.6 Proper Identification of challenges of advocacy group

3. Describe Health and wellness	3.1 Proper Description of good health 3.2 Proper Identification of health issues that affect the community 3.3 Proper Description of universal rights to health and health care 3.4 Proper Identification of stress characteristics 3.5 Correct Identification of stress symptoms 3.6 Proper Description of post-traumatic stress disorder 3.7 Proper Management of stress and PTSD 3.8 Proper Description of reproductive anatomy of the female and Male 3.9 Correct Description of pregnancy ,birth and infant care 3.10 Proper Description of Family planning 3.11 Proper Prevention of sexually transmitted infections and HIV/AIDS 3.12 Proper Description of personal and family hygiene and nutrition 3.13 Adequate Identification of strategies to ensure hygiene 3.14 Proper Description of nutrition
4. Describe Family and community Decision-Making	4.1 Correct Description of gender equality 4.2 Proper Description of factors can strengthen women's role in household decision-making 4.3 Proper Identification of women's rights, 4.4 Proper Description of Legal of Ownership ,Inheritance and Control of assets 4.5 Proper Description of Legal of Marriage ,Divorce and Child custody 4.6 Proper Description of Domestic Violence and Rape 4.7 Correct Description of civic participation 4.8 Proper Identification of the key areas for civic Action in community

Learning units and performance criteria

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning unit 1: Manage household income, finances and assets

Learning hours: 8

Learning outcomes	content	learning activities	Resources
1.1 Identify activities women do that benefit family and community	• Definition of women's work • Perceptions of women's work • Description of the value of women's work • Identification of activities women do that benefit family and community • Description of constraints faced by women to do Reproductive work	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role Play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
1.2 Describe Gender Division of labor	• Description of Gender Roles And Division of Labor • Identification of challenges of working the double day • Description of women as Heads of household • Description of Women in the workforce	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role Play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

1.3 Achieve work-life balance	• Definition of work-life balance • Description of Gender division of labor in the home • Achieving work-life balance by Gender Division of labor • Achieving work-life balance in your life • Homework assignment and time management	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
1.4 Describe household Finances	• Definition of income and expenditure • Identification of household expenditures • Identification of sources of income	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role Play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
1.5 Describe household Savings	• Definition of saving and assets • Identification of benefits of saving • Description of assets creation and household savings • Mechanisms for Asset creation • Matching savings Mechanisms to specific goals • Setting goals for Household savings	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role Play Scenario ○	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

1.6 Manage Household Finances	• Definition of household budget • Estimating Household Budget ✓ Expenditure ✓ Income ✓ Household savings • Managing the household Budget	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
--------------------------------------	--	--	--

Learning unit: 2 Describe Social Network and safety-nets

Learning hours: 10

Learning outcomes	content	learning activities	resources
2.1 Describe social network	• Definition of social network • Identification of value of social network • Description of social network and support Group • Description of value of advocacy Group in social Network	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

2.2 Build effective social networks	• Identification of characteristics of an effective support Group • Identification of challenges in building social support networks	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
2.3 Describe Leadership skills in social network	• Definition of leadership • Describe advocacy skills • Identification of essential characteristics for the people who seek to play leadership Role in social network •	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise • Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
2.4 Strengthen an advocacy Group	• Identification of problems that affect all women in the group and is a concern for others in community	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

2.5 Manage and Negotiate conflict	• Identification of potential areas of conflict • Description of seeking common ground • Management of conflict through negotiation	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
2.6 Develop action plan	• Identification of steps of action plan development such us ✓ Conduct Problem analysis ✚ Identification of cause or causes of problem ✚ Identification of who is responsible and why ✚ Identification of who all are affected by problem and how	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

Learning unit 3: Describe Health and Wellness
20

Learning hours:

Learning outcomes	content	learning activities	Resources
3.1 Describe good health	• Definition of health and wellness • Definition of good health • Identification of benefits of Good health	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role Play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
3.2 Identify health's problems that affect people in community	• Identification of issues affect people in community • Describe main factors that contribute to poor health • Identification of poor health consequences	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role Play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
3.3 Describe universal rights to health and health care	• Description of universal rights to health and heath care • Identification of universal rights to health and heath care • Description of Constraints to ensuring Good Health	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play Scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

3.4 Describe stress	• Definition of stress • Description of stress characteristics • Identification of causes of stress	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ visit field ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
3.5 Identify stress symptoms	• Definition of stress symptoms • Description of stress symptoms such as : ✓ Cognitive Symptoms ✚ Memory problems ✚ Inability to concentrate ✚ Poor judgment ✚ Seeing only the negative ✚ Anxious or racing thoughts ✚ Constant worrying ✓ Emotional Symptoms ✚ Moodiness ✚ Irritability or short	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

	temper + Agitation, inability to relax + Feeling overwhelmed + Sense of loneliness and isolation + Depression or general unhappiness ✓ Physical Symptoms + Aches and pains + Diarrhea or constipation + Nausea, dizziness + Chest pain, rapid heartbeat + Loss of sex drive + Frequent colds ✓ Behavioral Symptoms + Eating more or less + Sleeping too much or too little + Isolating yourself		
--	--	--	--

	- from others ✚ Procrastinating or neglecting responsibilities ✚ Using alcohol, cigarettes, or drugs to relax ✚ Nervous habits (e.g. nail biting, pacing)		
3.6 Describe post-traumatic stress disorder	• Definition of post-traumatic stress disorder • Description of chronic stress • Identification of strategies to reduce stress • Identification of events can lead to PTSD • Identification of Signs and symptoms of PTSD	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
3.7 Manage post-traumatic stress disorder	• Description of self-help strategies for PSTD such as : ✓ Reach out to others for support ✓ Avoid alcohol and drugs	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

	✓ Challenge your sense of helplessness ✓ Positive ways of coping with PTSD : ✓ Learn about trauma and PTSD ✓ Join a PTSD support group ✓ Practice relaxation techniques ✓ Pursue outdoor activities ✓ Confide in a person you trust ✓ Spend time with positive people ✓ Avoid alcohol and drugs ✓ Enjoy the peace of nature Spend time in nature • Avoidance and numbing		
--	--	--	--

3.8 Delineate sexual and reproductive health	• Definition of sexual health • Definition of reproductive health • Description of reproductive anatomy of female and Male • Importance of understanding the reproductive anatomy • Description of women's reproductive cycles : ✓ Menstruation ✓ Conception • Description of common reproductive issues • Identification of symptoms of urinary infections	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
3.9 Describe pregnancy ,birth and infant care	• Definition of pregnancy • Description of stages of pregnancy • Description of things every pregnant women should know such as: ✓ Prenatal vitamins can make you sick ✓ Ultrasounds are • Identification of problems every pregnant woman face	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

	• Describe constraints to safe pregnancies • Identification of nutrition for newborns • Identification of infant nutrition		
3.10 Describe family planning and birth control	• Definition of family planning • Identification of strategies used to make family planning Such as : ✓ Birth spacing ✓ Birth control and contraception ✓ Tradition methods of contraception ✓ Modern methods of contraception and birth control ✚ Identification of types of birth control or contraception and their advantages and disadvantages	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

3.11 Describe sexually transmitted infection and HIV/AIDS	• Definition of HIV/AIDS • Identification of diseases affected when having sexual contact • Identification methods to prevent diseases transmitted through sexual contact • Identification of activities HIV/AIDS cannot be contacted • Identification of strategies to prevent HIV/AIDS	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
3.12 Describe hygiene and nutrition	• Definition of hygiene • Definition of nutrition • Identification of diseases or infections are caused by poor hygiene • Description of personal hygiene • Identification of hygiene benefits • Identification of person hygiene challenges	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
3.13 Identify strategies to	Identification of strategies to ensuring personal hygiene such	○ Group discussion ○ Brainstorming technic ○ Participatory method	- Flipcharts - Markers - Pen

ensuring personal and community hygiene	as : ✓ hand washing ✓ teeth ✓ nails ✓ body hair ✓ body odor ✓ menstruation ✓ foot odor ✓ clothing ✓ cuts • Identification of advantages of personal hygiene	○ Expository method ○ Exercise ○ Role play scenario	- Notebook - Paper - Visual aids
3.14 Describe good nutrition	• description of benefits of good nutrition • Identification of balanced diet • identification of strategies to improve nutrition	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	○ Flipcharts ○ Markers ○ Pen ○ Notebook ○ Paper ○ Visual aids

Learning units and performance criteria

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Learning unit 4: Describe Family and Community Decision-making

Learning hours:

10

Learning outcomes	content	learning activities	resources
4.1 Describe Gender equality	• Definition of Gender equality • Perceptions about women in society • Description of impact of socialization • Description of Role Models	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
4.2 Describe factors that can strengthen women's Role in household	• Identification of areas of Decision-Making • Description of factors which can Strengthen women's role in household Decision-making	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
4.3 Describe women's rights and law in community	• Definition of human right and justice • Identification of women's rights in community • Identification of laws protecting women in their communities	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

		○ Exercise	
4.4 Describe the law of ownership and inheritance	● Definition of ownership ● Definition of inheritance ● Identification of issues and concerns related to inheritance of assets and women's rights to inheritance ● Understand the law regarding assets ownership for women	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
4.5 Describe the law of Marriage ,Divorce and Child custody	● Definition of marriage ● Identification of common issues related to marriage ● Definition of divorce ● Identification of causes of divorce ● Identification of women's rights to inheritance ● Description of Child custody and child support	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Flipcharts - Markers - Pen - Notebook - Paper - Picture card - Visual aids
4.6 Describe Domestic violence and Rape	● Definition of domestic violence ● Description of the prevalence	○ Group discussion ○ Brainstorming technic	- Flipcharts - Markers - Pen

	of Domestic violence in our community • Identification of reasons for Domestic violence • Identification of consequences of domestic violence • Identification of types domestic violence	○ Participatory method ○ Expository method ○ Exercise ○ Role play scenario	- Notebook - Paper - Visual aids
4.7 Describe civic participation	• Description of women and civic participation • Identification of ways in which women can participate in decision making	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
4.8 Identify the key areas for civic Action in community	• Identification of areas for civic action • Development of a civic action plan • Benefits of a civic participation	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

Assessment Guidelines

Portfolio

Summarize the activities/test required for each performance criteria.

Elements of competence	Performance Criteria	Checklist	Score		Type of evidence	Description of activity or test proposed
			Yes	No		
1. Manage household incomes , finances and assets	1.1 Identify activities women do that benefit family and	• Women's activities do that benefit family and community • constraints Faced by			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions: 2. Circle the right answer (s) from the statement given about the women's activities that benefit family and community 3. Ask the learner to identify

	community	women to reproductive work				constraints faced by women to Reproductive work
	1.2 Describe Gender and Division of labor	• Gender Roles • Responsibilities of the Head of household • Challenges of working Double day			Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. Circle the right answer from statement about Gender Roles ,Responsibilities of the head of household 3. Ask the learner to identify challenges of working Double Day
	1.3 Achieve work-life balance	• Benefits of achieving work-life balance • Challenges of achieving work-life Balance • Strategies for Achieving work-life balance			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. Multiple choice questions : Select The right Answer from the statement given about benefits ,challenges of achieving work-life balance

	1.4 Describe household Finances management	• Household expenditures • Income sources • The Household finances plan			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. Multiple choice questions : Select the light answer form the statement given about income and expenditure 3. Role play scenario about household Finances
	1.5 Describe household Savings	• Benefits of Saving • Ways of Saving • Identify Typical household expenditures • Successful saving requirements			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions : 2. Circle the right Answer from the statement about benefits of Saving , 3. Ask the Learner to identify Typical household expenditures
	1.6 Manage Household Finances	• Primary Income • Household Budget • Advantages of Managing			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. Multiple choice: select the Right Answer from the statement About household Budget 3. Circle the right answer from

		household budget				statement given about Advantages of Managing Household Budget.
2 .Describe Social Networks and Safety-nets	2.1 Describe social networks	• Benefits of social network • successful characteristics of social Network			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions: 2. Circle the right answer (s) from the statement given about the benefits of social network 3. Ask the learner to Identify the successful of characteristics of social network 4. Role play scenario about social benefits
	2.2 Build effective social networks	• Potential areas of conflict • challenges in building social support networks			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. circle the right answer from statement about potential areas of conflict 3. Ask the learner to identify challenges in building social network

2.3 Describe leadership skills in social network	Essential characteristics for the people who seek to play leadership Role in Advocacy Group			- Oral Evidence - Role play scenario Evidence	- True and false questions - Multiple choice : - Give the learner multiple answers and chose the right one - role play scenario about characteristics of leader in social network
2.4 Describe power of an advocacy group	Problems affects all women in advocacy group and is a concerns others in community			- Oral Evidence - Role play scenario Evidence	- True and false questions - Ask the learner to identify problems affects all women in advocacy group and is a concerns others in community - Role play scenario
2.5 Manage and Negotiate conflict	- Potential areas of conflict. - Strategies to manage conflicts			- Oral Evidence - Role play scenario Evidence	- True and false questions : - Circle the right Answer from the statement about potential Areas of conflict - Role play about strategies to manage conflicts

	2.6 Develop action plan	Steps for action plan development for social network group			- Oral Evidence - Role play scenario Evidence	- True and false questions - put the learners together into small group and ask them to develop action plan for social network group
3. Describe Health and wellness	3.1 Describe good health	- Explain Good Health - Good health benefits			- Oral Evidence - Role play scenario Evidence	.True and false questions: - Circle the right answer (s) from the statement given about the Good health Benefits
	3.2 Describe health problems affect people in community	- Factors contribute to poor Health - Consequences of poor health			- Oral Evidence - Role play scenario Evidence	- True and false questions - Circle the right answer from statement about factors contribute to poor health And consequences of poor Health
	2.3 Describe universal rights to health and health care	- Basic universe human rights to health and health care - Constraints to ensure Good health			- Oral Evidence - Role play scenario Evidence	- True and false questions - Ask the learner to identify the constraints to ensure Good health - Multiple choice questions : Give the learner multiple answers and chose the right one

	3.4 Describe stress	• Stress characteristics • Causes of stress			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. Ask the learner to identify stress characteristics. 3. Role play scenario about causes of stress
	3.5 Identify stress symptoms	• Explain stress Symptoms • Identify stress symptoms			○ Oral Evidence ○ Role play scenario Evidence	1 True and false questions 2 Circle the right Answer from the statement about stress symptoms
	3.6 .Describe post-traumatic stress disorder	• Explain post-traumatic stress disorder • strategies to reduce stress • Signs and symptoms of PTSD			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. Multiple choice about strategies to reduce stress 3. Circle the right answer from statement given about signs and symptoms of PTSD.

	3.7 Manage post-traumatic stress disorder	Self-help strategies for PTSD			- Oral Evidence - Role play scenario Evidence	- True and false questions - Circle the right answer (s) from the statement given about Self Help strategies for PTSD - Ask a learner to identify self-help Strategies
	3.8 Describe sexual and reproductive health	- women's reproductive cycles - common reproductive issues - symptoms of urinary infections			- Oral Evidence - Role play scenario Evidence	- True and false Questions - Circle the right answer from the statement given about women's Reproductive cycles - Ask a learner to identify Common reproductive issues and urinary infections
	3.9 Describe pregnancy ,birth and infant care	- stages of pregnancy - Things every pregnant women should Know - Constraints to safe pregnancies - Nutrition for			- Oral Evidence - Role play scenario Evidence	- True and false questions - Multiple choice Questions - About the constraints to safe pregnancies And nutrition for newborns - Ask a learner to identify Things every pregnant woman should Know

		newborns				
	3.10 Describe family planning and birth control	• Explain Family Planning • strategies used to make family planning			○ Oral Evidence ○ Role play scenario Evidence	1.True and false question 2.multiple choice :give the learner Multiple answers And select the right one about strategies used to make family planning 3.Role play scenario about family planning
	3.11 Describe sexually transmitted infection and HIV/AIDS	• Diseases affected when having sexual contact • Methods to prevent diseases transmitted through sexual contact			○ Oral Evidence ○ Role play scenario Evidence	1. True and false Questions 2. Circle the right answer form the statement about diseases affected when having sexual contact 3.Role play scenario about methods to prevent Diseases

	3.12 Describe hygiene and nutrition	• Diseases or infections are caused by poor hygiene • hygiene benefits			○ Oral Evidence ○ Role play scenario Evidence	1 .True and false Questions 2. Circle the right answer form the statement about diseases or infections are caused by poor hygiene. 3.Role play scenario about poor hygiene and hygiene benefits
	3.13 Identify strategies to ensuring personal and community hygiene	• Strategies to ensuring personal hygiene			○ Oral Evidence ○ Role play scenario Evidence	1 .True and false Questions 2. Circle the right answer form the statement about diseases or infections are caused by poor hygiene. 3.Role play scenario about poor hygiene and hygiene benefits
	3.14 Describe food nutrition	• Nutrition benefits • strategies for nutrition improvements			○ Oral Evidence ○ Role play scenario Evidence	1 .True and false Questions 2. Circle the right answer form the statement about nutrition benefits Role play scenario about nutrition improvements

4. Describe Family and Community Decision-making	4.1 Describe Gender equality	• Explain impact of socialization • Perceptions about women in society			○ Oral Evidence ○ role play scenario Evidence	1. True and false questions: 2. Circle the right answer (s) from the statement given about impact of socialization 3. Role play scenario about perceptions in society
	4.2 Describe factors can strengthen women's Role in household	• Factors can strengthen women's Role in household • decision making areas			○ Oral Evidence ○ role play scenario Evidence	1. True and false questions 2. Circle the right answer from statement about factors can strengthen women's role in house household 3. Role play scenario about factors can strengthen women's role in house household
	4.3 Describe women's rights and law	• Women's right in community • Lows Protect Women in community			○ Oral Evidence ○ role play scenario Evidence	1. True and false questions 2. Ask the learner to identify women's right in community. 3. Role play scenario about lows protect women in community

	4.4 Describe legal ownership and inheritance	• Women's rights to inheritance • Issues and concerns related to inheritance of assets			○ Oral Evidence ○ role play scenario Evidence	1. True and false questions : 2. Circle the right Answer from the statement about women's rights to inheritance 3. Role play about issues and concerns related to inheritance of assets
	4.5 Describe Marriage ,Divorce, Child custody	• Issues related to Marriage • Causes of divorce • child custody issues			○ Oral Evidence ○ role play scenario Evidence	1. True and false questions 2. Multiple choice about issues related to marriage 3. Circle the right answer from statement about causes of divorce 4. Role play scenario about issues child custody
	4.6 Describe Domestic violence and Rape	• Reasons for Domestic violence • Consequences of Domestic violence • Types of domestic violence			○ Oral Evidence ○ role play scenario Evidence	1. True and false questions 2. Circle the right answer (s) from the statement 3. Ask the learner to identify Reasons for Domestic violence 4. Role play scenario about types of domestic violence

	4.7 Describe civic participation	• Ways which woman can participate in decision-making			○ Oral Evidence ○ Role play scenario Evidence	1. True and false Questions 2. Circle the right answer from the statement ways which woman can participate in Decision-making 3. Role play scenario about civic participation
	4.8 Identify the key areas for civic Action in community	• Key areas for civic participation • steps of civic action plan development • Benefits of civic participation			○ Oral Evidence ○ Role play scenario Evidence	1. True and false questions 2. Multiple choice questions :select the right Answer From the Statement about the ways women can participate in Decision Making 3. Role play scenario about benefits of civic participation

Reference:

"Abortion- Topic Overview." WebMD. 29 Sept. 2008. 2 July 2009

<<http://women.webmd.com/tc/abortion-topic-overview>>.

"Adolescent Health and Wellness: Puberty in Boys." Children's Health and

Wellness. 2 July 2009 <<http://www.drmpaul.com/adolescent/pubertyboys.html>>.

"Afghan election poster - cleveland.com." Blogs - Cleveland.com. 08 July 2009

<http://photos.cleveland.com/plain-dealer/2009/06/eye_on_the_world_wednesday_jun_26.html >.

alibaba.com. Alibaba. 1 July 2009 <http://img.alibaba.com///_Dress.jpg>.

alibaba.com. Alibaba. 1 July 2009

<http://images.google.com/?imgurl=http://img.alibaba.com///Metal_Money_Box_Safe_Bank.jpg&imgrefurl=http://hktopbrass.trustpass.alibaba.com/-10749794/_Money_Box_Safe_Bank.html&usg=__ID5GbsbUErUo3e40Q5BYSVfSsLg=&h=1160&w=1188&sz=89&hl=en&start=12&um=1&tbnid=Xo_-yz8Q1MRKkM:&tbnh=146&tbnw=150&prev=/%3Fq%3Dmoney%2Bsafe%26hl%3Den%26rlz%3D1T4SKPB_enUS326US326%26sa%3DN%26um%3D1 >.

"All About Puberty." Kid's Health. 2 July 2009

<http://kidshealth.org/kid/grow/body_stuff/puberty.html#>.

asymptotia.com. Asymptotia. 1 July 2009 <http://asymptotia.com/images///_dynamo.jpg>.

binhminh-realestate.com. Binhminh Real Estate. 1 July 2009 <http://www.binhminh-realestate.com/_images//.jpg>.

"Biography: Congresswoman Nancy Pelosi, California, 8th District." United States House of Representatives, 111th Congress, 1st Session. 15 July 2009 <<http://www.house.gov/pelosi/biography/bio.html>>.

brunswicklibrary.com. Brunswick Library. 1 July 2009 <<http://www.brunswicklibrary.org//use.jpg>>.

cascadianfarm.com. Cascadian Farm. 1 July 2009 <<http://www.cascadianfarm.com///.jpg>>.

"CEDAW: States parties." Division for the Advancement of Women: Department of Economic and Social Affairs. 08 July 2009 <<http://www.un.org/womenwatch/daw/cedaw/states.htm>>.

"CIA - The World Factbook." Central Intelligence Agency: The Work of a Nation. The Center of Intelligence. CIA. Web. 27 July 2009. <<https://www.cia.gov/library/publications/the-world-factbook/>>.

Daylife. 2008. <<http://www.daylife.com/photo/0fRC41C3SgfCF>>.

dhgate.com. DHgate. 1 July 2009

<http://images.google.com/?imgurl=http://image.dhgate.com////d7bd7ff010d7cfed9943253/productimg1216622369531.jpg&imgrefurl=http://www.dhgate.com/men-suit-Evening-party-Formality-Lounge/p_ff80808113dca2970113dd85d53c08c1.html&usg=__vKWPHYsSBn9x7HMQC4mS2EtDyxE=&h=687&w=469&sz=25&hl=en&start=32&um=1&tbnid=28d0MBBkI_mdaM:&tbnh=139&tbnw=95&prev=/images%3Fq%3Devening%2Bsuit%26ndsp%3D20%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D1I7SKPB_en%26sa%3DN%26start%3D20%26um%3D1>.

dkimages.com. DK Images. 1 July 2009 <<http://www.dkimages.com/./JPG>>.

Doorways I: Student Training Manual: On School-Related Gender-Based Violence Prevention and Response. Mar. 2009. USAID. 16 July 2009 <http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/Doorways_I_Student_Manual.pdf>.

ehponline.org. EHP. 1 July 2009 <<http://www.ehponline.org/./-9/.jpg>>.

elecosmetics.com. Ele Cosmetics. 1 July 2009

<http://images.google.com/?imgurl=http://www.elescosmetics.com.au/./Lipstick-p.jpg&imgrefurl=http://www.elescosmetics.com.au/./php%3Fproductid%3D16164&usg=__2wqKX0sowkCYh9yxmj4_iqRFipw=&h=400&w=400&sz=21&hl=en&start=7&um=1&tbnid=kOtKHk7K_81q8M:&tbnh=124&tbnw=124&prev=/images%3Fq%3DLipstick%26ndsp%3D20%26hl%3Den%26rls%3Dcom.microsoft>.

en-us:IE-SearchBox%26rlz%3D1I7SKPB_en%26um%3D1>.

"Ellen Johnson-Sirleaf - Biography." Biography.com. 2006. 15 July 2009
<<http://www.biography.com/articles/Ellen-Johnson-Sirleaf-201269>>.

featurepics.com. Feature Pics. 1 July 2009
<http://images.google.com/?imgurl=http://www.featurepics.com//V//Vegetable-Oil-Angle-View-188912.jpg&imgrefurl=http://www.featurepics.com//Vegetable-Oil-Angle-View-Pictures188912.aspx&usg=__Mayu7X0fAZofP00spDRtLI5nqI=&h=300&w=205&sz=13&hl=en&start=9&um=1&tbnid=zdimfDq4aoo6lM:&tbnh=116&tbnw=79&prev=/images%3Fq%3Dbottle%2Bof%2Bvegetable%2Boil%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D1I7SKPB_en%26um%3D1>.

flickr.com. Flickr. 1 July 2009 <http://farm1.static.flickr.com//_e8e242e8f8.jpg>.

flickr.com. Flickr. 1 July 2009 <http://farm4.static.flickr.com//2318_acd1690ef5.jpg>.

flickr.com. Flickr. 1 July 2009 <http://farm1.static.flickr.com//_c06a81d93b.jpg>.

flynnohara.com. Flynn O'hara. 1 July 2009
<http://images.google.com/?imgurl=http://www.flynnohara.com//_high_school_1.jpg&imgrefurl=http://www.flynnohara.com/mGirlsHSSamples.asp%3Fnav%3D0102&usg=__MU1yDkX-c6gf0tIyLqPgiO6Gr_w=&h=260&w=418&sz=18&hl=en&start=2&um=1&tbnid=6IoVUu9pH-4MXM:&tbnh=78&tbnw=125&prev=/%3Fq%3Dschoo%2Buniforms%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D1I7SKPB_en%26um%3D1>.

fmwf.com. FMWF. 1 July 2009 <<http://www.fmwf.com///-makeup-200.jpg>>.

Foliart, Lauren. "Goats Graze the Way." City on a Hill Press. 28 May 2009. 06

July 2009 <<http://www.cityonahillpress.com/2009/05/28/goats-graze-the-way/>>.

foreveramber.typepad.com. Forever Amber. 1 July 2009 <[http://foreveramber.typepad.com/////dresses 2.jpg](http://foreveramber.typepad.com/////dresses%202.jpg)>.

fotosa.ru. Fotosa. 1 July 2009 <http://fotosa.ru/_photo/_2469616.jpg>.

[freefoto.com](http://www.freefoto.com). freefoto. 1 July 2009 <http://www.freefoto.com/_20_51---Bottle-of-milk_web.jpg>.

[goat-colostrum.com](http://www.goat-colostrum.com). Goat-Colostrum. 1 July 2009 <<http://www.goat-colostrum.com/.jpg>>.

[greenpass.com](http://www.greenpass.com.au). Green Pass. 1 July 2009 <<http://www.greenpass.com.au///%20at%20desk.JPG>>.

[haciendacatering.com](http://www.haciendacatering.com). Hacienda Catering. 1 July 2009 <http://www.haciendacatering.com/_Pictures/.JPG>.

[hardwickebuilding.com](http://www.hardwickebuilding.com). Hardwicke Building. 1 July 2009
<http://www.hardwickebuilding.co.uk/_OF_FOLDERS.jpg>.

"Hot or Not?: Indoor See Saw." [Apartment Therapy ohdeedoh](http://www.ohdeedoh.com). 09 July 2009
<<http://www.ohdeedoh.com/ohdeedoh/hot-or-not/hot-or-not-indoor-see-saw-028187>>.

<<http://poetryforpeace.files.wordpress.com/2008/03/ellen-johnson-sirleaf.jpg>>.

<<http://www.orinfor.gov.rw/IMAGES/cyanzayire%20001.jpg>>.

"Icebreakers, Warmups, Energizers, & Deinhbitizers." 14 May 2009. 16 July
2009 <<http://wilderdom.com/games/Icebreakers.html>>.

i.ehow.com. I.Ehow. 1 July 2009 <http://i.ehow.com/////main_Full.jpg>.

imageshack.us. Image Shack. 1 July 2009 <<http://img169.imageshack.us//.jpg/>>.

"Job Interview," 6 July 2009 <<http://s3.images.com/huge.16.83281.JPG>>.

Jok, Aleu Akechak, Robert A. Leitch, and Carrie Vandewint. "A Study of Common Law in Contemporary Southern Sudan." Mar. 2004. World Vision International. 2 July 2009 <http://www.gurtong.org/ResourceCenter/laws/Customary%20Law%20Overview%20in%20South%20Sudan%20March%202004_compressed.doc>.

"Lifecycle Nutrition." Food and Nutrition Information Center. 8 Apr. 2009. USDA. 2 July 2009 <http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=257&topic_id=1352>.

Lowen, Lindsay. "Profile of Michelle Obama." Women's Issues - All About Women's Issues. 9 Feb. 2009. 15 July 2009 <<http://womensissues.about.com/od/influentialwomen/p/MichelleObama.htm>>.

made-in-china.com. Made In China. 1 July 2009 <<http://www.made-in-china.com//f0j00ZBSaweFIkQVbM/Barrow-WheelBarrow.jpg>>.

mydietprogram.com. mydietprogram. 1 July 2009 <http://images.google.com/?imgurl=http://my-diet-program.com/files/my-diet-program-fish-on-a-plate.jpg&imgrefurl=http://my-diet-program.com///plans/&usg=__Mw-hmEWBqUI7B1hZIViZ6Tf8k8w=&h=300&w=420&sz=17&hl=en&st>.

"My Food Pyramid." Nudos en el Pelo. 7 Nov. 2008. 17 June 2009 <<http://nudosenelpelo.wordpress.com/2008/11/07/my-food-pyramid/>>.

"Nancy Pelosi." Pocantico Hills Central School. 15 July 2009

<<http://www.pocanticohills.org/womenenc/pelosi.htm>>.

"Nigeria: the prohibition of infringement of a widow's and widower's fundamental rights law." BNet. 2002. WIN News. 14 July 2009

<http://findarticles.com/p/articles/mi_m2872/is_2_28/ai_86049656/>.

"Ngozi Okonjo-Iweala: Banking on development." CNN.com. 5 July 2009. 15 July 2009 <Ngozi Okonjo-Iweala: Banking on development>.

"Ngozi Okonjo-Iweala - World Economic Forum Annual Meeting Davos 2007 on Flickr - Photo Sharing!" Welcome to Flickr - Photo Sharing. 06 July 2009

<<http://www.flickr.com/photos/worldeconomicforum/374714811/>>.

"Nutrition for Infants - Keep Kids Healthy." Keep Kids Healthy - free pediatric parenting advice. 02 July 2009 <<http://www.keepkidshealthy.com/infant/infantnutrition.html>>.

nymag.com. NY Magazine. 1 July 2009 <http://nymag.com/////chicken_lg.jpg>.

"Oprah Winfrey's Biography." Oprah.com - Live Your Best Life - Oprah.com. 15 July 2009

<http://www.oprah.com/article/pressroom/oprahsbio/20080602_orig_oprahsbio>.

"PDP wins Nigerian state election." World News Network. 6 May 2009. 08 July

2009 <http://article.wn.com/view/2009/05/06/PDP_wins_Nigerian_state_election/>.

photobucket.com. PhotoBucket. 1 July 2009

<http://images.google.com/?imgurl=http://www.charlottesville.org/.aspx%3Fimageid%3D2478&imgrefurl=http://www.charlottesville.org/.aspx%3Fpage%3D394&usg=__tOkr-H7yMZ-dKlGtHoTfGOYPXko=&h=231&w=250&sz=28&hl=en&start=97&um=1&tbnid=0ZSBkuAQitw7yM:&tbnh=103&tbnw=111&prev=/images%3Fq%3Dbus%2Btickets%26ndsp%3D20%26hl%3Den%26rls%3Dcom>.

microsoft:en-us:IE-SearchBox%26rlz%3D1I7SKPB_en%26sa%3DN%26start%3D80%26um%3D1>.

photographersdirect.com. Photographers Direct. 1 July 2009 <http://img1.photographersdirect.com/_.jpg>.

pinballrebel.com. Pinball Rebel. 1 July 2009 <http://www.pinballrebel.com/_files/.jpg>.

powered templates. Powered Templates. 1 July 2009

<http://images.google.com/?imgurl=http://www.poweredtemplates.com/_src_clipart/clipart_b.jpg&imgrefurl=http://www.poweredtemplates.com/essentials/_.html&usg=__QnMy8UKNWQxOjDOCFBIvAFWZ9Ms=&h=356&w=425&sz=9&hl=en&start=18&um=1&tbnid=bXEgLIUssUd4NM:&tbnh=106&tbnw=126&prev=/images%3Fq%3Dbottle%2Bof%2Bperfume%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D1I7SKPB_en%26sa%3DX%26um%3D1>.

preciseedit.com. Precise Edit. 1 July 2009 <http://preciseedit.files.wordpress.com/_.jpg>.

"Puberty Information for Boys." 1995. American Academy of Pediatrics. 2 July 2009 <<http://www.aap.org/pubserv/patedcd/demo/pdf/files/papers/HE020802.pdf>>.

s3images.com. S3 Images. 1 July 2009 <<http://s3.images.com/.39.199168.JPG>>.

"SDP Campaign." In the Search for Light. 7 Dec. 2008. 8 July 2009

<http://images.google.com/imgres?imgurl=http://www.davorko.net/storage/Poster_SDP-a_z_a_izbore.jpg&imgrefurl=http://www.davorko.net/blog/&usg=__EcDS299t4rQMvhd_VJyyPhEDlZA=&h=353&w=500&sz=52&hl=en&start=1&um=1&tbnid=VCCYjoyo95C2lM:&tbnh=92&tbnw=130&prev=/images%3Fq%3DBosnia%2Belection%2Bcampaign%2Bposter%26hl%3Den%26um%3D1>.

"Secretary of State Hillary Rodham Clinton." U.S. Department of State. 15 July 2009 <<http://www.state.gov/secretary/>>.

Sulkowski, Mark. "Customary Law." 2 July 2009 <<http://jim.com/custom.htm>>.

thecompletewomanblog.com. The Complete Woman Blog. 1 July 2009

<http://images.google.com/?imgurl=http://www.thecompletewomanblog.com/content/laundry-detergent.jpg&imgrefurl=http://www.thecompletewomanblog.com/laundry-detergent/&usg=__YjaQEbixNU3x-TOAmgSOss-v2gY=&h=185&w=250&sz=6&hl=en&start=4&um=1&tbnid=Y7NAz0DlK_FJaM:&tbnh=82&tbnw=111&prev=/images%3Fq%3Dbar%2Bof%2Bsoap%26ndsp%3D20%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D117SKPB_en%26um%3D1>.

traveladventures.org. Travel Adventures. 1 July 2009 <<http://www.traveladventures.org/market-people05.jpg>>.

thedailytip.net. thedailytip. 1 July 2009

<http://images.google.com/?imgurl=http://www.thedailytip.net/content/rice02.JPG&imgrefurl=http://www.thedailytip.net/&usg=__gy2uXeicV_alUoRBlQB85CxnOew=&h=972&w=1296&sz=844&hl=en&start=35&um=1&tbnid=RKJ0DBGFWZp5sM:&tbnh=113&tbnw=150&prev=/images%3Fq%3Dplate%2Bof%2Bric e%26ndsp%3D20%26hl%3Den%26rls%3Dcom.microsoft:en-us:IE-SearchBox%26rlz%3D117SKPB_en%26sa%3DN%26start%3D20%26um%3D1>.

"UNICEF - Avian and Pandemic Influenza Communication Resources - MYN ILL 0045 - Chickens 1." UNICEF. UNICEF. 06 July 2009
<http://www.unicef.org/influenzaresources/index_716.html>.

universitycu.org. University CU. 1 July 2009 <<http://www.universitycu.org/>>.

utilcall.com. Utilcall. 1 July 2009 <<http://www.utilcall.com/>>.

vagabondjourney.com. Vagabond Journey. 1 July 2009 <<http://www.vagabondjourney.com/-1/-2014-guatemala-cooking-pots.JPG>>.

vivatamales.com. Viva Tamales. 1 July 2009

<<http://www.vivatamales.com/%20&%20Woman%20Standing%20BE%2010.gif>>.

"'Vote Paul Kagame' Election Poster- Kigali Rwanda." Wandering Spirit Travel

Images. 8 July 2009 <http://www.wandering-spirit-travel-images.co.uk/photo_225109.html>.

"Voting begins in Iraq under tight security." China Daily Website - Connecting

China Connecting the World. 08 July 2009 <http://www.chinadaily.com.cn/world/2009-01/31/content_7433568.htm>.

"10 Warm Ups for Lesson Plans - Using Ice Breakers as Warm Ups." Continuing

Education - Info for the Non-Traditional Student and the Teacher of Adults. 16 July 2009
<<http://adulted.about.com/od/teachers/tp/warmupsforlessonplans.htm>>.

WHO: World Health Organization. Web. 27 July 2009. <<http://www.who.int/en/>>.

Widowhood: Invisible Women, Secluded or Excluded. Rep. Dec. 2001. United

Nations. 14 July 2009

<<http://www.worldfamilyorganization.org/wfs/WFS5/Background%20Papers/Women2000%20-%20Widowhood%20-%20invisible%20women,%20secluded%20or%20excluded%20English.pdf>>.

wikipedia.org. Wikipedia. 1 July 2009 <<http://en.wikipedia.org/>>.

Williams, Suzanne, Janet Seed, and Adelina Mwau. The Oxfam Gender Training

Manual. Oxford: Oxfam, 1994.

"Women's rights: West's Encyclopedia of American Law (Full Article) from

Answers.com." Answers.com - Online Dictionary, Encyclopedia and much more. 15 July 2009

<<http://www.answers.com/topic/women-s-rights>>.

World News Journal. 8 July 2009 <http://2.bp.blogspot.com/_9YIRHO5j-G8/Rf9sylLqTxI/AAAAAAAAAJs/07mSYp-QAos/s400/DSC_0182.JPG>.

"Zainab's Memoir." Helping Women Survivors of War Rebuild Their Lives | Women for Women International. 15 July 2009 <<http://www.womenforwomen.org/about-women-for-women/Zainab-Salbi-Memoir.php>>

zimbio.com. Zimbio. 1 July 2009 <<http://www.zimbio.com/>>.

"Gender Equality in Rwanda." *Wikigender*. 23 Feb. 2009. Web. 27 July 2009. <http://www.wikigender.org/index.php/Gender_Equality_in_Rwanda>.

Ntampaka, Charles. "Rwanda: Family Law in Rwanda." The International Society of Family Law, 1997. Web. 27 July 2009. <<http://www.grandslacs.net/doc/2314.pdf>>.

"Rwanda: The conditions under which a woman can obtain a divorce; whether she can keep her children, receive alimony from her former husband or receive a share of the property; how the civil courts function, and the treatment of divorced mothers with no family." *UNHCR*. Immigration and Refugee Board of Canada, 23 Jan. 2007. Web. 27 July 2009. <<http://www.unhcr.org/refworld/type,QUERYRESPONSE,,RWA,46fa538bc,0.html>>.

CM107: RUNNING MICROBUSINESS		
Competence 3: Run Microbusiness		
RTQF LEVEL: 1	CREDITS: 6	LEARNING HOURS : 60
SECTOR: All	SUB-SECTOR: All	
ISSUE DATE: January 2013	REVIEW DATE:	

PURPOSE STATEMENT

This module describes the skills and knowledge required to prepare a business plan for a small business and operate a small business. At the end of this module, the participants understand the principles and tools behind personal and family money-management. They are able to understand the importance of saving and reducing expenses. They are able to organize and manage personal and household finances. They can create a personal budget and think strategically about their finances. They can evaluate their options for earning money and are

familiar with ways to establish and maintain personal credit. They are aware of the risks associated with credit. The participants simulate income-generating activities after which they are familiar with the basic cycles of business. They can plan for income-generating activity expenses and loan repayments. They can keep basic business financial records. They are able to evaluate the risks and opportunities of using credit in income generating contexts. They are able to distinguish between money to be used for investment into their income-generating activities, for their family expenses, and for savings. They learn about different market actors.

LEARNING ASSUMED TO BE IN PLACE

Not applicable

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

Elements of competence	Performance criteria
By the end of the module, the trainee will be able to :	
1. Apply basic arithmetic operations	1.1 Proper application of four fundamental operation 2.1 Correct Reading and writing the words Relating to business
2. Read and Write the words Relating to business	

3. Develop entrepreneurial mind-set	3.1 Proper identification of livelihood activities and business in the community Proper description of characteristics of an entrepreneur and their role in the society 3.2 Adequate identification and examination of risks related to a certain business as per its nature and size and responding to them accordingly. 3.3 Accurate identification of a business idea and selection of a good- profitable- ones among many.
4. Manage finance	4.1 Proper identification of personal and business financial needs in different life situations. 4.2 Proper mobilization of the required amount of money for different needs. 4.3 Effective management of business money as per procedures in a way to avoid waste of money. 4.4 Appropriate saving of money in a recognized financial institution. 4.5 Effective management of business debts. 4.6 VSLAs is created and managed Adequately
5. Manage a small business	5.1 Proper description of basic business cycle in terms of buying, adding value and selling for profit 5.2 Correct identification of credit risks and unexpected costs and dealt with accordingly. 5.3 Adequate development of record-keeping sheet as per standards and on time.

6. Develop a business plan for a micro business	6.1 Realistic formulation of objectives of the small business, and are clearly stated and measurable. 6.2 Appropriate filling out of the business plan template as per standards. 6.3 The simulated small business has brought benefits.
7. Manage Cooperative	7.1 Proper Description of cooperative 7.2 Effective management of cooperative 7.3 Proper application of cooperative registration

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Apply basic arithmetic operations and literacy

Learning Hours: 20

Learning outcomes	Contents	Learning activities	Resources
1.1 Apply fundamental arithmetic operations	- Count reliably up to 10 items - Read, write, count numbers up to 10. - Compare numbers, more than,	Group discussion on Read and write numbers and 4 arithmetic fundamentals operation	- Reference books - Pens - Calculator - Reference books

	less than and put numbers in order. • Add single digit numbers with totals up to 10 • Subtract single digit numbers from numbers up to 10. • Count reliably up to 100 items. • Read, write, order and compare numbers up to 100. • Add and subtract two digit numbers with totals up to 100. • Multiply single digit numbers and two digit numbers by single digit numbers • Count up to 1000.	○ Practical exercises on adding, subtracting, multiplying , and dividing	- Pens - Calculator
1.2 Perform reading and writing simple words relating to business	• Reading and counting syllables of a word and listing the words used in business Relating to that vowel /consonant Such as : Abacuruzi A -Abaguzi	○ Group discussion on Read and write word relating to business ○ Exercises exercise on Read and Write word relating to business	- Reference books - Pens - Calculator - Visual aids

	-Abaguzi - Abakiriya B -Bank Writing a word used in business Such as : Abacuruzi Abaguze		
--	---	--	--

Learning unit 2: Develop entrepreneurial mind-set

Learning Hours: 5

Learning outcomes	Contents	Learning activities	Resources
2.1 Identify income generating activities	• Categorization of income generation activities • Characteristics of livelihood business activities in the community	○ Small group discussion ○ Brainstorming ○ Large group discussion ○ Presentation	- Flipchart - Pen - Notebooks - Projector
2.2 Describe an entrepreneur	• Characteristics of an entrepreneur (mindset) • Role of entrepreneur in community	○ Small group discussion ○ Brainstorming ○ Large group discussion ○ Presentation ○ Case studies	- Flipchart - Pen - Notebooks - Projector - Videos

		○ Site visit ○ guest speakers	
2.3 Examine business risks	• Types of business risks and their impact on business • Strategies to overcome business risks	○ Exercise ○ Role-play ○ Large group discussion ○ Case studies ○ Guest speakers ○ Practical exercises on evaluation of business risks	- Role play scenarios - Videos -
2.4 Select a business idea	• Characteristics of a promising business idea	○ Brainstorming ○ Large group discussion ○ Practical exercises on selection of a business idea ○ Visit a nearby business settings	- Flipchart - Pen - Notebooks - Projector

Learning unit 3: Manage finance

Learning hours: 10

Learning outcomes	Contents	Learning activities	Resources
3.1 Examine business financial needs	• Identification of money needs in daily life ✓ Personal needs ✓ Business needs • Identification of how the things they need money for change as their life situations change	○ Small group discussion ○ Brainstorming ○ Large group discussion ○ Presentation	- Flipchart - Pen - Notebooks - Projector

3.2.Raise fund (money)	• Planning of getting money • Sources of funds for a business ✓ Borrowing (financial institution of friends/family) ✓ Saving ✓ Working to earn money)	○ Small group discussion ○ Brainstorming ○ Prioritizing ○ Role-play ○ Large group discussion ○ Presentation ○ Case studies	- Role play scenarios - Flipchart - Pen - Notebooks - Projector
3.3.Manage money effectively	• Good ways to manage money • Ways of wasting money • Ways to cut costs through ✓ Reducing ✓ Recycling ✓ Repairing ✓ Reusing	○ Exercise ○ Role-play ○ Large group discussion ○ Case studies	- Role play scenarios
3.4.Save money	• Definition of the concept of saving • Recognize that not only rich people can save • Reasons for saving (unexpected events and specific needs) • Savings goals • Saving possibilities and institutions	○ Brainstorming ○ Large group discussion ○ Role-play ○ Individual goal setting ○ Guest speakers	- Flipchart - Pen - Notebooks - Projector
3.5.Manage debts	• Definition of the concept of debt • Risks of getting into debt • Strategies to avoid debt	○ Large group discussion ○ Group work ○ Prioritizing	- Role play scenarios

	• Strategies to get out of debt	○ Case studies	
3.6 Create and Manage VSLAs	• Definition of VSLAs • Description of VSLAs Methodology • VSLAs Governance • Conflict Resolution strategies	○ Large group discussion ○ Group work ○ Case studies	- Role play scenario

Learning unit 4: Perform record keeping and budgeting 5

Learning hours:

Learning outcomes	Contents	Learning activities	Resources
4.1.Keep basic personal financial records	• Income • Expenses • Balance calculations	○ Group work ○ Case study	
4.2.Perform basic budgeting	• Definition of budget • Definition of the concept of budgeting • Principle of budgeting	○ Group work ○ Case study ○ Practical individual budgeting respecting principles	
4.3.Develop a financial strategic plan	• structure of a financial plan • the importance of a financial plan	○ Brainstorming ○ Large group discussion ○ Demonstration on developing a financial plan ○ Practical individual work on	- Financial fitness plan - Template of a financial plan - Flipchart

		developing a financial plan ○ Case studies	- Pen - Notebooks - Projector
--	--	---	-------------------------------------

Learning unit 5: Manage a small business

Learning Hours: 5

Learning outcomes	Contents	Learning activities	Resources
5.1.Describe the business cycle	• Basic cycle of business: buying, adding value, selling for profit • Allocation of income between the business, personal expenses and savings • Importance of maintaining positive cash flow	○ Simulation game ○ Large group discussion	- Entrepreneurs' profiles - Entrepreneur's Cycle Chart
5.2.Plan for unexpected costs	• Possible unexpected expenses or financial events • Strategies of planning and dealing with, unexpected financial events	○ Simulation game ○ Large group discussion ○ Case studies	- Life cards for simulation game
5.3.Identify the risks of credits	• Risks and potential benefits of selling to customers on credit	○ Simulation game ○ Large group discussion	- Life cards for simulation game

	• Financial risks involved with extending credit to friends and family members		
5.4.Fill in a record-keeping sheet	• Value of keeping records • Sections of a record-keeping sheet	○ Simulation game, ○ Large group discussion ○ Demonstration on filling up a record keeping sheet ○ Practical individual work on filling up a record keeping sheet	- Record-keeping template

Learning unit 6: Prepare a business plan for a micro business
5

Learning Hours:

Learning outcomes	Contents	Learning activities	Resources
6.1.Describe the value of a business plan	• Value of a business plan • Flexibility of a business plan • Importance of realistic goals • Sections of a business plan	○ simulation game ○ large group discussion ○ Demonstration on preparing a business plan ○ Practical individual work on preparing a business plan	- Entrepreneur's Cycle Chart - Record-keeping template - Business plan template

Learning unit 7: Manage cooperative**Learning Hours: 10**

Learning outcomes	Contents	Learning activities	Resources
7.1. Describe a cooperative	• Definition of cooperative • Description of cooperative principles • Identification of cooperative values • Identification of common characteristics Of cooperative • Description of member's right and responsibilities • Identification of benefits of member • Identification of conditions to become cooperative's member	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

7.2 Create a cooperative	• Identification of conditions needed to create a cooperative • Identification of cooperative registration process - Prepare the cooperative statutes/by-laws Cooperative	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
		○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids
7.3 Manage a cooperative	• Description of cooperative structure : - cooperative organs ✚ General Meeting of members ✚ The Management Board ✚ The Control Board • Identification of essential condition success	○ Group discussion ○ Brainstorming technic ○ Participatory method ○ Expository method ○ Role play scenario ○ Exercise	- Flipcharts - Markers - Pen - Notebook - Paper - Visual aids

	• Identification of Characteristics of a successful cooperative leadership • Identification of a successful characteristics of a cooperative leader • Identification of common problems of cooperatives • Conflict resolution strategies		
--	---	--	--

1. REFERENCES

2. Work Readiness Training Programme – Trainer’s Manual, Akazi Kanoze – Youth Livelihoods Project.
3. Work Readiness Training Programme – Participant’s Manual, Akazi Kanoze – Youth Livelihoods Project

Assessment guidelines

Formative assessment

Elements of competence	Assessment indicator	Checklist	Score		Observation
			Yes	No	
1. Apply basic arithmetic operations	Four fundamental are applied	Addition			
		Subtraction			
		Multiplication			
		Division			
2. Develop Entrepreneurial mind-set	Livelihood activities and business in the community are identified	Non-farm' natural resource based livelihood activities			
		Farm-based livelihood activities and Processing of products			
	Characteristics of an entrepreneur and their role in the society are described	Opportunity seeking			
		Initiative taking			
		Ownership of a development			

		Commitment to see things through			
		Personal locus of control (autonomy)			
		Intuitive decision making with limited information			
		Networking capacity			
		Strategic thinking			
		Negotiation capacity			
		Selling/persuasive capacity			
		Achievement orientation			
		Incremental risk taking			
		Living with uncertainty and complexity			
		Having to do everything under pressure (financial and time)			
		Coping with loneliness			
		Building know how and trust relationships			

		Learning by doing, copying, making things up, problem solving			
		Managing interdependencies			
		Working long hours and unsocial hours			
		Belief that rewards come with your own effort			
		Belief that you can make things happen			
		Belief in individual and the community			
		Motivation to succeed			
		Motivation to make a difference			
		Ability to cope with doing something different to others			
		Ability to see problems as opportunities			

		Job creator			
		Social corporate responsibility			
		Creating market to local products and services			
	Risks related to a certain business are identified and examined as per their nature and size and are responding to them accordingly.	Human factors (talent management, strikes),			
		Technological factors (emerging technologies),			
		Physical factors (failure of machines, fire or theft)			
		Operational factors (access to credit, cost cutting, advertisement)			
		Economic factors (market risks, pricing pressure)			
		Natural factors (floods, earthquakes)			
		Political factors (compliance and regulations of government)			

		Risk Acceptance strategy			
		Risk Avoidance strategy			
		Risk Limitation strategy			
		Risk Transference strategy			
	A business idea is accurately identified and a good-profitable-ones among many is selected.	Fulfills a customer need – a problem is solved			
		Innovative			
		Unique			
		Clear focus			
		Profitable in the long term			
3.Manage finance	Personal and business financial needs are identified in different life situations.	Mortgage or rent			
		Food and groceries			
		Property taxes			
		Insurance costs			
		Savings and investment contributions			
		Home maintenance costs			
		Heating and air conditioning expenses			

		Utilities, such as electricity, water, sewer, trash pick up			
		Medical expenses, such as medical bills, prescriptions			
		Child care and child support expenses			
		Vehicle expenses			
		Loans			
		Credit cards			
		Clothing			
		Memberships			
		Personal care			
		Entertainment, recreation and hobby expenses			
		Rent and lease payments.			
		Loan repayments			
		Phone and utilities			
		Maintenance and repair of premises, equipment, and			

		vehicles			
		Office supplies and stationary			
		Operating stock/ suppliers bills			
		Advertising and promotion			
		Delivery and shipping costs			
		Personal drawings and employee wages			
		Insurance premiums			
		Taxes			
		Membership fees and subscriptions			
		Investment			
	The required amount of money for different needs is mobilized.	Savings			
		Borrowing from friends and family			
		Lease			

		Warrants			
		Banks loan			
		Government Programs			
		Bonds			
	Business money is effectively managed as per procedures in a way to avoid waste of money	Assessing and budgeting for your current financial situation			
		Developing a financial plan			
		Managing			
		Recognizing signs of financial trouble			
		Handling financial emergencies			
		Dealing with unmanageable debt			
	Money is saved in a recognized financial institution.	Banks			
		Credit Unions			
		Savings and Loans			
	Business debts are managed.	Cut unnecessary costs and			

		free up cash			
		Revisit the budget			
		Prioritize debt payments			
		Speak with creditors			
		Consolidate your loans			
	Basic record-keeping is executed as per standards.	Importance of figuring out how money flows through your business and why			
		Need to keep good records			
		The main records you may need to keep			
		Keep basic paper records			
		Complete a cash payments book and a cash receipts book.			
4.Manage a small business	Basic business cycle is described in terms of buying, adding value and selling for profit.	Commodity prices			
		Freight rates			
	Credit risks and unexpected costs are identified and dealt	Qualifications of loan review personnel			

	with accordingly.	Independence of loan review personnel			
		Frequency of reviews			
		Scope of reviews			
		Depth of reviews			
		Review of findings and follow-up			
		Work paper and report distribution.			
	Record-keeping sheet is developed as per standards and on time.	Total exposure and segment exposures, including subordinated debt and equity			
		Risk rating distribution and migration data			
		Noncompliance with covenants,			
		Performing assets			
		Impaired loans			
		Compliance with internal procedures			
		The aggregate level of exceptions to policy and underwriting standards.			

4. Develop a business plan for a micro business	Realistic formulations of objectives of the small business are clearly stated and measurable.	Desired sales or profit levels			
		Rates of growth			
		Increased turnover			
		Value of the business or dividends paid to shareholders			
	The business plan template is filled out as per standards.	Executive summary			
		General company description			
		Products and services			
		Marketing plan			
		Operational plan			
		Management and organization			
		Personal financial statement			
		Startup expenses and capitalization			
		Financial plan			

		Appendices			
		Refining the plan			
	The simulated small business has brought benefits.	Planning activities and resources			
5. Manage cooperative	Describe a cooperative	Member's right and responsibilities			
		Benefits of members			
		Conditions to become cooperative's member			
		Cooperative principles			
	Create a cooperative	Conditions needed to create a cooperative			
		Main steps in forming cooperatives			
		Registration process			
	Manage a cooperative	A successful characteristics of cooperative leadership			
		Cooperative's organs			

		Common problems of cooperatives			
		Conflict Resolution strategies			

CM: APPLYING BASIC HAIR BRAIDING			
Competence 4: Apply Basic Hairdressing skills			
RTQF LEVEL:	CREDITS: 9	LEARNING HOURS : 90	
SECTOR: Beauty		SUB-SECTOR: Hairdressing	
ISSUE DATE:		REVIEW DATE:	

Purpose statement

This Module Describe skills and knowledge required to perform hair braiding treatment. It provides skills and knowledge to apply hair braiding Techniques. It provides also the skills and knowledge basic skills on cost estimation.

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
1. Greet and prepare clients for salon services	1. Correct Welcome of arriving clients. 2. Proper Preparation of clients for senior operators
2. Prepare work place	1. Proper Application personal hygiene 2. Proper selection of materials and tools

	3. Proper Arrangement of materials and tools
3. Apply hair braiding technics	1.Proper selection of braiding style 2. Proper application of different braiding styles
4.Apply finishing technics	1.Proper cutting smallest hair 2. Appropriate sewing limit of braiding / kudoda inweri uzihuza 3.Proper techniques for finishing braiding/kuzikoza mu mazi ashyushye no kuzitwika

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Greet and prepare clients for salon services

Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
1.1. Welcome of arriving clients 1 Prepare clients for senior operators	• Welcome arriving Client Promptly ,warmly according to the salon procedures • Focus attention completely on the client. • Indication to client how long before the booked service will begin • Making waiting client comfortable and reading material, according to salon procedures. • Notifying senior operator of client's arrival. • Making attention on time of customer • Preparation of client for salon services: - Showing client to relevant service area and ensure the client is safely and comfortably seated. - Indication that senior operator will consult with client prior	○ Group discussion about client customer for salon services ○ Role play scenario about greeting and preparing clients for salon services ○ Practical exercises about making clients waiting for salon services ○ Role play ○ Group discussion ○ Pictures ○ Site visit	- Reading materials - News paper - Books - Comfortable chairs - Television - Radio - Reading materials - News paper - Books - Comfortable chairs - Television - Radio

	to service where relevant according to salon procedures. - Confirmation service to be provided with senior operator where relevant. - Selection and applying a clean gown or wrap and towels of suitable size for client, according to the planned service and salon procedures. - Checking that client is comfortable and offer reading material.		
--	---	--	--

Learning unit 2: Prepare work place

Learning hours: 10

Learning outcome	Contents	Learning activities	Resources
------------------	----------	---------------------	-----------

2.1 Apply personal hygiene	• Hygiene of body • Hygiene of personal clothes and specific working clothes	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation	- Books - Hand notes - Visual aids - Pictures
2.2 Select tools, materials and equipment	• Identification of materials and tools • Types of materials ,tools	○ Site visit ○ Group discussion ○ brainstorming ○ Oral presentation	- Combs - Water - Rubber bands - Ribbons ornamentation - Towel - Sprays - Gels. - Mat - Threads - Needle - Scissor - Chair - Mesh - Bucket - isafuriya - Imbabura
2.3. Arrange materials and tools	• Cleaning procedures • Arrangement technics	○ Group discussion ○ Oral presentation ○ Practical exercises	- Combs - Water - Rubber bands - Ribbons ornamentation

			- Towel - Sprays - Gels. - Mat - Threads - Needle - Scissor - Chair - Mesh - Bucket - Isafuriya - Imbabura
--	--	--	---

Learning unit 3: Apply hair braiding techniques

Learning hours: 60

Learning outcome	Contents	Learning activities	Resources
-------------------------	-----------------	----------------------------	------------------

3.1. Select braiding style	• Types of braiding styles Plaiting the hair with the piece - Pencil - Hair plant - Rasta hair - Rasta with three strands - Rasta using threads - Zigzag style - Makoma style - Dreads - Imiteja	○ Group discussion ○ Practical exercises ○ Site visit	- Pictures - Pen - Notebook - Hair plants
-----------------------------------	---	---	--

3.2. Apply different braiding styles	● Gripping combos methods ● Sectioning hairline ● starting methods ● Braiding technics (following hairline)	○ Site visit ○ Group discussion ○ Demonstration ○ Practical exercises	- Combs - Water - Rubber bands - Ribbons ornamentation - Towel - Sprays - Gels. - Mat - Threads - Needle - Scissor - Chair - Mesh - Bucket - Poupe
---	---	--	--

Learning unit 4: Apply finishing techniques**Learning hours: 5**

Learning outcome	Contents	Learning activities	Resource
4.1. Cut smallest hair	• Types of cutting materials in different ways • Methods of cutting smallest hair	○ Sit visit ○ Brainstorming ○ Group discussion ○ Practical exercise	- Scissor - Razo (urwembe) - Hand towel
4.2. Sew limit of braiding / kudoda inweri uzihuza	• Types of sewing limit braiding • Technics of sewing for braiding	○ Sit visit ○ Group discussion ○ Demonstration ○ Practical exercise on sewing limit	- Mirror - Thread - Needle - Scissor
4.3. Apply techniques for finishing braiding	• Braiding technics • Putting braids in hot water • Methods of cutting smallest hair	○ Sit visit ○ Group discussion ○ Demonstration ○ Practical exercise on sewing limit	- Water - Imbabura - Live charcoal - Charcoal pan - Chair - Sauce pan - Basin - Hand towel

CM: APPLYING BASIC HAIR CHAMPOOING		
Competence 4: Apply Basic Hair shampooing skills		
RTQF LEVEL:	CREDITS: 5	LEARNING HOURS : 50
SECTOR: Beauty		SUB-SECTOR: Hairdressing
ISSUE DATE:		REVIEW DATE:

Purpose statement

This Module Describe skills and knowledge required to perform treatment. It provides skills and knowledge to apply hair cutting techniques. It provides also the skills and knowledge basic skills on cost estimation.

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
1. Greet and prepare clients for salon services	1. Correct Welcome of arriving clients. 2. Proper Preparation of clients for senior operators
2.Prepare work place	1. Proper Application personal hygiene 2 Proper selection of materials , tools and equipment 3. Proper Arrangement of materials , tools and equipment
3.Apply hair shampooing	1. Proper Application of hair shampooing technics 2. Proper ways of mixing water
4.Apply finishing shampooing	1. Appropriate dry after shampooing 2. Proper Application of hair treatments

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the Essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options that will guide the learner and the trainer.

Learning unit 1: Greet and prepare clients for salon services

Learning hours: 5

Learning outcome	Contents	Learning activities	Resource
1.1. Welcome of arriving clients	• Welcome arriving Client Promptly ,warmly according to the salon procedures • Focus attention completely on the client. • Indication to client how long before the booked service will begin	○ Group discussion about client customer for salon services ○ Role play scenario about greeting and preparing clients for salon services	- Reading materials - News paper - Books - Comfortable chairs - Television - Radio
1.2. Prepare clients for operators senior	- Showing client to relevant service area and ensure the client is safely and comfortably seated.	○ Role play ○ Group discussion ○ Site visit	- Books - Hand notes - Visual aids - Pictures

	- Indication that senior operator will consult with client prior to service where relevant according to salon procedures. - Confirmation service to be provided with senior operator where relevant. - Selection and applying a clean gown or wrap and towels of suitable size for client, according to the planned service and salon procedures. - Checking that client is comfortable and offer reading material.		
--	--	--	--

Learning unit 2: Prepare work place

Learning hours: 10

Learning outcome	Contents	Learning activities	Resource
2.1. Apply personal hygiene	• Hygiene of body • Hygiene of personal	○ Site visit ○ Group discussion	- Books - Hand notes

	clothes and specific working clothes	○ Brainstorming ○ Oral presentation	- Visual aids - Pictures
2.2. Select tools ,materials and equipment	• Identification of materials and tools • Types of materials ,tools: ➤ Materials: ✓ Saucepan ✓ Hand tower ✓ Charcoal ✓ Shampoo ✓ After – shampoo ✓ Sprays ✓ Gels. ➤ Tools: ✓ Combs ✓ Scissor ✓ Gloves ➤ Equipment: ✓ Chairs ✓ Tower ✓ Charcoal pan ✓ Shelves	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation	- Combs - Water - Towel - Sprays - Gels. - Scissor - Chair - Bucket - Cup - Saucepan - Hand tower - Charcoal - Charcoal pan - Shampoo - After -shampoo - Shelves - Gloves

2.3. Arrange materials and tools	• Cleaning procedures • Arrangement techniques	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation ○ Demonstration by teacher	- Shelves - Combs - Water - Towel - Sprays - Gels. - Scissor - Chair - Bucket - Cup - Saucepan - Hand tower - Charcoal - Charcoal pan - Shampoo - After -shampoo
---	---	--	---

Learning unit 3: 3.Apply hair shampooing

Learning hours: 30

Learning outcome	Contents	Learning activities	Resource
3.1. Manage water using in shampooing	• Mixing water technics (hot water and cold) • water temperature (lukewarm)	○ Site visit ○ Group discussion ○ Oral presentation ○ Demonstration	- Water - Basin - Charcoal - Charcoal pan

		○ Practical exercises	- Saucepan
3.2. Apply shampooing techniques	• Identification of type hair shampoos • Identification of hair vitamins • Shampooing methods (Using fingers ,remove foils massage scalp): - Rinse hair with water - After-shampoos - Hair massage (2 minutes) - Ironing hair with wide-tooth comb - Rinse hair with water - Toweling hair - Massage with vitamins	○ Site visit ○ Group discussion ○ Oral presentation ○ Demonstration ○ Practical exercises	- Combs - Water - Towel - Sprays - Gels. - Scissor - Chair - Bucket - Cup - Saucepan - Hand tower - Charcoal - Charcoal pan - Shampoo - After-shampoo - Hand tower - Vitamins

Learning unit 4: Apply finishing shampooing**Learning hours: 5**

Learning outcome	Contents	Learning activities	Resource
4.1. Apply hair drying	• Hair drying methods - drying (using hair dryer ,brush ,comb) - combing and drying	○ Site visit ○ Group discussion ○ Oral presentation ○ Demonstration ○ Practical exercises	- Brush - Comb - Hair dryer - Bigoudis
4.2. Apply hair treatments	• Smearing hair with lotion • Massage scalp with lotion and pomade • Brush and combing hair	○ Site visit ○ Group discussion ○ Oral presentation ○ Demonstration ○ Practical exercises	- Brush - Hair lotion - Hair pomade - Comb - Hand tower - Mirror - Chair - Water

CM: APPLYING HAIR COLOR PRODUCT		
Competence 4: Apply Hair color product		
RTQF LEVEL:	CREDITS: 4	LEARNING HOURS :40
SECTOR: Beauty		SUB-SECTOR: Hairdressing
ISSUE DATE:		REVIEW DATE:

Purpose statement

This Module describe skills and knowledge required to perform treatment. It provides skills and knowledge to apply hair color product. It provides also the skills and knowledge basic skills on cost estimation.

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
1. Greet and prepare clients for salon services	1. Correct Welcome of arriving clients. 2. Proper Preparation of clients for senior operators
2. Prepare work place	1. Proper application personal hygiene 2. Proper selection of materials , tools and equipment 3. Proper arrangement of materials , tools and equipment 4. Proper preparation hair color product
3. Apply hair color product	1. Proper application of hair color technics 2. Correct mixing of color product 3. Adequate application of hair product
4. Apply finishing of hair color product	1. Proper Application of hair treatments 2. proper combing on hair color product

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Greet and prepare clients for salon services

Learning hours: 5

Learning outcome	Contents	Learning activities	Resource
1.1.Welcome of arriving clients	• Welcome arriving Client Promptly ,warmly according to the salon procedures • Focus attention completely on the client. • Indication to client how long before the booked service will begin • Making waiting client comfortable and reading	○ Group discussion about client customer for salon services ○ Role play scenario about greeting and preparing clients for salon services ○ Practical exercises about making clients waiting for salon services	- Reading materials - News paper - Books - Comfortable chairs - Television - Radio

	material, according to salon procedures. • Notifying senior operator of client's arrival. • Making attention on time of customer		
1.2. Prepare clients for operators senior	• Preparation of client for salon services: - Showing client to relevant service area and ensure the client is safely and comfortably seated. - Indication that senior operator will consult with client prior to service where relevant according to salon procedures. - Confirmation service to be provided with senior operator where relevant. - Selection and applying a clean gown or wrap and towels of suitable size for client, according to the planned service and	○ Role play ○ Group discussion ○ Site visit	- Books - Hand notes - Visual aids - Pictures

	salon procedures. - Checking that client is comfortable and offer reading material.		
--	--	--	--

Learning unit 2: Prepare work place

Learning hours: 10

Learning outcome	Contents	Learning activities	Resource
2.1. Apply personal hygiene	• Hygiene of body • Hygiene of personal clothes and specific working clothes	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation	- Books - Hand notes - Visual aids - pictures
2.2. Select tools, materials and equipment	• Identification of materials ,tools and equipment • Types of materials ,tools and equipment according to the stage of performance	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation	- Combs - Water - Scissor - Chair - Bucket - Cup - Saucepan - Hand tower - Charcoal

			- Charcoal pan - Shampoo - After –shampoo - Pomade - Color product - Mirror - Hair dryer
2.3. Arrange materials and tools	• Cleaning procedures • Arrangement techniques	○ site visit ○ Group discussion ○ brainstorming ○ oral presentation ○ demonstration by teacher	- Shelves - Combs - Water - Towel - Sprays - Gels. - Scissor - Chair - Bucket - Cup - Saucepan - Hand tower - Charcoal - Charcoal pan - Shampoo - After-shampoo
2.4. Prepare hair color product	• Types of hair color product • Measuring of color product	○ Site visit ○ Group discussion	- Plastic bowl - Color product

	- in right proportion - Techniques of mixing of hair color product	- Brainstorming - Oral presentation - Demonstration - Practical exercises	- Spatula - Brush
--	---	--	--

Learning unit 3: Apply color product

Learning hours: 20

Learning outcome	Contents	Learning activities	Resource
3.1. Apply hair color technics	- Types of styles - Hair color technic: - Ensuring client and operator comfort and safety at all stages of the color service - Following stages and methods of product application as directed by supervising hairdresser. - Taking personal precautions to prevent operator skin stain and allergic reactions to color chemicals. - Ensuring color application is even and without stain on the scalp or hairline.	- Discuss on hair color products - Brainstorming on how to take personal precaution to prevent operator skin stain and allergic reactions to color - Practical exercise on apply hair color products	- Mirror - Hair color products - Water - Comb - Pen - Netbooks - Chairs - Bench - Basin - Basket - Brush - Books - Shampoo - After shampoo - Spatula - Scissor

	- Ensuring regrowth application does not overlap with previously colored hair. - Completing color application within salon timeframes. - Safely dispose of waste product, according to salon procedures.		- Pomade
3.2. Mix color product	• Different color products • Methods of mixing color product: - Quantity of water - Quantity of product • Mixing procedures	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation ○ Demonstration ○ Practical exercises	- Combs - Water - Towel - Scissor - Chair - Bucket - Cup - Hand tower - Color product - Spatula
3.3 Apply hair color product	• Styles color products: - Straight line - Oblique line - Round line • Hair color product technics: - Combing - Designing lines	○ Site visit ○ Group discussion ○ Brainstorming ○ Group presentation ○ Demonstration ○ Practical exercises	- Mirror - Hair color products - Water - Comb - Chairs - Basin - Basket

	• Color product application - Precautions using color products - Respect time provided		- Brush - Shampoo - After shampoo - Spatula - Scissor - Pomade - Gloves - Hand tower
--	--	--	---

Learning unit 4: Apply finishing of hair color product

Learning hours: 5

Learning outcome	Contents	Learning activities	Resource
4.1.Proper Application of hair treatments	• Methods of rinse hair color product • Procedures of drying hair color product • Application of hair pomade	○ Site visit ○ Group discussion ○ Oral presentation ○ Demonstration ○ Practical exercises	- Combs - Water - Towel - Scissor - Chair - Bucket - Cup - Hand tower - Hair pomade - Hair dryer - Mirror
4.2.Combine on hair color product	• Procedures of combing color product	○ Site visit ○ Group discussion ○ Oral presentation ○ Demonstration ○ Practical exercises	

CM: HAIRCUTTING		
Competence 4: Apply Basic Haircutting skills		
RTQF LEVEL:	CREDITS: 7	LEARNING HOURS :70
SECTOR: Beauty		SUB-SECTOR: Hairdressing
ISSUE DATE:		REVIEW DATE:

Purpose statement

This Module Describe skills and knowledge required to perform hair cutting treatment. It provides skills and knowledge to apply hair cutting Techniques, It provides also the skills and knowledge basic skills on cost estimation.

LEARNING UNITS AND PERFORMANCE CRITERIA

Learning units describe the essential outcomes of a competence.

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
1. Greet and prepare clients for salon services	1. Correct Welcome of arriving clients. 2. Proper Preparation of clients for senior operators
2.Prepare work place	1.Regular hygiene of work place 2.Proper selection of materials and tools 3. proper Arrangement of materials and tool
3.Apply hair cutting technics	1.Proper using tools and equipment 2.Proper identification of hair cutting style 3. Proper application of different cutting styles
4.Apply finishing techniques	1. Proper cutting of style chosen by customer 2. Adequate cleaning of customer 3. Suitable washing of customer

COURSE STRUCTURE

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning Activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

Learning unit 1: Greet and prepare clients for salon services

Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
2.1. Welcome of arriving clients	• Welcome arriving Client Promptly ,warmly according to the salon procedures • Focus attention completely on the client. • Indication to client how long before the booked service will begin • Making waiting client comfortable and reading material, according to salon procedures. • Notifying senior operator of client's arrival. • Making attention on time of	○ Group discussion about client customer for salon services ○ Role play scenario about greeting and preparing clients for salon services ○ Practical exercises about making clients	- Reading materials - News paper - Books - Comfortable chairs - Television - Radio

	customer		
2 Prepare clients for senior operators	● Preparation of client for salon services: - Showing client to relevant service area and ensure the client is safely and comfortably seated. - Indication that senior operator will consult with client prior to service where relevant according to salon procedures. - Confirmation service to be provided with senior operator where relevant. - Selection and applying a clean gown or wrap and towels of suitable size for client, according to the planned service and salon procedures. - Checking that client is comfortable and offer reading material.	○ Role play ○ Group discussion ○ Pictures ○ Site visit	- Reading materials - News paper - Books - Comfortable chairs - Television - Radio

Learning unit 2: Prepare work place

Learning hours: 10

Learning outcomes	Contents	Learning activities	Resources
2.1. Apply personal hygiene	• Personal hygiene (washing body ,cut nails, avoiding bad smell) • Cleaning work place for each client • Cleaning used machine (clipper) for each client •	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation	- Books - Hand notes - Visual aids - pictures
2. 2. Identify tools ,materials and equipment	• Types of materials ,tools and equipment • Identification of materials , tools and equipment	○ Site visit ○ Group discussion ○ Brainstorming ○ Oral presentation	- `Combs - Water - Ribbons ornamentation - Towel - Sprays - Scissor - Chair
2.3.Arrange materials and tools	• Cleaning procedures • Arrangement technics	○ Group discussion ○ Oral presentation ○ Practical exercises	- Pictures - Books - Hair cutting materials

Learning unit 3: Apply hair cutting techniques

Learning hours: 50

Learning outcomes	Contents	Learning activities	Resources
3.1. Use tools and equipment	• Using tools and equipment technics • Machine fixing according the style • Regulation of power • Regulation of clipper attachments	○ Site visit ○ Group discussion ○ Practical exercises	- Pictures - Pen - Notebook - Clipper - Brush - Scissor - Chair - Combos - Towel - Cloves - Dryer chair - Imbabura - Isafuriya - Amakara - Water - Cup - Indobo - Mirror - Shelves
3.2. Identify of hair cutting	• Differentiation of hair	○ Sit visit of surrounding saloon	- Pictures - Surround saloon

style	• Types of styles • Methods used for shaving each style	○ Group discussion ○ Presentation	- Books
3.3. Apply cutting styles	• Application of layered cut technics • Adjustment position of client's head and neck to achieve desired layering structures. • Different ways of using cutting machine • Taking clean sections or partings and maintain appropriate lift and distribution throughout the haircut according to the haircut plan: - Applying hands and scissors parallel to base parting to achieve uniform layering where planned. - Position cutting hand with the palm toward or away, up or down as a matter of operator comfort related to the length of hair, the line being cut and the area of the head being cut. - Layering techniques : ✓ razor beveling ✓ arching and rotation ✓ notching ✓ pointing	○ Sit visit ○ Group discussion ○ Presentation ○ Demonstration ○ Practical exercises on cutting style	- Clippers (cutting machine) - Haircutting scissor - Texturizing scissors - Razors - Chisels

	✓ slicing ✓ end tapering with texturizing scissors ✓ Strand tapering with texturizing scissors		
--	--	--	--

Learning unit 4: Apply finishing technics

Learning hours: 5

Learning outcomes	Contents	Learning activities	Resources
4.1 Cut of style chosen by customer	• Confirmation service to be provided with the client or supervising barber according to salon procedures. • Selection and applying clean gown or wrap and towels to suit the planned service, salon procedures and relevant health regulations.	○ Sit visit ○ Brainstorming ○ Group discussion ○ Practical exercise	- Scissor - Razor (urwembe) - Brush - Pauder - Essue-main - Cotton - Alcohol - After shave - Hair oil
4.2 Clean a customer	• Cleaning technics • Remove gowns /towel	○ Sit visit ○ Group discussion	- Mirror - Brush

		○ Demonstration ○ Practical exercise on sewing limit	- Towel - Gown
4.3. Suit washing of customer	-Washing technics -Protecting client methods -Materials and tools	○ sit visit ○ group discussion ○ demonstration ○ practical exercise on washing	- Water - Lave tete - Soap - Brush - Gloves - Powder - Oil - Shampoos - Towel - Gown - Combos