



TEVET TRAINEE

ORIENTATION PROGRAMME GUIDE

FOR TRAINING CENTRE COLLEGE ADMINISTRATORS

Supported through the Skills and Technical Education Programme (STEP), an initiative funded by the European Union and partially implemented by UNESCO in collaboration with the Government of Malawi.



TABLE OF CONTENTS

Introduction	3
Purpose of the Guide	3
Structure of the Guide	3
Recommendations for Community Skills Development Centres using the Guide.....	4
Part 1: The Orientation Programme	6
1.1 The overall agenda.....	6
Session 1 - Welcome to the college & your Orientation Pack.....	11
Session 2 - Say hello to your neighbour	13
Session 3 - Welcome to the community	15
Session 4 - Poem recital.....	17
Session 5 - Meet your College Management Committee (or equivalent)	23
Session 6 - Practical introduction: What is TEVET & How does the apprenticeship training work?	25
Session 7 - Ice breaker: Circle walk	27
Session 8 - Financial support: Bursaries and part-time work	29
Session 9 - The Marketplace: Introducing our courses.....	31
Session 10 - Interactive session: Letter from the future	33
Session 11 - Meet your future, meet TEVET graduates	35
Session 12 - Our promise to you.....	37
Session 13 - Your commitment to us.....	39
Session 14 - Embodying the core values of the Code of Conduct.....	41
Session 15 - Understanding the key principles of conduct	43
Session 16 - Trainee Pregnancy Policy	45
Session 17 - Meet your College Disciplinary Committee.....	47
Session 18 - Attachments: Why, what, how? *	49
Session 19 - Different people have different needs: Equity as a road to equality	51
Session 20 - Student Union: What it does and how members are selected	53
Session 21 - Student clubs and associations: What is available at your college?	55
Session 22 - What is sexual violence?	57
Session 23 - What is consent?	59
Session 24 - Life at the college and beyond: Available on- and off-campus services	61
Session 25 - Staying safe & healthy: Comprehensive sexuality education	63
Part 2: Roadmap for Orientation Programme Preparation	65
2.1 Roadmap	65
Part 3: Materials required.....	68
Part 4: Additional suggestions	69
Annex 1 (For Session 6): Standardised speaking notes – Practical introduction	70
Annex 2 (For Session 8): Standardised speaking notes – Financing your studies.....	74
Annex 3 (For Session 9): Guiding questions for course introductions (Marketplace).....	76
Annex 4 (For Session 12): Standardised speaking notes – Our promise to you.....	77
Annex 5 (For Session 15): Cartoons – Understanding the key principles of conduct.....	83

Annex 6 (For Session 16): Standardised speaking notes – Trainee Pregnancy Policy	97
Annex 7 (For Session 19): Standardised speaking notes - Equity as a road to equality	98
Annex 8 (For Session 22): Cartoons – What is sexual violence?	101
Annex 9 (For Session 23): Cartoons – What is consent?	121

INTRODUCTION

Purpose of the Guide

This Guide provides a set of obligatory guidelines and optional suggestions to Technical, Entrepreneurial and Vocational Education and Training (TEVET) college administrations on how to organise the orientation process for new and returning trainees at their colleges. The purpose of the Guide is to ensure that all trainees who join TEVET colleges receive a warm and well-organised welcome that provides them with all the practical information they need to successfully start their course. On completion of the programme, trainees should feel well-supported by the college in their professional and personal lives, excited to be part of the TEVET community, and motivated to complete their course and work in their chosen profession.

Orientation should....

....make trainees feel welcome at college & provide them with all the necessary information so they:

- Have a successful start to their time at college;
- Feel well-supported by the college in their professional and personal lives;
- Are excited to be part of the TEVET community;
- Are motivated to complete their course and work in their chosen profession.

Structure of the Guide

The Guide is organised into four parts. **Part 1** provides an Orientation Programme that each TEVET College is obliged to run within the first two weeks of each academic year. The section first provides the overall agenda and subsequently presents detailed facilitation notes for each session. **Part 2** provides a roadmap for the preparation of the Orientation Programme and **Part 3** provides a list of materials required to roll-out the Orientation Programme. **Part 4** makes a number of additional suggestions that colleges might want to consider to make their Orientation Programme truly welcoming. Last, Annex 1 - 9 provide standardised speaking notes and guiding questions, posters, and cartoons, which should be used as a basis for session preparation ahead of the roll-out of the Orientation Programme. The posters in the annex are duplicates of full A2 sized posters that should have been distributed to your college along with this guide. It is preferable to use the full sized posters during the sessions; the posters in the annex are provided as a back up in case of loss or damage of the full sized versions. The cartoons provided in the annex can be detached from this book, used during the sessions, and returned to the Guide for future use. Facilitators are encouraged to make full use of the posters and cartoons during the interactive training sessions.

Recommendations for Community Skills Development Centres using the Guide

The Guide has been designed to be used by all TEVET institutions, from the National Technical Colleges and Community Technical Colleges offering the Formal Apprenticeship Programme to the Community Skills Development Centres (CSDCs) offering informal training. Almost all sessions are relevant for all TEVET trainees; no matter the length or type of course they are taking. However for Session 6 the standardised speaking notes focus on the Formal Apprenticeship Programme and therefore may not be relevant for CSDCs. Instead, facilitators of this session at CSDCs should develop their own speaking notes introducing the training at their institution; guidelines on what to include are provided in Annex 1. Note that Session 18 is relevant for trainees undertaking courses with attachments and therefore CSDC administrators should decide whether to include this session in the orientation.

PART 1: THE ORIENTATION PROGRAMME

1.1 The overall agenda

Day 1	
7.30 – 8.00	Session 1 - Welcome to the college & your Orientation Pack: (1 hour) <i>College Principal & all academic and administrative staff</i>
8.00 – 8.15	Session 2 - Interactive session: Say hello to your neighbour (15 minutes) <i>All</i>
8.15 – 8.45	Session 3 - Welcome to the community: What the community expects from you (20 min) <i>Local Chief</i>
8.45 – 9.00	Session 4 - Poem recital (15 minutes) <i>Trainees</i>
9.00 – 9.30	Session 5 - Meet your College Board of Advisors / your College Management Committee (30 minutes) Representative of the Board/Committee
9.30 – 10.00	Break (30 minutes)
10.00 – 10.45	Session 6 - Practical introduction: What is TEVET & How does the apprenticeship training work? (45 minutes) <i>TBD</i>
10.45 – 11.15	Session 7 - Ice breaker/energiser: Circle Walk (30 minutes)
11.15 – 12.00	Session 8 - Financial support: Bursaries and part-time work (30 minutes) <i>TBD</i>
12.00 – 13.30	Lunch (1.5 hours)
	Free afternoon Suggest that activities be organised that will build community spirit and build trust among trainees and faculty. Activities to be co-organised by faculty and students include football match, walks around local community, music bands, volleyball, or treasure hunts.

Day 2	
7:30 – 7:45	Welcome from Principal: recap of day 1, overview of day 2 activities
7:45 – 10:10	Session 9 - Marketplace - Introducing our courses (2.25 hours)
10:10 – 10:25	Break (15 minutes)
10:25 – 11:25	Session 10 - Interactive session: Letter from the future (1 hour) <i>TBD</i>
11:25 – 12:10	Session 11 - Meet your future: Meet TEVET graduates (45 minutes) <i>TBD</i>
12.10 – 13:40	Lunch (1.5 hours)
	Free afternoon Suggest that activities be organised that will build community spirit and build trust among trainees and faculty. Activities to be co-organised by faculty and students include football match, walks around local community, music bands, volleyball, or treasure hunts.

Day 3	
7:30 – 7:45	Welcome from Principal: recap of day 2, overview of day 3 activities
7:45 – 8:15	Session 12 - Our Promise to You (30 minutes)
8:15 – 8:45	Session 13 - Your Commitment to Us (30 minutes)
8:45 – 9:45	Session 14 - Embodying the values of the Code of Conduct (1 hour)
9:45 – 10:00	Break (15 minutes)
10:00 – 10:45	Session 15 - Understanding the key principles of conduct (45 minutes)
10:45 – 11:00	Session 16 - Trainee Pregnancy Policy (15 minutes)
11.00-11.30	Session 17 - Meet your Disciplinary Committee (30 minutes)
11.30-12.00	Session 18 - Attachments: Why, what, how? (30 minutes) <i>Not for CSDCs</i>
12.00-13.30	Lunch (1.5 hours)
	Free afternoon Suggest that activities be organised that will build community spirit and build trust among trainees and faculty. Activities to be co-organised by faculty and students include football match, walks around local community, music bands, volleyball, or treasure hunts.

Day 4

7:30 – 7:45	Welcome from Principal: recap of day 3, overview of day 4 activities
7:45 – 8:45	Session 19 - Interactive session: Different people have different needs – Equity as a road to equality (1 hour)
8:45 – 9:10	Session 20 - Student Union: What it does and how members are selected (20 min) <i>Trainee Union Representative</i>
9:10 – 9:40	Session 21 - Student Clubs and Associations: What is available your college? (30 min)
9:40 – 10:10	Break
10.10 – 11:10	Session 22 - Interactive session: What is sexual violence (1 hour) <i>TBD</i>
11:10 – 12:00	Session 23 - Interactive session: What is consent? (50 min)
12:00 – 1:00	Lunch
	Free afternoon Suggest that activities be organised that will build community spirit and build trust among trainees and faculty. Activities to be co-organised by faculty and students include football match, walks around local community, music bands, volleyball, or treasure hunts.

Day 5

7.30-8.00	Session 24 - Life at the college and beyond: Available on and off campus services (30minutes)
8.00 – 12.00	Session 25 - Staying safe & healthy: Comprehensive sexuality education (0.5 day) <i>TBD</i>

Facilitation Notes

SESSION 1 - WELCOME TO THE COLLEGE & YOUR ORIENTATION PACK

SESSION 1

Time allocation: 60 minutes

Outputs:

1. Trainees feel welcome at the college and are excited to be part of the TEVET community
2. Trainees know what to expect from the Orientation Programme
3. Trainees are aware of the content of their Orientation Pack (Orientation Manual, Trainee Code of Conduct & Pamphlet, Sexual Violence Pamphlet, Family Pamphlet)
4. Trainees are aware of how the college will communicate with them (noticeboards, letters, staff announcements, etc.) and how they can communicate with the college (office hours, etc.)

Preparation:

1. Write speaking notes for the session, including general information about the college and on how the college communicates with its trainees
2. Familiarisation with the Orientation Programme
3. Familiarisation with content of the Orientation Pack
4. Distribute Orientations Packs to all trainees

Materials: Trainee Orientation Packs – enough for all trainees

Steps:

1. Welcome all trainees to the college
2. Provide a general introduction to the college
3. Provide an overview of the Orientation Programme
4. Provide an overview of the communication channels that the college uses to communicate with its trainees
5. Provide an overview of the contents of the Orientation Manual
6. Explain the rest of the Orientation Pack
7. Tell trainees the family booklet from the Orientation Pack is for them to give to their families



SESSION 2 - SAY HELLO TO YOUR NEIGHBOUR

SESSION 2

Time allocation: 15 minutes

Outputs: Trainees get to know each other

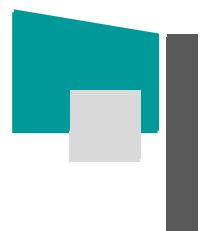
Preparation: Nothing needed

Materials: Writing paper and pens (enough for all participants)

SESSION 2

Steps:

1. Ask all trainees to take a piece of paper and write down their name, their home village, their chosen course of study and 2 reasons why they have decided to study this course
2. Ask each participant to turn to the person on their right and read out their answers
3. Ask for 2-3 volunteers to introduce their neighbour to all participants



SESSION 3 - WELCOME TO THE COMMUNITY

SESSION

3

Time allocation: 20 minutes

Output: Trainees feel welcome by local leaders and are aware of the community's expectations of them

Preparation:

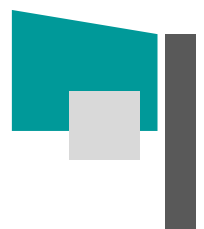
1. Invite two leaders from the local community (one female and one male), including the local chief, at least three weeks before the event and ask them to prepare a 5-10 minute presentation each. It is important to ensure that both a male and female leader is invited. The primary criteria for selection are their commitment to youth and education, their connection to local business, and their position of authority. Leaders could be a Group Village Head, a Member of Parliament or a member of the Village or Area Development Committee, the Traditional Authority, or the District Council.
2. Brief the local leaders on the college and that the purpose of their speeches is to express the community's expectations from the trainees and to encourage trainees to successfully complete their studies.

Materials: Nothing needed

SESSION 3

Steps:

1. Invite the first local leader to speak
2. Invite the second local leader to speak



SESSION 4 - POEM RECITAL

SESSION 4

Time allocation: 10 minutes

Output: Trainees feel inspired and motivated to be successful at the college

Preparation:

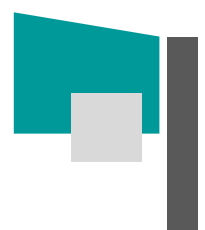
1. Identify a suitable poem, such as Mwetumwetu (see below)
2. Identify a suitable current or former trainee with good public speaking skills and ask them to prepare the recital of the poem ahead of the orientation

Materials: One copy of the poem for the trainee reciting

SESSION 4

Steps:

1. Introduce the poem and invite the trainee to recite



MWETUMWETU

By

Robert Chiwamba – STEP Ambassador

As more and more youth make the decision to pursue education in Technical Colleges,
We are filled with abounding joy,
Our lips curved into smiles,
The dimples in our cheeks breaking forth.
As more and more females make the decision to pursue higher education in technical vocations,
We are assured of the nation's development.

We gaze upon the rising sun in the sky,
As darkness flees, the truth must be spoken:
Gone are the assumptions brilliant students have no place in technical schools,
That technical vocations are of little value.
Times have changed; technical vocations are now the bedrock of income generation.
Gone is the wait for employment; businesses are sprouting everywhere.
Indeed, entrepreneurship is an option and the youth finally have a choice.

As more and more youth make the decision to pursue education in technical schools,
We are filled with abounding joy,
Our lips curved into smiles,
The dimples in our cheeks breaking forth.
As more and more females make the decision to pursue higher education in technical vocations,
We are assured of the nation's development.

Technical colleges, my friends, are where people learn Bricklaying;
Mastering the art of house construction and bagging paychecks for creations they build.
The very place where people study Electrical Wiring,
Successfully learning the skill and becoming experts in the field and thus earning a living.
Besides these, one can master Community Development, Plumbing, Motor Vehicle Mechanics,
Administrative Studies, Tailoring and Designing, Carpentry and many more.

As more and more youth make the decision to pursue education in technical colleges,
We are filled with abounding joy,
Our lips curved into smiles,
The dimples in our cheeks breaking forth.
As more and more females make the decision to pursue higher education in technical vocations,
We are assured of the nation's development.

Gender differentiations no longer apply in any of these vocational fields;
Girls are equally capable of shinning in Motor Vehicle Mechanics,
Breaking beyond stereotypes and servicing cars with ease.
Girls should not fall behind, because there is no limit to their capacity;
from working on faulty tanks, fridges and pipes to electrical wiring and construction.
There are various job opportunities in companies and still the prospect of entrepreneurship.

As more and more youth make the decision to pursue education in technical schools,
We are filled with abounding joy,
Our lips curved into smiles,
The dimples in our cheeks breaking forth.
As more and more females make the decision to pursue higher education in technical vocations,
We are assured of the nation's development.

I, myself, am pursuing an education in Bricklaying;
Our smiles will abound.
My child is in Tourism and Hospitality Management;
Our smiles will abound.
My neighbour is doing Refrigeration and Air Conditioning;
We are filled with joy.
Because as more and more youth make the decision to pursue education in technical vocations,
We are assured of the nation's development.

MWETUMWETU

By

Robert Chiwamba – STEP Ambassador

Nde akamachuluka achinyamata, opanga chisankho chopitiliza maphunziro awo msukulu za ma technical
Ife chimwemwe pankhope chimangoti wali wali
Milomo yathu ili mwetumwetu
Mmasaya mwathu ma dimples mbwee
Akamachuluka atsikana, opanga chisankho chopitiliza maphunziro awo mu ukachenjede wa ntchito zamanja
Timadziwa dziko lonse latukuka

Kuyang'ana kumwamba dzuwa latuluka
Mdima wathawa, tchutchuchu akambidwe
Nzachikale zomati ana okhoza kwambiri asapite mma technical, maphunziro ake ngotsika mphamvu
Zinasinthatu zinthu makono, pano mma technical nde gwero la makwacha
Kumaliza sukulu osadalira ntchito yokha kuyamba ma Bizinesi bhobho
Tuti utha kuyamba Bizinesi kapena kulembedwa ntchito ndi sankha wekha wawa

Nde akamachuluka achinyamata, opanga chisankho chopitiliza maphunziro awo msukulu za ma technical
Ife chimwemwe pankhope chimangoti wali wali
Milomo yathu ili mwetumwetu
Mmasaya mwathu ma dimples mbwee
Akamachuluka atsikana, opanga chisankho, chopitiliza maphunziro awo mu ukachenjede wa ntchito zamanja
Timadziwa dziko lonse latukuka

Aphwangatu ku ma technical nkumene anthu amaphunzira Bricklaying
Kumaliza ufiti onse okhudzana ndi mamangidwe anyumba nkukolola makwacha pomanga nyumba zaluso
Tuti kumenekunsotu nkumene amaphunzira electrical wiring
Kupseda ukadaulo onse wazolowetsa magetsi mnyumba nkukhala chiphona chopanga ndalama posewera ndi
nyesi zamagetsi
Nde kuli community development, plumbing, Motor Vehicle Mechanics, Administrative studies, Tailoring
and designing, carpentry ndi zina zambiri

Nde akamachuluka achinyamata, opanga chisankho chopitiliza maphunziro awo msukulu za ma technical
Ife chimwemwe pankhope chimangoti wali wali
Milomo yathu ili mwetumwetu
Mmasaya mwathu ma dimples mbwee
Akamachuluka atsikana, opanga chisankho chopitiliza maphunziro awo mu ukachenjede wa ntchito zamanja
Timadziwa dziko lonse latukuka

Kulibetu zoti izi nza anyamata izi nza atsikana nzachimidzi zimenezo
Atsikana ayime nakaphunzire Motor Vehicle Mechanics kulowa pansi pachiphapha kutulutsa galimoto
yamoyo
Asasinze atsikana ayime kumasula ma thanki, ma fridge, ma pipe onse ovuta nkuwakonza
Akayimensotu iwowa pamapolo ataphunzira mokwanira nkukonza zamagetsi
Ntchito nzosayamba mmakampani ambirimbiri komanso pawekhatu utha kutsakula ma Bizinesi nkumalempera

Nde akamachuluka achinyamata, opanga chisankho chopitiliza maphunziro awo msukulu za ma technical
Ife chimwemwe pankhope chimangoti wali wali
Milomo yathu ili mwetumwetu
Mmasaya mwathu ma dimples mbwee
Akamachuluka atsikana, opanga chisankho chopitiliza maphunziro awo mu ukachenjede wa ntchito zamanja
Timadziwa dziko lonse latukuka

Ine ndukapitiliza maphunziro anga mu bricklaying
Ife milomo izingoti mwetumwetu
Iyayi mwana wanga koma ati Tourism ndi hospitality management
Milomo yathu izingoti mwetumwetu
Aneba koma ati Refrigeration and Air conditioning
Masaya athu azingoti mwetumwetu
Chifukwa akamachuluka achinyamata, opanga chisankho chopitiliza maphunziro awo mu ukachenjede wa
ntchito zamanja
Timadziwa dziko lonse latukuka

SESSION 5 - MEET YOUR COLLEGE MANAGEMENT COMMITTEE (OR EQUIVALENT)

SESSION 5

Time allocation: 30 minutes

Outputs:

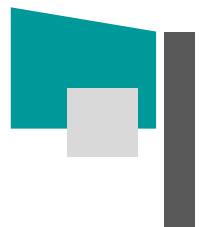
1. Trainees are aware of their College Management Committee/Community Centre Management Committee or equivalent; Board of Advisors / College Management Committee; who its members are; what its function is
2. Trainees have the opportunity to engage with the Board/Committee and ask questions

Preparation: Ask a member of the College Board of Advisors / College Management Committee to prepare a short presentation on the role of the Board/Committee

Materials: Writing paper and pens (enough for all participants)

Steps:

1. Invite all members of the Board/Committee to briefly introduce themselves
2. Invite the representative of the College Board of Advisors / College Management Committee to outline the role of the Board/Committee and their commitment to ensuring trainees receive quality education and that the college provides a safe and conducive training environment
3. Ask all trainees to take a piece of paper and write down one question they would like to ask the Board/Committee, together with their name
4. Collect the questions
5. Ask the representative to randomly select all or a number of questions, read them aloud, and answer



SESSION 6 - PRACTICAL INTRODUCTION: WHAT IS TEVET & HOW DOES THE APPRENTICESHIP TRAINING WORK?

SESSION 6

Time allocation: 45 minutes

Outputs:

1. Trainees appreciate the importance/value of TEVET in Malawi
2. Trainees are familiar with what Technical Entrepreneurial Vocation Education and Training is
3. Trainees are familiar with the Competency Based Education and Training (CBET) approach
4. Trainees are familiar with the general course structure and course requirements
5. Trainees are familiar with the examination process and different certification levels

Preparation: Standardised speaking notes (see Annex 1)

Materials: Writing paper and pens (enough for all participants)

Steps:

1. Ask the presenter to provide the presentation using the standardised speaking notes (see Annex 1)
2. Alert trainees that most of the information provided is in their Orientation Manual
3. After the presentation, ask all trainees to write down any questions they may have on a piece of paper, together with their name
4. Collect the questions
5. Ask the presenter to randomly select 2-3 questions, read them aloud, and answer



SESSION 7 - ICE BREAKER: CIRCLE WALK

SESSION

7

Time allocation: 30 minutes

Outputs: Trainees get to know each other and learn each other's names in a relaxed and fun atmosphere

Preparation:

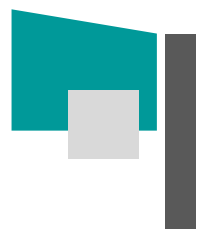
1. Nominate a sufficient number of facilitators who can lead one group each (the number of facilitators will depend on the total number of participants at orientation).
2. The maximum number of trainees per group is 12.
3. Identify a suitable location for the session. This should be an open space free of furniture and obstacles, e.g. a large hall or an outside field.

Materials: Nothing needed

Steps:

1. Ask all participants to move to a suitable location for the session. This should be a large open space, free of furniture and obstacles so participants can move around freely, e.g. a large hall or an outside field
2. Ask participants to form circles of 8-12 people
3. The first person walks into the centre of the circle doing a special walk she/he makes up. The walk can be silly, simple or fancy. An example would be skipping into the centre. Once in the centre, the person looks around the entire circle and says, “Hi, my name is (name).” She/he then returns to the edge of the circle doing her/his special walk
4. The rest of the group then walks together into the centre of the circle copying the walk they just saw. Once in the centre, they turn to the first participant, who is still standing at the edge of the circle, and together say: “Hi (person’s name). You’re special!” They then all return to the outside of the circle using the same walk
5. Repeat this one at a time going around the circle to the left

Tips: The aim is for everyone to relax, have fun and laugh here so the facilitators need to set the tone by being confident and unembarrassed. The facilitator should demonstrate the walk first and encourage all participants to join in and have fun. Repeat the demonstration multiple times if necessary.



SESSION 8 - FINANCIAL SUPPORT: BURSARIES AND PART-TIME WORK

SESSION 8

Time allocation: 30 minutes

Outputs:

1. Trainees are familiar with available financial support and how to apply for it
2. Trainees understand that they have some responsibility to support themselves financially and are aware of part time work for possible income generation
3. Trainees understand that part time work must not interfere with their attendance at college

Preparation:

1. Familiarise yourself with the standardised speaking notes
2. Adjust speaking notes to your college context

Materials:

1. Standardised speaking notes (see Annex 2)
2. Writing paper and pens (enough for all participants)

Steps:

1. Ask the presenter to provide the presentation
2. Alert trainees that most of the information provided is in their TEVET Trainee Orientation Manual
3. After the presentation, ask all trainees to write down any questions they may have on a piece of paper
4. Randomly choose 2-3 participants, including at least 1 female participant, and ask them to read one of their questions aloud
5. Ask the presenter to answer the question, one at a time



SESSION 9 - THE MARKETPLACE: INTRODUCING OUR COURSES

SESSION 9

Time allocation: 2.25 hours

Outputs:

1. Trainees are familiar with their chosen course of study
2. Trainees are familiar with at least two other courses of study on offer at the college

Preparation:

1. Ask one instructor per course to prepare 20 minute introduction to their course (see guiding questions in Annex 3)
2. Allocate different locations to the different courses, e.g. classrooms, workshops, outside areas etc. and communicate these locations clearly in writing

Materials: Written information on where the different courses will be introduced, either handwritten, printed or on a chalk board

Steps:

1. Gather all trainees in a central place and explain that each course is to be introduced at the same time in a different place (classrooms, different corners of the assembly hall, etc.)
2. Provide clear information on where the different presentations will take place
3. Explain that there will be three rounds of presentations – in the first round trainees must go to the course they have registered for. In the second and third round they can choose freely which course presentation to attend (40 minutes for each round)

Parallel sessions

1. In each location, instructors introduce their course in a 15 minute presentation
2. Trainees are then encouraged to ask questions for 15 minutes
3. Instructors answer the questions to the best of their ability for 10 minutes (in total, the session is 40 minutes)
4. Trainees go to another location for the second round of presentations (40 minutes)
5. Trainees go to another location for the third round of presentations (40 minutes)

SESSION 10 - INTERACTIVE SESSION: LETTER FROM THE FUTURE

SESSION 10

Time allocation: 1 hour

Outputs: Trainees feel inspired and motivated to start their course, do well, and get certified

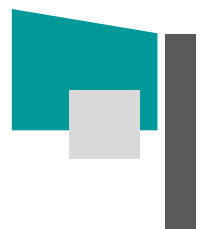
Preparation: Nothing needed

Materials: Trainee Orientation Manual (one per trainee)

Steps:

1. Ask participants to think of themselves 5 years after they have completed their course
2. Now ask them to think of a person who is very supportive of them. It can be a family member or a friend
3. Ask participants to open their Trainee Orientation Manual on the page marked “Letter to the Future” and write a letter to this person, telling them about everything they have achieved in the 5 years since their graduation, imagining that they have been successful and are telling this person all about their success
4. Once everyone has written the letter, stop the writing
5. Invite people to read all or some of their writing to the person next to them if they want. It is not required that they share and can keep the writing to themselves
6. Call for volunteers to read their piece to the entire group

Tips: Be sure to stress the fact that the person’s endeavour has met with success.



SESSION 11 - MEET YOUR FUTURE, MEET TEVET GRADUATES

SESSION 11

Time allocation: 45 minutes

Outputs: Trainees are motivated and inspired to do well at college and complete your course

Preparation:

1. Invite 1-3 TEVET graduates (ideally, but not necessarily, from your college) who are successful professionals working in the field that they studied at TEVET and ask them to prepare a short presentation on their work
2. Ask them to include information on the type of work they do, what they consider are their greatest achievements, and what their future plans are
3. Connections to potential role models can also be made through the regional TEVET service centre

Materials required:

1. Writing paper and pens (enough for all participants)
2. Poster with information on TEVET graduates

Steps:

1. Present information on successes of TEVET graduates in general, using the poster provided. If possible, add some facts and figures about trainees who have graduated from your college
2. Invite presenter one to speak
3. Ask the audience to write down 1-3 questions to the presenter on a piece of paper, together with their name
4. Collect the questions
5. Ask the presenter to pick 2-3 questions, read them out loud and answer them
6. Repeat for each presenter

Tips: Ask the presenters to be motivational in their talks, showing new trainees the value of TEVET.



SESSION 12 - OUR PROMISE TO YOU

SESSION 12

Time allocation: 30 minutes

Outputs: Trainees are familiar with the Instructor & Administrative Staff Codes of Conduct

Preparation:

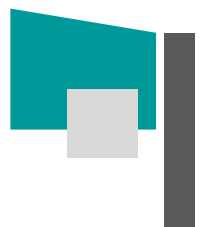
1. Standardised speaking notes (see Annex 4)
2. Familiarisation with the Instructor & Administrative Staff Codes of Conduct

Materials:

1. Instructor & Administrative Staff Code of Conduct poster x 1
2. Marker pens
3. Writing paper and pens (enough for all participants)

Steps:

1. Using the Instructor & Administrative Staff Codes of Conduct poster and the standardised speaking notes (Annex 4), provide an overview of the Instructor Code of Conduct
2. Ask all trainees to take a piece of paper and write down one question they would like to ask about the Instructor & Administrative Staff Code of Conduct, together with their name
3. Collect the questions
4. Randomly select all or a number of questions, read them aloud, and answer
5. Ask all staff to introduce themselves (only name and position in the college) and sign the Instructor & Administrative Staff Code of Conduct poster, saying “This is my promise to you”



SESSION 13 - YOUR COMMITMENT TO US

Time allocation: 30 minutes

Outputs:

1. Trainees are familiar with the Trainee Code of Conduct
2. Trainees are committed to following the Trainee Code of Conduct

Preparation: Familiarisation with the Trainee Code of Conduct

Materials:

1. Trainee Code of Conduct poster x 1
2. Trainee Code of Conduct (enough for all participants and one for the presenter) (included in the trainee orientation pack).
3. Writing paper and pens (enough for all participants)

Steps:

1. Ask all participants to close their eyes and think of a person from their community who is liked and well regarded. How does this person behave? How do they treat other people? What values do they have? What principles guide them? Why do people like them?
2. Ask all participants to open their eyes and write down 3 values and 3 principles from the person they were thinking about
3. Tell all participants they are now going to hear about the values and key principles they are expected to follow whilst at college. Ask all participants to find their Trainee Code of Conduct in their Orientation Pack and to open and review the document
4. Read out the introduction and sections 1-3 from the Trainee Code of Conduct
5. Ask all participants to look at the values and principles they had written down. Did any of them feature in the Trainee Code of Conduct?
6. Collect the written values and principles
7. Randomly select all or a number of answers, read them aloud, and comment on whether they feature in the code or are closely related to what was in the code
8. Ask all participants to take a piece of paper and write down one question they would like to ask about the Trainee Code of Conduct, together with their name
9. Collect the questions
10. Randomly select all or a number of questions, read them aloud, and answer
11. Using the Trainee Code of Conduct poster remind the trainees of the key points from the Trainee Code of Conduct
12. Inform trainees that they will be asked to sign a paper stating they have read and will adhere to the Trainee Code of Conduct which will remain with the administration office. The Trainee Code of Conduct Poster will be signed by all class members in class with their instructor

SESSION 14 – EMBODYING THE CORE VALUES OF THE CODE OF CONDUCT

SESSION 14

Time allocation: 1 hour

Outputs:

1. Trainees understand the core values of the Trainee Code of Conduct
2. Trainees are committed to upholding the core values of the Trainee Code of Conduct

Preparation:

1. Nominate a sufficient number of facilitators who can lead one session each (the number of facilitators will depend on the total number of participants at orientation)
2. The maximum number of trainees per session is 90, who will then be split into 9 groups of a maximum of 10 people
3. Familiarise yourself with the core values from the Trainee Code of Conduct
4. If possible choose a prize for the winning presentation e.g. a certificate, bag, notebook, pen or round of applause

Materials: A prize for the winning presentation group if available

SESSION 14

Steps:

1. If the number of trainees is larger than 90, split into session groups with a maximum of 90 participants per session
2. Ask the participants to break into 9 groups
3. Give each group one core value from the Trainee Code of Conduct poster:
 - a. Honesty
 - b. Honour
 - c. Respect for the truth
 - d. Respect for equality
 - e. Respect for diversity
 - f. Respect for human dignity
 - g. Responsibility for your actions
 - h. Responsibility for your performance
 - i. Responsibility for your future
4. Ask each group to work together to create a poem, song, dance or play that exemplifies the core value
5. Ask each group to present their poem, song, dance or play to the rest of the group
6. Ask the Principal to choose the best presentation and award the winning group (with a prize if available and if not then with a round of applause)
7. Explain to the group again that all trainees are expected to adhere to the values of the Code of Conduct

Tips: Encourage participants to get creative and have fun during this session but to make sure they stay focused on their core value.

SESSION 15 – UNDERSTANDING THE KEY PRINCIPLES OF CONDUCT

SESSION 15

Time allocation: 45 minutes

Outputs:

1. Trainees understand the key principles of good conduct and what constitutes misconduct
2. Trainees are committed to following the Trainee Code of Conduct

Preparation:

1. Nominate a sufficient number of facilitators who can lead one session each (the number of facilitators will depend on the total number of participants at orientation)
2. The maximum number of trainees per session is 60, who will then be split into 6 groups of a maximum of 10 people
3. Familiarise yourself with the key principles and definitions of misconduct from the Trainee Code of Conduct and the pamphlet; ensure all the materials required are in place

Materials: 6 cartoons showing different types of conduct (Annex 5)

Steps:

1. If the number of trainees is larger than 60 then split into session groups with a maximum of 60 participants per session
2. Ask the participants to break into 6 groups
3. Give each group one cartoon (Annex 5)
4. Ask each group to discuss what is happening in the cartoon: What are the positive behaviours that can be seen? Which values do these behaviours indicate? What are the negative behaviours that can be seen? Can they identify these negative behaviours as any examples of misconduct detailed in their Trainee Code of Conduct?
5. Ask each group to present their cartoon and state what types of values and positive behaviour are being displayed. As well, identify the misconduct that is being displayed. Remind the presenter to focus on the positive behaviours
6. Explain to the group again that all trainees are expected to uphold the values and principles in the Code of Conduct. All forms of misconduct are unacceptable and will be will be punished

Tips: Let participants discuss the cartoons freely and do not interrupt to correct them. Encourage participants within groups to debate. If there are vocal leaders in a group, encourage other members to join in and say if they agree. Ask the groups to try to reach a consensus but if they have opposing views then let them present all opinions.



SESSION 16 – TRAINEE PREGNANCY POLICY

SESSION 16

Time allocation: 15 minutes

Outputs: Trainees are familiar with the Trainee Code of Conduct Pregnancy Policy

Preparation:

1. Familiarisation with the Trainee Pregnancy Policy (Trainee Code of Conduct Annex 1)
2. Standardised speaking notes (see Annex 6)

Materials:

1. Trainee Code of Conduct (enough for all participants and one for the presenter; included in the trainee orientation pack)
2. Writing paper and pens (enough for all participants)

SESSION 16

Steps:

1. Ask all trainees to find their Trainee Code of Conduct in their Orientation Pack and to open it to Annex 1, Trainee Pregnancy Policy and review the document
2. Use the standardized speaking notes (Annex 6) to explain to all participants the college has a policy for any TEVET trainees who are pregnant whilst enrolled at TEVET colleges
3. Ask all trainees to take a piece of paper and write down one question they would like to ask about the Trainee Pregnancy Policy
4. Collect the questions
5. Randomly select all or a number of questions, read them aloud, and answer
6. Explain to all participants there is further information regarding family planning and pregnancy in their Orientation Manual

SESSION 17 - MEET YOUR COLLEGE DISCIPLINARY COMMITTEE

SESSION 17

Time allocation: 30 minutes

Outputs:

1. Trainees are aware of their College Disciplinary Committee; who its members are; what its function is
2. Trainees understand the Disciplinary Complaints Procedure
3. Trainees have the opportunity to engage with the Board/Committee and ask questions

Preparation:

1. Ask all members of the College Disciplinary Committee to attend the session and prepare a short presentation on the procedure and the role of the Committee. Each Committee member will take one group each and run the session
2. Identify the number of groups of participants for the session (this will be the same as the number of committee members)
3. Identify suitable locations

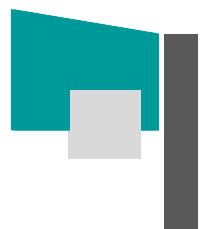
Materials:

1. Trainee Code of Conduct (enough for all participants and one for the presenter; included in the trainee orientation pack)
2. Writing paper and pens (enough for all participants)

SESSION 17

Steps:

1. Invite all members of the Committee to briefly introduce themselves
2. Divide participants into the same number of groups as there are Committee members
3. Each Committee member to take a group of participants to a separate quiet location (e.g. a classroom)
4. Each Committee member to provide a 15-minute presentation to their group on the Disciplinary Complaints Procedure, using the Trainee Code of Conduct Annex 2 and the Handbook on Addressing Misconduct as a reference and then return to the large group
5. Ask all trainees to take a piece of paper and write down one question they would like to ask the Board/Committee, together with their name
6. Collect the questions
7. Ask the representative to randomly select all or a number of questions, read them aloud, and answer



SESSION 18 - ATTACHMENTS: WHY, WHAT, HOW?*

SESSION 18

*This session is not relevant for trainees undertaking courses without attachments and should not be delivered in training centres that do not offer attachments.

Time allocation: 30 minutes

Output: Trainees are provided with information on industry attachments

Preparation:

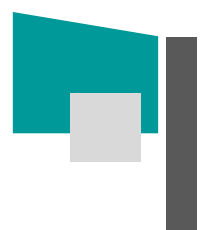
1. Write speaking notes for the session
2. Invite guest speakers to attend the session. Three options for guest speakers:
 - a. TEVET trainees on attachment
Invite TEVET trainees currently or previously on attachment to speak. Ask them to prepare a 5-10 minute presentation on their experience as a TEVET trainee on attachment (e.g. how they got their attachment, what they are doing at the workplace, what they have learned so far, recommendations for finding an attachment, tips to give to new trainees, if any, etc.)
or
 - b. Employers of TEVET trainees on attachment
Invite TEVET employers who currently employ TEVET trainees to speak. Ask them to prepare a 5-10 minute presentation on their expectations from TEVET trainees while on attachment in terms of performance and conduct, what TEVET trainees can expect to gain from the attachment, how learning happens during attachment etc.
or
 - c. *Both*

Materials required: Writing paper and pens (enough for all participants)

Steps:

1. Explain to the audience what an attachment is
2. Ask each participant to take a piece of paper and answer the following question: “Why should TEVET trainees do attachments?”
3. Ask each participant to share what they have written with their neighbour
4. Ask 2-3 participants to share what they have written with all participants
5. Highlight some of the reasons why attachments are important (provision of on-the job training; exposure to actual work place practices; practicing of professional conduct, expanding one’s network with professionals; excellent preparation for future employment, etc.)
6. Highlight some examples of attachments trainees from your college have completed. If possible tell trainees about any local companies in the area that provide attachments for trainees from your college. Encourage trainees to start thinking about their attachments early and be proactive in finding their own one
7. Invite presenter one to speak
8. Ask the audience to write down 1-3 questions to the presenter on a piece of paper, together with their name
9. Collect the questions
10. Ask the presenter to pick 2-3 questions, read them out loud and answer them
11. Repeat for each presenter

Tips: Brief the presenters well on what is expected from their presentations and ensure that they stick to the time limit for their presentation, allowing enough time for questions from the audience.



SESSION 19 - DIFFERENT PEOPLE HAVE DIFFERENT NEEDS: EQUITY AS A ROAD TO EQUALITY

SESSION 19

Time allocation: 1 hour

Output: Trainees understand that equality does not necessarily mean treating everybody the same

Preparation: Familiarisation with the speaking notes and the steps below

Materials required:

1. Standardised speaking notes (Annex 7)
2. One chair (safe to stand on)
3. Two pieces of plain paper
4. Equity poster

Steps: **N.B.** Do not show the equality poster until after parts A and B are completed.

Part A:

1. Provide a short introduction to the concept of equity and equality (see standardised speaking notes, Annex 7, Part A)
2. Ask trainees to take a piece of paper and write down two examples of differences between people that are based on birth and two that are based on people's socialisation
3. Ask 2-3 trainees to read out their examples and discuss them

Part B:

4. Select two very tall trainees and one short trainee
5. Take one chair only and give it to the short trainee (*Tips:* Play-act this part to exaggerate the point and make the situation seem very unfair. Be overly nice to the short trainee and unfriendly to the tall trainees. Say to the short trainee, "Oh it's so hot today, are you tired? Would you like a nice comfortable seat?" and to the tall trainees, "You two are not allowed a chair, you have to stand.")
6. Ask the group if they think the situation is fair
7. Take the chair away
8. Give one of the tall trainees two pieces of paper and ask him/her to hold one piece in each hand and as high up in the air as possible
9. Ask the other tall trainee and the short trainee to get one piece each
10. The short trainee will not be able to reach the piece paper while the tall trainee will reach it easily
11. Ask the group if they think this is fair – the trainees now have the same: no chair
12. Ask the group what should be done to make this fair? (Prompt, if necessary, that it is fair to give the short trainee the chair)
13. Give the short trainee the chair and ask them to repeat the exercise
14. Ask the group again if the situation is fair now. Point out how they did not think it was fair for the short person to have the chair to sit on but now they agree it is fair because the chair is allocated based on **need**. The short person **needs** the chair to reach the paper and the tall one does not. Ask them to imagine the chair isn't a chair but a bursary to pay for tuition fees and it is given to the person who most **needs** it. Ask the group if they agree that is right and fair?
15. Summarise by explaining that people are different and sometimes have different needs. These differences can be biological (from birth), or from how we are socialised. So to be fair, different people sometimes need different things to achieve the same result, using the poster to illustrate the point

Part C:

16. Remind trainees that the principles in the Trainee Code of Conduct include respect for equality diversity and that discrimination on any ground is prohibited

SESSION 20 - STUDENT UNION: WHAT IT DOES AND HOW MEMBERS ARE SELECTED

SESSION 20

Time allocation: 20 minutes

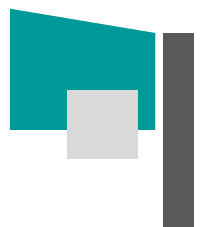
Output: Trainees are familiar with the function and selection process of the Student Union

Preparation: Invite two current member of the Student Union (one male and one female) to prepare a presentation on the function and selection process of the Student Union & existing clubs at the college

Materials: Writing paper and pens (enough for all participants)

Steps:

1. Ask the presenter to make their presentation
2. After the presentation, ask all trainees to write down any questions they may have on a piece of paper, together with their name
3. Collect the questions
4. Randomly pick 2-3 questions (or more, time permitting) and ask the presenter to answer



SESSION 21 - STUDENT CLUBS AND ASSOCIATIONS: WHAT IS AVAILABLE AT YOUR COLLEGE?

SESSION 21

Time allocation: 30 minutes

Output: Trainees are familiar with available sports clubs, social clubs and associations at their college

Preparation: Invite representatives of all available clubs and associations (e.g. football team, netball team, college choir, drama club, faith-based clubs, etc.) and ask them to prepare a short presentation

Materials: Nothing required

SESSION 21

Steps:

1. Ask the presenter to make their presentation
2. After all presentations have been completed, ask all trainees in plenary to ask any questions they may have

SESSION 22 - WHAT IS SEXUAL VIOLENCE?

SESSION 22

Time allocation: 1 hour

Outputs:

1. Trainees have a clear understanding of what sexual violence is
2. Trainees understand that all forms of sexual violence are strictly prohibited and constitute disciplinary action and/or criminal charges

Preparation:

1. Nominate a sufficient number of facilitators who can lead one session each (the number of facilitators will depend on the total number of participants at orientation)
2. The maximum number of trainees per session is 80, who will then be split into 8 groups of a maximum of 10 people
3. Familiarise yourself with the definitions of sexual violence, sexual abuse, sexual harassment, and sexual exploitation provided in the sexual violence pamphlet
4. Familiarise yourself with Trainee Code of Conduct and Staff/Instructor Code of Conduct which outlines prohibited behaviour including perpetrating sexual violence
5. Familiarise yourself with response mechanisms in cases of sexual violence
6. Familiarise with required health, legal, and police/security services available locally to share with students; ensure all the materials required are in place

Materials required:

1. Writing paper and pens
2. 1 sexual violence poster (Annex 8) explaining the three different types of sexual violence
3. 8 cartoon (Annex 8), each explaining a different example of sexual abuse, harassment, or exploitation
4. Masking tape or wall pins

Steps:

1. If the number of trainees is larger than 80 then split into session groups with a maximum of 80 participants per session
 2. Ask trainees to write down on a piece of paper what they think sexual violence is
 3. Ask each trainee to share what they have written with their neighbour
 4. Show participants the sexual violence poster (Annex 8) with the three different types of sexual violence and explain it to them
 5. Divide all participants into 8 groups
 6. Give each group one cartoon (Annex 8)
 7. Ask the group to discuss what is happening in the cartoon and agree if the example on their cartoon is sexual abuse, sexual harassment or sexual exploitation
 8. Ask each group to present their cartoon and say if they think their cartoon is an example of sexual abuse, sexual harassment or sexual exploitation
 9. Arrange the cartoons correctly on a wall by grouping all examples of sexual harassment, sexual abuse, and sexual exploitation together and explain the three concepts. (See the Annex 5 or the sexual violence pamphlet for the correct groupings of the cartoons)
 10. Ask the participants if they want to volunteer any comments or reflections on the correct groupings
- Final remarks: Alert all participants that all forms of sexual violence are strictly prohibited on campus and will lead to disciplinary or criminal action, depending on the severity of the offense. State that there is new effective reporting process for sexual and other types of offenses. The procedure is described in the pamphlet on sexual violence and in the Trainee and Staff Code of Conduct. Anonymous reporting is also allowed. It is confidential and efficient and will ensure that whoever commits sexual violence – staff or students – will be stopped and punished either by the college and/or the police. The dignity and privacy of those reporting will be protected. State which member of staff should be contacted for more information on the reporting process (e.g. Matron, Vice Principal, etc.)

Tips: Let participants discuss the posters freely and do not interrupt to correct them. Encourage participants within groups to debate. If there are vocal leaders in a group, encourage other members to join in and say if they agree. Ask the groups to try to reach a consensus but if they have opposing views then let them present all opinions. Do not refer participants to the sexual violence pamphlet in their orientation pack until after session 18 as it reveals the answers for the exercise.

SESSION 23 - WHAT IS CONSENT?

SESSION 23

Time allocation: 50 minutes

Output: Trainees have a clear understanding of what consensual sex is

Preparation:

1. Nominate a sufficient number of facilitators who can lead one session each (the number of facilitators will depend on the total number of participants at orientation)
2. The maximum number of trainees per session is 50, who will then be split into 5 groups of a maximum of 10 people
3. Familiarise yourself with the definitions of consent; ensure all the materials required are in place

Materials required: 5 cartoon posters each explaining a different example of what is NOT consent (Annex 9)

Steps:

1. If the number of trainees is larger than 50 then split into session groups with a maximum of 50 participants per session
2. Ask the participants to break into 5 groups of maximum 10 participants per group
3. Explain to the participants that consent is when there is complete agreement and someone clearly says 'yes' to sexual activity. In Malawi, the use of the words *total agreement* is a good way to explain the concept of *consent*
4. Give each group one cartoon (Annex 9)
5. Ask each group to discuss what is happening in the cartoon and if the example on their cartoon is consent
6. Ask each group to present their poster and state if they think this is consent or not and why
7. Explain to the group again that consent is clearly saying 'yes' to sex and that none of the examples should be viewed as consent:
 - - Cartoon 1: Wearing revealing clothes is not consent to have sex
 - Cartoon 2: Having had sex in the past is not consent to have sex in the present
 - Cartoon 3: Not saying 'no' does not mean that a person is consenting to sex (a person who is not mentally or physically able to say 'yes' or 'no' cannot give consent to have sex – for instance a person who is too scared to move or speak, under the influence of drugs or alcohol, or asleep)
 - Cartoon 4: Saying 'maybe' or "I'm not sure" is not consent to have sex
 - Cartoon 5: Saying 'yes' and then changing their mind is not consent to have sex
 - - **In summary:** Consent means that both people in a sexual encounter are mentally or physically able to say 'yes' or 'no' to a particular sexual behaviour and must clearly agree to it. Either person may decide at any time that they no longer consent and want to stop the activity. Consenting to one behaviour does not mean that a person has agreed to any other behaviours. Consenting on one occasion also does not mean that a person has agreed to sex on any other occasion
 - End the session by reminding the trainees that no form sexual violence – either between trainees, between staff, or between staff and trainees is strictly prohibited and will lead to criminal or disciplinary proceedings. Tell trainees they have a pamphlet on sexual violence and consent in their orientation pack

Tips: Let participants discuss the posters freely and do not interrupt to correct them. Encourage participants within groups to debate. If there are vocal leaders in a group, encourage other members to join in and say if they agree. Ask the groups to try to reach a consensus but if they have opposing views then let them present all opinions.

SESSION 24 - LIFE AT THE COLLEGE AND BEYOND: AVAILABLE ON- AND OFF-CAMPUS SERVICES

SESSION 24

Time allocation: 30 minutes

Outputs:

1. Trainees know where to access health care and security services
2. Trainees are familiar with other available services on- and off-campus (e.g. computer lab, library, etc.)
3. Trainees complete section 9 of their Orientation Manual: Where do I go to get help or things I need? (Only applicable if section 9 of the Orientation Manual has not yet been completed for each trainee)

Preparation:

1. Invite a doctor or nurse from the closest youth friendly health service provider or health centre and ask them to briefly introduce the services available at the centre and how to get to the centre
2. Invite the guards to be prepared to introduce themselves for 2-3 minutes (name, age, length of service, their role, one personal fact, e.g. number of children). Ask them to arrive in plain clothes
3. Invite matrons and patrons be prepared to introduce themselves for 2-3 minutes (name, age, length of service, their role, one personal fact, e.g. number of children)
4. Invite the cooks and coordinators of the cafeteria be prepared to introduce themselves for 2-3 minutes (name, age, length of service, their role, one personal fact, e.g. number of children). Ask them to arrive in plain clothes
5. Invite the librarian and IT coordinator to be prepared to introduce themselves for 2-3 minutes (name, age, length of service, their role, one personal fact, e.g. number of children). Ask them to arrive in plain clothes
6. Write down all the positions of people who are going to introduce themselves on a flipchart paper (e.g. guard 1, guard 2, cook, matron, etc.)
7. Prepare A4 sheets of paper with numbers written on them (1, 2, 3). Write as many numbers as there are service providers who will introduce themselves
8. Identify a suitable member of staff and ask them to prepare a presentation on key services available on- and off-campus and how to access them (refer to section 10 in the Orientation Manual)
9. Two options:
 - a. Complete section 9 of each Trainee Orientation Manual ahead of the meeting and hand out the Manual with this section completed
 - b. Complete section 9 of the Trainee Orientation Manual 2-3 times and post it on the wall where the orientation session will take place (see step 10 below)

Materials:

1. Writing paper, pens
2. Orientation Manual section 9 completed (optional)
3. Flipchart paper
4. Marker pen
5. Tape

Steps:

1. Post the flipchart paper that lists all the different service provider positions that will be introduced on a wall
2. Give all service providers a number and ask them to come to the front without stating who they are
3. Read out all the different service providers that are going to be introduced in this session (e.g., doctor, guard, cook, etc.)
4. Ask all trainees to come up to the flipchart paper and write down which number they think is the doctor, the guard, etc.)
5. Ask all service providers to briefly introduce themselves
6. After the presentation, ask all trainees to write down any questions they may have on a piece of paper, together with their name
7. Collect the questions
8. Randomly pick 2-3 questions (or more, time permitting) and ask the presenters to answer
9. Alert trainees that most of the information on available services is provided in their Orientation Manual
10. (Only applicable if section 9 of the Orientation Manual has not yet been completed for each student)
Ask students to open their Orientation Manuals at section 9, go to the wall where the completed section 9 has been posted and copy the information into their copy of the Orientation Manual

SESSION 25 - STAYING SAFE & HEALTHY: COMPREHENSIVE SEXUALITY EDUCATION

SESSION 25

Time allocation: Approximately 0.5 day

Outputs: Trainees have a basic understanding of critical issues relating to sexuality

Preparation:

1. Identify and invite guest speaker (eg. relevant NGOs working on sexual and reproductive health and/or family planning, such as Banja Ba Mtsogolo, Population Services International (PSI), or District Youth Officers) at least two weeks before the event.
2. Request for them to present on the following topics: sexual and reproductive health services offered at the local clinic; where to access contraceptives; sexual and reproductive health including prevention of pregnancies, prevention of sexually transmitted diseases, prevention of HIV

Materials required: Nothing required

SESSION 25

Steps:

1. Invite guest facilitator to run participatory and interactive sessions (ideally no more than 30 persons per session)
2. Share sexual violence pamphlet and Codes of Conduct with the speaker so they are aware of the background documents received by the trainees
3. Brief the guest facilitator on the rationale for the discussion on sexual and reproductive health with the trainees and ask them to cover, at a minimum, the following topics: sexual and reproductive health, access to female and male contraceptives, steps to take and services available in cases of rape and sexual harassment, law on sexual violence. Encourage the guest facilitator to run the session in an interactive manner to ensure the trainees have full understanding of the concepts
4. Plan with guest facilitator for regular meetings with the trainees (ideally 1 time per month)
5. After the session, thank the facilitator for their session



PART 2: ROADMAP FOR ORIENTATION PROGRAMME

PREPARATION

2.1 Roadmap

Who	What
Stage 1: Three weeks before orientation	
Principal & any member of staff involved in the planning or roll-out of the Orientation Programme	<p>Hold kick-off planning meeting with all staff and trainees involved in the planning and roll-out of the Orientation Programme.</p> <p>Objectives of the meeting:</p> <ul style="list-style-type: none"> • Familiarisation of all participants with the TEVET Trainee Orientation Programme Guide; the Trainee Orientation Manual; the TEVET Trainee Code of Conduct; TEVET Instructor and Administrative Staff Code of Conduct • Division of labour <ul style="list-style-type: none"> ○ Identification of a member of the College Board of Advisors / College Management Committee to prepare a short presentation on the role of the Board/Committee for session 5 (Meet your College Board of Advisors / your College Management Committee) ○ Identification of a suitable number of facilitators to run session 7 (Circle Walk) and ensure all facilitators are familiar with the requirements of the exercise ○ Ensure all participants are familiar with the format of session 9 (Marketplace) & ask all year 1 instructors (one per course) to prepare 15 – 20 minutes presentations introducing their course ○ Identification of a member of staff to facilitate session 10 (Letter from the Future) ○ Identification of a member of staff to present & facilitate session 11 (Meet your Future) ○ Identification of a member of staff to present & facilitate session 12 & 13 (Our promise to you & Your commitment to us) ○ Identification of a suitable number of staff to present & facilitate session 14 (Embodying the core values of the code of conduct) ○ Identification of a suitable number of staff to present & facilitate session 15 (Understanding the key principles of conduct) ○ Identification of a member of staff to present & facilitate session 16 (Trainee Pregnancy Policy) ○ Inform the Disciplinary Committee they will need to attend and run session 17 (Meet you Disciplinary Complaints Committee) ○ Identification of a member of staff to present & facilitate session 18 (Attachments) (Not for CSDCs) ○ Identification of a member of staff to facilitate session 19 (Different people have different needs). ○ Identification of a member of staff to present & facilitate session 24 (Life at the college and beyond) ○ Identification of a suitable number of staff to present & facilitate session 22 & 23 (What is sexual violence? & What is consent?)

	<ul style="list-style-type: none"> ○ Identification of a student with good public speaking skills and ask her/him to prepare the recital of the opening poem, once selected • Decision on which guest speaker should provide comprehensive sexuality education (Session 25) • Decision on additional activities (see part 4 of this document).
Principal	Invite two leaders from the local community including one female and one male, including the local chief, and ask them to prepare a short speech each (5-10 minutes) on the expectations of the local community of TEVET trainees (session 3).
Principal	Identify and invite a representative of the closest youth friendly health service provider or health centre and ask them to prepare a short presentation (Session 24).
Principal	Invite all key service providers on campus (guards, cooks, matron, patron, cleaners, librarians, etc.) and ask them to prepare a 2 minute presentation of who they are and their role, including one personal fact about them. Ask them to participate in the orientation programme day 1 in plain clothes.
Principal	Invite and brief guest speaker to provide comprehensive sexuality education (Session 25).
Principal/Secretariat	Identify and invite 1-3 TEVET graduates who are successful professionals and ask them to prepare a short presentation on their work as per guidance in session 11 (Meet your future, meet TEVET graduates).
Principal/Secretariat	Identify and invite 1-2 trainees currently on attachment and/or 1-2 employers who employ TEVET trainees on attachment and ask them to prepare short presentations as per guidance in session 18. (Not for CSDCs)
Stage 2: Two weeks before orientation	
Principal	Identify a suitable opening poem and give it to the student selected for recital.
Principal/Secretariat	<p>Decide on how to complete section 9 of the Trainee Orientation Manual.</p> <ul style="list-style-type: none"> • <i>Option A:</i> Secretariat to manually complete section 9 of each Trainee Orientation Manual; • <i>Option B:</i> Secretariat to electronically complete section 9 of the Trainee Orientation Manual, print one copy per new trainee, and add to the Orientation Pack; • <i>Option C:</i> Secretariat to complete 2-3 copies of section 9 of the Trainee Orientation Manual, tape them on the wall during orientation and ask all trainees to complete their own Manuals (see guidance in session 24).
Principal	Identify and invite a current member of the Student Union and representatives of any other student clubs or associations available at college and ask them to prepare a presentation as per guidance for sessions 20 & 21 (Student Union: What it does and how members are selected).

<i>Stage 3: One week before orientation</i>	
Principal	Prepare speaking notes on: <ul style="list-style-type: none"> Session 1 (Welcome to the college);
Bursar	Familiarise yourself with the standardised speaking notes and add tailor-made notes specific to the college.
Student selected to recite the poem	Prepare the recital.
Staff responsible for session 5	Prepare a short presentation on the role of the Board/Committee.
Principal/Secretary	Identify suitable locations for session 9 (Marketplace) and produce written signs.
Staff responsible for session 6	Familiarise yourself with the standardised speaking notes and add tailor-made notes specific to the college
Year 1 Instructors (one per course)	Prepare a 15 - 20 minute presentations introducing your course for session 9 (Marketplace)
Staff responsible for session 11	Familiarise yourself with the information from the Role Model pamphlet and poster and add tailor-made notes specific to the college
Staff responsible for session 12 & 13	Familiarise yourself with the standardised speaking notes (Annex 4) and the Trainee Code of Conduct
Staff responsible for session 14	Familiarise yourself with the core values from the Trainee Code of Conduct
Staff responsible for session 15	Prepare the cartoons from Annex 5
Staff responsible for session 18	Prepare speaking notes on what an attachment is (see Trainee Orientation Manual for guidance), why they are important, and how they are allocated at your college. (Not for CSDCs)
Staff responsible for sessions 22 & 23	Prepare the cartoons from Annex 8 & 9
Staff responsible for session 24	Prepare speaking notes on key services available on and off campus and how to access or use them.
Administration / Secretariat	Produce written information (signs) on where the individual introduction sessions will take place and put them in clearly visible locations.

PART 3: MATERIALS REQUIRED

The following materials are required to run the Orientation Programme:

1. Orientation Pack x 1 per trainee
2. Poster on TEVET Instructor and Administrative Staff Code of Conduct x 1
3. Poster on TEVET Trainee Code of Conduct x 1
4. 6 cartoons on conduct (Annex 5)
5. Poster on TEVET Role Models x 1
6. Poster on Equity x 1
7. Written information on where the different courses will be introduced for session 9 (The Marketplace)
8. 1 'Stop Sexual Violence' poster explaining the different types of sexual violence
9. 8 cartoons, each explaining a different example of sexual abuse, harassment, or exploitation (Annex 8)
10. 5 cartoon, each explaining a different of example of what consent is not (Annex 9)
11. Marker pens x 10
12. Pens x one per student
13. Plain paper x 10 pieces per student
14. Masking tape x 1

The posters in the annex are duplicates of full A2 sized posters that should have been distributed to your college along with this guide. It is preferable to use the full sized posters during the sessions; the posters in the annex are provided as a back up in case of loss or damage of the full sized versions. The cartoons provided in the annex can be detached from this book, used during the sessions, and returned to the Guide for future use. Facilitators are encouraged to make full use of the posters and cartoons during the interactive training sessions.

The programme has been designed in a manner that requires hardly any financial resources. The main resource to conduct this orientation programme is you. Lack of finances is not a reason for not running this programme.

PART 4: ADDITIONAL SUGGESTIONS

To make trainees feel truly welcome on campus and the mark the beginning of the academic year as a special event, the following options should be considered by the college administration:

1. Afternoon activities: Activities that will build community spirit and build trust among trainees and faculty. Activities to be co-organized by faculty and students e.g. netball match, football match, walks around local community, music bands, volleyball, or treasure hunts.
2. Performance by a local drama club or college drama club (if available). The performance could cover issues relating to life at college and issues covered in the Orientation Programme, such as elements of the Trainee Code of Conduct, such as the importance of equity and equality or sexual violence
3. Performance by a local band. The performance could include motivational songs, including Ngwazi Zazikazi
4. Screening of videos that STEP has produced. These can be viewed at <https://www.youtube.com/channel/UCUkCd0hA5JCwJHlw7eC4MRA> or search YouTube: STEP Malawi

ANNEX 1 (FOR SESSION 6): STANDARDISED SPEAKING NOTES – PRACTICAL INTRODUCTION

Speaking Notes for CSDCs

The speaking notes provided here are suitable for institutions delivering the Formal Apprenticeship Programme. Facilitators at CSDCs should draft their own speaking notes that give a practical introduction to the training courses offered at their centre. Topics to cover include:

- General overview of the courses and teaching methods
- Course lengths, terms times and holidays
- Fundamental and occupational knowledge and skills (the speaking notes in section 1.3 on the following page can be used)
- Competency Based Education and Training (CBET) (the speaking notes in section 1.4 on the following page can be used)
- Assessments, grades and certification

1.1 OVERVIEW

- The TEVET Apprenticeship Programme is a combination of teaching in classrooms, practical exercises in college workshops and industry attachments.
- This means that, as a TEVET trainee, you will spend some of your time in college, learning theoretical knowledge and skills in class as well as practical skills during workshops; and some of your time on industry attachment gaining hands-on experience in the workplace.
- This combination of in-class and in-the-workplace training allows you to develop all the theoretical and practical skills you need to become a professional craftsperson or trade professional in your field of study.

1.2 WHAT WILL HAPPEN AND WHEN?

- Each academic year is broken down into three terms, each 12-14 weeks with standardised breaks around April, August and December.
- This year, the terms times are as follows: (*Provide term times here*)

.....

.....

.....

- (Provide information on other key dates for trainees in the academic year, e.g.. exams, extra curricula events, etc., here)

.....

.....

.....

1.3 FUNDAMENTAL AND OCCUPATIONAL KNOWLEDGE AND SKILLS

- Each TEVET course includes occupational and fundamental knowledge and skills.
- Occupational knowledge and skills are necessary for your efficient performance at the workplace. These are specific to the different subjects, such as bricklaying, tailoring, food production, etc.
- Fundamental knowledge and standards cover subject areas that are cross cutting and common to all occupations. They are mandatory for all TEVET trainees.
- Currently, the fundamental subjects include: Communication, Mathematics, Science, Entrepreneurship and Occupational Health and Safety.

1.4 COMPETENCY BASED EDUCATION AND TRAINING

- TEVET training is based on the Competency Based Education and Training approach (CBET).
- CBET has as its major aim the development of a competent workforce. It emphasises what the trainee can **do** in the workplace after completing a period of training.
- CBET is closely related to realistic workplace practices and training is focussed on the skills trainees will need in the workplace.
- Industry attachments form a crucial part of the training.
- CBET is focussed on teaching learners how to complete certain tasks to a high standard. Each course specifies a number of tasks that the learner must be able to perform to the required standard in order to have successfully completed a certain module or course.
- The intention in CBET is to teach technical and practical skills at the same time for each skill/competence.
- CBET has a system of continuous assessments to check on trainees' progress, as well as final assessments to ascertain if trainees have managed to master all the required competencies for a certain profession to the required standard.

1.5 ASSESSMENTS

There are two types of assessments at TEVET colleges:

1. Formal theoretical and practical assessments at the end of a learning cycle
2. Continuous in-class assessments

1.5.1 FORMAL ASSESSMENTS AT THE END OF A LEARNING CYCLE

- Formal assessments include theoretical exams as well as practical tests.
- Formal assessments take place once per year at: *(insert the name of the approved examination centre where exams will take place)*
.....
- This year, exams will take place from: *(insert exam times here)*
..... to
- Theoretical knowledge will be tested through multiple choice, short answers, and essay questions, depending on the level of certification, as outlined in the table below:
- Practical skills are tested through practical tests.
- Exams are marked no later than 60 days after the exam has taken place.
- Exam fees are charged for each exam and are non-refundable. TEVETA exam fees are 20,000MWK per exam (correct at the time of going to print, subject to change). Other exam board fees vary.
- Exam results are only released after verification by the Technical Qualifications Committee, approval by the TEVETA Board and the line minister.
- At the end of each assessment successful candidates accumulate credits. You need to accumulate a minimum of 120 credits at the end of each level.
- Based on all the various assessment you have completed during an academic year you will be given a grade.

There are four categories of grades: Distinction, Credit, Pass, and Fail.
(Refer trainees to section 3 of their Orientation Manual to view this table)

Grade	Overall percentage achieved in assessments
Distinction	80%-100%
Credit	65% - 79%
Pass	50% - 64%
Fail	0%-49%

- **DON'T BE LATE!** Trainees who report for tests later than 30 minutes from the official starting time shall be disqualified for that test.

1.5.2 CONTINUOUS ASSESSMENT

- Continuous assessments are on going as classes progress. They also include tests set at the end of each learning outcome, module, or term by the trainer.
- The assessor/trainer gives feedback to students after every assessment.
- A summary of results is compiled by the trainer and submitted to the college assessment committee. This summary is verified first by an internal and then by an external verifier. Verification can only be done by accredited experts.

1.6 CERTIFICATION

- TEVET qualifications are ranked on the TEVET Qualifications Framework at four levels.
- The levels indicate the complexity of the job that a trainee at this level can master and the ability of the trainee to solve problems and take decisions. Level one is the lowest and level four is the highest.

(Refer trainees to section 3 of their Orientation Manual to view this table)

Year/Level	Occupational type	Credit requirements	Course content	Qualification title
Year 1/Level 1	Assistant Operative	120	Foundational modules	TEVET Foundation Certificate
Year 2/Level 2	Operative	240	Intermediate level modules	TEVET Intermediate Certificate
Year 3/Level 3	Artisan	360	Advanced level modules	TEVET Advanced Certificate
Year 4/Level 4	Technician	480	Diploma level modules, including managerial and supervisory skills	TEVET Diploma

ANNEX 2 (FOR SESSION 8): STANDARDISED SPEAKING NOTES – FINANCING YOUR STUDIES

If you have been allocated a place at this college by TEVETA then your education is already very heavily subsidised. The fees you pay are a small part of the total cost of your tuition. However financial pressures can be a worry for trainees and a lack of funds can cause some to not complete their course. It is very important that you plan your finances to ensure you have the fund to pay for your tuition fees, exams and board.

There are a number of ways you can finance your studies and support yourself while at the college:

- Bursaries
- Scholarships
- Part-time work

1. BURSARIES

- A bursary is an amount of money provided by the TEVET Authority to trainees on the basis of need. There are two categories of bursaries: Category one covers tuition fees only and category two covers both tuition and boarding fees.
- Approximately 20% – 25% of trainees receive bursaries each year.
- You can apply for a bursary by completing a Bursary Application Form. Bursary Application Forms are available at Regional TEVETA Service Centres
- Allocation works as follows: The Principal and college management screen all applications and recommend shortlisted candidates to the TEVET Authority. The TEVET Authority interviews all shortlisted candidates and makes a final selection.
- If you qualify for a bursary, the money will be paid directly to your college to cater for tuition and/or boarding fees

2. SCHOLARSHIPS

- Scholarships are provided by TEVET Authority to trainees on the basis of academic excellence.

Contact: *(insert who here)*

for availability of scholarships.

3. PART-TIME WORK

- Engaging in part-time or temporary work is one option for you to support yourself while at college and finance your studies. It is also a great way to gain practical work experience and improve your CV, improving your chances to get a job once you complete your TEVET course.
- Any part-time or temporary work undertaken outside your TEVET course must not infer with your attendance or performance in class.

Top tips on how to find part-time work

- Map out available employers in the area who employ craftspersons in your field of study;
- Keep a record of your professional skills and experience and summarise them in a CV;
- Write an application letter, detailing your skills and the kind of job on offer by the employer that you think you are suited to.
- Deliver the application letter to the prospective employers & follow-up after a reasonable period of time.
- First impressions: It only takes a few seconds for an employer to evaluate you, so it is important to make a good first impression. Presenting yourself appropriately, being on time and smiling are factors that will work to your advantage.
- Ask for help: Approach your instructor or Vice-Principal for help to identify suitable employers or for writing a good CV and application letter.

ANNEX 3 (FOR SESSION 9): GUIDING QUESTIONS FOR COURSE INTRODUCTIONS (MARKETPLACE)

Instructors are expected to prepare 20 minute presentations to introduce their course to new trainees. The presentations should, at a minimum, provide answers to the following questions:

- What is the profession/trade about?
- What kind of work do trained technicians in this profession/trade engage in? (Please provide 2-3 concrete examples)
- What will the trainees learn in the first year, the second year, the third year, and the fourth year?
- How do attachments in this trade work? Where do trainees normally go on attachment (Please provide 2-3 concrete examples)? What are the options for trainees to find their own attachment in this trade?
- What resources exist in the college for the trainees, including resources specific to this course? (E.g., course syllabus, library, etc.)
- How is this course assessed? (Please provide concrete information on formative and summative assessments)
- What are the job prospects after certification? (If possible, please provide concrete examples of former trainees who have become successful professionals in their trade, outlining what kind of work they are engaged in and how much they approximately earn)

ANNEX 4 (FOR SESSION 12): STANDARDISED SPEAKING NOTES

– OUR PROMISE TO YOU

1.1 OVERVIEW

All instructors and administrative staff at TEVET colleges have signed a detailed Code of Professional Conduct, including the principal, vice-principal, bursars, secretaries, receptionists, and other support staff. The code provides:

1. Clear guidelines to instructors and administrative staff on how to conduct ourselves in an ethical, respectful and professional manner at the college;
2. Information to TEVET trainees, education community, and the wider public on the values and expectations of vocational training college staff in Malawi;
3. A clear reference point for the investigation of alleged disciplinary offenses by instructors or administrative staff

This code is our promise to you. You can request to see a detailed copy of the instructor and administrative staff code from college administration at any time.

1.2 REVIEW OF INSTRUCTOR AND ADMINISTRATION CODE OF CONDUCT POSTER

For today we will review this poster, which summarizes the instructors and administrative staff code of conduct and acts as a visual reminder to us all.

The first section of the poster summarizes the core values that underpin the code of conduct. These are:

1. **Respect:** TEVET instructors and administrative staff uphold human dignity and respect for equality, particularly gender equality and equal opportunities for trainees with disabilities. In their professional practice, TEVET instructors and administrative staff demonstrate respect for different spiritual and cultural values, ethnic backgrounds, civil status, family status, age, as well as HIV and socio-economic status
2. **Integrity:** Honesty and moral action embody the meaning of 'integrity'. TEVET instructors and administrative staff exercise integrity through their professional commitments, responsibilities and actions. In no circumstance, are sexual relations allowed between college staff and a trainee
3. **Care:** TEVET trainees have entrusted their professional development to instructors and administrative staff. It is the responsibility of instructors and administrative staff to practice their profession with utmost care towards trainees. Instructors and administrative staff must show this through kind and positive professional judgement and empathy in their practice
4. **Trust:** TEVET instructors' and administrative staff's professional relationships with trainees and trainees' family members are based on trust. Trust embodies fairness, accountability and honesty
5. **Impartiality:** TEVET instructors and administrative staff must act with fairness and neutrality and refrain from bias or favouritism at all times

The second part of the poster summarises the key principals of professionalism that all instructors and administrative staff must adhere to. These are:

1. **PROFESSIONAL RELATIONSHIPS:** To maintain professional relationships with trainees, staff, and surrounding communities and to respect the uniqueness and diversity of trainees and staff
2. **PROFESSIONAL INTEGRITY:** To act with honesty and integrity
3. **PROFESSIONAL CONDUCT:** To maintain trust in TEVET staff
4. **PROFESSIONAL PRACTICE:** For all instructors this is to keep our professional knowledge and practice up-to-date. For all administrative staff this is to take responsibility for creating or enabling a safe and conducive college environment

Also included in the detailed code are general rules on attendance, leave, absence and professional dress code that all instructors and administrative staff must follow and an outline of what constitutes misconduct. If a staff member does not adhere to this code of conduct or is found guilty of misconduct they will be disciplined. **If a staff member is found to be having sexual relations with a trainee, the staff member will be immediately dismissed from their service.**

All staff members will now introduce themselves and sign this poster.

1.3 COPY OF CODE OF CONDUCT POSTERS

- The following code of conduct posters are provided as a back-up for running sessions 12 & 13 (It is preferable to use the large A2 posters provided to your college along with this programme, these small annex versions are provided as a back up only). If used the posters can be detached from the Guide and use as hand-outs for the session. If you need to split into multiple session groups then please photocopy the materials. The posters should be returned to the Guide for future use.

TEVET CODE OF CONDUCT FOR COLLEGE STAFF

WE PROMISE TO UPHOLD THE CORE VALUES OF:

RESPECT:

EQUALITY



DIVERSITY



HUMAN DIGNITY



INTEGRITY:

HONESTY



MORALITY



CARE:



TO LOOK AFTER
OUR TRAINEES &
COLLEAGUES

TRUST:



BEHAVING
WITH FAIRNESS,
ACCOUNTABILITY
AND HONESTY

IMPARTIALITY:



TO ACT WITH
NEUTRALITY
NOT FAVORITISM

WE PROMISE TO ALWAYS BE PROFESSIONAL:



To have
**PROFESSIONAL
RELATIONSHIPS**
with all staff
and students



To act with
**PROFESSIONAL
INTEGRITY** at
all times



To **CONDUCT**
ourselves
PROFESSIONALLY



To keep our
**PROFESSIONAL
PRACTICE** to a
high standard



**WE PROMISE
TO BE ROLE MODELS**

Instructors and Administrative Staff sign here:



step
Skills and Employment



TEVET CODE OF CONDUCT FOR TRAINEES



WE PROMISE TO UPHOLD THE CORE VALUES OF:

INTEGRITY:

HONESTY
HONOUR
RESPECT
FOR THE TRUTH



RESPECT:

EQUALITY
DIVERSITY
HUMAN
DIGNITY



RESPONSIBILITY:

FOR OUR ACTIONS
FOR OUR PERFORMANCE
FOR OUR FUTURE



WE PROMISE TO:

**ATTEND CLASS
& BE ON TIME**



**DRESS PROFESSIONALLY,
PRACTICALLY &
APPROPRIATELY**



**ACT WITH HONESTY
& INTEGRITY**



**ACT WITH RESPECT,
CARE & CONSIDERATION**



**WE PROMISE TO
ACT PROFESSIONALLY &
BECOME PROFESSIONALS**

Trainees sign here:

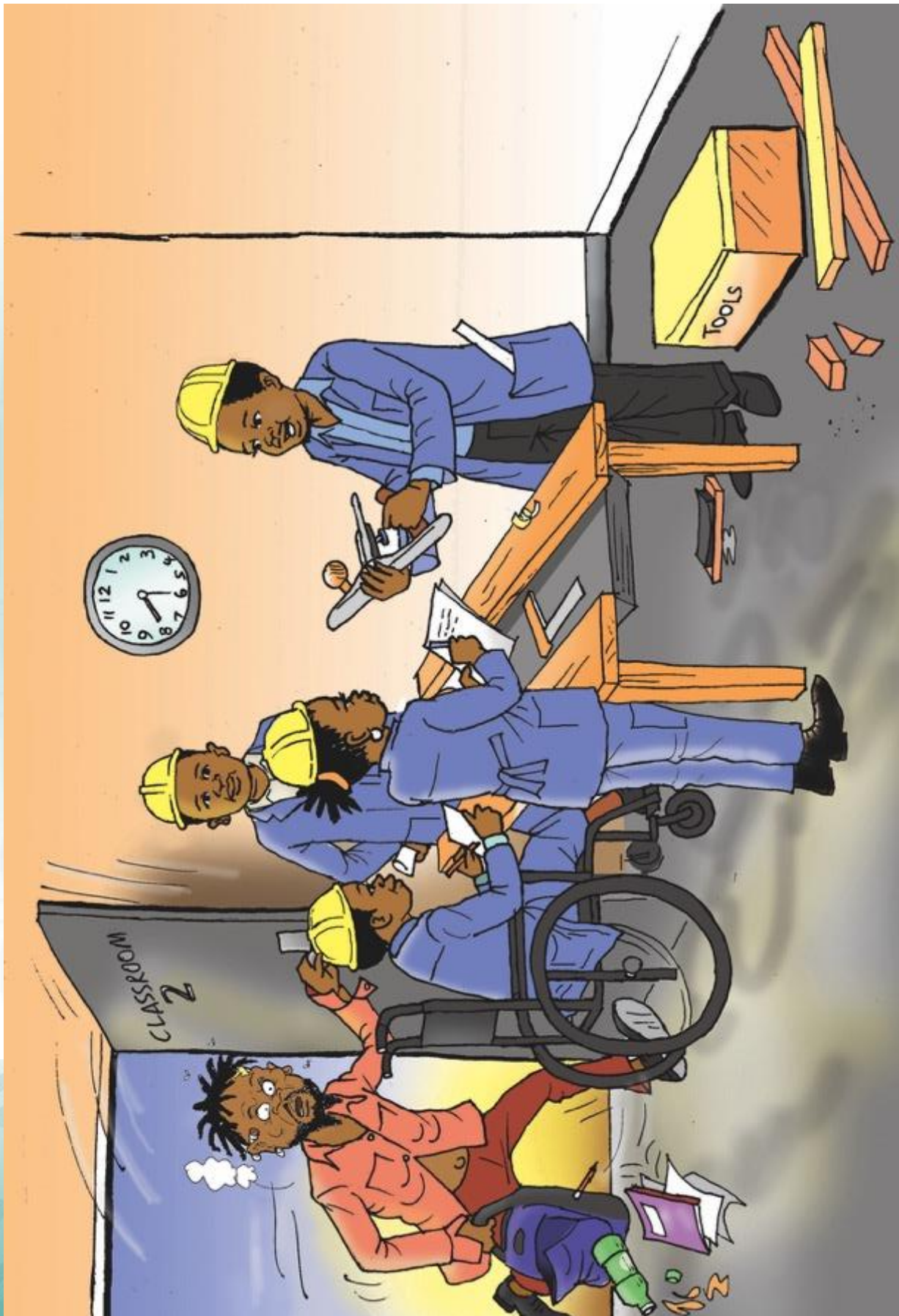


ANNEX 5 (FOR SESSION 15): CARTOONS – UNDERSTANDING THE KEY PRINCIPLES OF CONDUCT

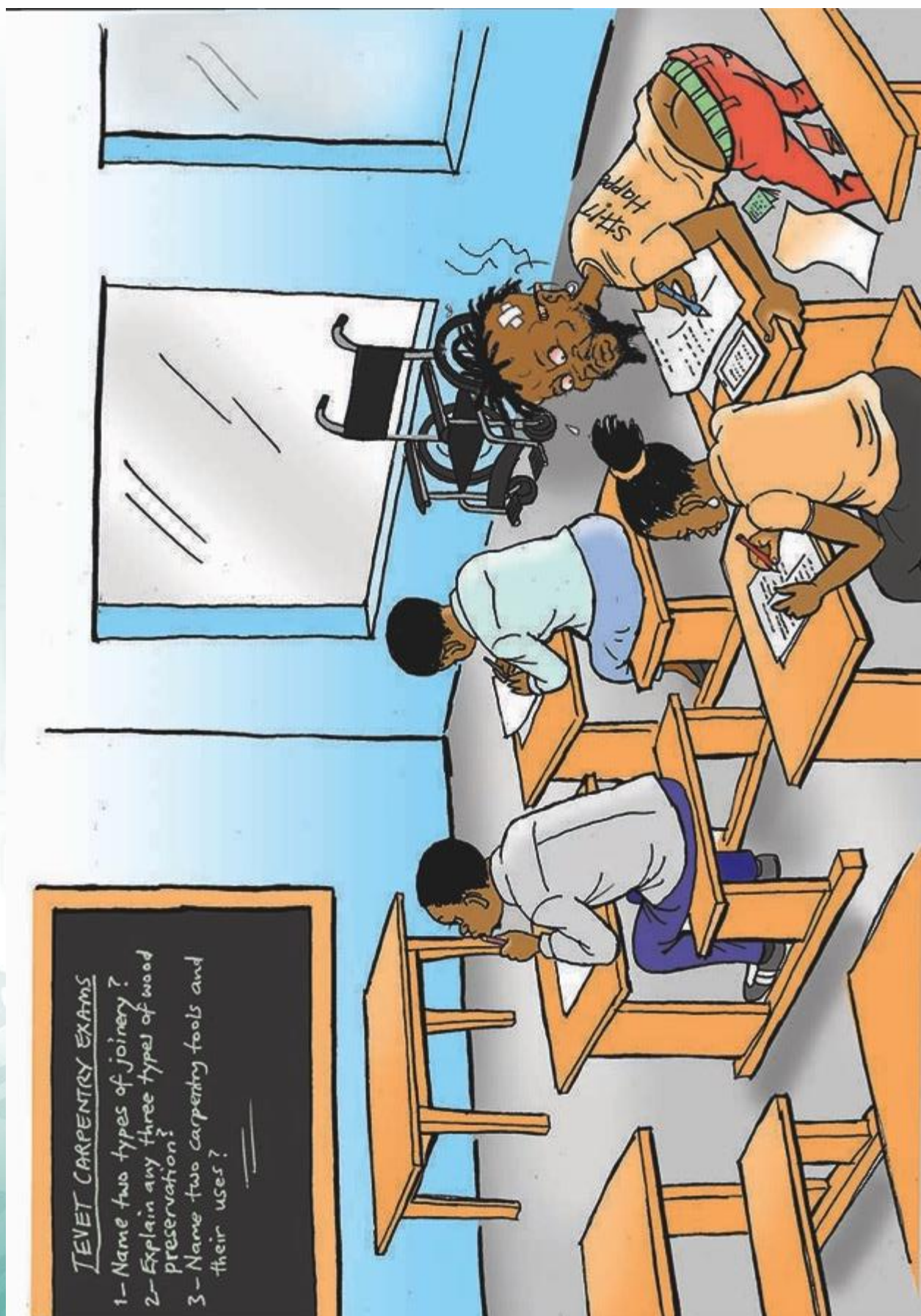
The following cartoons are provided for running session 4. Detach the cartoons from this document and use as hand-outs for the session. If you need to split into multiple session groups then please photocopy the materials. The cartoons should be returned to the Guide for future use.

- Conduct 1
- Conduct 2
- Conduct 3
- Conduct 4
- Conduct 5
- Conduct 6

Conduct cartoon 1





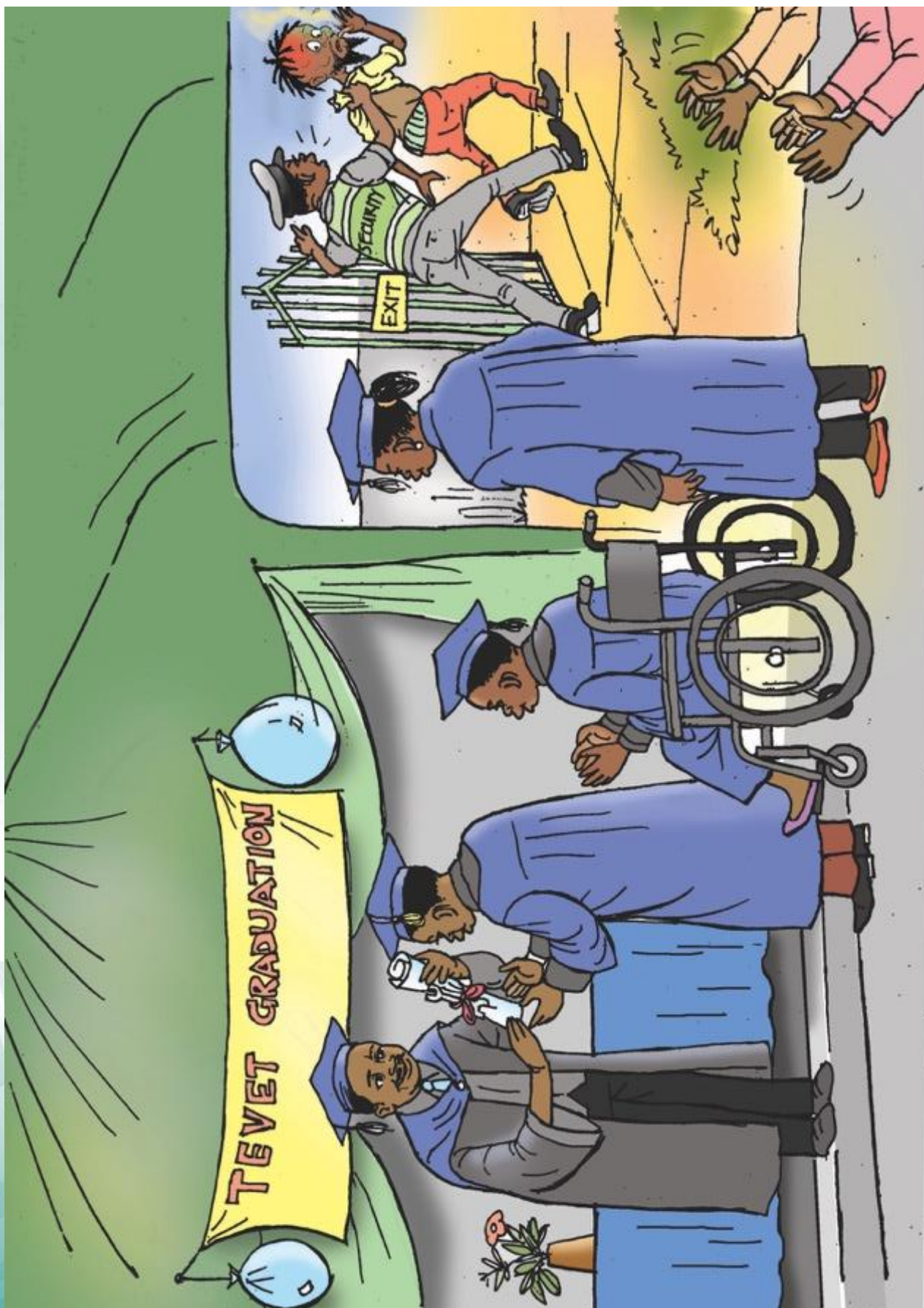


Conduct cartoon 4



Conduct cartoon 5





ANNEX 6 (FOR SESSION 16): STANDARDISED SPEAKING NOTES

– TRAINEE PREGNANCY POLICY

If you become pregnant during your time at college, your life will change considerably. Although you will be supported to complete your course, pregnancy, childbirth, and becoming a parent, will significantly change your life on and off campus. You will have to take some time off, postpone some of your modules and possibly your industry attachment. You may not be able to engage in all practical exercises required for your course as some activities, such as lifting heavy items or dealing with chemicals, might be harmful for you or your baby. You will be able to complete them later, but this will delay your completion date. Having a child is a serious responsibility that requires careful thought and consideration.

You are strongly encouraged to take all measures to ensure you do not fall pregnant whilst at college. However if you do fall pregnant you will be supported to complete your course. The college follows the official TEVET Pregnancy Policy, which can be found in your Trainee Code of Conduct Annex 1. This policy outlines expectations from, and support provided to, TEVET trainees who are pregnant whilst enrolled at TEVET colleges.

If you suspect you may be pregnant you should see a doctor or a midwife to have the pregnancy confirmed and inform the matron or Vice Principal. This is so the college can draw up a Trainee Pregnancy Support Plan with you and work out the best way to support you to complete your studies.

ANNEX 7 (FOR SESSION 19): STANDARDISED SPEAKING NOTES

- EQUITY AS A ROAD TO EQUALITY

1.1 SPEAKING NOTES

Part A:

What is equality?

Some people complain that it is not fair and not equal when some groups of people receive something that not everybody gets, for example when a bursary is awarded based on need. However, equality does not mean that everybody gets the same or has the same. Equality means that everybody has the same rights and is given the same opportunities to achieve the same or similar results, taking into account people's different backgrounds and starting points.

People are different:

- Some differences come from birth – for example, some people are tall, others are short. Some differences come from people's previous experiences, or their background – some people have had a lot of education, including private schooling and private tutors, others have had very little formal education. Some people grew up in a rural village setting and know a lot about farming; others grew up in urban areas and know how to find their way around a busy city.
- Some people have had parents who are plumbers, tailors, or bricklayers and have already had a chance to practice some of the skills they will learn at college, others have not.
- Some people have parents who support them financially, others don't.
- Some people can walk, others can't.
- Some people can see, others can't.
- Some people can get pregnant, others can't.

Followed by exercise 1 & plenary

Part B:

Exercise 2: Equity as a road to equality

- Summarise by explaining that people are different and sometimes have different needs. So to be fair, different people sometimes need different things to achieve the same result. Point out how in the exercise the short person needed the chair to reach the paper and the tall trainee didn't and how in this situation it was fair to give the short trainee a chair. Explain what is happening in the cartoons on the equity poster to illustrate the point. Explain how this is just an example but in real life sometimes some people need different things or extra support to achieve the same result, for example when a bursary is only available to the poorest people, to women training in a male dominated field, or to people living with disabilities. Explain how this is not unfair or favouritism but about achieving equality.

Part C:

Final remarks: Trainee Code of Conduct

- Remind trainees that the principles in the Trainee Code of Conduct include respect for equality and diversity and that discrimination on any grounds is prohibited.

1.2 COPY OF EQUALITY POSTER

- The following equality poster is provided as a back-up for running session 19 (It is preferable to use the large A2 poster provided to your college along with this programme, this small annex version is provided as a back up only). If used the posters can be detached from the Guide and use as hand-outs for the session. If you need to split into multiple session groups then please photocopy the materials. The posters should be returned to the Guide for future use.

HOW TO REACH EQUALITY

WHICH SCENARIO IS FAIR?



**ALWAYS GIVING
EVERYBODY THE SAME**

OR



**GIVING EVERYBODY
WHAT THEY NEED TO
ACHIEVE THE SAME**

Sometimes giving more to one person

than another is necessary to be fair.

Respect diversity, recognise different people's needs

& help achieve equality at your college!

ANNEX 8 (FOR SESSION 22): CARTOONS – WHAT IS SEXUAL VIOLENCE?

The following poster and cartoons are provided for running session 17. Detach the poster and cartoons from this document and use as hand-outs for the session. If you need to split into multiple session groups then please photocopy the materials. The poster and cartoons should be returned to the Guide for future use.

- Stop sexual violence poster (It is preferable to use the large A2 poster provided to your college along with this programme, this small annex version is provided as a back up only)
- Sexual violence cartoon 1 – Sexual Abuse (unwanted touching)
- Sexual violence cartoon 2 – Sexual Abuse (unwanted attempted sex)
- Sexual violence cartoon 3 – Sexual Abuse (unwanted sexual intercourse)
- Sexual violence cartoon 4 – Sexual Exploitation (asking for sex for arranging piecework)
- Sexual violence cartoon 5 – Sexual Exploitation (asking for sex in return for a favour)
- Sexual violence cartoon 6 – Sexual Harassment (unwanted and repeated requests for sex)
- Sexual violence cartoon 7 – Sexual Harassment (unwanted sexual texts, messages, emails, pictures, videos, comments, notes and letters)
- Sexual violence cartoon 8 – Sexual Harassment (unwanted sexually suggestive gestures, facial expressions, catcalls and mimed sex acts)

TEVET COLLEGES DO NOT TOLERATE ANY FORM OF SEXUAL VIOLENCE

COMMITTED BY, OR AGAINST, STAFF OR STUDENTS!

SEXUAL EXPLOITATION
IS DEMANDING
SEX IN EXCHANGE
FOR SOMETHING.



SEXUAL ABUSE
IS ANY PHYSICAL
SEXUAL CONTACT
WITHOUT CONSENT.



**STOP
SEXUAL
VIOLENCE!!**

SEXUAL HARASSMENT
IS ANY UNWANTED
SEXUAL COMMENT
OR GESTURE.

“*!@*##!!!”

**WHAT TO DO
IF YOU EXPERIENCE
SEXUAL VIOLENCE:**

SAY NO, SPEAK OUT, REPORT!

The college has two open reporting procedures for sexual violence. You can make an informal or a formal complaint. You will be supported and your dignity will be respected.

You can make an informal or a formal complaint, and you can remain anonymous if you prefer.

You can also call these numbers
FREE OF CHARGE for support:

• PSI: 4422 Airtel/4400 TNM
• YONECO: 5600 • Village Reach: 54747
Or you can download the Tithandizane
Helpline App on any android device.



Sexual violence cartoon 1

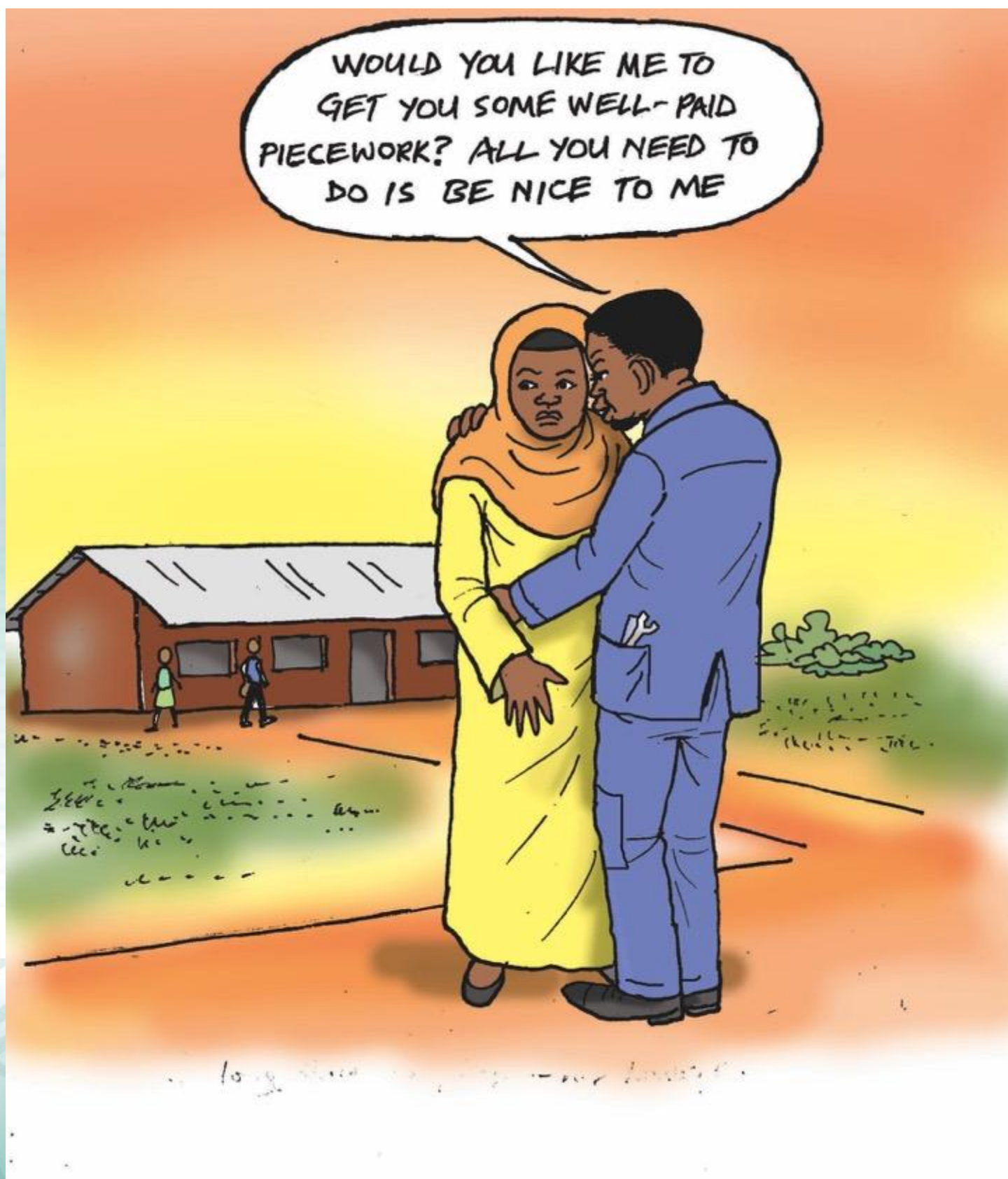


Sexual violence cartoon 2

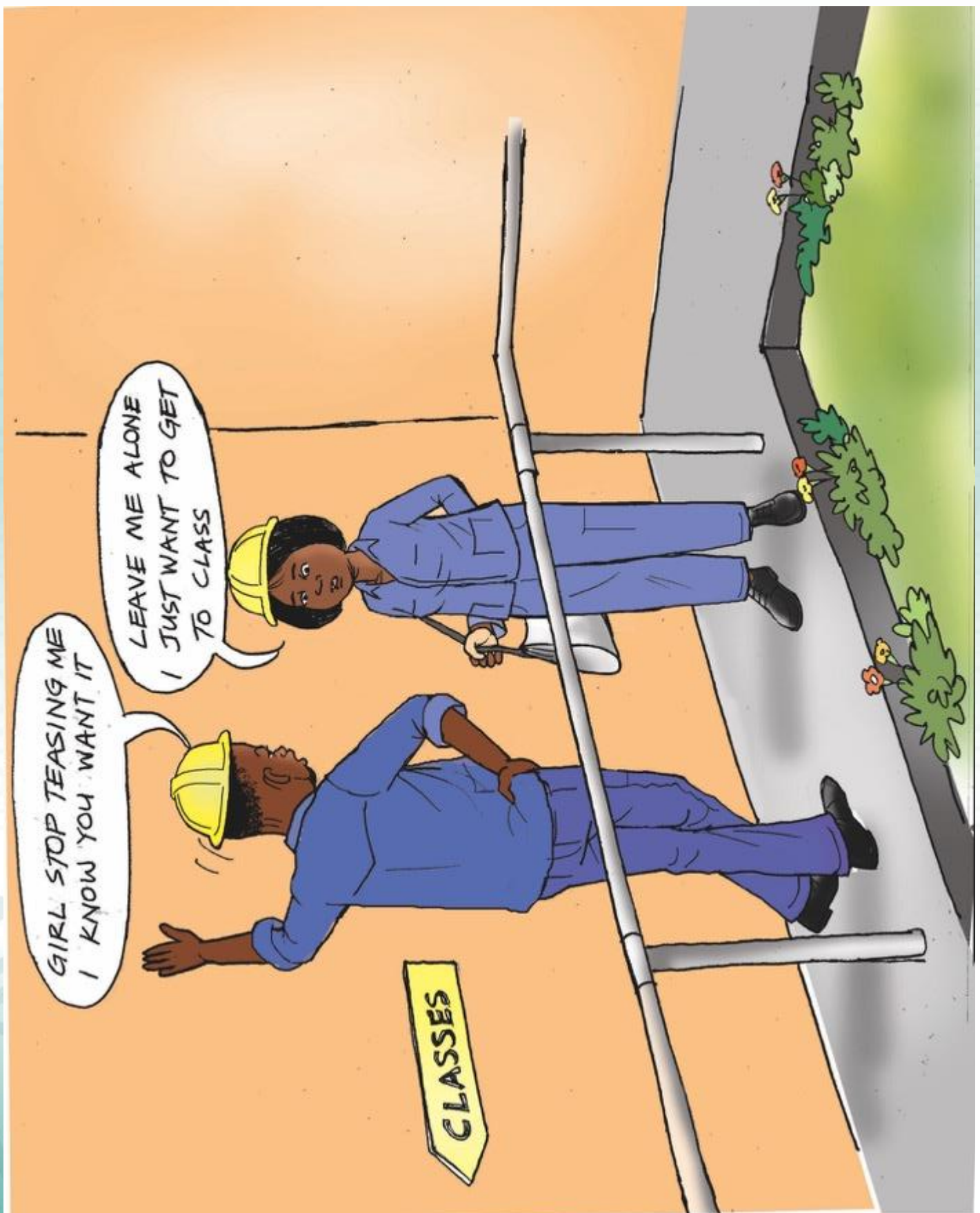


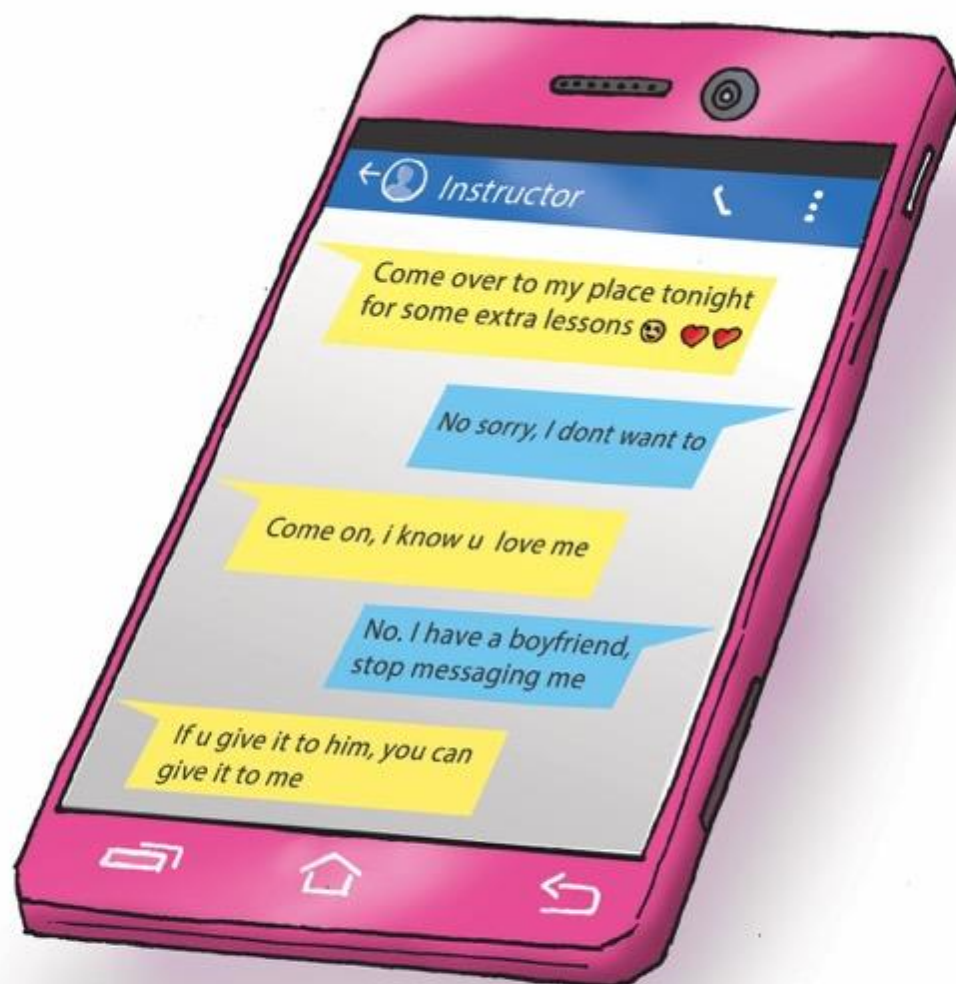
Sexual violence cartoon 3













ANNEX 9 (FOR SESSION 23): CARTOONS – WHAT IS CONSENT?

The following cartoons are provided for running session 18. Detach the cartoons from this document and use as hand-outs for the session. If you need to split into multiple session groups then please photocopy the materials. The cartoons should be returned to the Guide for future use.

- Consent cartoon 1 - Wearing revealing clothes is NOT consent
- Consent cartoon 2 - Having had sex in the past is not consent to have sex in the present
- Consent cartoon 3 - Not saying 'no' does not mean that a person is consenting to sex (a person who is not mentally or physically able to say 'yes' or 'no' cannot give consent to have sex – for instance a person who is too scared to move or speak, under the influence of drugs or alcohol, or asleep)
- Consent cartoon 4 - Saying 'maybe' or "I'm not sure" is not consent to have sex
- Consent cartoon 5 - Saying 'yes' and then changing their mind is not consent to have sex

Consent cartoon 1





Consent cartoon 3







