

Rwanda's Akazi Kanoze Curriculum Design

The Rwandan Youth Work Readiness Curriculum includes a Trainer's Manual and Participant's Handbook. **The Trainer's Manual** contains the modules described above, which are divided into sessions and activities. There are 2 – 4 sessions per module, depending on the number of topics that need to be covered, and each session contains 3 – 6 activities. Each module begins with a self-assessment and ends with a post assessment. The self-assessment aims to gauge the level of knowledge and skills participants have on particular topics coming into the training and also to give them a sense of what topics to expect in the particular module. The post assessment is a basic test of 10 questions that covers the main concepts covered in a module. In addition, specific documentation is required of the participants, forming a portfolio of the work they do throughout the course. The combination of the documentation, post assessments and trainers' observations throughout the modules provide a sense of participants' knowledge and progress made towards acquiring new skills that will help them be productive members of the workforce.

Each session within a module begins with an introductory activity that reviews what was previously covered and introduces the key topics of the session, and ends in a session review activity that helps the participants to review the main concepts covered and helps the trainer assess the participants' level of understanding.


The Participant's Handbook, which is also organized into the modules above, contains the basic information on the various topics; any inventories, assessments or other written activities that are done; and space for self-reflection or writing that is done throughout the workshop. The objectives of the module and documentation requirements are listed in boxes at the beginning of each module. The Participant's Handbook is designed to be used during and after any workshop sessions, serving both as a workbook and a resource book.

Module Organization of the Trainer's Manual

Each module contains the following:

- **Module Objectives** are found at the very beginning in a text box
- A **module overview table** that includes the session name, activity name, time required and documentation requirements
- **Documentation Requirements:** a list of all the work that participants are expected to complete by the end of the module
- **Materials and Preparation:** lists all of the materials and preparations needed to complete the activities in the module

- **Self-Assessment:** given to the participants at the beginning of the module to get an idea of their knowledge and skills related to the topics found in the module
- **Session** names at the top of the page beginning a new session
- **Key Topics:** lists all of the key topics that will be covered in a session
- Individual **activities**, all which include:

 **Activity X:** Name and number of activity

✓ **Objectives:** Skills and knowledge participants will obtain by the end of the activity

🕒 **Time Required:** Amount of time necessary to conduct the activity

👤 **Methodology:** Lists the different training methods to be used during the activity

✍️ **Materials and Preparation:** Any materials necessary for the activity that will have to be collected beforehand and things the trainer will need to do beforehand to prepare for the activity



Steps: Step by step description of what the trainer needs to do to conduct the activity, including basic instructions to the participants, questions to raise, content to deliver.



***Trainer Tip ***

Throughout the manual there are Trainer Tips, which provide ideas to the trainer on how an activity could be done differently, things to consider when doing an activity, etc.

➤ LOW LITERACY ALTERNATIVES ◀

There are also textboxes that provide the trainer with alternative activities or suggestions when working with participants of lower literacy levels.

Trainer Tools: Some activities require specific information that participants need to do the activity. An example is a description of a role play and the individual roles. These are labeled as Trainer Tool X.X and can be found at the end of the activity. These are not in the Participant's Handbooks so need to be photocopied or written on flipchart if a copier is not available.

 **Handouts:** Handouts are found at the end of many of the activities and provide information to participants on a particular topic. They are labeled as handouts in the Trainer's Manual, such as  **Handout 3.1: Resources for Finding Employment**, for example, but in the Participant's Handbooks are just numbered (**3.1: Resources for**

Finding Employment). These handouts are integrated into activities and then the participants have them as reference materials for after the workshop.

- **Post Assessment:** basic true/false and multiple choice test of 10 questions given at the end of each module

Participatory Training Approach and Environment

In working with youth, it is important that the curriculum be delivered using participatory methodologies and in an environment that is open and accepting. Creating and maintaining a respectful and collaborative learning environment will enable participants to participate fully, and in a way that maximizes their learning. At the same time, norms should be established with the participants in the beginning and should reflect the rules or guidelines one would find in the workplace – being on time, having regular attendance, dressing appropriately, being accepting and open to everyone’s contributions, speaking respectfully to one another, not interrupting when someone else is talking, working in a team, taking on responsibility, etc.

It is also important that the workshop environment provides the participants with the opportunity to take on leadership roles. For instance, every day starts out with a reflection of the previous day’s activities. Once comfortable with this reflection activity, participants can take on the role of leading the activity (with a partner if that is preferable) on a rotating basis. There are also opportunities throughout the course for leading group work, sharing small group work with the larger group, etc. The facilitator will need to be aware of who is and who is not participating and find ways to balance their participation so those who tend not to speak or take a leadership role get the opportunity to do so.

Through the use of a variety of active, learner-centered teaching methods, the curriculum aims to build on and enhance the participants’ existing knowledge and skills and provides the opportunity for practical experience in various workforce readiness topics. Actively engaging youth in activities through participatory and practical methods will strengthen their skills and confidence levels to perform effectively in the workforce and be productive members of their communities as well.

Akazi Kanoze Module / Lesson Template

Module X: _____

Local proverb related to module theme: _____

Module Objectives

By the end of the module participants will:

- ✓
- ✓
- ✓
- ✓
- ✓

Module Overview

Activity	Time
Session 1:	X hrs X min
1: Introductory Activity (including Self Assessment)	
2:	
3:	
4: Session 1 Review	
Session 2:	X hrs X min
1: Introductory Activity	
2:	
3:	
4: Session 2 Review	
Session 3:	X hrs
1: Introductory Activity	30 min
2:	45 min
3:	1 hr 15 min
4: Session 3 Review –	30 min
Session 4: Task Leadership	X hrs X min
1: Introductory Activity	
2:	
3: Module 4 Review	
	Total Time: X hrs X min

Documentation Requirements:

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Module 4 Materials and Preparations

- Basic training materials:** flipchart paper, markers, tape, A4 paper

Session 1:

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Session 2:

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Session 3:

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Session 4:

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-
-

Self-Assessment: Module X

There are no right or wrong ways to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this module, we'll take this survey again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills and abilities					

Session 1: _____

Activity X: _____

✓ **Objectives** - By the end of the activity, participants will be able to:

- a.
- b.
- c.



Time Required: X minutes



Methodology:



Materials and Preparation:



🔑 Key Topics 🔑

(only at beginning of each session within a module)

-
-
-



Steps:

- | | |
|----|---------|
| 1. | (X min) |
| 2. | (X min) |
| 3. | (X min) |
| 4. | (X min) |
| 5. | (X min) |

Debriefing Questions:

- a.
- b.
- c.
- d.

(x min)

Often activities require an in-depth discussion about what happened, why, and how it relates to participants' own lives.

Other items found within a lesson:

★Trainer Tip ★

.Gives additional information to trainers, particularly on how to go about facilitating the activity.

► LOW LITERACY ALTERNATIVES ◀

Gives ideas to the trainer on ways to facilitate an activity with participants who have low literacy levels.

 **Handout X:** _____

Handouts are often found at the end of the activity. These handouts are what makes up the participant's handbook. They are included in the trainer's manual as reference information.

Trainer Tool X: _____

Trainer Tools are often found at the end of the activity. These are materials the trainer will need to be able to do the activity.

Module X Post Assessment

At the end of each module a 10 question post assessment is given, comprised of multiple choice and true/false questions.