

TVET Reform Support Programme in Pakistan

Curriculum for Housemaids

(2nd draft, 07/04/2012)



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1. Introduction

The duration of the course for housemaids is three months (6 days a week, 3 hours per day). The total hours of this course are 216 contact hours.

The entry qualification is an age minimum of 20 years (20 plus). Women who are willing to learn will be admitted, with preference to those who can read and write. Teaching will take place in the mother tongue of the participants.

As this course focuses on practical skills not more than 50 % of the contact hours should be used for theoretical teaching.

For practical teaching the following learning places are needed:

- Training bathroom
- Training kitchen
- Training laundry

The curriculum contains a list with all the material which is needed for practical exercises. As a single course should not have more than 25 participants (otherwise the practical exercises cannot be supervised sufficiently) all the material was calculated on the base of 25 course participants.

The course contains 14 modules. At the end of each module a short revision and assessment should take place. This revision and assessment should focus on practical skills. A final assessment should take place at the end of the course. For this final assessment 9 hours have been calculated. As the course comprises 3 hours per day this means three course days for assessment. Possible methods of assessment can be found in a summary within this curriculum.

If a course participant is unable to take part in a module he can participate in that module later to finalize the qualification.

The previous knowledge of the participants is low. Some of the participants will be (partly) illiterate. Due to this fact and due to the fact that the job as a housemaid is practice oriented the final assessment should be practice oriented as well. A waste of resources and a waste of time for the course participants should be avoided. Because of that the

teacher should supervise the learning achievements of the participants during the course.

When severe learning problems appear the teacher should talk with the participant concerned. The teacher should give advice and special support to that learner. If it becomes obvious that this learner cannot work as a house maid because of severe learning difficulties this learner should leave the course. Because of this permanent supervision, the learner centered methods of training and the learning support the dropout rate at the end of the course should be low.

By his teaching a teacher comes into much closer contact to the student than any curriculum developer. He will discover special needs of his students. To react flexible according to the needs of his students the curriculum contains four contact hours which can be used by the trainer flexibly. The learning content of these flexible hours should be selected by the trainer within his own responsibility.

2. Job profile: Housemaid

Name of course:

Empowerment of housemaids

Overall objective of course:

The overall objective of this course is to enable young and mostly illiterate women to work in a household as housemaid. She will become able to perform routine household tasks without permanent supervision. She will be able to show appropriate behavior in different contexts and to maintain a healthy and safe environment. Proper use of different household machines is an objective of the course. The organization and basic preparation of food is another objective of the course; it is combined with a lot of practical training in this field. The future housemaid will learn how to dispose household waste appropriately. She will maintain and launder clothes and household linen. Very basic healthcare can be provided by the housemaid and she will respond to emergencies appropriately. It is intended to improve her communication skills. She will be able to bathe (shower) and dress elderly household members. She will also be enabled to feed elderly household members.

Competences gained after completion of course:

After having attended the course successfully the course participant can work in a household as housemaid. She performs routine household tasks without permanent supervision. She shows appropriate behavior in different contexts and maintains a healthy and safe environment. The housemaid can use different household machines appropriately. She has the qualification to organize and to prepare basic food.

The housemaid disposes household waste appropriately. She maintains and launders clothes and household linen. Very basic health is provided by the housemaid and she responds to emergencies appropriately. Her communication is clear and understandable. She bathes (showers) and dresses elderly household members. She can also feed elderly household members.

It must be emphasized that the housemaid has got a basic training of 216 hours. More complicated tasks (which need a much longer training period) are not included in the course programme.

Job opportunities available immediately and in the future:

Housemaids will have the knowledge and the technical experience which is necessary to perform a wide variety of household routine work in private households and in public institutions (hospitals, canteens, hotels etc.) as well. They are familiar with the work in a kitchen, a laundry etc. They can contribute to public health by following rules and procedures for occupational health and hygiene. They can support elderly people. There will be job opportunities in the private sector and in the public sector. This course will support trainees in getting the qualification for these jobs. Basic qualifications for self employment should be achieved by attending this course.

3. Overview about the curriculum for housemaids

Module Title and Aim	Learning Units	Duration
Module 1 „Duties and rights at the workplace“:	LU1: LU2: LU3:	2 hrs 2 hrs 2 hrs ----- 6 hrs
Module 2 „Mathematical concepts and techniques within a household“: Use mathematical concepts and techniques within a household; the aim is that the learner will be able to apply simple mathematical concepts and techniques while performing household work.	LU1: Identify mathematical tools and techniques to solve problems LU2: Apply mathematical procedure/solution LU3: Analyze results LU4: Shop for household provisions LU5: Determine household provisions	6 hrs 6 hrs 2 hrs 6 hrs 2 hrs ----- 22hrs
Module 3 „Appropriate behavior in different contexts“: Show appropriate behavior in different contexts; the aim is that the learner behaves appropriately in different situations of social life.	LU1: Walking on roadside and commuting by public transport LU2: Work ethics LU3: Dressing and cleanliness	6 hrs 4 hrs 4 hrs ----- 14hrs
Module 4 „Healthy and safe environment“: Maintain a healthy and safe environment; the aim is that the learner contributes to the maintenance of a healthy and safe environment.	LU1: Maintain a clean and hygienic environment LU2: Provide a safe environment LU3: Use different cleaning techniques appropriately	4 hrs 6 hrs 6hrs ----- 16hrs
Module 5 „Use of household equipment and household machines“: Use different types of household equipment and household machines appropriately; the aim is that the learner uses different types of household equipment and household machines appropriately.	LU1: Use household machines appropriately LU2: Use household equipment and little machines appropriately	6 hrs 6 hrs ----- 12 hrs

Module Title and Aim	Learning Units	Duration
Module 6 „Organization and basic preparation of food“: Assist in the organization and basic preparation of food; the aim is that the learner organizes the preparation of food and prepares (basic) food.	LU1: Organize ingredients LU2: Prepare ingredients LU 3: Cook ingredients LU4: Prepare ingredients by other methods of heating LU5: Prepare salads and juices	4 hrs 6 hrs 12hrs 8 hrs 6 hrs ----- 36hrs
Module 7 „Household waste“: Dispose of household waste; the aim is that the learner will be able to dispose household waste appropriately.	LU1: Store waste LU2: Dispose of waste	4 hrs 2 hrs ----- 6 hrs
Module 8: „Household clothes and household linen“: Maintain and launder clothes and household linen; the aim is that the learner will be able to maintain and launder clothes and household linen.	LU1: Clean and wash clothes and household linen LU2: Press clothes and linen LU3: Maintain and store clothes and linen	4 hrs 4 hrs 6 hrs ----- 14hrs
Module 9 „Basic health care“: Provide basic health care; the aim is that the learner provides basic health care.	LU 1: Implement procedures for infection control and prevention LU2: Recognize and respond to signs of potential illness LU 3: Administer medication with guidelines	4 hrs 4 hrs 4 hrs ----- 12 hrs

Module Title and Aim	Learning Units	Duration
Module 10 „Emergencies“: Respond to emergencies; the aim is that the learner responds to emergencies appropriately.	LU1: Recognize respiratory emergencies and react appropriately	4 hrs
	LU2: Recognize the risk of wounds and bleeding and react appropriately	4 hrs
	LU3: React adequately in cases of emergency which can happen during household work	6 hrs
	LU4: React adequately in cases of injuries by open fire, hot fluids and gas poisoning	4 hrs
		----- 18hrs
Module 11 „Clear communication“: Communicate clearly to complete household tasks; the aim is that the learner applies a clear and socially adapted communication style in all relevant situations.	LU1: Demonstrate social and work etiquette	4 hrs
	LU2: Deal effectively with strangers	2 hrs
	LU3: Make and answer phone calls	2 hrs
		----- 8 hrs
Module 12 „a) Elderly householdmembers“: Bathe (shower) and dress elderly household members; the aim is that the learner bathes (showers) and dresses elderly household members appropriately	LU 1: Prepare bath/shower	2 hrs
	LU 2: Assist with bathing and giving a shower	2 hrs
	LU 3: Assist to dry and dress the older person	2 hrs
		----- 6 hrs
Module 13 „b) Elderly householdmembers“: Feed elderly household members; the aim is that the learner feeds elderly household members adequately	LU 1: Prepare elderly people for eating	2 hrs
	LU 2: Provide food for elderly people	6 hrs
	LU 3: Tidy up after meal	2 hrs
		----- 10 hrs

Module Title and Aim	Learning Units	Duration
Module 14 „Sexual harassment“:	LU1: Identify risks for sexual harassment	3hrs
	LU2: Recognize legal rights and apply them	3hrs
	LU3: Behave adequately in case of threatening situations caused by sexual harassment	3hrs ----- 9hrs

14 Modules: 189hrs

One hour for assessment and revision per module: 14hrs

Four hours as flexible hours, learning elements selected by the trainer:

4hrs

Final assessment and revision:

9 hrs

216 hrs

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4. Teaching and learning guide “housemaids”

4.1 Module Title: Duties and rights at the workplace

Objective of the module: This module is about legal aspects of the work as a housemaid. It covers knowledge, skills and attitudes required to understand duties and rights at the workplace. At the end of the module the learner will be able to fulfill its legal duties at the workplace and will be able to secure his rights.

Duration: 6 hrs Theory: 2 hrs

Practice: 4 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1:			2 hrs		

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2:			2 hrs		

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
			2 hrs		

4.2 Module Title: Use mathematical concepts and techniques within a household

Objective of the module: This module covers the knowledge, skills and attitudes required in the application of mathematical concepts and techniques within a household. At the end of the module the learner will be able to apply simple mathematical concepts and techniques within a household.

Duration: 22hrs Theory: 10hrs

Practice: 12hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Identify mathematical tools and techniques to solve problems	The learner will be able 1.to identify simple mathematical problems 2. to select the adequate mathematical technique to solve the problem	1. Four fundamental mathematical operations 2. Steps in solving a calculation problem 3. Conversion 4. Measurement	6 hrs	Manuals or hand outs, conversion table, measuring tools	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Apply mathematical procedure/solution	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. apply a mathematical techniques based on the problem identified 2. perform mathematical computations to the level of accuracy required for the problem 3. determine and verify results of basic mathematical computation 	<ol style="list-style-type: none"> 1. problem based questions 2. Estimation 3. Use of mathematical tools (calculator) 4. Mathematical techniques: addition, subtraction, multiplication, division, rule of three 	6 hrs	Manuals or hand outs, calculator, case problems	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Analyze results	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. review results of application based on expected outcome 2. to act appropriately in case of error 	<ol style="list-style-type: none"> 1. Four fundamental operations 2. Steps in solving a problem 3. Conversion 4. Measurement 	2 hrs	Manuals or hand outs, problem set, conversion table, calculator, measuring tools	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 4: Shop for household provisions	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. identify the required amounts of household items in weight and/or other measures 2. calculate expected price based on price per kilo, or other nominated measure 3. purchase household products according to itemized shopping list 4. settle bills and confirm correct change is received 	<ol style="list-style-type: none"> 1. Knowledge of currency – denomination and counting 2. Weights when purchasing food 3. Writing or designing of a shopping list 4. Application of mathematical techniques: addition, subtraction, multiplication, division, rule of three 	6 hrs	Manuals or hand outs, calculator, case problems, household items, scales, Pakistani rupees in different denominations, forms for receipts	Classroom, excursion for buying household provisions

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 5: Determine household provisions	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. identify the weekly provision requirements for the household 2. determine monthly household requirements against household budget 3. calculate amounts of additional provisions required for special occasions 	<ol style="list-style-type: none"> 1. Four fundamental operations 2. Average prices for requirements 3. Comparing and negotiating of prices 	2 hrs	Manuals or hand outs, problem set, price lists	Classroom

4.3 Module Title: Show appropriate behavior in different contexts

Objective of the module: This module covers the knowledge, skills and attitudes required to behave appropriately in different social contexts. At the end of the module the learner will be able to behave appropriately in different situations of social life.

Duration: 14hrs Theory: 6hrs

Practice: 8hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Walking on roadside and commuting by public transport	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. pay attention to the traffic while walking on the roadside 2. estimate the risks by fast driving vehicles realistically 3. will follow the traffic rules and will be aware that not all drivers of vehicles follow the rules 4. understand the risks of using overcrowded and technically unreliable means of public transport 5. plan a journey by different means of public transport 	<ol style="list-style-type: none"> 1. Dangerous participants in road traffic 2. Effects of high speed vehicles: braking distances, damages caused by collisions with different speed levels 3. Basic traffic rules 4. Risks of unsafe vehicles of public transport 5. Timetables and routes 	6 hrs	Traffic signs (e. g. as a drawing), videotapes demonstrating effects of accidents caused by high speed and careless behavior, pictures of overcrowded and dangerous vehicles for discussing the risks, timetables (e. g. from railway lines) and maps with routes of public transport	Classroom (excursion to a place with typical traffic problems)

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Work ethics	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. be punctual at his workplace 2. regard punctuality as a sign of respect 3. show respect to the privacy of his employers 4. understand the importance of confidentiality 5. keep secrets concerning his employer 	<ol style="list-style-type: none"> 1. Punctuality as part of the duties of work 2. Possible consequences of being too late and being too early 3. Respectful behavior 4. Professional secrecy as legal obligation 	4 hrs	Work sheets, case problems which show consequences of inappropriate behavior, videotapes/DVDs with examples for good behavior	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Dressing and cleanliness	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. dress himself adequately according to the situation concerned 2. understand that different clothes fit to different occasions 3. show respect to his working environment by following the dress code of the household 4. apply personal hygiene according to standards of hygiene and aesthetics 5. brush his teeth and to apply oral hygiene appropriately 6. select appropriate hairstyles 	<ol style="list-style-type: none"> 1. Dresses as a part of appropriate cultural behavior 2. Dresses and its influence on social perception 3. Different dresses in different situations 4. Dental hygiene 5. hairstyle and haircut 	4 hrs	Samples of different clothes, pictures with people who wear dresses for different occasions, case problems which show misunderstandings caused by inappropriate dressings, video-tapes/DVDs/catalogues with examples of appropriate dressing	Classroom

4.4 Module Title: Maintain a healthy and safe environment

Objective of the module: This module covers the knowledge, skills and attitudes required to maintain various aspects in home maintenance taking into consideration healthy and safe environment. At the end of the module the learner will be able to contribute to the maintenance of a healthy and safe environment.

Duration: 16hrs Theory: 6hrs Practice: 10hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Maintain a clean and hygienic environment	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. use suitable cleaning agents, tools, and equipment in accordance to established procedures 2. follow infection control procedures according to established rules 3. maintain adequate ventilation, lighting and health cooling 4. adhere to personal hygiene/health procedures at all times 5. to clean beddings and beds according to health and hygiene requirements 	<ol style="list-style-type: none"> 1. Regulations on safety health and hygiene 2. Hazards identification and risk reduction strategies 3. Personal hygiene 4. Environment protective behavior 4. Spread of infectious diseases 5. disinfecting nappy changes areas 6. Washing floors and disinfecting toilet areas 	4 hrs	Cleaning materials (detergents, soap, brushes, brooms, mops, rags, glass wiper or squeegee), vacuum cleaner, disinfectants, beds, beddings (blankets, draw sheets or disposable draw sheets, cotton draw sheets, pillow and pillow cases)	Classroom or separate training room with materials required

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Provide a safe environment	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. select, check and maintain equipment to ensure safety 3. check area to avoid accidents 4. pay attention to fire exits and will keep them unobstructed 5. store cleaning materials safely 	<ol style="list-style-type: none"> 1. Potential hazards to children 2. Risk minimization strategies 3. Vacuuming/sweeping floors to remove small dangerous subjects 4. Prevention of infectious diseases 	6 hrs	Covers on electrical socket, fire exits and fire extinguisher, cleaning material, hand-outs/manuals	Classroom with material required

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Use different cleaning techniques appropriately	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. clean windows appropriately 2. use adequate techniques for cleaning carpets 3. practice dry and wet cleaning of floors 4. polish furniture without doing any harm to the veneer 5. discover „hidden“ dust and to maintain a „dustfree“ environment 	<ol style="list-style-type: none"> 1. detergents and instruments for cleaning windows 2. different types of carpets and fitted carpets and different cleaning methods 3. cleaning techniques for floors including „two-bucket-technique“ 4. polish fluids and pens for furniture 5. dust cleaning by cloth and vacuum cleaner 	6 hrs	Detergents for window cleaning, wipers, carpet beaters, buckets, mops, brooms, handbrushes, dustpans, cleaning rags, polish fluids and pens for furniture, polishing rags, dust cloths, vacuum cleaner	Classroom with material required

4.5 Module Title: Appropriate use of different types of household equipment and household machines

Objective of the module: This module covers the knowledge, skills and attitudes required to use different types of household equipment and household machines appropriately. At the end of the module the learner will be able to use different types of household equipment and household machines appropriately.

Duration: 12 hrs Theory: 4 hrs Practice: 8 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Use household machines appropriately	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. clean cameras and recorders without damaging them 2. use air condition adequately and to clean the surface parts of an air condition 3. arrange regular maintenance of air conditions according to the employer's wishes 4. handle a vacuum cleaner and to provide it with all necessary attachments 5. defrost and to clean refrigerators and freezers 	<ol style="list-style-type: none"> 1. Importance and sensitivity of camera lenses 2. Cleaning equipment for cameras 2. Application of cleaning equipment for recorders 3. Parts of an air condition 4. Risk of spreading diseases by air conditions 5. Vacuum cleaner and its different applications 6. Use of refrigerators and freezers 	6 hrs	Camera, DVD-player or recorder, air condition, fully equipped vacuum cleaner, refrigerator, freezer	Classroom with material required; air condition should be demonstrated at places where they are in regular use

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Use household equipment and little machines appropriately	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. handle a microwave oven 2. use a mixer adequately and to clean its parts properly 3. use a coffee machine according to the employer's wishes 4. use a toaster 5. handle an electric kettle 6. use a gas boiler and to use an electric boiler 	<ol style="list-style-type: none"> 1. Function of a microwave oven 2. Security advices concerning microwave 3. Mixer and its parts 4. Different types of coffee machines and coffee 5. Function of a toaster 6. Electric kettles and their risks 7. Function and risks of different types of boilers 	6 hrs	Microwave oven, mixer, coffee machines, filters for coffeemachines, coffee, toaster, toastbread, electric kettles	Classroom with material required; boilers should be demonstrated at places where they are in regular use

4.6 Module Title: Assist in the organization and basic preparation of food

Objective of the module: This module is about assisting in the organization and basic preparation of food. It covers knowledge, skills and attitudes required to organize the preparation of food and to prepare food. At the end of the module the learner will be able to organize the preparation of food and to prepare (basic) food.

Duration: 36hrs Theory: 10hrs

Practice: 26hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Organize ingredients	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. identify ingredients correctly, according to recipe or direction 2. ensure that ingredients are fresh and are not spoilt in any way 3. prepare ingredients according to the correct quantity, type and quality required 4. measure quantities according to recipe requirements 5. store ingredients appropriately and to apply the cold chain 	<ol style="list-style-type: none"> 1. basic overview about different types of food 2. Use and characteristics of a range of kitchen equipment used for the preparation of food 3. Identification of fresh and rotten food 4. Importance of the cold chain 5. Cold chain and load shedding 	4hrs	Kitchen equipment, samples of food, scales, measuring cups, cupboards, refrigerators, freezers	Training kitchen

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Prepare ingredients	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. wash ingredients that require cleaning according to health and hygiene requirements 2. peel and cut ingredients according to quantities required by recipe 3. sift or otherwise treat ingredients as required by recipe 4. add ingredients in the correct order and timing according to the demands of the recipe 5. mix ingredients using the correct equipment and method as required by the recipe 	<ol style="list-style-type: none"> 1. Principles and practices of hygiene related to working in a kitchen, including suitable dress 2. Safe work practices, particularly in relation to bending, lifting and using cutting implements, heated surfaces and other equipments which carry risk of burns 3. Waste minimization techniques and environmental considerations in specific relation to the preparation of food 	6hrs	Kitchen equipment, suitable dresses for kitchen work, samples of food, video tapes for demonstrating safe work practices	Training kitchen

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Cook ingredients	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. use various basic cookery methods correctly to prepare dishes 2. complete the cooking in a safe and logical manner 3. identify problems with the cooking process promptly and take corrective action 4. wash dishes correctly 5. clean the kitchen professionally 	<ol style="list-style-type: none"> 1. Safe work practices, particularly in relation to bending, lifting and using cutting implements, heated surfaces and other equipments which carry risks of burns 2. Use and characteristics of a range of kitchen equipment used for the required method of cookery 3. Use of gas cookers, electric cookers, microwave oven and open fires 	12hrs	<p>Samples of food for cooking, cookers, dishwasher, video tapes for demonstrating safe cooking procedures, oven cloths, dishcloths, dishwashing detergents,</p> <p>This LU is very practice-orientated; sufficient consumable supplies are quite important</p>	Training kitchen

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 4: Prepare ingredients by other methods of heating	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. use various basic bakery methods correctly to prepare breads and cakes 2. use an electric oven for preparing dishes 3. use an gas oven for preparing dishes 4. understand and apply the grill function of electric ovens/gas ovens 5. understand the differences among cooking, boiling and steaming and its effects on ingredients 6. steam ingredients appropriately 7. clean ovens professionally 	<ol style="list-style-type: none"> 1. Safe work practices, particularly in relation to ovens 2. Use and characteristics of a range of kitchen equipment used for the required methods of baking 3. Use of gas ovens and electric ovens 4. Baking procedures 5. Advantages of steaming towards the quality of food ingredients 6. Materials for oven cleaning 	8 hrs	<p>Samples of food for baking, video tapes for demonstrating safe baking procedures, oven cloths, dishwashing detergents, brushes, sponges, aluminium foils</p> <p>This LU is very practice-orientated; sufficient consumable supplies are quite important</p>	Training kitchen

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 5: Prepare salads and juices	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. apply the special needs for hygiene in the context of non-cooked food 2. produce different types of dressings 3. produce different types of salads 4. understand the risks of pesticides on fruit surfaces and to clean fruits properly 5. produce fruit juices by mechanical and electrical fruitpresses 6. clean fruitpresses/juicers professionally 	<ol style="list-style-type: none"> 1. Safe work practices, particularly in relation to the preparation of salads and the handling of fruitpresses 2. Use and characteristics of a range of kitchen equipment used for the required methods of preparation of salads 3. Ingredients of dressings 4. Preparing vegetables and fruits for salads 5. Mechanical and electrical fruitpresses 6. Cleaning of mechanical and electrical fruit presses 	6hrs	<p>Samples of food for preparing salads and juices, bowls, ingredients for dressings, fruitpresses/juicers, dishwashing detergents, brushes, sponges, pictures or videotapes/DVDs about risks of pesticides</p> <p>This LU is very practice-orientated; sufficient consumable supplies are quite important</p>	Training kitchen

4.7 Module Title: Dispose of household waste

Objective of the module: This module covers the knowledge, skills and attitudes required to dispose household waste in an appropriate manner. At the end of the module the learner will be able to dispose household waste appropriately.

Duration: 6 hrs Theory: 2 hrs Practice: 4 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Store waste	The learner will be able 1.to collect and sort waste according to whether it is recyclable, toxic or degradable 2. store waste safely away from the household to prevent smell and the spread of diseases 3. to prevent pests from entering the waste storage area	1. Various household waste (degradable/non-degradable) 2. Segregating waste and maintaining it separately 3. Safe pest control methods	4 hrs	Cleaned samples of different types of waste for demonstration, garbage bags and rubbish bins, insecticides, instructions for the correct use of insecticides, videotapes and pictures for demonstrating side effects of insecticides and for showing pests	Classroom with materials required

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Dispose of waste	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. arrange waste collection and ensure it is collected in a timely manner 2. clean the area where the waste was stored in 3. treat the waste storage area for pests if necessary 	<ol style="list-style-type: none"> 1. Persons/agencies for collection of waste and its disposal 2. Information about dumping places where the waste can be disposed off 3. Environmental issues concerning the disposal of household waste 	2 hrs	Hand outs with addresses of waste collectors and dumping areas, insecticides, videotapes about environmental problems caused by waste	Classroom with materials required

4.8 Module Title: Maintain and launder clothes and household linen

Objective of the module: This module is about maintaining and laundering clothes and household linen. It covers knowledge, skills and attitudes required to maintain and launder clothes and household linen. At the end of the module the learner will be able to maintain and launder clothes and household linen.

Duration: 14 hrs Theory: 4 hrs Practice: 10 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Clean and wash clothes and household linen	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. read labels regarding the instruction for washing and cleaning 2. sort clothes and linen into groups for required laundering method 3. select and apply correct cleaning agents or chemicals for specific fabrics, in accordance with manufacturer's recommendations and safety procedures 4. select and apply correct laundering methods according to fabrics and fabric care requirements 5. dry clothes and linen according to fabric care requirements 	<ol style="list-style-type: none"> 1. Different types of clothes and linen 2. Types of detergents 3. Type of water (hot/cold, hardness grades) 4. Operation of washing machines 5. Operation of dryer 	4 hrs	Washing machines, dryers, detergents, samples of different clothes, labels with instructions, drawings for demonstration of different washing and cleaning symbols	Training laundry (alternatively the washing machines and dryers could be installed in the training kitchen or in the training bathroom)

	6. inspect laundering and drying equipment for any faults and repair				
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Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
U 2: Press clothes and linen	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. prepare clothes for pressing according to household needs and fabric care instructions 2. ensure that temperatures are set to protect fabric from burning while removing creases 3. identify stains if any and treat them properly 4. press clothes professionally 5. present clothes in a manner which is preferred by the household 6. store pressing equipment properly and safely 	<ol style="list-style-type: none"> 1. Special measures to remove stains before ironing 2. Different types of iron 3. Temperatures for ironing of different materials 4. Removing creases 5. Pressing technique 	4 hrs	Irons, ironing boards, clothes for ironing, stain remover	Training laundry (alternatively the ironing equipment could be used in the training kitchen or in the training bathroom)

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Maintain and store clothes and linen	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. air clothing and linen on a regular basis to ensure the quality is maintained 2. store linen and clothing in the correct location and to use adequate methods to protect linen and clothing 3. make minor adjustments to garments as required 	<ol style="list-style-type: none"> 1. Various kinds of chemicals/herbs/preservatives for keeping insects out of clothing and linen 2. Storage devices (cupboards, drawers, boxes hangers) 3. Simple needle work 	6 hrs	Cupboard with drawers, boxes, hangers, samples of clothes, scissors, needles, thread	Training laundry (alternatively the cupboard etc. could be stored and used in the training kitchen or in the training bathroom)

4.9 Module Title: Provide basic health care

Objective of the module: This module covers the knowledge, skills and attitudes required to provide basic health care which includes various aspects of disease control and prevention. At the end of the module the learner will be able to provide basic health care including various aspects of disease control and prevention.

Duration:12 hrs Theory: 6 hrs

Practice: 6 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Implement procedures for infection control and prevention	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. apply guidelines for children and others suffering from infectious diseases 2. implement hygiene and health principles in care practice 3. apply disinfection and cleaning rules properly 4. remove body waste products according to hygiene guidelines 	<ol style="list-style-type: none"> 1. Guidelines for infection control 2. Disease spread and transmission 3. Hand washing procedures and techniques 4. Use of disposable gloves and protective aprons 5. Cleaning of utensils after use 6. Regular disinfecting of soft toys 7. Removal of body waste products (e. g. Feces, urine, saliva, vomit) and disinfection of affected area 	4 hrs	Disposable gloves, protective aprons or gowns, soap and water, hand towel and paper towels, cleaning equipment, disinfectant (e.g. isopropanol)	Training bathroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Recognize and respond to signs of potential illness	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. report signs of potential illness 2. inform clients and relatives as soon as possible 3. control temperature and pulse 	<ol style="list-style-type: none"> 1. Common childhood diseases – recognition and management strategies 2. Report incidents 3. Thermometer and its application 4. Pulse measurement 	4 hrs	Video tapes for demonstration, pictures for demonstration, watches, thermometer, handouts or manuals	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Administer medication with guidelines	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. administer medication according to legislative requirements 2. store medication according to requirements 3. to check medication for name, instruction of use and date 4. understand the risk of overdosing, wrong application and irregular intake 5. understand the special risks of medicines for pregnant women and children 	<ol style="list-style-type: none"> 1. Legislative guidelines 2. Rules for storage of medicine 3. Overview about side effects, contraindication, overdosing, expiry dates, cold chain 4. Ways of application of medicine 5. Medicine and pregnancy 	4 hrs	Samples of medicines, patient package inserts, videotapes about risks of medicine, medicine cabinet	Classroom with materials required

4.10 Module Title: Respond to emergencies

Objective of the module: This module covers the knowledge, skills and attitudes required to respond to emergencies including emergency measures that can be administered effectively. At the end of the module the learner will be able to respond to emergencies including emergency measures that can be administered effectively.

Duration: 18hrs Theory: 8hrs Practice: 10hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Recognize respiratory emergencies and react appropriately	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. recognize signs and symptoms of a patient with respiratory difficulties 2. identify asthma symptoms 3. use the head tilt technique for opening the airway 4. recognize the signs of choking and to take the appropriate steps to clear the airway obstruction 	<ol style="list-style-type: none"> 1. function of respiration 2. regular breathing 3. Asthma 4. Parts of the upper respiratory system 5. Head tilt technique 6. Relief of a foreign body airway obstruction 	4 hrs	Dummy for training, videotapes, drawings for demonstration	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Recognize the risks of wound and bleeding and react adequately	The learner will be able to 1. control bleedings by changing the position of a limb and by using pressure 2. apply pre-packed sterile dressings to various body sites 3. apply bandages to various body sites 4. treat nose bleeding	1. function of blood (simplified overview) 2. pressure points for the stopping of bleeding 3. elevation of a limb and its influence on bleeding 4. simple bandage techniques 5. simple measures for stopping nose bleeding	4 hrs	Pre-packed sterile dressings, bandage material, videotapes, drawings for demonstration	Classroom with materials required

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: React adequately in cases of emergency which can happen during household work	The learner will be able to 1. demonstrate the position used to treat people suffering from unconsciousness 2. manage a patient safely who is in contact with a live electrical source	1. lateral position 2. isolating material 3. function of fuses 4. harmful effects of electricity	6 hrs	Blankets, basic electric equipment for demonstrating isolating and non isolating material, fuses, material for demonstrating corrosive effects, pre-packed sterile ban-	Classroom with materials required

	<p>3. handle a patient appropriately who has been in contact with a live electrical source</p> <p>4. differentiate between a harmful, corrosive and toxic chemicals</p> <p>5. handle the initial treatment of acid and alkaline burns</p> <p>6. handle the initial treatment of poisoning by household chemicals</p> <p>7. handle the initial treatment of acid and alkaline eye burn</p>	<p>5. acid and alkaline solutions</p> <p>6. effects of dilution and neutralization</p> <p>7. sterile bandages</p> <p>8. basic rules for initial treatment of poisoning</p> <p>9. eye irrigation and eye bandages</p>		<p>bandage material, videotapes for demonstrating electrical incidents and their treatment, videotapes for demonstrating the treatment of poisoning and corrosive effects, videotapes about eye irrigation, drawings for demonstration including symbols for corrosive and poisonous fluids</p>	
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Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 4: React adequately in cases of injuries by open fire, hot fluids and gas poisoning	<p>The learner will be able to</p> <p>1. handle victims of open fire</p> <p>2. suffocate open fire by adequate means (blankets,</p>	<p>1. burns by open fire and by hot fluids</p> <p>2. suffocating means as blankets and fire extinguisher</p>	4 hrs	Blankets, fire extinguisher, pre-packed sterile bandage material, videotapes for demonstrating for demonstrating the correct use of fire, case reports	Classroom with materials required

	<p>fire extinguisher)</p> <p>3. avoid infections of burns</p> <p>4. to differentiate the effects of open fire and hot fluids</p> <p>5. pay attention to the correct use of gas fire, coal and wood fire</p> <p>6. avoid poisoning by carbon monoxide</p> <p>7. avoid own risks while rescuing victims of gas poisoning</p>	<p>3. risks of water while extinguishing fires caused by burning fluids</p> <p>4. infections as risks and side effects of burns</p> <p>5. risks of carbon monoxide</p> <p>6. need of fresh air while using fire</p> <p>7. self protection while rescuing victims of gas poisoning</p>		<p>about poisoning by carbon monoxide, drawings for demonstration of reasons for poisoning by carbon monoxide</p>	
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4.11 Module Title: Communicate clearly to complete household tasks

Objective of the module: This module covers the knowledge, skills and attitudes required to communicate clearly for completing household tasks. At the end of the module the learner will be able to apply a clear and socially adapted communication style in all relevant situations.

Duration: 8 hrs Theory: 4 hrs Practice: 4 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Demonstrate social and work etiquette	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. follow the communication style of different household employers 2. receive guests according to the expectation of the household employer 3. greet and farewell people in an appropriate manner 4. to communicate requests, clarifications and questions in a clear and respectful manner 	<ol style="list-style-type: none"> 1. Cultural understanding related to different types of household communication 2. Etiquette styles for different situations 3. Does and don'ts of dealing with strangers 	4 hrs	Manuals or hand outs, video tapes for demonstrating different communication styles and different situations of communication	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Deal effectively with strangers	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. communicate with strangers according to employer's instruction 2. provide only information approved by employer 3. ensure that strangers leave the premises as requested, without putting self at risk 	<ol style="list-style-type: none"> 1. different communication styles 2. Confidentiality 3. Does and don'ts of dealing with strangers 4. Emergency procedures in case of being threatened 	2 hrs	Manuals or hand outs, case problems, video tapes for demonstrating difficult situations of communication and for demonstrating deescalating behavior	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Make and answer phone calls	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. answer and end phone calls in a courteous and professional manner 2. speak clearly and listen actively 3. clarify information and record information correctly whenever necessary 4. contact correct authorities in case of emergency and provide the required information 	<ol style="list-style-type: none"> 1. Numbers of emergency services and important phone numbers 2. Information which is needed in case of emergency 3. Etiquette styles for different situations 4. Active listening and assertiveness 	2 hrs	Manuals or hand outs, problem set, telephones or mobiles	Classroom

4.12 Module Title: Bathe (shower) and dress elderly household members.

Objective of the module: This module covers the knowledge, skills and attitudes required to bathe (shower) and to dress elderly household members. At the end of the module the learner will be able to bathe (shower) and to dress elderly household members appropriately.

Duration: 6 hrs Theory: 2 hrs

Practice: 4 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Prepare bath/shower	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1.ensure that the elderly person is at a safe place while organizing required items 2. test temperature of water and ensure water is at the temperature preferred by the elderly person 3. confirm that towels and all other items required before and after the bath are available 	<ol style="list-style-type: none"> 1. Hazards for elderly people while left alone 2. Safety rules for placing old people 3. Influence of hot and cold water on the body 4. Bath essences, soaps and skin-care products 	2 hrs	Thermometer, towels, brushes, bath essences, soaps, skin-care products	Training bathroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Assist with bathing and giving a shower	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. protect privacy while assisting the older person to undress 2. assist the older person to get into the bath/shower safely and to achieve best position for safety 3. gently soap and sponge down the older person and to encourage to relax and feel safe 4. rinse soap off ensuring that no soap enters the eyes 5. assist the older person out of bath/shower or wet area and provide towel ensuring that the person does not slip 	<ol style="list-style-type: none"> 1. Right of the aged to personal privacy 2. How to hold a person safely 3. Using washcloths appropriately 	2 hrs	Thermometer, towels, brushes, bath essences, soaps, skin-care products, wash cloths	Training bath-room

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Assist to dry and dress the older person	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. assist in drying the older person 2. apply different skin-care products 3. assist the older person to put on clothes while interacting 4. help to do up zips, buttons and laces when necessary 	<ol style="list-style-type: none"> 1. The nature of common bathroom hazards 2. Advantages and disadvantages of different skin-care products 3. Restricted motor functions of some older people 	2 hrs	Towels, skin-care products, stool	Training bathroom

4.13 Module Title: Feed elderly household members

Objective of the module: This module covers the knowledge, skills and attitudes required to feed elderly household members according to their needs. At the end of the module the learner will be able to feed household members according to their needs.

For taking part in this module the learner should have attended the module “Assist in the organization and basic preparation of food”.

Duration: 10 hrs Theory: 4 hrs Practice: 6 hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Prepare elderly people for eating	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. maintain the dignity of elderly persons during the process of feeding 2. clean the eating area and to remove all hazards 3. ensure chairs or other seating options are safe for the elderly person 4. check that the elderly person is sitting comfortably 	<ol style="list-style-type: none"> 1. Dignity in the context of becoming old 2. Safety rules for placing old people 3. influence of infirmities of old age on seating position 4. Risks of unsafe chairs and beds 	2 hrs	Chairs, bibs, cutlery, feeding cups, pillows, blankets, bed	Classroom with materials required

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2: Provide food for elderly people	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. provide healthy food and drink to elderly people according to their taste and their needs 2. ensure that the food is safe for elderly to eat 3. assist elderly people to eat, allowing the elderly person's personal preferences to determine the speed of eating and the amount of food 4. make sure that elderly persons eat a range of food to guarantee a balanced diet 	<ol style="list-style-type: none"> 1. Food classification for the major food groups 2. Principles and practices of hygiene while working in a kitchen, including suitable dress 3. Balanced diet of elderly as per requirement 4. Preparation of food/diet for older people 5. High nutritional food, food of low nutritional value 6. Frequency of meals 	6 hrs	Kitchen equipment, suitable dresses for kitchen work, samples of food, video tapes for demonstrating safe work practices, samples of food for cooking, cookers, dishwasher, oven cloths	Training kitchen

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Tidy up after meal	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. make sure that the elderly person has eaten and drunk sufficiently 2. wash face and hands and ensure clothes do not have food stains 3. dispose of leftover food and clean eating area 	<ol style="list-style-type: none"> 1. Principles and practices of hygiene while working in a kitchen, including suitable dress 2. Balanced diet of elderly as per requirement 3. High nutritional food, food of low nutritional value 	2 hrs	Washcloths, cleaning material, soap, wash bowls, dish cloths, dishwashing detergents	Classroom

4.14 Module Title: Protect yourself against sexual harassment at the workplace

Objective of the module: This module covers the knowledge, skills and attitudes which a housemaid needs for protecting herself against sexual harassment at the workplace. At the end of the module the learner will be able to protect himself against sexual harassment at the workplace.

Duration: 9hrs Theory: 3hrs Practice: 6hrs

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 1: Identify risks for sexual harassment	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. understand and recognize „Abuse of authority“ as a risk for sexual harassment 2. identify the „Creation of Hostile Environment“ as a method for producing pressure with the goal to achieve „sexual favor“ 3. recognize „Retaliation“ as a method to take revenge for the refusal to grant a „sexual favor“ 	<ol style="list-style-type: none"> 1. Offers of wage increases, promotion, training opportunities and transfer to a better job as abuse of authority in the context of sexual harassment 2. Creation of hostile environment by unwelcome sexual advances, verbal or physical threats, intimidations and offenses 3. Retaliation for the refusal of sexual favor by limiting the employee’s options for future employments, generating gossips and writing bad evaluation reports 	3hrs	Manuals or hand outs for role plays, video-tapes with examples of sexual harassment	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 2:Recognize legal rights and apply them	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. understand the intention of the protection law against harassment of women at the workplace 2. understand the purpose of inquiry committees and federal/provincial ombudsmen 3. know that now under section 509 of Pakistan Penal Code, insulting the modesty of women or sexually harassing them is a crime 4. know that these legal rights adhere to the United Nation's Convention for Elimination of all forms of discrimination against women and ILO's convention 100 and 111 on workers' rights 	<ol style="list-style-type: none"> 1. Protection law against harassment of women at the work place 2. Minor and major penalties for the harassing person 2. Inquiry committees and federal/provincial ombudsmen 3. The purpose of a penal code and the main contents which are included in section 509 of Pakistan Penal Code 4. Pakistan's international commitments to high labor standards 	3hrs	Manuals or hand outs, case problems, addresses of ombudsmen, protection law against harassment of women at the work place	Classroom

Learning Unit	Learning outcomes	Learning Elements	Duration	Materials required NOTE: Participants should have their own workbooks and pens	Learning place
LU 3: Behave adequately in case of threatening situations caused by sexual harassment	<p>The learner will be able to</p> <ol style="list-style-type: none"> 1. perform adequate steps in case of sexual harassment 2. avoid risky situations as for example staying alone with suspicious persons 3. understand the importance of reporting an offensive behavior immediately to someone he trusts 4. contact helpful institutions as e.g. NGOs for women rights, trade unions 	<ol style="list-style-type: none"> 1. The seven possible steps whenever you encounter sexual harassment 2. Recognition of a risky situation 3. Importance of witnesses 3. The need of documentation 4. Persons whom you can trust 5. Addresses of “All Pakistan Women’s Association”, “AASHA”, “Aurat Foundation”, “Family Planning Association of Pakistan”, “Mehergarh”, “Women’s Action Forum” 	3hrs	Manuals or hand outs, problem set with case reports and material for role play, addresses of NGOs	Classroom

5. Overview about assessment

Methods of assessment

For the course “empowerment of house maids” direct assessment is the most desirable form of assessment. Evidence is obtained by direct observing of performances.

Examples for direct assessment are:

- Work performances (e. g. cooking a meal, bandaging)
- Demonstrations (e. g. demonstrating the feeding of an elderly household member, demonstrating the position used to treat people suffering from unconsciousness)
- Presentations (e. g. presenting a calculation, presenting a basic business plan)
- Direct questioning (e. g. questioning about the nutritional value of different types of food, questioning about the reasons for using disinfectants)
- Paper based tests (e. g. writing a shopping list, writing minutes of a phone call)

In the context of training for future house maids the most advisable assessment is to observe the candidates while doing practical work or simulating steps of practical work.

Indirect assessment means that evidence for the performance is gained indirectly. Examples for indirect assessment are:

Work products (e. g. a cooked meal, clothes which have been washed and ironed)

Workplace documents (e. g. a plan about feeding an elderly person, a prepared shopping list)

Indirect assessment should be second choice only. By indirect assessment the performance itself cannot be watched. In some cases it can even not be guaranteed that the work products were produced by the person who has been assessed.

Principles of assessment

An assessment should be based on the principles of fairness, validity, reliability and flexibility.

- Fairness means that there should be no advantages or disadvantages for any assessed person. For example it should not happen that one candidate gets prior information about the type of work performance which will be assessed while another candidate does not get any prior information.
- Validity means that a valid assessment assesses what it claims to assess. For example if the cooking ability is assessed and certified the assessment should involve performance criteria which are directly related to a cooking activity. An interview about different nutrients would not meet the performance criteria.
- Reliability means that the assessment is consistent and reproducible. For example if the work performance of using a vacuum cleaner has been assessed, another assessor (e. g. the future employer) should be able to see the same work performance and should come to the same assessment result.
- Flexibility means that the assessor has to be flexible concerning the assessment methods. E. g. if the gas cooker does not work he has to find another way for assessing cooking activities.

6. List of training equipment (not complete)

25 pens
25 workbooks
25 hand outs about fundamental mathematical operations
25 conversion tables
25 measuring tools
25 calculators
25 sets with mathematical problem cases
1 set of traffic signs
1 videotape about demonstrating effects of accidents caused by high speed and care-less behavior
5 pictures of overcrowded and dangerous vehicles
5 timetables
5 maps with routes of public transport
25 worksheets about consequences of inappropriate behavior
1 videotape about good behavior at the work place
5 samples of manufacturer information about household products
5 drawings with important manufacturer symbols concerning household work
15 household items as samples for scaling
5 scales
5 sets of Pakistani rupees in different denomination
25 forms for receipts
5 price lists for shopping
5 pictures of different dresses
5 catalogues with examples of appropriate dressing
25 brushes
25 mops
25 brooms
25 rags
25 glass wiper
25 squeegees
5 vacuum cleaner
5 carpet beaters
5 buckets
5 dustpans
25 cleaning rags
25 polishing rags
25 dust cloths

2 beds
5 sets of beddings (blankets, draw sheets, cotton draw sheets, pillows and pillow cases)
1 fire extinguisher
5 covers on electrical sockets
25 handouts about healthy and safe environment
1 Camera
1 DVD/Video-player
1 air condition
5 sets of kitchen tools (knives, cutlery, pots, pans etc.)
5 measuring cups
25 suitable dresses for kitchen work
2 videotapes/DVDs for demonstrating safe work practices
2 gas cookers
2 electric cookers
2 refrigerators
2 freezers
1 dishwasher
2 microwave ovens
5 mixer
2 coffee machines
2 toaster
2 electric kettles
2 fruitpresses/juicers
25 sets of oven cloths
25 dishcloths
5 combs
5 towels
25 handouts about nutritional needs according to age level
25 cleaned samples of different types of waste for demonstration
5 rubbish bins
5 pictures showing pests
2 videotapes/DVDs demonstrating side effects of insecticides
2 videotapes/DVDs showing pests
2 videotapes/DVDs about environmental problems caused by waste
2 washing machines
2 dryers
25 samples of different clothes
5 labels with instructions
5 drawings for demonstration of different washing and cleaning symbols
5. irons

5 ironing boards
2 cupboards with drawers
25 hangers
5 boxes for clothes
25 scissors, needles, threads
25 protective aprons
10 samples of medicines
10 patient package inserts
2 videotapes/DVDs about risks of medicine
2 medicine cabinets
2 dummies for first aid training
2 videotapes/DVDs about common cases of emergency
2 drawings for demonstrating the upper respiratory tract
25 sets of bandage material
1 videotape/DVD about risks and stopping of bleedings
2 drawings about stopping of bleedings
5 samples of isolating and non isolating material
5 different types of fuses
1 videotape/DVD about electrical incidents and first aid in such cases
1 videotape/DVD about eye injuries and eye irrigation
5 drawings with symbols concerning poisonous and corrosive fluids
2 videotapes/DVDs about the correct use of fire
2 drawings for demonstrating different reasons for CO-poisoning
25 manuals or hand outs about communication
5 telephone models
1 videotape/DVD about communication
2 stools
5 feeding cups
2 videotapes with examples of sexual harassment
25 copies of the protection law against harassment of women at the work place
25 copies of addresses of NGOs concerning harassment at the workplace

Important advices:

By practicing group work too high investments for training equipment can be avoided. It is assumed that groups of five members have a suitable size. As a class should not have more than 25 students an equipment of five samples seems to be sufficient in many training situations.

Different classes can start with different modules. This is a useful approach for saving investments into training equipment. By teaching different modules in different classes at the same time an overlapping need of the equipment can be avoided.

7. List of consumable supplies (not complete)

Paper
Pens
Workbooks
Household products for cleaning
Forms for receipts
Detergents
Soap
Paper towels
Disinfectants
Samples of food
Dishwashing detergents
Bathing paraphernalia
Toiletries
Tooth brushes
Toothpaste
Garbage bags
Insecticides
Addresses of waste collectors
Addresses of dumping areas
Stain remover
Thread
Needles
Disposable gloves
Pre-packed sterile dressings
Material for demonstrating corrosive effects
Skin-care products