



TVET LEVEL II



SOFT SKILLS

Personal and
Career Development

TRAINER MANUAL



Approved by:  Workforce
Development
Authority



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FROM THE AMERICAN PEOPLE



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Under Rwanda Polytechnic (RP) supervision and involvement



Under Workforce Development Authority (WDA) guiding policies and directives



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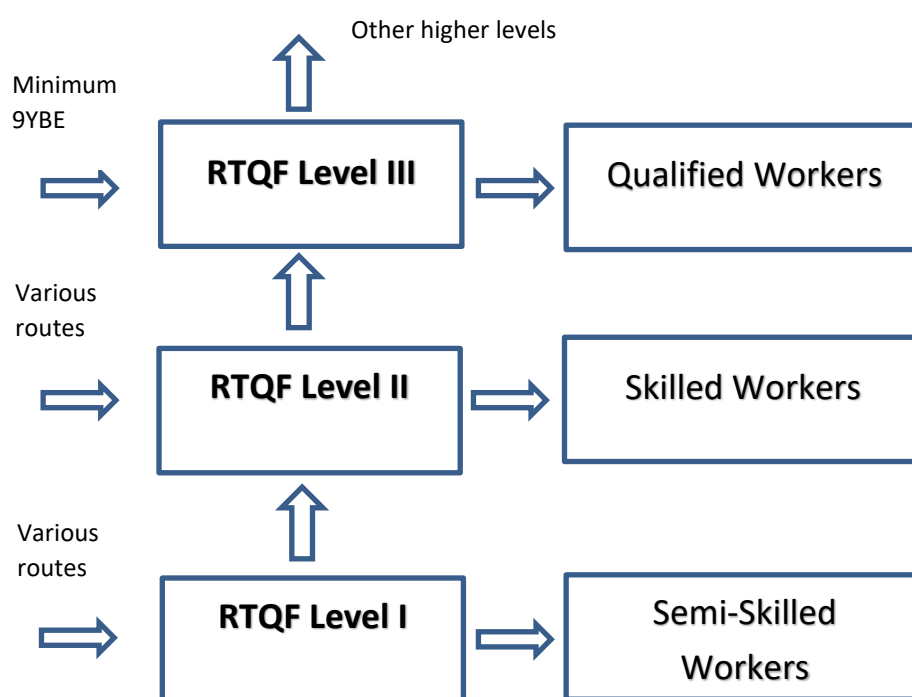
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Introduction to RTQF Level II Training Modules

Background

Rwanda Polytechnic, with support of and in collaboration with USAID Huguka Dukore Akazi Kanoze, has developed RTQF TVET Level II programs that combine basic education, soft skills and vocational skills modules. Bridging the gap between Level I and Level III programmes, Level II aims to prepare learners who have a minimum education level of Primary 6 or equivalent to continue with their education or become skilled workers in the labour force.



Following the Workforce Development Authority (WDA) curriculum development process that involved experts from Rwanda Polytechnic, Rwanda Education Board, Ministry of Agriculture, technical vocational institutions, Education Development Center, Akazi Kanoze Access and other technical experts, training modules were developed in basic education, soft skills (work readiness) and, initially, agriculture. Additional vocational areas will be added over time. Trainees will be trained in all Basic Education and Soft Skills modules listed below, as well as in 6 - 8 modules that make up their chosen technical vocational programme.

Module Requirements:

Basic Education	Soft Skills	Vocational Skills
<ul style="list-style-type: none">EnglishKinyarwandaMathematics	<ul style="list-style-type: none">Basic Entrepreneurship SkillsICT EssentialsCommunication Skills	<ul style="list-style-type: none">Vocational programmes will have a set of 6 – 8 required technical modules.

- Integrated Science (Physics, Chemistry, Biology)

- Safety, Health and Sustainable Environment
- Personal Development and Career Guidance

E.g. Food Crop Production and Processing includes the following modules:

1. Food Crop Production
2. Small Scale Post-Harvest Operations
3. Growing Medium
4. Food Safety and Sanitation
5. Food Preservation and Storage
6. Flour Processing

Organization of the Training Manuals

For each module there is a Trainer Manual and a Trainee Manual. These manuals, based on the curricula for each subject, are divided into Learning Units, and each Learning Unit includes 3 – 5 Learning Outcomes. The learning outcomes make up the essential skills, knowledge and attitudes to be acquired by trainees. To make the Trainee Manual more user friendly, Unit and Topic are used respectively for Learning Unit and Learning Outcome. The number of hours per training module varies, ranging between 30 and 120 hours.





Teaching & Learning Methodology of RTQF Level II 2 TVET Materials

The teaching and learning methodology used in the materials is based in experiential and adult learning. Activities are designed to engage trainees, build upon what they know and learn and provide them with opportunities to build their skills in the classroom and in the workplace. More specifically, guiding principles in the development of the manuals include:

- ▶ Building on participants' knowledge, skills and experiences
- ▶ Facilitating a learning process through active engagement of participants rather than through lecturing
- ▶ Providing opportunities to practice – inquiry based and hands on practice, both in the classroom and workplace
- ▶ Using simple and clear language
- ▶ Connecting to the real world: use local resources and the environment for learning
- ▶ Promoting critical thinking through properly debriefing activities and asking questions that get learners to think, analyze, relate issues and topics to their own lives and come up with solutions

- ▶ Applying social inclusion principles: Finding ways to include all types of youth (and trainers) – males and females; different cultural/ethnic/religious backgrounds, people with disabilities (PWD); people with different types of health status ...
- ▶ Encouraging risk taking – promote questioning and being free to explore
- ▶ Promoting habits of mind that support life-long learning: curiosity and wonder, open mindedness, creativity

These principles are reflected in the layout and flow of activities in the manuals:

1. **Key Competencies:** Table found at the beginning of each Learning Outcome that describes the main knowledge, skills and attitudes to be gained by the end of the activities.
2. **Self-Assessment:** Conducted at the beginning and end of each Learning Unit to get a sense of trainees' knowledge and skills going into it and what they have gained by the end of the Learning Unit (and steps they need to take to further their understanding and skills).
3.  **Getting Started Activity:** Typically, a quick activity or questions to 1) give the trainer a sense of trainees' existing knowledge and skills; 2) spark the interest of trainees in the topic; 3) introduce the objectives and key competencies of the topic.
4.  **Problem Solving Activity:** A challenging activity to get trainees engaged and to learn through discovery instead of memorization of facts. A variety of teaching and learning methodologies are used, including individual and group work such as reading real life work-based scenarios and answering accompanying questions to activities such as identifying proper tools and equipment from the school workshop to conduct a certain activity. Following the sharing of responses, the trainer guides trainees through the content and processes being introduced.
5.  **Guided Practice Activity:** Building on the concepts and skills gained in the Problem Solving Activity, the trainer guides trainees through practical examples.
6.  **Application Activity:** Consolidates trainees' knowledge and skills through a real-life application of the topic in the classroom, community or workplace. Trainees are given more independence in applying what they have learned.

7. **Key Facts boxes:** Throughout the Trainee Manual, one will find Key Facts boxes. These contain the main information or content for a given Learning Outcome. They are there for the trainees' reference and are used throughout the different types of activities.



8. **Points to Remember:** List of the top key learning points or “take-aways” from the topic.



9. **Formative Assessment:** Questions and activities to assess trainees' level of understanding of the concepts introduced.



10. **Summative Assessment:** Based on the integrated, real life situation approach used in other TVET levels, this is done at the end of every module for agricultural modules and, with some variations, at the end of each Learning Unit for Basic Education and Soft Skills modules.



11. **Self-Reflection:** Trainees re-take the Self-Assessment given at the beginning of the Learning Unit and identify their strengths, challenges and actions to improve their level of competence.

The Trainer and Trainee Manuals are meant to be used in conjunction with each other and are well coordinated through the headings and labelling of activities. The trainer will always be able to refer trainees to specific activities by the coordinated numbering system. For instance, a specific exercise might be labelled Topic 1.2 Task 2. The Topic is the number of the Learning Outcome and the task is the specific exercise to be done. The Key Facts are also numbered for easy reference. These nor the Self-Assessment tables are in the Trainer's Manual so the trainer should have a copy of both manuals.

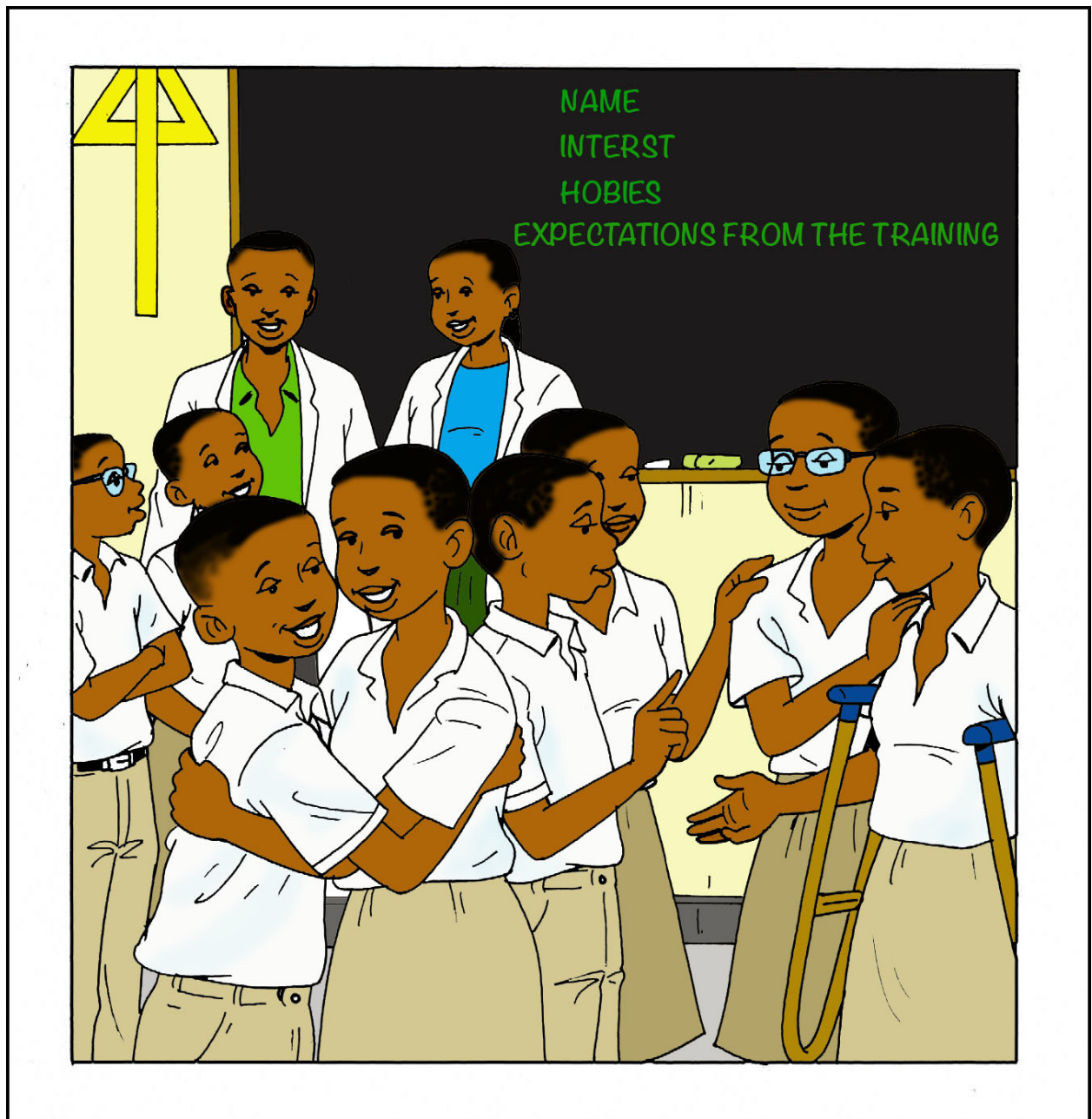
The Trainer's Manual includes answers (or guidelines to the trainer as appropriate) to Formative and Summative Assessments as well as to problems given throughout the activities. Summative Assessments are not included in the Trainee's Manual. These are meant to be used as a guide for those who will be developing a context-appropriate Summative Assessment at the end of the Module or Learning Unit. Basic Education and Soft Skills modules include Summative Assessments at the end of every Learning Unit while the technical modules include it only at the end of the module.

Lastly, there is a section in the Trainer's Manual for additional information to the trainer that includes either specific information or references to information that can help them deepen their understanding of the particular content.

PERSONAL AND CAREER DEVELOPMENT PATHWAYS

Learning Units	Learning Hours	Learning Outcomes
Learning Unit 1: Participate as part of a team and respect the rules of the training environment	6	1.1 Introduce self and get to know each other
		1.2 Participate in setting and adhering to rules
		1.3 Integrate into a team
Learning Unit 2: Explain the occupation and learning process	6	2.1 Describe the main/major elements of the occupation
		2.2 Explain the processes and requirements of the qualification
		2.3 Describe the assessment procedures
		2.4 Assess one's learning style
Learning Unit 3: Develop personal plans based on self-assessment practices	6	3.1 Identify values, skills, interests and talents
		3.2 Setting goals
		3.3 Develop plans to accomplish the set goals
Learning Unit 4: Explore career pathways related to personal interests and talents	10	4.1 Explore occupation and job opportunities
		4.2 Make decisions and choices based on vocational information, self-talents, skills and interests
		4.3 Explore training & educational opportunities
		4.4 Prepare a career development plan

Learning Unit 1: Participate as part of a team and respect the rules of the training environment



Learning Outcomes








By the end of the Learning Unit, trainees will be able to:

- 1.1** Know each other and build better relationships amongst one another
- 1.2** Participate in setting rules of the team and adhering to them
- 1.3** Integrate into a team

Learning Unit 1 Self-Assessment

- 1.** Ask trainees to look at the illustration of the Learning Unit above and discuss what they see. What topics do they think this unit will include based on the picture? After some brainstorming, share the main topics.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit, and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 1.1: Introduce self and get to know each other

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Describe types of situations in which an introduction is neededApply different techniques for an effective introductionExpress their expectations for the trainingRespond to objectives and timetable of the training
	<p>Time Required: 90 minutes/1 hour and 30 minutes</p>
	<p>Learning Methodology: Role play, small group work, brainstorming, large group discussion, presentation</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Scissors, scotch tape, flipchart paper (or blackboard)Activity materials -- A small ball or item to pass around the class
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Write the different questions for the introduction on the blackboard.<input type="checkbox"/> Write the timetable and objectives of the training on the blackboard/whiteboard/flipchart paper.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Inclusive education: Promote environment of acceptance by ensuring that no trainees are mocked or judged. Encourage trainees of all skill levels and backgrounds when they present.✓ Gender: Promote gender equality when choosing volunteers for introductions.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ None

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe how to conduct a proper introduction of self to others	1. Perform an effective introduction	1. Confident
2. Explain the objectives and timetable of the training	2. Adhere to the objectives and timetable of the training	2. Committed
3. Cite expectations in general for the training	3. Analyse the path of the training and express expectations of the training accordingly	3. Forward thinking



Steps:



Getting Started: What do we know and where are we going?

1. In pairs, the trainees direct the trainees to **Topic 1.1 Task 1** and tell them to exchange stories between each other of times when they made introductions that went well, and other times that it did not go well.
2. Have a couple of volunteers share some of the more interesting inductions they have made that went well and others that did not go well.
3. Ask the trainees to list some of the qualities that made some of the introductions go well and some of the mistakes that made other introductions not go well.
4. Review the Key Competencies with the trainees. Address any questions or concerns.



Problem Solving Activity

1. Refer trainees to **Topic 1.1 Task 2**. Together as a large group, brainstorm different self-introduction situations.
2. Based on the Getting Started Activity, ask the trainees to refer to the examples of the introductions that went well and, in groups of three or four, make a list of best practices when introducing oneself.

3. With the large group, create a general list of best practices for introducing oneself. Underneath the general list, add in specific best practices for the different situations that the group mentioned before.
4. Read the **1.1 Key Facts** together as a large group.
5. In pairs, tell the trainees to introduce themselves to the person next to them using the following information:
 - a. Their name
 - b. One of their main hobbies/interests
 - c. Past education
 - d. Work qualifications
 - e. What they hope to learn from this training
6. Have a couple of volunteers introduce themselves to the class. The volunteers should use the same information from when they just introduced themselves to their peers.
7. Have a large group discussion on the presentations of each volunteer. You can use the questions below as a guide:
 - a. Did they share each of the pieces of information clearly?
 - b. Did they make eye contact with different members of the audience?
 - c. Did they maintain good posture?
 - d. Did they appear confident and calm?



Guided Practice Activity

1. Inform trainees that they are going to introduce themselves to a different person in the class. This time, the trainees must use the information learned from the previous activity.
2. Inform the trainees that they will be assessed on how well they have introduced themselves using an introduction rubric found in **Topic 1.1 Task 3**. Ensure the criticism is constructive rather than harmful. Explain to the trainees that this exercise is to help them identify specific areas to improve upon when making introductions.

Introduction Rubric	1	2	3	4	5
a. The trainee mentions his/her name, past education, and work qualifications					
b. The trainee is confident when introducing himself/herself					
c. The trainee keeps a good posture when introducing himself/herself					
d. The trainee speaks with clarity and pronounces words properly					
e. The trainee speaks while maintaining good eye contact with the audience					
f. The trainee remains calm throughout the presentation					
g. The trainee clearly elaborates on his/her expectations of the training					
Total Marks	/35				

Grading Scale

5	Excellent
4	Very good
3	Good
2	Fair
1	Needs improvement

3. Pass the ball (or object you selected earlier for trainees to pass around) to one trainee. Have him/her introduce himself/herself and then pass the ball to the next person. Continue until about five trainees have introduced themselves.



Application Activity

1. In groups of 2-3, have trainees go into the community to meet new people. They can go to the market, a shop, an office, or a public space--wherever they can talk to someone! They must introduce themselves to them. One person in the group will introduce himself/herself, while the other two will observe and prepare a feedback for their peer. Tell them that they will take turns as they introduce themselves to different people.
2. Tell them that their feedback should be guided by the following questions from **Topic 1.1 Task 4** in their manuals:
 - a. How did he/she introduce himself/herself?
 - b. Did he/she exercise the best practices when introducing himself/herself to people?
 - c. What can he/she improve on?

3. When the trainees return, ask them:
 - a. What could you have done better if you were given a chance to re-introduce yourself to the person you met?
 - b. How might the way you introduce yourself differ according to the type of person you meet?

Possible Answer: When meeting a potential employer or someone who is older than you, you might be more formal in your introduction compared to meeting a peer.



Points to Remember

- Follow the best practices when introducing yourself.
- Inform the trainer if you have any issues with the objectives of the training timetable.



Formative Assessment

1. You are introducing yourself to a potential customer of a product you are selling. In three (3) minutes, introduce yourself and the product you are selling. Clearly explain the product and why it is worth their money. Try to use a product you imagine yourself selling or a product you have sold in the past. Have the trainee sell you, the trainer, the product.
2. Observe the trainees throughout the process of introduction. Use the following rubrics to assess.

Name of Trainee:

Introduction Rubric	1	2	3	4	5
a. The trainee mentions well his/her name properly					
b. The trainee clearly explains the product and it's worth to the customer					
c. The trainee is confident when introducing himself/herself					
d. The trainee keeps a good posture when introducing himself/herself					
e. The trainee speaks with clarity and pronounces words properly					
f. The trainee maintains an eye contact when speaking with the customer					
g. The trainee remains calm					
h. The trainee keeps a good posture					
Total Marks	/40				








Grading

5	Excellent
4	Very good
3	Good
2	Fair
1	Needs improvement

Further Information for the Trainer

1. For further information, refer to the introductory module; Work Ready Now and Be Your Own Boss trainer manual.
2. Huguka Dukore Akazi Kanoze Project. (2017). Work Ready Now Training Program, Trainer Manual and Participant Handbook. Kigali, Rwanda: Education Development Center.

Learning Outcome 1.2: Participate in setting rules and adhering to them

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Create the rules to be followed in the classroom for the training Relate rules of the classroom to rules at the workplace Identify group responsibilities Demonstrate methods of paying attention and following directions
	<p>Time Required: 1 hour</p>
	<p>Learning Methodology: Small group work, brainstorming, large group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials -- Blank flipchart papers, markers, scotch tape
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hang up blank flipchart to display the rules of the classroom.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Gender and inclusivity: Pay close attention to the rules and make sure they encourage gender equality and inclusiveness ✓ Financial education: In the role play, emphasize financial education to show how rules are important to financial success
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ None

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe different methods of paying attention and following directions	1. Effectively pay attention and follow directions	1. Attentive
2. Explain the different rules of the classroom and their relation to the workplace	2. Create functional rules for the classroom and workplace	2. Orderly
3. List different group roles and responsibilities	3. Delegate roles and responsibilities in a group	3. Organised



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees: Why do we need to set rules in class? Refer them to **Topic 1.2 Task 1** in their manuals and have an open discussion.
Possible Responses: Maintain order, keep focus, guide activities, ensure safety of class
2. In groups of 4-5, have trainees list common classroom rules. Explain to the trainees that they can also add rules they consider to be important for this training even if the rules have not been used regularly in the classroom beforehand.
3. Have the trainees write their rules on a flipchart/blackboard.
4. Ask the trainees:
 - a. Did some of the group members take on different roles when they were coming up with rules?
 - b. Who was the writer?
 - c. Who was the leader?
 - d. Who delegated tasks?
 - e. Did some members take more initiative?
 - f. Did some members act more as support to the group?
5. Ask the trainees if they experienced any difficulty paying attention during the activity. Did they use their phones? Did any of the group members get distracted?

6. Facilitate a discuss on these topics and ask trainees how their ideas and experiences might relate to setting rules and following them.
7. Introduce the Key Competencies. Address any questions or concerns.



Problem Solving Activity

1. Using the rules from the **Getting Started Activity**, have the trainees come to the front of the class and place a check mark next to the rules they find to be the most important.
2. Take the six most “checked” rules and write them in a separate list. Ask the trainees if they agree that these are the six most important rules to follow in the classroom.
3. Have the trainees write down the rules in the Commitment Contract from **Topic 1.2 Task 2** and sign at the bottom. There is space for three additional rules that the trainee is to personally create for himself/herself.
4. Ask the trainees to point out certain rules they believe should be followed in the workplace as well. By doing so, the trainees will realize that many of the rules for the training should also be followed in the workplace.
5. Explain that, every day, each of them (trainees) will be called upon to take on certain responsibilities as a way of ensuring that everybody actively participates in the training process. Such tasks may include leading the opening and closing reflection, leading energizer activities, serving as a trainer’s assistant and timekeeper. Assign these roles to certain trainees for the day and explain that everybody will perform each role by the end of the training.
6. In pairs, ask the trainees to read **1.2 Key Facts**.
7. Explain to the trainees that they are to use the listed techniques when they are experiencing difficulties paying attention during the training.



Guided Practice Activity

1. Have the trainees separate into small groups and read the scenario from **Topic 1.2 Task 3** in their manuals:

Teta heads a Saving and Internal Lending Community (SILC) group called Twihe Intego, composed of 12 women and 8 men. This year, they want to raise 2 million Rwandan francs so that they can start a joint business of selling clothes in Kayonza Market. In order to achieve this, they set rules to govern their group. These rules include attending weekly meetings, being punctual, saving every week, and not changing the record books. However, most members failed to adhere to the rules because they were busy.

2. Tell trainees to discuss the following questions with their groups:
 - a. What happened in the scenario?
 - b. What do you think will happen to the SILC if members don't adhere to the rules?
 - c. What should members do in order to reach their goal?
 - d. Do such cases appear in our communities?
 - e. What can be done to avoid such cases in our workplaces?
3. Ask groups to share their answers with the rest of the class. Facilitate a discussion in which trainees compare their responses and ideas.



Application Activity

1. For ten minutes, have the trainees repeat the **Guided Practice Activity**, but this time they should act out the role play as if the SILC group adhered to the rules. Tell the trainees to make sure that the rules are clear so that the members know what is expected of them.
2. As a class, respond to the following questions from **Topic 1.2 Task 4**:
 - a. Based on the role play, what is the importance of setting rules and adhering to them in the workplace?
 - b. How do rules prepare us to work effectively as a team if we are to reach our objectives?



Points to Remember

- Rules are necessary for a group to reach its objectives.
- Refer to techniques from this topic when you have difficulties paying attention in a group.
- Follow the rules you agreed to in the Commitment Contract.



Formative Assessment

Write 4-5 sentences in response to the following questions.








1. In your opinion, what are some ways to ensure people follow rules? Consider the process used for setting the classroom rules.
2. What methods do you find to be the most useful for paying attention? Explain your response.



Further Information for the Trainer

1. For further information, refer to the introductory module; Work Ready Now and Be Your Own Boss trainer manual
2. Huguka Dukore Akazi Kanoze Project. (2017). *Work Ready Now Training Program, Trainer Manual and Participant Handbook*. Kigali, Rwanda: Education Development Center.

Learning Outcome 1.3: Integrate into a team¹

	Objectives: By the end of the learning outcome, trainees will be able to: <ul style="list-style-type: none">a. Identify and demonstrate the elements of effective teamworkb. Build trust amongst their peersc. Explain and display the skills and characteristics of an effective team member
	Time Required: 2 hours and 30 minutes
	Learning Methodology: Small group work, brainstorming, large group discussion, plays
	Materials Needed: <ul style="list-style-type: none">• Standard training materials -- Flipchart paper, markers, tape• Activity materials -- chairs, empty plastic bottles
	Preparation: <ul style="list-style-type: none"><input type="checkbox"/> Arrange chairs in a circle. Each person should have a chair.
	Cross Cutting Issues: <ul style="list-style-type: none">✓ Inclusivity: Don't force people with any form of disability into the games.✓ Gender and inclusivity: Exercise caution when playing Musical Chairs. Ensure that nobody feels uncomfortable touching others.✓ Peace and values education: Emphasize the importance of working as a team, for peace.
	Prerequisites: <ul style="list-style-type: none">▶ None

¹ The activities and information in **1.3 Key Facts** were adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe how to build trust in a team	1. Build trust in a team	1. Cooperative
2. Explain the elements of effective teamwork	2. Display the elements of effective teamwork	2. Positive
3. List the skills and characteristics of an effective team member	3. Demonstrate the skills and characteristics of an effective team member	3. Responsible



Steps:



Getting Started: What do we know and where are we going?

1. Tell trainees to turn to **Topic 1.3 Task 1** and brainstorm different scenarios where people must work in a team. Some example scenarios are a construction team, a group project for school, SILC groups, and community volunteering, such as Umuganda.
2. Ask the trainees to consider a situation in which they have experienced effective teamwork.
 - a. What were some elements of effective teamwork?
 - b. Create two columns on the blackboard/whiteboard/flipchart. Label one side “effective teamwork” and the other side “ineffective teamwork.”
 - c. Tell trainees to take the chalk/marker and write down different elements of effective teamwork.
3. Ask the trainees to provide an example of situation when they have experienced of ineffective teamwork.
 - a. What were some elements of ineffective teamwork?
 - b. Tell the trainees to take the chalk/marker and write down different elements of ineffective teamwork.



Problem Solving Activity

1. Explain that we are going to do a series of fun games, found in **Topic 1.3 Task 2**, and each will require everyone’s focused attention. These games will help us think about the ways in which we will work together in this training, and how we will develop good communication and teamwork skills that are needed in all workplaces.
2. **Game 1: Musical Chairs.** Tell trainees that they are going to play musical chairs. Explain the instructions to them:
 - a. When you clap, play music, or sing, they should walk around the circle of chairs.
 - b. When you stop the music, they should find a chair to sit in.
 - c. Take away a few chairs and repeat the process. Tell them that everyone has to sit in a chair when the music stops. (At first trainees will probably be competitive about getting their own chair but ultimately, they will need to share chairs).
 - d. Take away a few more chairs and repeat the process until it no longer becomes possible for everyone to fit on a chair. Encourage creativity.

3. Debrief the activity by discussing:
 - a. What happened in the activity?
 - b. How did people feel at first about sharing a chair?
 - c. What strategies did you use to get as many people on the chairs and how were those strategies determined?
 - d. Were any new elements of effective or ineffective teamwork revealed? Write down any additions to the list.
 - e. This game required teamwork. How can we use the teamwork required in this game in future situations, such as the workplace?
4. **Game 2: Trio Trust Fall.** Now have the trainees form groups of 3 people. Explain the game to them:
 - a. They should stand in a line, with the outer two people facing the person in the centre.
 - b. The person in the centre, keeping the body rigid and arms at the sides, falls back and forth between the two people, lower and lower.
 - c. The people on the outside need to make sure they catch and support the person in the middle, so he/she doesn't fall.
 - d. After several such falls, they change positions.
5. Debrief the activity by discussing:
 - a. What happened in the activity?
 - b. How did you first feel when falling back and forth?
 - c. What elements helped you feel comfortable with the team?
 - d. Were any new elements of effective or ineffective teamwork revealed? Write down any additions to the list.
 - e. This game required teamwork. How can we use the teamwork required in this game in future situations, such as the workplace?
6. Ask the trainees to think about and write a response to the following statement: As a leader in your personal or work life, name five things you can do to earn the trust of others.
7. Tell them to share their ideas with the person sitting next to them.
8. Have the trainees read through **1.3 Key Facts** in pairs. Address any questions or concerns.



Guided Practice Activity

1. Ask the trainees to consider the past activities and fill out the self-assessment from **Topic 1.3 Task 3** on working as a team member by checking/ticking one box for each statement. Remind the trainees that the self-assessment is not related to their grades, but it is for them to better understand their strengths and weaknesses.

Self-Assessment: Working as a Team Member

Statement	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I am reliable				
2. I am willing to take on responsibility				
3. I am an effective communicator				
4. I am an active listener				
5. I actively participate				
6. I share my ideas openly				
7. I am open to criticism				
8. I comply with group norms				
9. I am cooperative				
10. I am flexible				

2. Ask the trainees to reflect on their strengths and weaknesses. Tell them that nobody can be a perfect team member, and everybody has weaknesses.
3. Have the trainees refer to the statements they marked as somewhat disagree or strongly disagree. The trainees should reflect as to why they have difficulties in these areas.
4. Ask the trainees to consider ways they can overcome these specific weaknesses and become a stronger team member.



Application Activity

1. In groups of three, refer the trainees to **Topic 1.3 Task 4** and tell them to develop a drink and make a play that advertises the drink. Pass a prop bottle to each group. The imaginary drink can be as simple as pineapple juice. The purpose is for them to assume the different roles and perform well as a team. Encourage creativity. While developing the advertisement, tell the trainees to apply the lessons learned from the past activities.

2. The trainees will each assume one of the following roles: customer, seller, creative director. Here are the descriptions of the roles:
 - a. Creative director: This person makes the final decisions regarding the storyline and the way advertisement is performed.
 - b. Two salespeople: The people presenting the drink. These people work together to introduce the drink and try to convince the customer that they need this drink.
3. Provide the trainees with 10 to 15 minutes to create the advertisement, then have the groups perform one by one. You, as the trainer, will act as the customer.
4. Debrief the activity:
 - a. Did you work well together as a team?
 - b. When observed the other groups, do you think the group worked well together as team? Explain.
 - c. What obstacles did you face in working as a team? How did you overcome these obstacles?
 - d. What strategies did you use to work as a team?



Points to Remember

- Practising effective teamwork is essential to accomplishing a shared objective.
- Trust is built. One must work hard and maintain certain attitudes to build trust.
- Repeat the self-assessment on your ability to work as a team member periodically to ensure you are improving.



Formative Assessment

Organize the trainees into groups of four. Provide each group with a piece of flip-chart and a marker. Using the checklist below, assess the trainees while they are completing the following tasks:

1. Draw a cow as a group. However, each of you is only able to draw one line at a time. Each person must draw at least four lines.
 - a. First, create a short set of rules that you will all follow in order to draw the most beautiful cat possible.
 - b. Begin drawing.
 - c. Present your cat to the class.



Summative Assessment

1. Write the scenario below on the board/flipchart.
2. Read the scenario together.
3. Explain to the trainees that they will be assessed on their ability to use what they have learned in the unit to address the following situation and questions that follow.
4. Provide the trainees with the instructions and questions. Give them ten minutes to prepare.
5. You, the trainer, will play the role of the head teacher. One by one, ask trainees to come play the role play with you. You will lead the role play by asking the trainee the 5 questions.
6. After the trainees respond to the questions from the scenario, provide them with a grade of Yes or No meaning that they either did or did not demonstrate the specific indicator. If the trainee scores 6 or higher, they are deemed competent.

Scenario: Your class wants to operate a business from a part of the school canteen that is not currently in use. You have all decided that selling bananas and groundnuts at break times would be profitable and a healthy option for learners. Class members will take on different tasks to make the business successful.

You have been chosen by the class to present the business idea to the head teacher.

- a. Introduce yourself to the head teacher.
- b. In what way will you convene the other students to make sure the plan is sound? How can you integrate the other students?
- c. What rules will you set in order to drive the team towards the set objectives of running a successful business? Give examples of how you would adhere to the rules.
- d. What roles would you assign once you start the canteen?
- e. What advice would you give to the students working in the canteen to be able to work as effective team members? How would you demonstrate being an effective team member?

Checklist	Score	
	Yes	No
Indicator 1: Effectively introduces him or herself to others		
Gives relevant personal details for the introduction		
Clarity of speech: Ensures that words and pronunciations are very clear when speaking		
Speaks at an audible level		
Eye contact: Looks at the audience directly when communicating, does not look away and around		
Indicator 2: Appropriate participation in setting rules and adhering to them		
Identifies general rules appropriate for the business (e.g. be on time, be respectful of others, regular attendance)		
States ways in which he or she will adhere to the rules		
Indicator 3: Appropriate integration into team		
Describes the characteristics and skills of effective team members (e.g. takes on responsibility, is respectful of different viewpoints, effective communicator, etc.)		
Observation		



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. Use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Further Information for the Trainer

1. For further information, refer to the introductory module; Work Ready Now and Be Your Own Boss trainer manual
2. Huguka Dukore Akazi Kanoze Project. (2017). *Work Ready Now Training Program, Trainer Manual and Participant Handbook*. Kigali, Rwanda: Education Development Center.
3. <https://www.inc.com/matthew-jones/want-better-office-communication-try-these-3-simple-teambuilding-activities.html>
4. <https://www.workstyle.io/team-trust-building-activities>
5. <https://www.dol.gov/odep/topics/youth/softskills/teamwork.pdf>

Learning Unit 2: Explain the occupation and learning process



Learning Outcomes








By the end of the Learning Unit, trainees will be able to:

- 2.1** Describe the main/major elements of the occupation
- 2.2** Explain the processes and requirements of the qualification
- 2.3** Describe the assessment procedures of the qualification
- 2.4** Assess one's learning style in the classroom and at the workplace

Learning Unit 2 Self-Assessment

- 1.** Ask trainees to look at the Unit 2 illustration in their trainee manuals and discuss what they observe (lead discussion on the: occupation represented, process illustrated for the occupation, requirements for the occupation, etc.)
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 2.1: Describe the main/major elements of occupation

	Objectives: By the end of the learning outcome, trainees will be able to: <ol style="list-style-type: none"> Define: a job, an occupation and a sector Describe characteristics and working conditions of an occupation Describe the place of occupation in sector and its impact in economic development
	Time Required: 1.5 hours/90 minutes
	Learning Methodology: Individual work, pair work, small group work, large group discussion, research, experience sharing, brainstorming, field visit
	Materials Needed: <ul style="list-style-type: none"> Standard training materials -- Chalkboard, chalk, marker pens, white boards Activity materials -- Field observation forms, sample pictures of different people in various occupations
	Preparation: <ul style="list-style-type: none"> <input type="checkbox"/> Make or provide pictures of people in various occupations. <input type="checkbox"/> Determine the areas for the field visits in advance.
	Cross Cutting Issues: <ul style="list-style-type: none"> ✓ Environment and sustainability: During the session take an opportunity to address the impact of different occupations on the environment. ✓ Gender: Consider gender balance when forming groups.
	Prerequisites: <ul style="list-style-type: none"> ▶ None

Key Competencies:

Knowledge	Skills	Attitudes
1. Differentiate a job, an occupation and sector	1. Describe the place of the occupation in the sector	1. Knowledge seeking
2. Identify the characteristics of the occupation	2. Assess the impact of the occupation in the economic development	2. Analytical
3. Describe the working conditions for the given occupation	3. Make an informed choice of an occupation	3. Decisive



Steps:



Getting Started: What do we know and where are we going?

1. Inform trainees that they are going share their experiences with various occupations that are done in the community or that they want to do in the future. Tell trainees to refer to **Topic 2.1 Task 1** in their manuals and use the following questions to guide them during the experience sharing session:
 - a. What kind of job or occupation does your parent, friend, or guardian do?
 - b. Describe the basic characteristics of their occupation.
 - c. What are its working conditions?
 - d. Would you like to do such kind of job/occupation? Why? Why not?
 - e. How does the job/occupation identified above contribute to your community?
2. Ask a few volunteers to share their experiences. Write down some of their responses where they can be easily referred to during the session.



Problem Solving Activity

1. Divide trainees into small groups and have them turn to **Topic 2.1 Task 2** in their manuals. You can also bring pictures of people in various jobs and occupations. Guide the groups to discuss the figure using the following questions:
 - a. What do you understand by a job?
 - b. What do you understand by an occupation?
 - c. What do you understand by a sector?

- d. Brainstorm six different occupations.
- e. Using a table, categorize the occupations identified above according to sector of training.

Possible Answers:

- d. Occupations: Engineer, machinist, security guard, chef, businesswoman, operator, flight attendant, nurse, doctor, news reporter, businessman, sports player/athlete, soldier, artist, firefighter, and maid.
- e. Categories of occupation according to sector.

Occupation	Training Sector
Engineer	Construction and building services
Businesswoman/businessman	Business administration
Nurse, doctor, security guard, soldier	Health, welfare, and social services
Operator, firefighter, machinist	Technical services
Artist, sports player/athlete	Art
Flight attendant, chef, maid, reporter	Hospitality and tourism

- 2. Have a large group presentation. Each small group gives their responses to each question. Answers may be the same but discuss any differences or concerns that the groups may have. Trainees may also refer to the list of responses created in the getting started activity during the discussions.
- 3. After the discussions, have trainees turn to **2.1 Key Facts** in their manuals and review them together. Explain that when we talk of sectors, we refer to the training sectors, not economic sectors, although they may be related.



Guided Practice Activity

- 1. Inform trainees that they are going to visit various people in different occupations to learn about the elements of the occupation. Ask trainees to turn to **Topic 2.1 Task 3** in their manuals and guide them to the activity using the following instructions.
- 2. Divide trainees into small groups.
- 3. Tell them to visit at least 3 people in different occupations in their community and interview them on their occupations. Each group will write a report which they will share with the rest of the class. The report should include the following information:
 - a. Name of occupation and the sector
 - b. Characteristics of the occupation

- c. Place of the occupation in the sector
 - d. Impact of the occupation in the economic development
 - e. Working conditions of the occupation
4. Each group will also choose one occupation they think is the best suited to them and give reasons to support their choice.
 5. Guide each group as they share their findings. Encourage groups to supplement what other groups present. As each group finishes presenting their report, have them mention the occupation they chose as the best with justification. Other groups can comment on their choice.
 6. After sharing their findings, refer trainees to **2.2 Key Facts** in their manuals and review the sample occupations together.



Application Activity

1. Inform trainees that they are going to describe the elements of some occupation(s). Ask trainees to turn to **Topic 2.1 Task 4** in their manuals and assist them with the activity using the following instructions.
2. Put trainees into 5 small groups and give each group an occupation from the examples below to work on.

Given below are examples of occupations.

Vocational education teacher
 Accountant
 Tailor
 Mechanic
 Mason
 Carpenter

3. Each group will do research in the library or on the internet. Tell them to ask different people in their assigned occupation to describe the elements of the occupation by answering the following questions.
 - a. Which training sector is the occupation in?
 - b. What are the characteristics/features of the occupation?
 - c. What is the place of the occupation in the sector?
 - d. What is the impact of the occupation in economic development?
 - e. What are the working conditions for the occupation?

f. Use table below to record your findings.

Occupation	Training sector	Characteristics of occupation	Place of occupation in sector	Impact of occupation in economic development	Working conditions

4. Have each group share their findings with the whole class. You can use the following questions to debrief the activity:
 - a. What is the occupation?
 - b. In what training sector is the occupation?
 - c. What are the characteristics/features of the occupation?
 - d. What is the place of the occupation in the sector?
 - e. What is the impact of the occupation to economic development?
 - f. What are the working conditions for the occupation?



Points to Remember








- While choosing an occupation, make sure the working conditions are in line with your interests and personality.



Formative Assessment

1. Referring to your own occupation or desired occupation, answer the following questions:
 - a. Identify the training sector it belongs to.
 - b. Explain its characteristics.
 - c. Describe its place in the sector.
 - d. Describe its impact/importance in economic development.
 - e. Describe its working conditions.

Learning Outcome 2.2: Explain the processes and requirements of the qualification

	Objectives: By the end of the learning outcome, trainees will be able to: <ol style="list-style-type: none"> Explain the rationale of the qualification Describe the training opportunities that exist in the qualification Describe the possible pathways available in the qualification
	Time Required: 1.5 hours/90 minutes
	Learning Methodology: pair work, small group work, individual work, brainstorming, field visit
	Materials Needed: <ul style="list-style-type: none"> Standard training materials -- Chalkboard, chalk, marker pens, white boards Copies of the TVET Certificate II sections -- 2.1, 2.2, 2.3, 2.4, 2.6, and 4 for each trainee or group
	Preparation: <ul style="list-style-type: none"> <input type="checkbox"/> Make copies of the TVET Certificate II sections (2.1, 2.2, 2.3, 2.4, 2.6, 4). <input type="checkbox"/> Identify the people to be interviewed in advance.
	Cross Cutting Issues: <ul style="list-style-type: none"> ✓ Inclusive education: Remind trainees that regardless of background, all people are free to take on any qualification, take different work opportunities, pursue further training in the areas of their choice.
	Prerequisites: <ul style="list-style-type: none"> ▶ Basic knowledge on occupations ▶ Basic knowledge on sectors of training

Key Competencies:

Knowledge	Skills	Attitudes
1. Explain the rationale of the qualification	1. Describe the training opportunities that exist in the qualification	1. Decision-making
2. Identify the occupation qualification and level	2. Describe the possible pathways available in the qualification	2. Critical-thinking
3. Identify possible work opportunities available in a qualification	3. Describe the modules, duration, and credits for the qualification	3. Research-oriented



Steps:



Getting Started: What do we know and where are we going?

1. Inform trainees that they are going share their experience regarding their occupation or their desired occupation. Tell trainees to refer to **Topic 2.2 Task 1** in their manuals.
2. Tell trainees to discuss what they know about a qualification with a partner. Use the following questions to guide trainees during the experience sharing session.
 - a. What do you understand by a 'qualification'?
 - b. How many qualification levels are in the Rwanda Education Qualification Framework (REQF)?
 - c. Which level of qualification is your occupation?
 - d. Why do you think it is important to have qualification levels?
3. Have a few pairs/volunteers share their experiences. Write down some of their responses where they can be easily referred to during the session.



Problem Solving Activity



Topic 2.2 Task 2:

1. Have trainees turn to **Topic 2.2 Task 2** in their manuals and study **Figure 2.1**.

2. Discuss the following questions about **Figure 2.1** as a large group:
 - a. What is the qualification in the figure?
 - b. What is the qualification level?
 - c. What is the sector? Identify any occupations you know in this sector.
 - d. Do you think a person can progress his/her learning after this level?
 - e. If yes, to which level? What is required for one to progress to that level?

Possible Answers:

- a. TVET Certificate III in Food crop production and processing.
 - b. Rwanda Education Qualification Framework (REQF) Level 2.
 - c. Agriculture and Food processing (Food crop producer, Food crop processor).
 - d. Yes, one can progress to another level. Also, one may decide to go and start working without necessarily progressing.
 - e. If yes:
 - Rwanda Education Qualification Framework (REQF) Level 3.
 - One should have 140 credits in REQF level 2.
3. After the discussion, have trainees refer to **2.3 Key Facts** in their manuals and review them together.
4. Put trainees in small groups and have them study **Figure 2.2**.
5. Based on **Figure 2.2**, tell trainees to discuss the following questions with their groups:
 - a. What training sector do you think is represented by the figure?
 - b. How many qualification levels do you see? Name them.
 - c. Which level matches with your occupation?
 - d. Identify some occupations in the figure that match with Level 2.
 - e. How many qualifications does this occupation have? Name them.
 - f. Which training opportunities in this occupation can one take on?
6. Ask each group to share their responses with the rest of the class. You can refer to the answers below to facilitate the sharing session.

Answers:

- a. Hospitality and Tourism
- b. Seven (7) qualification levels
- c. Level 2/Basic skills level
- d. Front Office Operations, F & B Services, Dry cleaning Operations
- e. Seven (7) qualifications: Level 1/TVET Certificate 1, Level 2/ Certificate II, I, Level 3/Certificate III, Level 4/Certificate IV, Level 5/Certificate V, Level 6/Diploma, Level 7/Advanced Diploma

7. Refer to **2.4 Key Facts** in their manuals and review them together. Answer any questions learners may have about the qualification.



Guided Practice Activity

1. Inform trainees that you are going to discuss the processes and requirements of a sample qualification. Refer trainees to **Topic 2.2 Task 3** in their manuals.
2. Form small groups and provide each group with copies of the TVET Certificate II (pages 1, 2, 3, 7 and 12). Work with trainees as you read through the copies to describe the processes and requirements of the qualification,
3. Tell each group to discuss and note their answers to the following questions:
 - a. What occupation and training sector is it?
 - b. What is the occupational qualification?
 - c. What is the qualification level?
 - d. What is the rationale of the qualification?
 - e. What is the content of the training program?
 - Modules:
 - Duration:
 - f. Describe the flowchart for the occupation.
 - g. What are the pathways (exit level & further learning) for the qualification?
4. Ask the groups to share their answers about the qualification processes.
5. After the discussion, refer trainees to the **Sample Qualification Process** in their manuals and review it together. Use it to clarify the questions discussed above. You can refer to the possible responses below to facilitate the sharing session.

Possible Answers:

The answers here depend on the curriculum sample used, BUT for this activity, the qualification is TVET Certificate II in Livestock. Follow the example in the Trainee's Manual to help the trainees understand the different parts.



Application Activity

1. Refer trainees to **Topic 2.2 Task 4** in their manuals.

2. Tell trainees that they will visit and interview different people in the workplace. They can also talk to students of Level 3 and 4 to find out more about further training opportunities in their occupation/sector of interest.
3. Encourage trainees to ask questions related to the sample tips below:
 - The occupation of the person
 - The sector
 - Place of the occupation in the sector
 - Qualification level
 - Work possibilities in the qualification
 - Further training opportunities in the sector/occupation
4. Explain that each group will write a report about their interactions with those people.
5. After the interviews, ask trainees to share their findings/reports with the rest of the class. Use the questions below to debrief the activity:
 - a. What was the person's occupation?
 - b. What was the training sector for his/her occupation?
 - c. What is the place of the occupation in the sector?
 - d. What is the qualification and level of the occupation?
 - e. What possible work are available in the qualification?
 - f. What training opportunities exist in the occupation?
 - g. What did you learn from the people you interacted with about occupations?



Points to Remember

Rwanda Education Qualifications Framework (REQF):

- Describes the types of qualifications and the qualifications levels and standards within the education.
- Presents the structure of defined and nationally recognized qualifications, which are awarded at defined levels of different education subsectors.
- Articulates the competencies, skills, and knowledge that learners are expected to acquire at different levels within the subsectors.



Formative Assessment

Read and answer the following questions.

In terms of your own occupation or your desired occupation:

1. What is its sector of training?
2. What is the place of the occupation in the sector?
3. What is its qualification?
4. What is its occupation level?
5. What possible work opportunities are available in the occupation or sector?
6. What training opportunities exist in the sector or occupation?
7. Describe the different requirements of the qualification
 - a. Qualification details
 - b. Entry requirement
 - c. Coursework – training modules
8. Describe the pathways following the qualification.








Answers: Refer to the curriculum.



Further Information for the Trainer

1. www.wda.gov.rw
2. WDA Core modules: Occupation and Learning Process
3. Rwanda Education Qualification Framework

Learning Outcome 2.3: Describe the assessment procedures of the qualification

	Objectives: By the end of the learning outcome, trainees will be able to: <ul style="list-style-type: none"> a. Identify the competency based approach and assessment procedures b. Explain the purpose of each assessment instrument c. Differentiate a portfolio and integrated situation based assessment
	Time Required: 1.5 hours/90 minutes
	Learning Methodology: Small group work, brainstorming, large group discussion
	Materials Needed: <ul style="list-style-type: none"> • Standard training materials -- Chalkboard, chalk, marker pens, white boards • Copies -- of the TVET Certificate II Section 4
	Preparation: <ul style="list-style-type: none"> <input type="checkbox"/> Make copies of sample portfolio and integrated situation assessments. <input type="checkbox"/> Rehearse a good presentation on the portfolio and integrated situation assessments. <input type="checkbox"/> Make and provide enough copies of the TVET Certificate II Section 4.
	Cross Cutting Issues: <ul style="list-style-type: none"> ✓ Inclusive education: During the assessment, trainees with special needs (e.g. people with disability) should be assisted accordingly.
	Prerequisites: <ul style="list-style-type: none"> ▶ None

Key Competencies:

Knowledge	Skills	Attitudes
1. Define a competency-based approach	1. Differentiate a portfolio and integrated situation based assessment	1. Focused
2. Explain the timing for each assessment instrument	2. Keep evidence of assessment	2. Considerate
3. Explain the purpose of each assessment instrument	3. Apply assessment instruments	3. Responsible



Steps:



Getting Started: What do we know and where are we going?

1. Have trainees turn to **Topic 2.3 Task 1** in their manuals and divide them into small groups.
2. Tell each group to study **Figure 2.3** in their manuals and discuss it using the questions below:
 - a. How would you describe a good driver?
 - b. How would you describe a bad driver?
 - c. What steps should one take to be a good driver?
 - d. Who determines that a person is fit to go to the next step or become a driver?
 - e. What happens if you fail one step?
 - f. Can a person pass all the steps and still be a bad driver? Give some examples.
 - g. What do you call the activities done by the people mentioned above?
3. Have groups present their views to a large group. Remember this task is not aiming to get right or wrong answers. Let each group feel free to give what they have discussed. Explain that a person must go through some steps and behave in a certain way to be considered a good or bad driver. Similarly, they will have to be assessed in their occupations to find out whether they are competent or not.
4. After the sharing of group activities, introduce the session and review the table of competences together with the trainees.



Problem Solving Activity

1. Inform trainees that they are going to do research on the assessment procedures of their qualifications. Have trainees turn to **Topic 2.3 Task 2** in their manuals.
2. Form small groups and inform trainees that they will visit the school library, or the internet for the research. They can also ask other students from Levels 3, 4, 5, and 6 about how assessment is done in their occupation or school. Tell them to use the following questions to guide them.
 - a. What is assessment?
 - b. What are the types/forms of assessment in the occupation or at level II?
 - c. How is assessment in occupation or level done?
 - d. You can also research or ask for meaning of the concepts below:
 - Assessment
 - Competency
 - Competency Based Assessment
 - Assessment Criteria
 - Assessment instruments
 - Assessment plan
 - Competency Unit
 - Assessment Evidence
 - Assessment Feedback
 - Assessment Flexibility
3. Where possible, groups will write down their findings on the flipchart for discussion during the presentation.
4. Ask groups share their findings with the rest of the class.
5. After the sharing session, have trainees turn to **2.5 Key Facts** in their manuals and review it together.



Guided Practice Activity

1. Inform trainees that you are going to discuss the assessment procedures of the qualification of sample qualification. Have trainees turn to **Topic 2.3 Task 3** in their manuals.

2. Form small groups and provide each group with a copy of the TVET Certificate II Section 4.
3. Work with trainees as you read through the copies to describe the assessment procedures of the qualification using the questions below:
 - a. What is the qualification and qualification level?
 - b. What is a portfolio as a tool of assessment?
 - c. What is included in a portfolio?
 - d. What is the purpose of a portfolio?
 - e. What are the two assessments that a trainee should do to be eligible for a qualification?
 - f. What should a trainee have for a formative assessment to be competent?
 - g. What should a trainee have in order to be declared competent on a module?
 - h. How many people should make the panel of assessors/verifiers?
 - i. How should the assessment evidence be compiled?
 - j. Who is responsible for the portfolios?
 - k. What is an integrated situation based assessment?
 - l. What is the purpose of an integrated situation based assessment?
4. Ask the groups to share their answers about the assessment procedures of the qualification.
5. After the discussion, refer trainees to **2.6 Key Facts** in their manuals and review it together. Use it to clarify the questions discussed above.



Application Activity

Note: For this activity, collect in advance samples of assessment portfolios and reports of integrated/task based situation enough all groups/trainees.

1. Inform trainees that they are going to look at different assessment tools and describe the differences. Have trainees turn to **Topic 2.3 Task 4** in their manuals.
2. Form small groups and provide a copy of assessment portfolios and an integrated/task based situation report to each group.
3. Tell each group to analyse the samples of the assessment tools and discusses their similarities and differences.

4. After the discussions, facilitate a large group presentation. Each group mentions the similarities and differences from the discussion. Use the questions below to debrief the activity as groups presents their findings:
 - a. What the difference in terms of evidence of assessment?
 - b. What is the difference in terms of types of questions?
 - c. How many people verified or assessed the assessment tool?



Points to Remember

- For a trainee to be competent for a formative assessment, he/she must have at least 70% on checked items or “yes” in indicators (e.g. questions, indicators in the checklist).
- Each trainee should be competent in all formative assessments to be declared competent on that module.
- A trainee should be declared competent in all formative assessments before taking the summative/integrated assessment.
- Summative/Integrated Assessment should always be practical, not theoretical.










Formative Assessment

Read and answer the following questions.

1. What is included in a portfolio?
2. Why is portfolio important:
 - a. For you?
 - b. For the trainer?
3. Who is responsible for the portfolios?
4. What is the purpose of an integrated situation based assessment?

Answers: See 2.6 Key Facts.

Learning Outcome 2.4: Assess one's learning style

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Differentiate types of learning styles Assess own style of learning Apply strategies for improving own learning style in workplace/school
	<p>Time Required: 1.5 hours</p>
	<p>Learning Methodology: Small group work, brainstorming, large group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials -- Flipchart paper, markers, tape,
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review 2.4 Key Facts in advance. <input type="checkbox"/> Choose a volunteer in advance to tie shoelaces.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Gender: Consider gender balance when forming groups and girls must be given an equal chance to represent the group. ✓ Peace and values education: Remind the trainees to use appropriate terminologies which do not harm anybody.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ N/A

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the types of learning styles	1. Differentiate between types of learning styles	1. Expressive
2. Describe own preferred way of learning	2. Assess own style of learning	2. Confident
3. Explain the strategies for improving own learning style in workplace/school	3. Apply strategies for improving own learning style in workplace/school	3. Responsible



Steps:



Getting Started: What do we know and where are we going?

1. Inform trainees that they are going to do an activity that requires them to demonstrate or do certain things or learn something new. Have trainees turn to **Topic 2.4 Task 1** in their manuals.
2. Ask volunteers to come and explain to his/her classmates how to tie a bow in their shoelaces. Then, let the other trainees tie their laces, following the explanations.
3. Ask if the other classmates were able to tie a bow in their shoes laces. You can have some volunteers show their shoes to the rest of the class
4. Ask if anyone else ties his/her shoes in a different way. Allow participants who tie shoes differently to demonstrate their methods.
5. Ask trainees to think about a situation when they had to learn something new, like tying a shoelace when they were young. Ask some trainees to share their experiences with the group:
 - a. What did you have to learn?
 - b. How did you learn it?
 - c. Did you learn to do it the first time?
 - d. Is it possible for everyone to learn something new the same way? Give reasons.

6. Ask trainees why it was possible for some and impossible for others to tie their laces. After the experience, explain to trainees:

We had several different ways of tying shoes demonstrated. The outcome was the same -- the shoe was tied -- but how it happened differed from person to person. Just as we had different ways of tying shoes, people have different ways of learning. Each of us may learn the same information, but we may learn it in a different way.

7. After the sharing of group activities, introduce the session and review the Key Competencies table together with the trainees.

Problem Solving Activity

1. Inform trainees that in this session, they will learn about different learning styles. Have them turn to **Topic 2.4 Task 2** in their manuals and guide them to do the task using the instructions below.

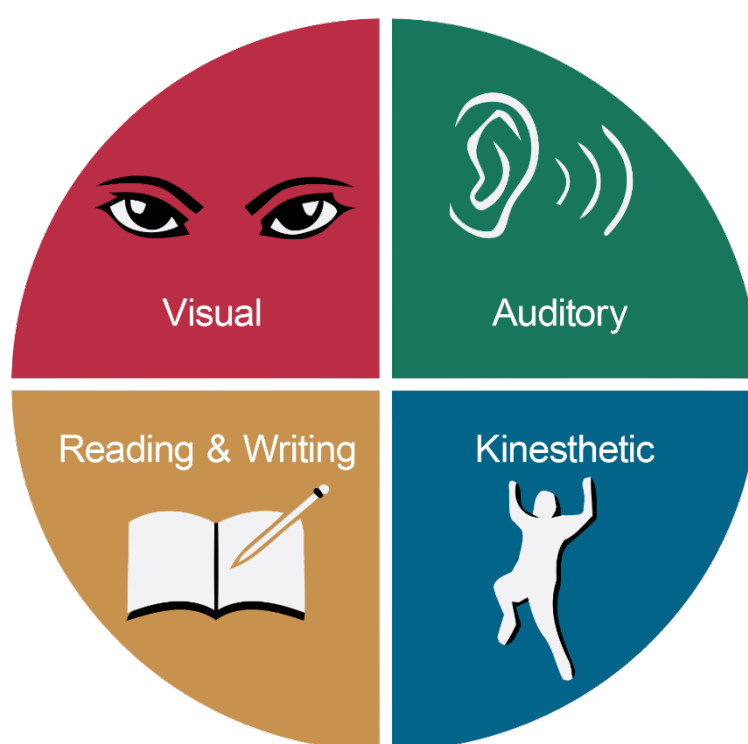


Fig. 2.4: Learning Styles²

² Retrieved on August 19, 2020 from <https://www.kissclipart.com/learning-styles-clipart-learning-styles-auditory-l-dce8vj/download-clipart.html> (n.d.).

2. Form four (4) small groups and provide each group with one part of **Figure 2.4**.
3. Explain to trainees that the figure represents different learning styles. Each group should study their part and have them answer the following questions:
 - a. Describe what you see.
 - b. Describe the learning style that you prefer.
 - c. What are the characteristics of people with this learning style?
 - d. Think of and write ways that a person in a workplace with that learning style could learn something new.
 - e. Mention any other learning styles you may know.
4. Ask groups to write down their findings/responses on the flipchart for discussion during the presentation.
5. Guide the groups on how they will share their findings/responses with the rest of the class.
6. After the sharing session, have trainees turn to **2.7 Key Facts** in their manuals and review it together.



Guided Practice Activity

1. Explain to trainees that we all learn in different ways. The more we understand our own learning styles and those of our colleagues, the better equipped we will be to provide a rich and multi-sensory learning experience for the users of museums, archives, and libraries.
2. Inform trainees that in order to understand their learning styles better, they are going to do a learning style self-assessment. Have trainees turn to **Topic 2.4 Task 3** in their manuals.
3. Provide each trainee with a copy of a “Learning Style Self-Assessment.”
4. Give the instructions to the trainees for completing the assessment:
 - a. Read a statement on the right.
 - b. Give yourself a score for each statement.
 - c. Then, total these to find out your preferred learning style.
5. Check out your own learning style preferences based on Gardner’s multiple intelligences model.

Score between 0 and 3 for each of these statements:

- 0 = This does not represent me at all
- = This statement strongly represents me

6. After the self-assessment, request for a few volunteers to share their scores with the rest of the class. As they share, use the following questions to facilitate the sharing session.
 - a. What are your top three preferences?
 - b. Does this fit with your own feelings about your learning preferences?
 - c. How might understanding difference learning styles be helpful in your workplace?
 - d. To what extent are the learning opportunities in your school/workplace/home reflecting this range of learning styles?
 - e. Where are the gaps?
7. After the sharing session, have trainees turn to **2.8 Key Facts** in their manuals and review it together. Explain that having a specific learning style does not mean that you are automatically put into a specific category. You are much more than a “kinaesthetic”, “tactile”, “visual” or “auditory” learner. Your learning styles may actually change over time, due to the influence of other people.
8. When they are finished, ask trainees to form groups based on their learning style (have them select a group if they scored the same in more than one area). Inform trainees that now that they know their preferred learning styles, they are going to suggest strategies to enhance their most and least preferred styles.
9. Provide each group with a flip chart if possible and marker pens. Each group should write their preferred learning style on the flip chart and their brainstormed ideas. For enhancing their learning style.
10. After the activity, guide the groups on how they will share their findings with the rest of the class. You can let others add on to a group’s presentation if they feel like something is missing.
11. After the sharing session, have trainees turn to **2.9 Key Facts** in their manuals and review it together.



Application Activity

1. Tell the participants to remain in their groups from the previous activity (their preferred learning styles) and have them turn to **Topic 2.4 Task 4** in their manuals.
2. Provide each group with the **Learning Style Scenario**. Each group reads the scenario (or read it out loud together).
3. Given each group's learning style, let them describe what strategies they would use to learn all these new things. Refer to **2.7 Key Facts** for guidance on examples of strategies to use to learn new things.
4. After the activity, ask the groups to share their findings with the rest of the class. You can let others add on to a group's presentation if they feel that anything is missing.



Points to Remember

- We all learn in different ways. We all have different learning style profiles.
- No learning style is better than another.
- Learning styles are values which can lead to a life of energy, creativity, and development.
- You should use your learning style strengths, and it is your responsibility to do so.
- You cannot learn effectively if you force yourself to learn in ways that do not suit you, or if you are forced to do so by others.
- Make sure you do not disturb other people while you are using your learning styles.
- Having a specific learning style does not mean that you are automatically put into a specific category. Your learning styles may actually change over time, due to the influence of other people.



Formative Assessment

For each of the following questions, identify the learning style by writing the letter that corresponds with the style. You can also choose and circle the answer that describes you best.

Answers are in bold.

Auditory: A Visual: V Kinaesthetic: K

1. When spelling a word, do you
 - A. hear or say the word to yourself? **A**
 - B. see the word? **V**
 - C. write the word out to see how it feels? **K**

2. When you relax, do you
 - A. play sports or games? **K**
 - B. watch TV or read? **V**
 - C. listen to music? **A**

3. When you remember things, do you
 - A. see some moving images? **K**
 - B. see clear colour pictures? **V**
 - C. hear the sounds first? **A**

4. Which do you prefer to help you learn?
 - A. to be active in doing things? **K**
 - B. written work with lots of colours? **V**
 - C. to be told things? **A**

5. When you are thinking hard, what interrupts you most?
 - A. Untidiness **V**
 - B. Movement **K**
 - C. Noise **A**

6. When talking, do you
 - A. like to listen and talk? **A**
 - B. move your hands about as you talk? **K**
 - C. not want to listen for too long? **V**

7. When you forget someone or something, do you
 - A. forget the face but remember the name? **A**
 - B. remember where you were and what you were doing? **K**
 - C. forget the name but remember the face? **V**

8. Which do you prefer as a reward?
 - A. To be given a pat on the back. **K**
 - B. To hear it said to you. **A**
 - C. To get a written note. **V**

9. When reading, do you
 - A. imagine the characters moving? **K**
 - B. make your own mental pictures? **V**
 - C. hear the characters talking? **A**



Summative Assessment

1. Write the scenario below on the board/flipchart and read it scenario together.

2. Explain to the trainees that they will be assessed on their ability to use what they have learned in the unit to address the following situation and questions that follow.

3. Provide the trainees with the instructions and questions. Give them ten minutes to prepare.

4. You, the trainer, will play the role of the career advisor performing the job interview. One by one, ask trainees to come play the role play with you. You will lead the role play by asking the trainee the 5 questions.

5. After the trainees respond to the questions from the scenario, provide them with a grade of Yes or No meaning that they either did or did not demonstrate the specific indicator. If the trainee scores 6 or higher, they are deemed competent.

Scenario: You go in for youth employment career guidance at the local Yego/Employment centre. To better fit you with a company, the career guidance worker asks you the following questions:

- a. What is the occupation you are searching?
- b. What sector does this occupation fall under?
- c. What qualifications will you have? Will you try to have any further qualifications?
- d. What was your learning style? How will you apply your learning style to this type of work/occupation?

Checklist	Score	
	Yes	No
Indicator 1: Demonstrates full understanding of the occupation		
Has a clear understanding of the occupation he/she desires		
Correctly names the sector of the occupation		
Indicator 2: Explains the qualifications necessary for the desired occupation		
Clearly explains own past and future qualifications		
Connects own qualifications to the occupation		
Indicator 3: Describes assessment and the type of assessment		
Accurately describes the manner in which he/she was assessed to obtain qualifications		
Correctly assigns the type of each assessment that was provided in order to obtain qualifications		
Indicator 4: Connects learning style to the occupation		
Explains own learning style		
Connects own learning style to the desired occupation		
Observation		



Self-Reflection

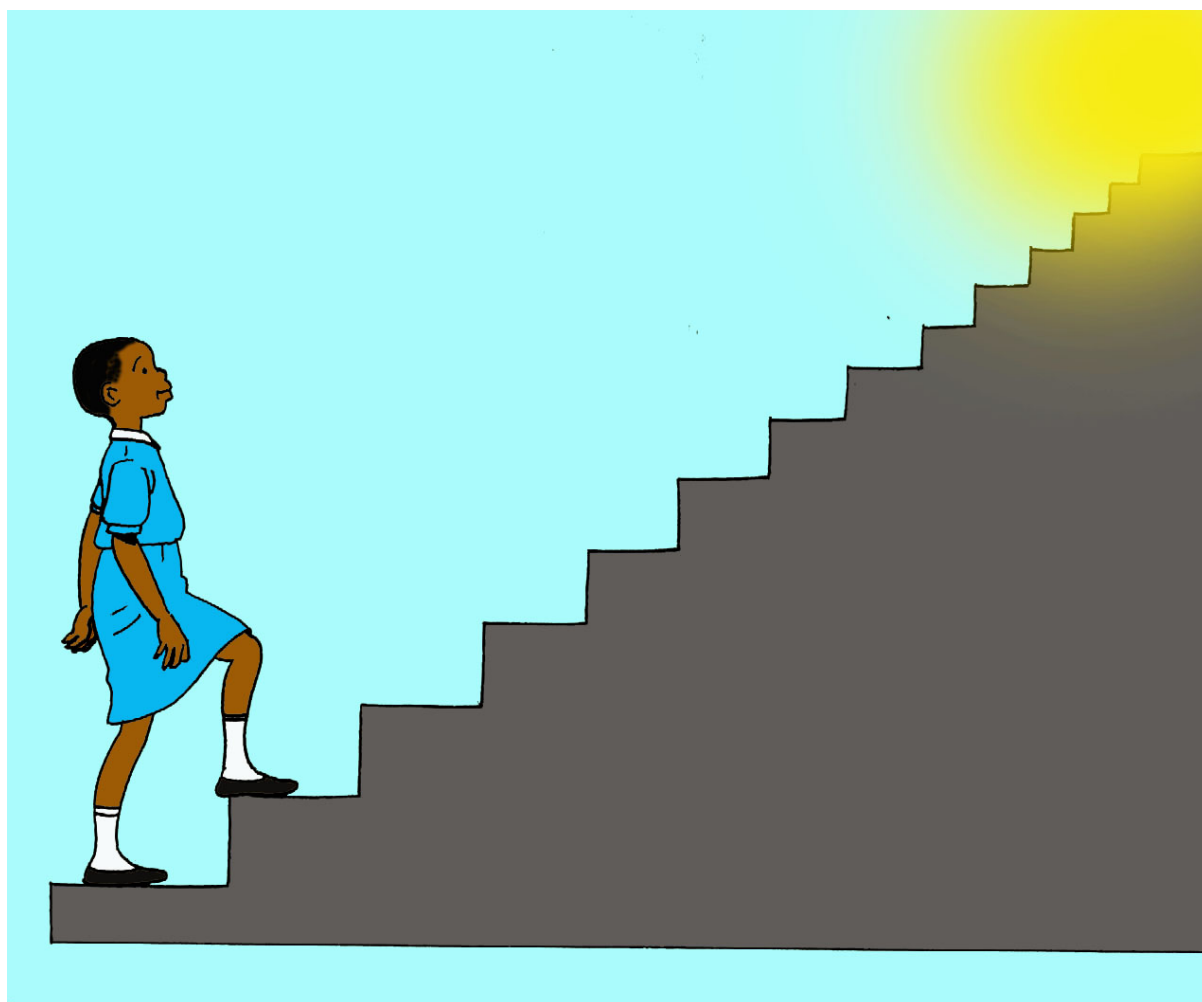
1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Further Information for the Trainer

1. For further information, refer to introductory module; Work Ready Now and Be Your Own Boss trainer manual
2. <http://scottishbeekeepers.org.uk/images/education/studynotes/Chapter1.pdf>
3. <http://beekeepinglikeagirl.com/will-you-make-a-good-beekeeper/>
4. <https://www.thebalancecareers.com/beekeeper-career-description-125609>
5. <https://www.vault.com/industries-professions/professions/b/beekeepers>
6. <https://www.agcareers.com/career-profiles/apiary-worker-beekeeper.cfm>
7. <https://www.sryahwapublications.com/journal-of-animal-husbandry-and-dairy-science/pdf/v2-i2/3.pdf>
8. <http://www.fao.org/3/I9527EN/i9527en.PDF>
9. <https://www.mis.rp.ac.rw/curriculum/65/view>

Learning Unit 3: Develop personal plans based on self-assessment practices



Learning Outcomes








By the end of the Learning Unit, trainees will be able to:

- 3.1** Assess values, skills, interests and talents
- 3.2** Set personal goals
- 3.3** Develop plans to achieve goals

Learning Unit 3 Self-Assessment

- 1.** Ask trainees to look at the illustration above and discuss what they see. What topics do they think this unit will include based on the picture? After some brainstorming, share the main topics.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 3.1: Assess values, skills, interests, and talents³

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Identify their values, skills, interests and talents Assess their own skills and qualities Link their values, skills, interests and talents to find and keep work Relate values, skills, interests and talents to the workplace Identify types of jobs that are related to particular skills and qualities
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Field visits, role play, small group work, brainstorming, large group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials -- Scotch tape, flipchart paper Learning materials -- unit pictures, field observation forms
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare some family members where trainees will visit to determine how they use their values, interests, skills, and talents in their work depending on the number of trainees. <input type="checkbox"/> Print a self-assessment tool on values, skills, interest, and talents depending on the number of trainees. <input type="checkbox"/> Prepare an interview form depending on the number of trainees.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Inclusion: Trainees are encouraged to respect other's values, skills, interests, and talents. Some people may have some that are sensitive. ✓ Gender: Trainees should choose jobs as well as values, skills, interests, and talents are not judged based on gender. Interviewers should be open to interviewing workers based on their preferences and not gender.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ None

³ The activities for this Learning Outcome were adapted from adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.

Key Competencies:

Knowledge	Skills	Attitudes
1. Explain what a self-assessment is and its importance	2. Effectively conduct self-assessment of values, skills, interests, and talents	1. Reflective
2. Identify desirable attributes of an employee	3. Exhibit desirable attributes of an employee	2. Professional
3. Describe the relationship between values, skills, interests, and talents and specific jobs	4. Use the self-assessment to determine personal capacity to perform a certain job	3. Realistic



Steps:



Getting Started: What do we know and where are we going?

1. In groups of 4-5 trainees, have them discuss the following from **Topic 3.1 Task 1** in their manuals:
 - a. Define: values, skills, interests, and talents.
 - b. Describe the importance of values, skills, interests, and talents.
 - c. Create four columns for values, skills, interests, and talents.
 - d. List different values, skills, interests, and talents under each column.
2. Have each group roleplay one value, skill, interest, or talent.
 - a. Example: For a value such as time management, a trainee hastily looks at his watch hurrying to work so as not to be late.
3. Introduce the Key Competencies table and review it together.



Problem Solving Activity

1. Ask trainees to turn to the **Self-Assessment of Values, Skills, Interests and Talents** from **Topic 3.1 Task 2** and ask them to circle the top 10 values, skills, interests, or talents that they would like to use in a job.
2. Have them start at the beginning of the assessment and rate themselves for all the values, skills, interests, and talents on the list. These values, skills, interests and talents can apply to work or personal life. Emphasize that this activity is for them and they are not being given marks or being rated. It is to help them identify their values, skills, interests and talents.
3. Read **3.1 Key Facts** with the group.



Guided Practice Activity

1. Ask trainees to turn to **3.1 Key Facts** in their manuals and look at the 10 items they circled in the previous activity. If they rated themselves as “great” or “good” for a quality, have them write it on the left side under **Strengths** and if it is categorised as “not so bad” or “needs a lot of work,” they should put it under **Areas for Improvement** section.
2. Have trainees discuss their results with a partner. Write the following from **Topic 3.1 Task 3** on flipchart and have them discuss:
 - a. Overall strengths
 - b. Values, skills, interests, and talents they selected as the 10 most important and how they rated themselves in each of these 10 areas
 - c. Types of jobs they could pursue given one’s top 10 values, skills, interests, and talents



Application Activity

1. In pairs, have trainees talk to family members, friends, and other people who are employed/self-employed about how they use their values, interests, skills, and talents in their work. Tell them to note their findings in the interview form provided under **Topic 3.1 Task 4**.

2. Ask pairs to share their findings with the large group and guide the discussion accordingly.

Interview Form

Question	Response
Trainees' names	
Date of visit	
Name of Company/Workplace	
What does this workplace do?	
What is your specific work/position?	
What qualities does a worker here need to have?	
How do one's values, skills, interests and talents influence his/her career?	
What interests drove you towards this work?	
Did you have any talents that made this work easier for you?	
Do you continue to improve your skills at this job? How?	
How does this work align with your values?	



Points to Remember

- Self-assessing one's values, skills, interests, and talents are important in choosing work.
- You already possess many values, skills, interests, and talents to begin working towards your career goals.



Formative Assessment








Write 5-7 sentences to address the following:

Based on the field findings about how one's values, interests, skills, and talents influence his/her career, how are you prepared to use your values, interests, skills and talents to achieve your future career goals?

Further Information for the Trainer

1. For further information, refer to: Work Ready Now and Be Your Own Boss trainer manual.
2. Huguka Dukore Akazi Kanoze Project. (2017). *Work Ready Now Training Program, Trainer Manual and Participant Handbook*. Kigali, Rwanda: Education Development Center.

Learning Outcome 3.2: Set personal goals

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ul style="list-style-type: none">a. Differentiate between personal and professional goalsb. Set Personal and professional goalsc. Define SMART goalsd. Identify short- and long-term goals
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Small group work, brainstorming, large group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">• Standard training materials -- Blank flip charts papers, markers, scotch tape• Learning materials -- Pictures of people attaining their goals, drawing of a tree
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Make copies of pictures of people attaining their goals.<input type="checkbox"/> Make a drawing of a tree showing all the main parts (roots, stem, thorns, branches, leaves, flowers, fruits).
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Environment and sustainability: Try to raise environmental awareness during the exercise connecting trees to one's own value system.✓ Gender: Goals and values are the preferences of the trainees and should not be defined by gender.✓ Financial education: When creating SMART goals, take the opportunity to provide financial education as to whether the goals are financially realistic.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ None

Key Competencies

Knowledge	Skills	Attitudes
1. Differentiate between personal and professional goals	1. Set separate personal and professional goals	1. Balanced
2. Explain the SMART goal setting concept	2. Use the SMART goal setting concept when setting goals	2. Attentive
3. Identify short- and long-term goals	3. Effectively set short- and long-term goals	3. Realistic



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees to think about the values and skills they have identified from the previous topic and refer to **Topic 3.2 Task 1** in their manuals. Ask the trainees how they can apply these values, skills, interests, and talents to their futures.
2. Have each volunteer write a list of their goals. Tell them to consider many different domains such as getting married, getting certified in TVET, owning many cows, building a house, and/or working for a large farm.



Problem Solving Activity

1. In pairs, tell the trainees to read **3.2 Key Facts**. Make sure they understand the differences between short- and long-term goals as well as between personal and professional goals.
2. Tell trainees to look at their list of goals from the **Getting Started Activity** and add any other goals they have.
3. Instruct the trainees to fill out the table from **Topic 3.2 Task 2**, categorizing each of the goals they mentioned in the list. The table serves to label each goal as either short- or long-term and either personal or professional.

	Short-Term	Long-Term
Personal		
Professional		

4. Then, review **3.3 Key Facts** together.
5. After reading, ask the trainees to share two of the goals they wrote in the table. They should evaluate if they are SMART goals or not. Give a few examples together so trainees understand what a SMART goal is.
6. Have the trainees rewrite their personal and professional goals so they are SMART goals. Remind them of the examples given in **3.3 Key Facts**.



Guided Practice Activity

1. Refer trainees to **Topic 3.2 Task 3**. Tell the trainees to draw a tree that includes these six components: roots, trunk, branches, thorns, leaves, and flowers/fruits. Tell them to make sure there is enough space to label each part.
2. Ask the trainees to consider the following six aspects of their lives: values, skills, obstacles, support system (family, friends), goals/interests, and achievements.
3. Explain to the trainees that each component of the tree corresponds to one aspect of their lives. For example, the branches of the tree could symbolize their skills because their skills are constantly growing outward and reaching out into new types of work.
4. Have some trainees share their tree and explain why they chose certain labels to the large group.
5. Tell the trainees to pay particular attention to the achievements part of the tree. Have the trainees reflect on the following question then have them share their ideas with the large group. Discuss: Will the way your tree is structured right now create the conditions for those achievements to become realized?



Application Activity

1. Give the trainees a few minutes to reflect, then write two long-term goals and two short-term goals under **Topic 3.2 Task 4** in their manuals. For each goal, they need to explain how it complies with each SMART criteria. Additionally, ensure the trainees cite some goals as professional and others as personal. Use the **3.2 Key Facts** as reference.

Long-Term Goals :

1. _____
Specific:
Measurable:
Achievable:
Realistic:
Time frame:

2. _____
- Specific:
Measurable:
Achievable:
Realistic:
Time frame:

Short-Term Goals:

1. _____
- Specific:
Measurable:
Achievable:
Realistic:
Time frame:

2. _____
- Specific:
Measurable:
Achievable:
Realistic:
Time frame:

2. Ask volunteers present their goals and the ways in which they are SMART goals.



Points to Remember

- When creating goals, use the SMART model.
- Identifying one's goals is the first step to achieving them.
- Try to categorize your goals as personal or professional to make sure you balance the two.



Formative Assessment

1. Explain the difference between personal and professional goals.

Possible Answer: A personal goal is something done for yourself and your own betterment whereas a professional goal is something that is done for your career or work. Professional goals are restricted to the professional or work life.

2. Evaluate the following goal and determine if it is a SMART goal.








Sarah decided she want to be the owner of a restaurant and make lots of money. She works in her garden, but she believes one day she will run a successful restaurant. Is this a SMART goal? Why or why not?

Answer: No, this is not a SMART goal. Sarah has not determined the scope of the restaurant. She also has no way to measure the success, maybe she will sell small food next to the street and lose money. She doesn't know if it is achievable as no information is given regarding the profitability of her garden and her potential means. Also, Sarah has no time frame so she cannot realistically plan the goal.

3. How could Sarah reformulate her goal to make it a SMART goal?

Possible Answer: Sarah needs to make her restaurant more specific by describing the restaurant she wants to create. She needs to imagine the location, the type of food and the market. Also, she needs to make the goal measurable and decide the scale of her restaurant. At what point will she decide she has found success? She needs to decide if the goal is achievable. By determining whether or not the goal is achievable and realistic. To make the goal realistic, Sarah needs to determine a time frame which can be done by breaking down the goal of owning a restaurant into smaller, realistic goals and determining the time to accomplish these goals.

Learning Outcome 3.3: Develop plans to reach goals

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Write a detailed plan on how to reach goals Assess different strategies on how to reach goals Develop strategies to follow up on goals and determine actions that need to be taken
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Small group work, brainstorming, large group discussion, games</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials -- flipchart paper, markers, tape
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare a photo for 3.4 Key Facts. <input type="checkbox"/> Keep in mind that this topic will build on the previous topic.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Inclusivity: Encourage trainees to include everyone, regardless of disability in the longest shadow game, even if they are directing the others. ✓ Comprehensive sexuality education: Teach family planning and STI protection when considering possible obstacles that get in the way of one's goals. ✓ Financial education: If finances posed issues in the past for trainees, integrate financial education into the lesson. ✓ Peace and values education: Teach good values and morals as a means for staying in line with one's goals.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ None

Key Competencies:

Knowledge	Skills	Attitudes
1. Detail the process for setting and achieving goals	1. Write a detailed plan to reach specific goals	1. Perseverance
2. Explain the importance of creating a strategy on how to reach goals	2. Assess different strategies on how to reach goals	2. Thoughtful
3. Describe how one follows up on goals and determines actions that need to be taken	3. Develop strategies to follow up on goals and determine actions that need to be taken	3. Work-oriented



Steps:



Getting Started: What do we know and where are we going?

1. Refer trainees to **Topic 3.3 Task 1**. Explain to the trainees that the goal is to create the longest shadow. Tell them to find a bright, sunny, wide open space.
2. Divide the trainees into groups of four to five. Draw a line in the ground so that each group starts at the same point.
3. Have each group work together to position themselves in a manner that casts the longest shadow possible.
4. Make sure that:
 - a. The shadow is one continuous line (i.e., all shadows must be connected).
 - b. Only bodies are used to cast a shadow (i.e., no clothing or other props).
5. Provide the groups with ten minutes. Create a mark on the ground to demonstrate the longest shadow the groups created when they feel they have attained their greatest potential.
6. Compare the groups' shadows. The group with the farthest mark wins.

7. Ask the trainees to consider the following questions:
 - a. What obstacles did your team confront when creating the longest shadow?
 - b. How did the time constraint of ten minutes effect the task of creating the longest shadow?
 - c. What steps did you take to create the longest shadow?
 - d. How does making this shadow relate to working with others to develop a plan to reach a goal?
8. Review the Key Competencies table together.



Problem Solving Activity

1. Facilitate a discussion with the trainees to answer the following questions found in **Topic 3.3 Task 2** in the trainees' manuals.
 - a. What life events might get in the way of accomplishing one's goals?
Possible Answers: pregnancy, marriage, children, sickness, caring for elders, re-location
 - b. What can you do to prevent or protect yourself from such events? How can you minimize the impact? (Possible answers: delay marriage or having children, use contraception to prevent pregnancy, try to get help from others when providing care, plan ahead).
2. Before setting new goals, it's important to look back to previous goals you set and learn from them. Tell trainees to analyse why they reached a goal or why they didn't reach a certain goal using the template:
 - a. Previous goal I set:
 - b. Was the goal achieved?
 - c. List the reasons the goals were achieved or not, be specific:
 - d. What barriers did you encounter? What did you do to encounter these barriers? What could you have done better?
 - e. In summary, what did you learn from attempting to reach this goal?
3. Read **3.3 Key Facts** together.



Guided Practice Activity

1. Attempt to create different plans for the scenarios from **Topic 3.3 Task 3**. The long-term goal is broken into smaller short-term goals. Complete the first scenario as a large group, providing direction to the trainees but leading them to fill in the goals. Then have the trainees complete the next scenario in small groups.⁴

Scenario 1:

Long-Term Goal: Livelihood		
In one year, I want to be earning an income from my own activities that I do in my community. For example, own a mobile money operating centre.		
Short-Term Goal 1		
Research five activities that I could do that might earn me an income in my community by going to and observing the marketplace.		
Steps:	By When:	Resources Needed:
1.		
2.		
3.		
Short-Term Goal 2		
Consult relevant institutions and professionals from whom I can obtain guidance.		
Steps:	By When:	Resources Needed:
1.		
2.		
Short-Term Goal 3		
Acquire workplace experience from related business doing similar activities.		
Steps:	By When:	Resources Needed:
1.		

⁴ Adapted from: Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook*. Waltham, MA: Education Development Center.

2.		
Short-Term Goal 4:		
Develop an action plan for how I am going to start one of the activities in the next two months.		
Steps:	By When:	Resources Needed:
1.		
2.		
3.		

Scenario 2:

Long Term Goal: Further Study/Skills Training		
In one year, I want to be studying at a local TVET College and/or continuing my education and training to upgrade my career to a higher level.		
Short-Term Goal 1		
Research the program offerings at TVET institutions		
Steps:	By When:	Resources Needed:
1.		
2.		
3.		
Short-Term Goal 2		
Visit a TVET institution and find out about the courses and the entry requirements		
Steps:	By When:	Resources Needed:
1.		
2.		

3.		
Short-Term Goal 3:		
Apply for access to the TVET Institutions		
Steps:	By When:	Resources Needed:
2.		
3.		
Short-Term Goal 3:		
Enrol in non-formal education and training programs (evening classes and technical training centres) as these fit in with the times for working odd jobs.		
Steps:	By When:	Resources Needed:
1.		
2.		

2. Ask trainees: How can one be sure the goal is being attained? It is important to write down all of the dates and reference the progress you planned to accomplish. Otherwise, it will be difficult to follow up and ensure your goals will be met.



Application Activity

1. Explain to the trainees that now they need to attempt to create a goal for themselves. They can use one of the goals they created in **Topic 3.2**. Make sure to mention that the template they will use is found under **Topic 3.3 Task 4** and it is the same as the one from the previous activity. After the trainees fill out the steps to achieve their goal, have them share their work with a partner. Encourage them to provide constructive feedback to one another.

Steps to Achieve One of My Goals:

Long Term Goal:		
Short-Term Goal 1:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>
1.		
2.		
3.		
Short-Term Goal 2:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>
1.		
2.		
3.		
Short-Term Goal 3:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>
1.		
2.		
3.		
Short-Term Goal 4:		
<u>Steps:</u>	<u>By When:</u>	<u>Resources Needed:</u>

1.

2.

3.

2. What are some obstacles you may confront while trying to achieve this goal?

Possible Answers: family emergencies, change in personal goals before arriving at the long-term goal, unexpected personal circumstances such as pregnancy, robbery, bad health.

3. How will you follow up on the goal and ensure the goal is progressing as planned?

Possible Answers: Periodically check this chart and create a checklist for each of the items.



Points to Remember

- When creating a long-term goal, it is important to break the goal into smaller short-term goals. Next, break the short-term goal into smaller steps.
- Try to foresee obstacles before they happen so you can put measures in place to overcome the obstacles.
- Establish a plan to follow up on your goals to ensure they are progressing as planned.



Formative Assessment

Write a response to the question in the space below.

1. What factors must one consider when creating a plan for a long-term goal?

Answer: One must decide if the goal is SMART. When creating a long-term goal, the goal must be broken up into smaller pieces, short-term goals. All goals must be planned step-by-step and answer: who, what, when, where, and how. For each step, one must determine the resources necessary for each step.

2. Identify each goal as either personal or professional:

- a. Grow new crops to gain more market. **Professional**
- b. Learn to ride a bicycle to transport people/things. **Professional**

- c. Make enough money to visit a brother in Kigali. **Personal**
- d. Get married before turning 30 years old. **Personal**
- e. Attend church/mosque at least once a week. **Personal**
- f. Purchase two goats, one male and one female, in hopes of growing them into a herd then selling them. **Professional**



Summative Assessment

1. Write the scenario below on the board/flipchart. Read the scenario together.
2. Explain to the trainees they will be assessed on their ability to use what they have learned in the unit to address the following situation and questions that follow.
3. Provide the trainees with the instructions and questions. Give them ten minutes to prepare.
4. You, the trainer, will play the role of the job interviewer. One by one, ask trainees to come play the role play with you. You will lead the role play by asking the trainee the six questions.
5. After the trainees respond to the questions from the scenario, provide them with a grade of Yes or No meaning that they either did or did not demonstrate the specific indicator. If the trainee scores 6 or higher, they are deemed competent.

Scenario:

You are set up to have a job interview. The job is exactly what you wanted, and the moment has arrived for you to come in for an interview. The job interview begins...

- a. Tell me one of your short-term goals and how you plan to achieve it. Why did you choose this as a goal?
- b. Tell me one of your long-term goals and how you plan to achieve it. Why did you choose this as a goal?
- c. What is a SMART goal? Are both of your goals SMART goals?
- d. What are some of your values, skills, interests, and talents and how do they relate to your goals?

- e. What obstacles do you foresee delaying or stopping you from achieving these goals?
How do you plan on overcoming these obstacles?
- f. How do you plan on following up and making sure these goals are achieved?

Checklist	Score	
	Yes	No
Indicator 1: Clearly expresses values, skills, interests, and talents		
The values, skills, interests, and talents are honest and the product of self-assessment		
The link between the trainee's values, skills, interests, and talents and his/her goals is reasonable		
Indicator 2: Goals are well-defined and SMART		
The short-term goal is well planned and sensible for the trainee		
The long-term goal is well planned and sensible for the trainee		
The trainee clearly explains the concept of a SMART goal		
The trainee's goals are SMART goals		
Indicator 3: Obstacles and plans are considered and thought out		
Obstacles are foreseen and the trainee has plans for overcoming them		
Follow-up plans for the goals are realistic and it is clear that the goals can be achieved		
Observation		

Further Information for the Trainer

1. For further information, refer to introductory module; Work Ready Now and Be Your Own Boss trainer manual
2. Huguka Dukore Akazi Kanoze Project. (2017). *Work Ready Now Training Program, Trainer Manual and Participant Handbook*. Kigali, Rwanda: Education Development Center.
3. <https://www.inc.com/matthew-jones/want-better-office-communication-try-these-3-simple-teambuilding-activities.html>
4. <https://www.workstyle.io/team-trust-building-activities>
5. <https://www.dol.gov/odep/topics/youth/softskills/teamwork.pdf>

Learning Unit 4: Explore career pathways related to personal interests and talents



Learning Outcomes

By the end of the Learning Unit, trainees will be able to:

- 4.1** Explore occupations and job opportunities
- 4.2** Make decisions and choices basing on vocational information and one's talents
- 4.3** Explore training & educational options and opportunities
- 4.4** Prepare a career development plan

Learning Unit 4 Self-Assessment

- 1.** Ask trainees to look at the illustration above and discuss what they see. What topics do they think this unit will include based on the picture? After some brainstorming, share the main topics.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 4.1: Explore occupations and job opportunities



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify resources for finding employment information
- b. Determine skills required for each job
- c. Approach different locations in the community in research of a job



Time Required: 2.5 hours



Learning Methodology: Field visits, role play, small group work, brainstorming, large group discussion



Materials Needed:

- **Standard training materials** – Scotch tape, flipchart paper
- **Learning materials** -- Job seeking platforms, field observation forms



Preparation:

- ☐ Prepare the job seeking platforms where trainees can practice seeking for jobs including setting up appointments and interviews.
- ☐ Prepare a field interview form depending on the number of trainees.
- ☐ Read the list of **4.1 Key Facts** and bring in as many examples as possible.



Cross Cutting Issues:

- ✓ **Gender:** Trainees understand resources are not gender specific.
- ✓ **Financial education:** Financial awareness is considered when evaluating opportunities from different resources.
- ✓ **Inclusivity:** Try to find resources for those with disabilities. Trainees with disabilities understand where to find resources specific to their needs.



Prerequisites:

- ▶ None

Key Competencies:

Knowledge	Skills	Attitudes
1. Explain the process of researching available jobs	1. Investigate and identify available jobs	1. Driven
2. Describe the process of identifying necessary skills for different jobs	2. Research different jobs and identify their required skills	2. Resourceful
3. Identify locations for finding different jobs	3. Effectively approach different locations in the community in research of a job	3. Observant



Steps:



Getting Started: What do we know and where are we going?

1. Put the trainees into groups of three to five. Ask them to consider any past work/jobs they have worked. Direct them to the following questions from **Topic 4.1 Task 1** and ask them to discuss together:
 - a. How did you start the process of searching for the work/job?
 - b. How did you become aware of this specific work/job?
 - c. What approaches worked well and what did not to find a job?
 - d. What approaches did not work well when finding a job?
 - e. How long did it take for you to find work?
 - f. What made the employer confident in your ability to work this job?
 - g. Was this job similar to the work you want in the future?
 - h. Could you count on finding another job in this manner?
2. Go through the questions. Allow two or three volunteers to respond to each question.
3. Have the trainees write down one or two words that explain the method they used to find their previous job, then have them write it on the board. Pay attention to the most common methods of finding a job.



Problem Solving Activity

1. Have two volunteers act out the roleplay about the reality of looking for jobs in our areas of interests and talents, found in **Topic 4.1 Task 2** in their manuals.

Niyo is a RTQF Level 2 graduate in beekeeping. He went to apply for a job in a crop farm that sells produces bananas and tomatoes. He realized he forgot to bring his RTQF Level 2 Certificate but didn't think that would be a problem. The employer was busy and quickly turned him down, saying that Niyo did not seem to have any work experience at all and was not confident in his skills.

2. Have two other volunteers act out this next role play:

Teta, a young woman with a physical impairment, recently completed a RTQF Level 2 in Fruit Processing. She went to Inyange Industries to apply for a job. She brought her RTQF Level 2 Certificate in Food Processing and all required documents for the job application. Additionally, Teta could express herself confidently and explained that her physical impairment would not get in the way of her creative ideas and capabilities. She was given a job.

3. Debrief the activity by telling trainees to discuss the following questions with a partner:
 - a. What happened in the roleplays?
 - b. How are the two roleplays different?
 - c. What could Niyo have done to acquire a job?
4. Ask trainees to reflect on the following and discuss together as a class:
 - a. What is a workplace and how do we identify them in our local communities?
 - b. How should we approach employers when we want to observe or gain some work experience? How about when we want to apply for a job?
 - c. Did they search for jobs in their areas of interest, skills, experience and talents?
 - d. Who might be able to assist you in finding workplaces where you could observe or get work experience?
 - e. What kind of jobs could you undertake at this moment? Is it based on your skills, experience, interests and talents?
5. After the discussion, refer them to **4.1 Key Facts** in their manuals. Help them understand the different resources for their context.



Guided Practice Activity

1. Ask the trainees to consider the different jobs they want to do. Then, have them choose three different jobs. For each job, they need to identify the skills required for the job and the resources they can use to gather further information related to that specific job.
2. The trainees will use the following form to organize and gather information related to those specific jobs. Refer them to **Topic 4.1 Task 3** for the form.

Desired job	Skills required	Resources to gather information
1.		1.
		2.
		3.
2.		1.
		2.
		3.
3.		1.
		2.
		3.

3. Tell trainees to share their forms with a partner and give each other feedback.
4. Ask 2-4 volunteers to share one of their desired jobs and the related skills and resources. Provide feedback as needed.



Application Activity

1. The trainees will use the table from **Topic 4.1 Task 4** as they go into the community to gather information based on their responses.
2. Every trainee needs to fill out the following form for each of the following jobs and their respective resources. They will find out the skills that resource tells them they will need for that job. Also, the trainees will record the resource's responses as to whether or not that they need more workers, if the job can be done by somebody that is self-employed, and/or if they believe there is a high demand for the work performed in this specific job.

Desired job	Resources	Skills needed	Job availability
1.	1.		
	2.		
	3.		
2.	1.		
	2.		
	3.		
3.	1.		
	2.		
	3.		

3. Please emphasize to the trainees that employers are looking for people who are committed, positive, hardworking, respectful, and trustworthy. They want people who will show up on time, work hard, and take initiative. They like people to be skilled and to have experience but will often hire people who they think they can train. To gain some experience, it is good to volunteer or do an unpaid internship where you can learn by participating in the work. Sometimes unpaid internships can lead to paid opportunities.



Points to Remember

- Evaluate your resources for finding employment fully when considering a job.
- Even if the employer/client expresses that they are not hiring, record the necessary skills and see if you can improve to become a better match for the work.
- When approaching an employer, be prepared to demonstrate your skills, express confidence, and show your desire to learn.



Formative Assessment

In a space provided, make a list of occupations identified in the activity related to your interests, skills, experience, and talents. Make a sub list of jobs available in each occupation. Arrange them in the order of preference starting with the job you most prefer, and skills required.

Occupations

1.
2.
3.
4.

Jobs from occupations

1.
2.
3.
4.
5.
6.
7.
8.

Order of preference and skills required.

1.
2.
3.
4.
5.
6.
7.

Further Information for the Trainer

1. For further information, refer to; Work Ready Now and Be Your Own Boss trainer manual.
2. Huguka Dukore Akazi Kanoze Project. (2017). *Work Ready Now Training Program, Trainer Manual and Participant Handbook*. Kigali, Rwanda: Education Development Center.

Learning Outcome 4.2: Make decisions and choices based on vocational information and one's talents, skills, and interests



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Determine the decision-making processes and apply these to different choices.
- b. Effectively and actively network
- c. Search for missing, relevant information when making a decision



Time Required: 2 hours and 30 minutes



Learning Methodology: Small group work, games, brainstorming, large group discussion, field visit, roleplay



Materials Needed:

- **Standard training materials** -- Flipchart papers, markers, scotch tape



Preparation:

- ☐ Prepare the decision-making scenarios by printing out relevant copies in advance.
- ☐ Ensure trainees are available to conduct networking in the field.
- ☐ Consider possible candidates that will be good for networking in the case a trainee has difficulty finding connections.
- ☐ Purchase some internet data to show trainees how to find information and contacts online.



Cross Cutting Issues:

- ✓ **Genocide studies:** Be sensitive of genocide related themes when playing the "yes, and..." game.
- ✓ **Environment and sustainability:** Ensure trainees are sensitive to the environment when going into the community, e.g. no littering.



Prerequisites:

- ▶ None

Key Competencies:

Knowledge	Skills	Attitudes
1. List the decision-making process	1. Implement the steps of the decision-making processes	1. Methodical
2. Describe the different information seeking techniques with respect to networking	2. Gather information using different information seeking techniques with respect to networking	2. Analytical
3. Explain networking techniques and their importance in identifying positions based on networks	3. Apply networking techniques to find a job related to one's interests and talents	3. Adaptable



Getting Started: What do we know and where are we going?

1. Tell trainees to discuss the questions found in **Topic 4.2 Task 1** with a partner:
 - a. Why did you choose this particular TVET specification?
 - b. What other options or activities could you be doing if you were not in class?
 - c. What evidence or information pushed you to join TVET instead of doing other activities?
 - d. Since you signed up for TVET do you ever look back and consider whether or not it was the best decision?
2. With the large group, read the Key Competencies table together.



Problem Solving Activity

1. Tell the trainees to refer to **Topic 4.2 Task 2** and imagine they are choosing between being a poultry farmer and doing food crop production. They need to make a list of the pros and cons for each trade then weigh the options. Next, they will choose which trade would be more suited for them if they had to choose. Below are some possible responses.

Poultry Farmer		Food Crop Production	
Pros (Advantages)	Cons (Disadvantages)	Pros (Advantages)	Cons (Disadvantages)
<ul style="list-style-type: none"> - Highly profitable, consistent income - Not vulnerable to seasons - Not space consuming, not much land necessary - Lots of market in cities 	<ul style="list-style-type: none"> - Expensive to construct the pens - Potential for disease to kill entire flock - Market can be difficult to find in rural areas - Veterinary bills 	<ul style="list-style-type: none"> - Large income at once - Easy to section off bad crops if there is a sickness - Consistent market anywhere - Diversity in product 	<ul style="list-style-type: none"> - Time without harvest spent without income - Bad rain or unpredictable weather can harm harvests and livelihood - Hard labour, physically demanding - Need to be close to water

- Ask the trainees the following questions as to why they chose the trade they did.
 - Did they consider any information they had about the two trades?
 - Why did they choose the trade they chose?
- Have an open discussion. Write ideas on the board in response to the question: What does the term networking mean to you?
- As a large group, read and review **4.2 Key Facts**. Address any questions or concerns.



Guided Practice Activity

- Put the trainees into pairs and ask them to read each of the scripts found under **Topic 4.2 Task 3** and indicate whether the statement is appropriate networking or not appropriate networking.
 - Could we meet sometime to discuss your job? **Appropriate**
 - I really need to get some information from you as soon as possible! **Not appropriate**
 - Do you know anyone I can talk to about a job in that field? **Appropriate**
 - You must know someone who can help me out! **Not appropriate**
 - Get me a job! **Not appropriate**
 - I value your opinion. Do you have any suggestions for me? **Appropriate**
 - Remember that time I helped you? Now you have to help me. **Not appropriate**
 - May we please set up an appointment to speak? I only need a few minutes. **Appropriate**
 - I would love to talk with you sometime about how you got your job. May we please meet up sometime next week? **Appropriate**

10. You must interview me for the job. I need it. **Not appropriate**

11. I was thinking you might be able to help me with a job. Can you? Or maybe just 5k? I am struggling. **Not appropriate**

- 2.** Put the trainees into two rows facing each other. Explain to them that they will network with the person across from them. They only have two minutes, so they need to be concise about what they are looking for and what they have to offer. One person will play the job seeker and the other as a network member. After two minutes they will switch roles. Then have the trainees move one spot to the right and practice with a new partner. Repeat this activity for two or three rounds.
- 3.** Describe the following scenario to the trainees. The trainees should complete the questionnaire that follows.

Imagine you are accepted to two different jobs. One job is in a distant city for a nice company where you will be trained for six months without a salary, but they will pay for your living expenses and you will have a nice salary afterwards. However, you will not be able to move back to your community with this job. The other job is in your community where you will make a good but small salary. Maybe one day you can have a promotion in your community, but it will take a long time.

Outline your decision-making process using the steps from the **4.2 Key Facts**.

- 1.** Identify the decision to be made:
- 2.** Gather information:
- 3.** Identify alternatives:
- 4.** Weigh the evidence
- 5.** Choose among alternatives:
- 6.** Take action:

7. Review your decision:
4. Tell trainees to discuss and compare their decisions with a partner.
5. Facilitate a class discussion about the different decisions trainees made and their reasons.



Application Activity

1. This activity requires the trainees to go out into the field. They need to attempt to network with three connections and, if appropriate, gain workplace exposure. This exposure could be as simple as a conversation with somebody that does a job they aspire to have or an attempt to make a connection for a future internship. Additionally, they can make the connection from the internet or in a different field than the field they aspire to work in.
2. Tell them to fill out the form found in **Topic 4.2 Task 4** in their manuals. Go through the first example with them.

Network Connection	Type of connection	Information gained	Contact information and follow-up plan
Example: Jabo Sebakambwe	Example: Onion vendor	Example: Sells onions year-round but price depends on the season. Always looking for more onions so if can supply, will have a market.	Example: 0781854989 Follow up in two weeks to learn more about preferred growing techniques and onion varieties
1.			
2.			
3.			



Points to Remember

- Follow the networking best practices.
- When making an important decision, use the decision-making process to make sure your decision is fully considered.










Formative Assessment

1. Fill out the following table regarding the pros and cons of two trades, tailoring and carpentry. Choose a trade between the two.

Tailor		Carpenter	
Pros (Advantages)	Cons (Disadvantages)	Pros (Advantages)	Cons (Disadvantages)

2. What are some opportunities for networking you can take advantage of within the upcoming month?

Learning Outcome 4.3: Explore training & educational options and opportunities

	Objectives: By the end of the learning outcome, trainees will be able to: <ul style="list-style-type: none">a. Identify trainings related to each occupationb. Describe training opportunities and educational options under each occupationc. Interpret the TVET Management Information System
	Time Required: 2 hours
	Learning Methodology: Small group work, brainstorming, large group discussion
	Materials Needed: <ul style="list-style-type: none">• Standard training materials -- Computer with internet, Flipchart paper, markers
	Preparation: <ul style="list-style-type: none"><input type="checkbox"/> Research various trainings related to each occupation.<input type="checkbox"/> Research training institutions and their locations.<input type="checkbox"/> Research training levels and requirements.
	Cross Cutting Issues: <ul style="list-style-type: none">✓ Inclusion: Emphasize that everyone has a right to education or any form of training regardless of background.✓ Gender: Consider gender balance when forming groups.
	Prerequisites: <ul style="list-style-type: none">▶ Main/major elements of the occupation▶ Processes and requirements of the qualification▶ Assessment procedures of the qualification

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify trainings related to each occupation	1. Describe training opportunities and educational options under each occupation	1. Focused
2. Identify training opportunities and educational options	2. Locate different training institutions	2. Research
3. Describe types of training institutions and their locations	3. Interpret the TVET Management Information System	3. Analytical



Steps:



Getting Started: What do we know and where are we going?

1. Inform trainees that they are going to explore the training and educational options for their different occupations. Ask trainees to refer to **Topic 4.3 Task 1** in their manuals and use the following questions to guide trainees during the experience sharing session.
 - a. Tell trainees to think about their different occupations.
 - b. Form groups of trainees based on their occupations.
 - c. Each group should make a list of all possible trainings available in their occupation.
2. Guide trainees to share their answers with the rest of the class. As groups share their answers, use these questions to facilitate the session:
 - a. Are all the possible trainings identified available at their school?
 - b. Where can someone get those training opportunities?
3. Write some of their responses where they can be easily referred to during the session.



Problem Solving Activity

1. Divide trainees into four (4) groups and have trainees turn to **Topic 4.3 Task 2** in their manuals. Provide each group with copies of the following sections (Cover Page, Section 1 and Section 2) of the curriculum:
 - Group 1: TVET Certificate II in Crop Production

- Group 2: TVET Certificate II in Food Processing
 - Group 3: TVET Certificate II in Livestock
 - Group 4: TVET Certificate II in Food Crop Production and Processing
2. Tell each group to read the sections of the curriculum given and discuss:
 - a. Sector of training
 - b. Occupation
 - c. Possible training opportunities in their vocational area/occupation
 3. After the group discussions, as groups to share their findings with the rest of the class. As groups present their findings, use the questions below to facilitate the session:
 - a. What is your curriculum?
 - b. What is the sector of training?
 - c. What is the occupation and level of occupation?
 - d. What are the possible training opportunities for someone in your vocational area/occupation?
 4. As trainees present their findings, you can refer to the following possible responses to facilitate the sharing session.

Possible Responses:

Curriculum	Sector of training	Occupation	Possible training options
TVET Certificate II in Crop Production	Agriculture and food processing	Crop Producer	<ul style="list-style-type: none"> • Professional Tea farmer • Professional Coffee farmer • Professional Food crop farmer • Professional Horticulture farmer
TVET Certificate II in Food Processing	Agriculture and food processing	Food Processor	<ul style="list-style-type: none"> • Professional Food processing worker • Professional Juice maker • Vegetable preservers
TVET Certificate II in Livestock	Agriculture and food processing	Livestock farmer	<ul style="list-style-type: none"> • Ruminant farm producer • Rabbit farmer

			<ul style="list-style-type: none"> • Ruminant farmer • Fish farmer • Poultry farmer • Beekeeper
TVET Certificate II in Food Crop Production and Processing	Agriculture and food processing	Food Crop Producer and Processor	<ul style="list-style-type: none"> • Food crop producer • Food crop processor



Guided Practice Activity

1. Tell trainees that they are going to research the types of training institutions and their locations. Have trainees turn to **Topic 4.3 Task 3** in their manuals.
2. Separate trainees into small groups and provide each group with TVET Management Information Service link: <https://www.mis.rp.ac.rw/dashboard/wda> or hard copies, if available.
3. Tell each group is to research the following:
 - a. What are the types of training institutions in the TVET?
Possible Responses: Polytechnics and TVET schools
 - b. Under school type, what does 1 or 2 represent?
Possible Responses: type 1-Polytechnics and type 2-TVET schools
 - c. Mention any 2 institutions that offer training opportunities in the occupation and their location in each province.
4. Guide trainees to share the research findings to the rest of the class. As trainees share their findings, supplement them with different types of training institutions that exist in Rwanda.
5. After the discussions and sharing, refer trainees to **4.3 Key Facts** in their manuals and review them together.
6. Tell trainees that they are going to research the training levels and requirements for their vocational areas in their groups.

7. Provide each group with The Rwanda National Qualifications Framework link:
https://www.academia.edu/24818964/Final_RNQF_After_Validation_07012016_Shared
or hard copy if available.
8. Refer trainees to **Sub-Section 2.5: RNQF Qualification Levels**, pages 14-17 and ask them to research the following:
 - a. How many training levels are there in the RNQF?
 - b. Name the levels in the RNQF.
 - c. Using a table, identify the level and its requirements.
9. Guide trainees to share the research findings to the rest of the class. As trainees share their findings, supplement them with information on the training levels especially in technical training in Rwanda.
10. After the discussions and sharing, refer trainees to **4.4 Key Facts** in their manuals and review them together.



Application Activity

1. Inform trainees that they are going to listen to a panel discussion about the training and education options and opportunities in their vocational areas. Have trainees turn to **Topic 4.3 Task 4** in their manuals.
2. Invite some officials from Rwanda Polytechnic, or trainers and trainees from Level 3 and Level 4, for the panel discussion.
3. The discussion should cover:
 - a. Trainings related to different occupations.
 - b. Training opportunities and educational options for different occupations.
 - c. Types of institutions and their location.
 - d. Training levels and requirements.
4. During the panel discussion, tell the trainees to ask questions that are relevant to the training and education opportunities and options. Encourage trainees to make notes which can later be summarized as a whole class.
5. After the panel discussion, thank the panellists for their time and for sharing with the trainees. Have trainees refer to their notes taken during the discussion. Summarize the main areas and close the discussion.



Points to Remember

- Types of training institutions:
 - Type 1: Polytechnics
 - Type 2: TVET Schools
- Technical Vocational Education Training is currently offered through two different types of public and private institutions in Rwanda.



Formative Assessment

Read and answer the following questions.

Related to your occupation or vocational area:

1. Identify any training and educational opportunities related to your occupation.

2. Identify four training centres for your occupation.








3. Identify the formal education options leading to your occupation.



Further Information for the Trainer

1. <https://mineduc.gov.rw/index.php?id=131&L=0>
2. <http://www.rp.ac.rw/index.php?id=76>
3. https://www.utab.ac.rw/documents/RWANDAN_NATIONAL_QUALIFICATIONS_FRAMEWORK_FOR_HIGHER_EDUCATION_2.pdf
4. https://www.academia.edu/24818964/Final_RNQF_After_Validation_07012016_Shared

Learning Outcome 4.4: Prepare a Career Development Plan

	Objectives: By the end of the learning outcome, trainees will be able to: <ul style="list-style-type: none">a. Determine their future pathways/further studiesb. Create a Career Development Planc. Analyse the pros and cons of different career pathways
	Time Required: 3 hours
	Learning Methodology: Small group work, role play, large group discussion, group brainstorm, artistic creativity
	Materials Needed: <ul style="list-style-type: none">• Standard training materials -- Flipchart paper, markers, scotch/Masking tape• Learning materials -- Samples of career development plan, paper and pens for drawing, local newspapers or flyers advertising jobs
	Preparation: <ul style="list-style-type: none"><input type="checkbox"/> Prepare a career development plan for yourself on flip chart paper to share as an example. Add in some obvious flaws that the trainees will correct.<input type="checkbox"/> Find some resources advertising relevant trainings that the trainees might be interested in.
	Cross Cutting Issues: <ul style="list-style-type: none">✓ Financial education: When considering the resources needed for short-term goals, take time to provide the trainees with financial education.✓ Inclusion: Provide additional training opportunities that take inclusion into consideration.✓ Gender: Ensure trainees feel comfortable creating Career Development plans that are not limited by gender.
	Prerequisites: <ul style="list-style-type: none">▶ None



Key Competencies:

Knowledge	Skills	Attitudes
1. List the components of a Career Development Plan	1. Create a Career Development Plan according to the different components	1. Detail-oriented
2. Describe how to create pros and cons for different career pathways	2. Analyse the pros and cons of different career pathways	2. Analytical
3. Explain how to use different resources of research for available trainings to further career pathways	3. Use different resources of research for available trainings to further career pathway	3. Resourceful



Steps:



Getting Started: What do we know and where are we going?

1. Tell the trainees to look at the illustration from **Topic 4.4 Task 1** and discuss the following with a partner:
 - a. What do you see?
 - b. The illustration shows the trainees' futures are bright. Why?
 - c. Can you interpret the words in the illustration?
 - d. What do you think the topic is about?
2. Ask the trainees to draw a picture of themselves in ten years. Tell them to think about the following:
 - a. Where are you? Are you still in your community or somewhere else?
 - b. Where do you work? Are you working for yourself or somebody else?
 - c. Do you have a spouse? Children?
 - d. If everything else fails, what is the most important part of this picture? What do you want more than anything else?
3. Choose a couple of the drawings and ask the trainees to present them, explaining what they drew.
4. Review the Key Competencies table together.



Problem Solving Activity

1. Present the example career pathways comparison from **Topic 4.4 Task 2**. Ask the trainees to share what they observe. Have them contribute some of their own pros and cons to each of the career pathways. Explain to the trainees that when making a decision, it is helpful to weigh the pros (advantages) and cons (disadvantages) of each choice.

Pathway: MTN Agent		Pathway: Construction		Pathway: House worker	
Pros	Cons	Pros	Cons	Pros	Cons
<ul style="list-style-type: none"> - Low risk of losing money - Not physically demanding - Work flexible schedule 	<ul style="list-style-type: none"> - There are too many in some areas 	<ul style="list-style-type: none"> - Paid daily - Learning environment - Create a network, easy to find more jobs 	<ul style="list-style-type: none"> - Danger of accident - Physically demanding - Not flexible working hours 	<ul style="list-style-type: none"> - Save money, no rent or food expenses - Learn how to cook, clean 	<ul style="list-style-type: none"> - Possibility of mean/demanding boss - Physically demanding, possibly difficult hours

2. Ask each trainee to reflect and list three different career pathways they would want to pursue.
3. Tell the trainees to list the pros and cons of each career pathway and fill out the table below.

Pathway:		Pathway:		Pathway:	

4. The trainees should analyse the different responses you gave for the pros and cons for each pathway. When considering a career pathway, encourage them to look at the whole picture of the career they are going to pursue.
5. Ask the trainees to individually choose the pathway that will be the best for them. They will use this career pathway for their Career Development Plan in the next activity.



Guided Practice Activity

1. Present your pre-prepared Career Development Plan. If you forgot to create one prior to class, create one together as a class. Simply display the plan at the front of the class and ask the trainees to observe and share their remarks. Prompt the trainees with the following questions from **Topic 4.4 Task 3** in their manuals:
 - a. What are the main aspects of the plan?
 - b. Do the steps seem possible?
 - c. Do you believe the career track is possible within the given timeline?
 - d. Try to identify a couple of possible obstacles and issues with the plan. Come to the front of the class and make suggestions to the Career development Plan.
2. Tell the trainees to look in their manuals and observe the following template for a Career Development Plan. Explain to the trainees that they do not need to fill in all of the short-term goals or the steps contained within each of them. Have each trainee fill out their own Career Development Plan using their preferred career pathway from the previous activity. Ask the trainees to consider the following while filling out the template.
 - a. How will you know when the goal is completed?
 - b. Are the goals realistic, based on your current skills and experience?
 - c. How does it directly contribute to the career pathway you chose or want to pursue?
 - d. Can you accomplish it within a reasonable, set time period?
 - e. Provide additional information you feel is needed at the bottom of the plan
 - f. Note that you have already practiced this sort of planning while setting goals but this time, you are more specifically focused on your career.

My Career Development Plan (CDP)

My Career Pathway:			
Long-Term Goal:			
Short-Term Goal 1:			
Steps (What I need to do):	By When	Resources needed (technical, financial, materials)	How will I know it is achieved?
Short-Term Goal 2:			
Steps (What I need to do):	By When	Resources needed (Technical, financial, materials)	
Short-Term Goal 3:			
Steps (What I need to do):	By When	Resources needed (Technical, financial, materials)	

Any other additional information needed to better inform Career Development Plan: 			



Application Activity

1. Have the trainees share their Career Development Plans with different people sitting near them. Tell them to give each other feedback and make improvements.
2. Inform the trainees to pay special attention to the section that indicates the need for additional information. Ask the trainees to try to help each other find this additional information.
3. Provide the trainees with flyers or newspapers advertising trainings. If none are available, perform additional research through the internet, youth centre, or any other available resources to find other available trainings that can be integrated into their Career Development Plans.
4. Instruct the trainees to fill in the table from **Topic 4.4 Task 4** using the results from their research.
5. Tell the trainees to integrate the relevant trainings into their Career Development Plans.

Trainings	Source



Points to Remember

- When deciding on a career pathway, it is important to measure the pros and cons of your different options.
- Use outside resources such as the internet or newspaper to identify further trainings.
- Writing out your Career Development Plan is a great start to thinking through what you want to do.



Formative Assessment

Write 8-10 sentences in response to the scenario below.

Your younger brother is stuck having a hard time figuring out what to do with his career. He has too many things he would like to do and no idea as to how to do any of them. Provide him with some advice as to how to move forward.



Further Information for the Trainer

1. For further information, refer to introductory module; Work Ready Now and Be Your Own Boss trainer manual.
2. <https://learn.g2.com/career-development-plan>
3. <https://www.thebalancecareers.com/steps-to-create-a-career-development-plan-1917798>
4. <https://www.thebalancecareers.com/improving-career-development-4058289>



Summative Assessment

1. Write the scenario below on the board/flipchart.
2. Read the scenario together.
3. Explain to the trainees they will be assessed on their ability to use what they have learned in the unit to address the following situation and questions that follow.
4. Provide the trainees with the instructions and questions. Give them ten minutes to prepare.
5. You, the trainer, will act as the house-help being instructed and guided by the trainee. Prompt the trainee with questions that will eventually lead to creating a personal development plan.
6. After the trainees respond to the questions from the scenario, provide them with a grade of Yes or No meaning that they either did or did not demonstrate the specific indicator. If the trainee scores 7 or higher, they are deemed competent.

Scenario: You have had a house-help for a couple of years. He is very smart and honest. He has expressed interest in pursuing something else and starting a more formal career.

- a. How can you help the house-help identify their skills and interests? Where can you look to see if there are any future opportunities for the house-help in the community?
- b. If the house-help has different occupations in mind, how can he determine which is more suitable for him and make a decision? What does the decision-making process look like?
- c. Once the house-help has made a decision as to what occupation he is interested in, how can you advise him to effectively network in the community to identify opportunities in this occupation?
- d. If the house-help has completed education up to P6 and have basic literacy skills, what level of TVET can he enter?
- e. The house-help has identified that he wants to pursue an occupation in culinary arts. What factors does he need to consider when creating goals, especially when considering short-term goals?

Checklist	Score	
	Yes	No
Indicator 1: Effectively investigates and identifies available opportunities		
Explains how to identify skills and interests then explore locations where these are practiced		
Describes different resources for finding opportunities and employment		
Indicator 2: Applies the steps of the decision-making process		
Provides house-help with techniques for making a decision		
Walks the house-help through the decision-making process		
Indicator 3: Provides techniques for finding opportunities through networking		
Describes the process of networking		
Provides the house-help with different possible opportunities for networking		
Indicator 4: Navigates occupation and qualifications with regards to TVET system		
Correctly identifies the TVET Level appropriate for the house-help and their respective qualifications		
Indicator 5: Outlines the process for creating a complete career development plan		
Explains the process of developing a career development plan		
Correctly describes the components of a short-term goal and it's considerations		
Observation		



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

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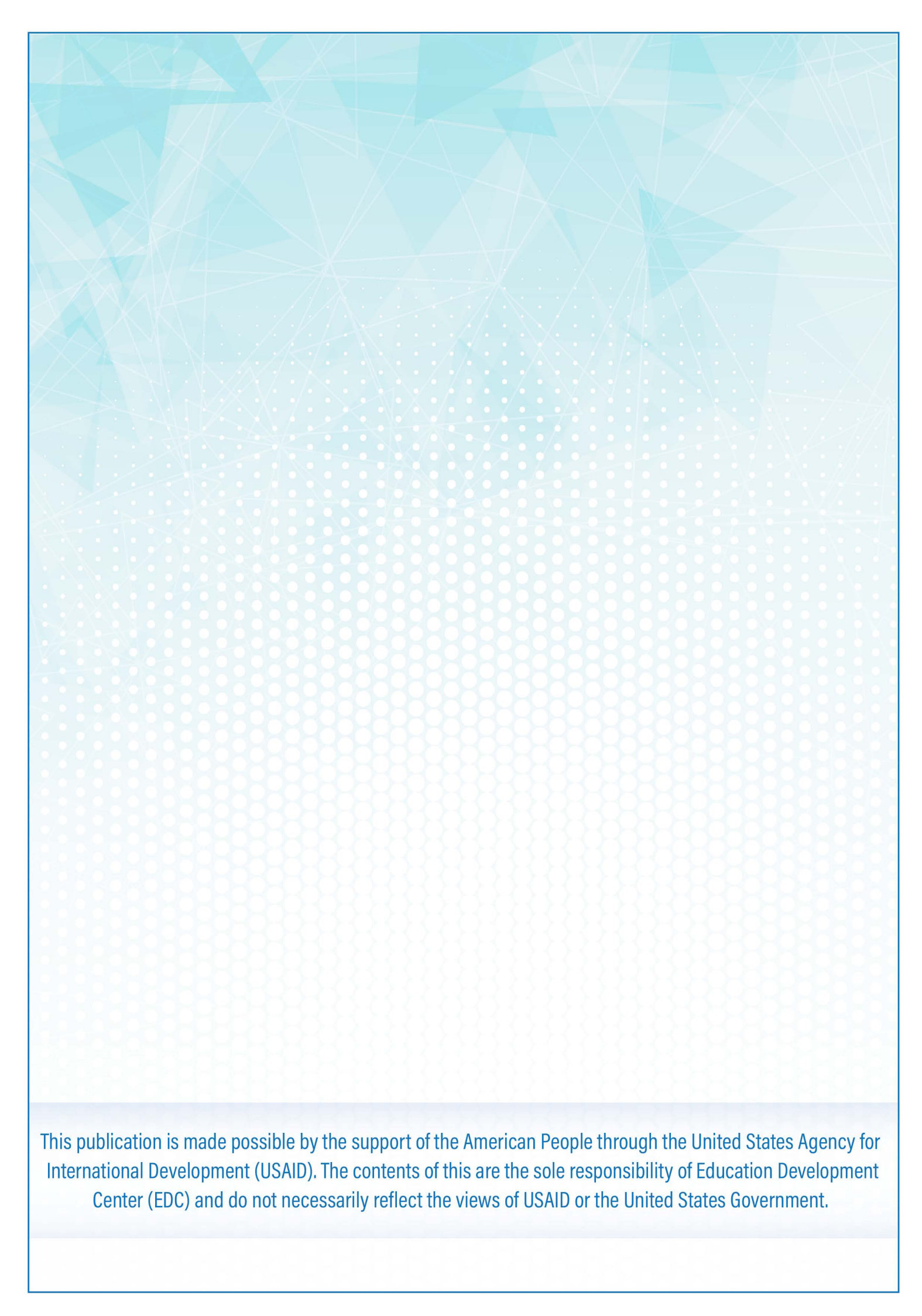
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