



Facilitation Guide

Website Edition

Kampala, February 2021

1. Foreword

Thanks for showing interest in Ukarimu! This guide will help you to facilitate and/or coordinate an Ukarimu training. This facilitation guide is a first website edition, and we aim to update it before every Ukarimu training. If anything is missing or unclear, please do not hesitate to reach out to Project Lead Laura Valentine of EyeOpenerWorks at laura@eyeopenerworks.org.

2. A Word of Thanks!

The development of Ukarimu is formally and informally supported by various organizations and individuals. The Ukarimu team wishes to thank the following organizations for their involvement and commitment: EyeOpenerWorks, the GIZ Employment and Skills for Development in Africa programme (E4D) which is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and is co-funded in Uganda by the Norwegian Agency for Development Cooperation (Norad). We would also like to thank Booking.com, Mango Tree Educational Enterprises, Matoke Tours, Tripesa, the Uganda Hotel Owners Association (UHOA), Urithi, the Rwenzori Tourism Academy, Kara-Tunga Arts & Tours and the Karamoja Tourism Academy.

They would also like to thank a multitude of other institutions for their collaboration and encouragement including the Uganda Tourism Board (UTB), the Ugandan Ministry of Tourism, Wildlife & Antiquities, the Ugandan Directorate of Industrial Training, the Uganda Tourism Association (UTA), the Tourism & Hospitality Sector Skills Council, the Uganda Safari Guides Association (USAGA), the Association of Uganda Tour Operators (AUTO), Enabel, PUM, Casa

Uganda, SkillEd, Moonatic Marketing, the Brand Factory, Kawa Training Center, Ujima Foundation, Jobortunity, Khwela, Southwest Tourism Academy and Elgon Tourism Academy.

Finally, they would like to specifically thank April Brown, Charlotte Beauvoisin, Sam Kalule, Gloria Tumwesigye and everyone else that invested personal time and effort into developing Ukarimu.



3. Introduction

What is Ukarimu?

The Tourism & Hospitality sector has the potential to employ millions of young people around the African continent. It could provide them decent jobs and the opportunity to grow as a professional and as a person - but only if done right. Unfortunately, tourism & hospitality are often considered a last resort and for many young people working in the lower ranks of the sector, it is very hard to make a career. One of the factors that contributes to this situation is the lack of relevant and high quality training opportunities across the continent.

This does not come from a lack of willingness from the training providers, as many of them do try whatever they can to come up with relevant programs. It is just that many of them have to reinvent

the wheel, as there is a lack of accessible training materials that are contextualized and developed together with the private sector.

Ukarimu, a Swahili word for 'hospitality', was developed in 2019 to solve exactly that problem: we aim to make relevant tourism & hospitality training materials freely accessible to anyone with an interest in preparing young people in Africa for a great career in the sector! Here are some snapshots of the steps we have taken since early 2019 to make this happen:

←



Early 2019: co-creation sessions with experts from various countries.



⇒

Ukarimu Launch in November 2019.



←

Inception meeting of scale-up process in Uganda, March 2021.

⇒

Ukarimu Launch in November 2019.



Ukarimu's ambitions

Ukarimu aims to revolutionize training in the African tourism sector for the better and in doing so, make relevant and quality tourism & hospitality training accessible across Africa. The ambition of the founders is to keep on developing the curriculum in quality and quantity, to collaborate with training institutions and tourism companies that want to adopt a more innovative training approach and to deliver tools to drain the skills gap. In order to achieve this, it is important to collaborate with others and to work as transparently as possible so that others can copy the model.

“What about the business model?,” you may wonder... Depending on the opportunity, the Ukarimu-team may adopt different business models. For pre-service training, Ukarimu is likely to keep on collaborating with development and/or CSR funds. For in-service training, a more commercial business model may be feasible - although the COVID-19 pandemic did make it more difficult.

It is our ambition to help local networks of tourism companies develop relevant training opportunities that are sustainable in the long run. As such, it would be great if all the tourism skilling clusters (TSCs) in all the regions grow out into independent and viable tourism academies.

4. Curriculum

How to access the different Ukarimu materials

The Ukarimu hospitality curriculum can easily be downloaded from www.ukarimuacademy.org. It can also be found on the flash drives that have been shared with the coordinators during the Training of Trainers. Printed versions have also been shared once, as printing costs are high.

The students don't need to have the curriculum as it is developed to help the facilitator implement the training. The curriculum will sometimes refer to a Student's Diary, but this is based on outdated information: initially a draft for a Student's Diary but it turned out not to be a success. The Student's Diary will potentially be reintroduced in the future, if the demand for such a tool proves to be high.

The app, however, does target the student directly and can be a useful tool for any student to go over the training material again. As such, the use of the app should be encouraged where possible, also during the internship. The app is a simple app that you download once and that can be used offline. Make sure that every student as well as yourself has downloaded the app (if possible). It is currently only accessible on Android phones: click [this link](#) or look for “Ukarimu Academy” in the

Google Play Store. In the future, an IOS version will also be released but this may take a while. However, the app can also be accessed on a laptop or computer using this link to the website of Skill-ed: https://platform.skill-ed.org/index.html?id=ukarimu_hospitality&online=true .

All of the videos can be found on Youtube: look for Ukarimu Academy and you will find them. However, they can also be downloaded from www.ukarimuacademy.org or found on the previously mentioned flash drives.

The curricula for the entrepreneurs and site guides, as well as the tour/driver guides are not yet finished. In the future, other curricula and modules are also likely to be added: think of management skills, digital marketing skills, adventure and cultural tourism skills or advanced level hospitality skills. They will also be made open-source once they are finished.

How to use the Ukarimu curriculum

Every module corresponds roughly to one day of training. At the beginning of the module you will find the different learning goals of each module and what materials are needed to implement them well. It is absolutely essential that you, as a facilitator, prepare them well and make sure that you understand what is meant.

It is important to build in enough time for the students to reflect on what they learned and why it is useful to them and how they can apply on the workflow.

Below is an overview of the Hospitality modules. They were purposely ordered like this, but feel free to switch them around if that makes sense. The 3 last modules were added later on, and you don't need to do them at the end. Feel free to include these 3 anywhere in the second half of the modules.

Name	Remarks
1: What is this all about?	This module gives an introduction into the tourism sector. The idea is to emphasize that it is a large sector with many different types of jobs.
2: Getting to know the real you & me	In order to make a career it is important to be aware of what kind of person you are and to understand why it is important to work together with people with other types of qualities. This module

	serves just that.
3: Let's get serious	This module focuses on goal setting and making them a reality.
4. Different people, different needs	This is about recognizing that people may have different needs as they are different people. They all deserve the best customer services, but the type of services they require depends on their specific needs.
5: Exploring hospitality in accommodation	This is an introduction into working in hotels and lodges. It emphasizes the need for personal hygiene, although that is of course essential in every job.
6: The essence of food	This module is about food and culinary experiences. Any tourism & hospitality professional needs to have a basic knowledge on different cuisines, ingredients, etc.
7: My skills, my talents	Building on module 2, this one aims to make the students aware of their own skills and to get exposure to the industry. In other words: this would be a right moment to organize a field visit.
8: The art of customer service	Customer service is a crucial component for any job in the sector, which is why this module is one of the most important ones of the curriculum. It also focuses on why it is essential to get good reviews.
9: I am employable	This module is about professionalism and management styles. This can be a good moment to organize a guest lecture.
10: Tourist highlights	Sometimes people working in tourism & hospitality have no clue what is taking place in other regions or what their country has to offer. Which is a shame, as it is important to be able to familiarize with the experiences of tourists when you want to give them the right service. As such, this module is an exploration of the tourism highlights in Uganda.
11: Introduction to tour guiding	Being a good tour guide requires a whole lot of different types of skills. In fact, it requires a lot of training. That is why this day provides just an introduction into the topic, so that every Ukarimu

	understands a little bit what it means to be a guide. The skills taught in this module are useful in other jobs as well.
12: Food preparation and service	This module is an introduction into cooking and food service. It should be as practical as possible, which is why getting experts in would be a good thing and start cooking together! Feel free to add another day or so for this topic. Also, make use of all the different senses: let the students taste ingredients and dishes, let them smell while cooking, let them feel how it is to chop an onion correctly.
13: Responsible and sustainable tourism	If we want to make sure that young people can enjoy working in the sector and can enjoy being tourists themselves, it is crucial to work in a responsible and sustainable way. This module emphasizes why the topic is important and what they can do from today onwards.
14: You are welcome!	This module focuses on a number of topics, such as how to make a good first impression, housekeeping and reception work.
15: Prepare for action	As this module used to be the final module, it was focused on career skills. Feel free to do this module after the internships.
16: Health, safety and SOPs	This is the first of the modules that was added later on. It is about how to deal with health and safety, and the COVID-19 SOPs in particular.
17: Safety in the kitchen	The second new module is about kitchen safety as that is a department where various safety risks need to be addressed. Remember: preventing dangers is better than solving them!
18: Bartending	This module is an introduction into various beverages and how to serve them.

Next to the Hospitality curriculum, there is also the Tourism Product Development and Entrepreneurship curriculum that was launched in 2021. Below is an overview of the different modules:

Name	Remarks
1: Introduction	This module serves as an introduction into the training and serves to get to know each other.
2: Opportunities in Tourism	This module serves as an introduction into tourism and the business opportunities that are there.
3: Product Development	Perhaps the most important module of the training, this module introduces the topic of product development through the AIDA model.
4: How to Market and Sell Your Product	This module builds on the previous module and focuses on how to market your newly developed products and how to sell them.
5: Providing Excellent Service	Customer service is a crucial component for any job in the sector, which is why this module is one of the most important ones of the curriculum.
6: General Guiding Skills	Site guides can play an important role in delivering tourism activities, that is why this module gives an introduction into site guiding.
7: Communication	Whether one is an entrepreneur, a site guide or both, it is always important to be able to communicate clearly. This module helps to become a better communicator.
8: Financial Management	For any entrepreneur, financial management is crucial. This module looks at pricing as well as bookkeeping.
9: Decent Work & Sustainability	If we want to make sure that young people can enjoy working in the sector and can enjoy being tourists themselves, it is crucial to work in a responsible and sustainable way. This module emphasizes why the topic is important and what they can do from today onwards.
10: Assessment & Closure	This module instructs how to organize the assessment and the closure of the training.

5. Facilitation

Active Learning

If we would have to pick one defining factor of how the Ukurimu learning methodology is different from those of conventional training institutions, we would pick the principle of Active Learning. Everybody knows the proof is in the pudding, but why do so many training institutions still majorly focus on explaining how something is supposed to be done? This “chalk and talk”-mentality stems from a belief that the teacher knows it all and that as long as a student pays attention enough he or she will learn how to do something. Is this the most effective way to teach students and to tailor them into getting the right, proactive attitude? Not really...

The methodology of Active learning is based on: 1) the belief that every group already has their wisdom and that is why peer-to-peer learning is important; 2) you should focus on what works. This means taking a positive approach and keeping in mind that what works in practice is often different from what is “supposed to work”; 3) learning by doing. By actively experiencing and finding out why one way of doing something is more effective than another way, the students will remember it far longer.

With that in mind, the Active Learning methodology is based on 4 principles:

1. Always address the question ‘Why is this lesson so important?’
2. Always deliver new content (no repetition)
3. Aim to use at least 3 different teaching methodologies within each module, of which at least 1 is very active for participants
4. Aim to talk for a maximum of 10 minutes in a row

Do we expect you to always respect each of these principles, no matter what? No. We just want to emphasize that these principles have proven to be effective. But of course: please experience it yourself!

General facilitation tips

Master the content

As a facilitator you lead and guide participants in their learning process. That is impossible if you don’t master the content yourself. Take time to read the curriculum, discuss with your co-facilitator and stick to the content. Don’t talk nonsense!

Plan carefully

Make sure you and other facilitators know exactly when and what to do, instead of being unclear and creating chaos. One person is in charge; the others assist and support. Check also the technical support before you start a session, not during. This will save you a lot of frustration and time. Also: make sure you have a back-up plan when there is a power shortage or any other complicating factor.

Keep time

Time is a valuable resource. Set a good example when it comes to timekeeping: how can you expect students to respect it if you don't do it yourself? Make sure you know the programme and stick to the time-table as much as possible. Of course you can be flexible when needed, but avoid late evening sessions or mixing up the programme. Use a phone or watch to keep track of time and ask your co-facilitator to warn you when necessary.

Be a team

You and your colleagues are a team. Make sure you prepare together, divide tasks, have each other's back and help each other when needed. Sometimes the situation requires you to do things that are not part of your job description. Deal with it. Together you can make it work!

Acknowledgement of success & failure

Acknowledge success, even the smallest, at all times. Ask 'what worked' and inspire participants to build on that. This positive energy serves as fuel for progress and continuation, especially for people who experience low self-esteem. Equally important is to acknowledge failure, whatever big. Setbacks are inevitable in this field of work; the only question is how to cope with them. It is crucial that people release the pressure from time to time and feel free to express any irritation, frustration, etc. Only then there is space for the ultimate question: "What did you learn from this?"

Be transparent

Be as transparent towards people as you expect them to be to you. It can be a great source of unrest and frustration for people not to know what you are up to, especially for youth. Obscurity will likely contribute to cautious behavior on their behalf as well, instead of openly sharing vital lessons learnt and creating common ground for new behavior.

One-on-one coaching or feedback

Whenever you see growth possible for someone, ask yourself if coaching or feedback will be more effective in a group or in a more personal one-on-one setting. For those who experience feedback

often as critique, choose the last option (in a break or after class). In this more intimate setting it is often easier to establish mutual trust and openness. Be specific in your feedback by using concrete examples and (if possible) begin with a compliment.

Competition

Using an element of healthy competition can be an effective way to inspire people to participate actively.

Eye contact

“Eyes are the windows of the soul” is a saying. Looking people in the eye regularly is crucial for involving them actively in what you are saying. In many cultures this is not common, especially not between men and women. But try and see the difference it makes.

Body language

Some theories state that this accounts for over 50% of the communication. So use your body and show yourself. Not too much, not too little. As with tone of voice it is the variation that makes people attentive. Too much also distracts though.

Tone of voice

Make sure you vary your tone of voice (loud or soft, high or low) when you speak. Listening to a monotone voice usually makes people lose focus and become sleepy.

Precise and concise

Some theories state that the content of your message accounts for less than 10% of the communication. So make it short and powerful, instead of losing yourself in too many details and stories that people won't be able to remember anyway.

Bring in your personal experience

To grab people's attention it is important they can relate to what you say. Sharing a personal experience increases the authenticity of what you are saying and can inspire them to share their own experiences. Instead of talking about abstract theories or concepts a personal experience connects an activity with real life. Talk about your own business, about your successes and your own learning curve. But don't brag or show off about your successes, as this will only increase the distance between you and the students.

Ask a lot of questions

Maybe the most effective way to grab people's attention effectively is to ask questions. Most activities in this manual are drowned in questions. For some reason people like solving problems, so engage them by asking powerful questions. Be interactive!

Big group - make it small

When working with a big group, it is often only a few participants that actively participate. Others might be too shy or simply do not get the chance to talk. In order to include everyone, split the group into smaller ones. During the Training of Trainers this was often done on purpose, and hopefully you have experienced the added value of it.

Stubborn participants

Ignore them. Focus first of all on the participants who do participate. Move annoying participants to the front of the class or separate them from each other. It also helps to give them a specific task in order to engage him or her. Appreciate good behaviour. Send away as a last resort, but always with an open invitation to come back if behavior is changed.

Feedback & Mentoring

As a facilitator, your role often is more about coaching and mentoring than to teach. This means that ultimately the students are responsible for their own learning process but that you should do whatever you can to aid that process. Here are a few tips:

Don't take charge of the solution

When students have a problem, guide them in getting to the right solution. Instead of you trying to solve the situation by telling them what to do, ask them questions! "What do you think would be the best solution?", "What can you do to improve the situation?"

Give constructive feedback

Do not just tell students to stop doing something or tell them they are not performing. Instead, explain to them why you believe something is not working well and why that is a bad thing. Steer them in the right direction in overcoming the issue.

Be approachable but clear

You should be as approachable as possible by actively inviting the students to consult you if needed. Be clear about how they can do so. As you are a person yourself, it is perfectly ok to mention that you also deserve some privacy every now and then. But make sure one of the staff members can be reached at any time, both day and night.

Reflect

When a student has come to you for help and you have tried to come up with a solution together, always ask him/her whether this has helped or not. Sometimes it might turn out you have been trying to solve the wrong problem! Students may not always be fully aware of what the issue is themselves and so it is important to discover the underlying problems together.

Energizers

The training can be overwhelming to the training participants and it is natural that the students lose a bit of focus. Energizers are simple means to revive the energy levels of the participants or to make sure everyone is awake. However, they can be more than that. Next to the actual “energizing” they can:

- Help to get students out of their comfort zone. Sometimes energizers may look silly at first. A natural reaction of many people (both young and old) would be to laugh at it. But as soon as they realize that 1) it’s fun and 2) everybody else is participating, it can motivate them to become more open towards the unknown.
- Help to build a team. The students should look at their classmates as peers and colleagues that work as a team and that help each other. One way to achieve that is to create shared experiences in which they need to help each other out.
- Introduce a subject. The training will introduce many different topics, all related to working in tourism & hospitality. In order to make the transition to a new topic, an energizer can be very instrumental. However, make sure the students reflect upon the energizer to understand the meaning behind them.

6. Coordination

Contact with the employers (for hospitality curriculum)

The success of this project depends to a large extent on the good relationships with the tourism companies that are part of the Tourism Skilling Cluster. They should feel ownership of the project: they should be able to come up with suggestions or improvements. The communication lines between you and the lodge owners and/or managers should be as short as possible. Ask them for advice, or to be a guest lecturer if you think that would help.

Internships (for hospitality curriculum)

The internships will begin after the one-month classroom based training and will last for a duration of four months. The students MUST spend time in each department listed below however they can do it in whatever order they and the lodge wishes:

- 1-month housekeeping
- 1-month front of house (reception, service)
- 1-month food & beverage (kitchen, bar, waiter)
- 1-month to specialise in one department

Prior to recruitment of students the coordinator would have discussed with the TSC member lodges about how to conduct the internship phase. The internship can either be done in-house or can be an exchange internship.

In-house internship means that the students will go back to their affiliated lodge that puts them forward for the program.

Exchange internship means that the students will go to a different facility, that is in the same regional cluster, that is on-par (same standards, structure, clientele) with the one that has put them forward for the program.

During the course of the internships the coordinator and/or facilitator must conduct a site-visit to all students (minimum of once a month for each student). They can decide among themselves how to divide the workload. When doing the site-visits and follow-ups with the students the coordinator or facilitator must conduct a performance evaluation with the student for the past month as well as setting goals for the up and coming month. Ideally, they will also find time to discuss the students progress with the Head of Department as well as the Supervisor/Assistant Manager/Manager of the lodge. These progress reports will then be used to benchmark the development of the student.

While on the site-visits it is also important to address any issues that may arise during the course of the internship (safety, sexual harassment, racism, lack of work ethic, etc). If it is not possible to deal with this on the ground to then contact the Ukarimu Head Office team to step in.

Please note that all coordinators and facilitators will be on-call throughout the duration of the internship phase to ensure that the students are 1) applying what has been learned 2) addressing any issues that may arise between the lodge and the intern.

After the 4-month internship the students will return back to the classroom-based training facility for a 2-week closure training and to undergo their assessment and graduation.

Exposure Visits

Exposure visits are an essential part of the training program. They are organised so that students living and working in one place can visit another location to observe and learn from the other activities/facilities/communities/environments. The purpose of exposure visits is to learn from the experience of others outside the students own community by direct interaction. It is important for students to be exposed to what Uganda has to offer from a point of hospitality and tourism outside of where they live and work currently.

These exposure visits can happen at a number of locations. Think of:

- National Park
- Tourism Sites
- Historical Monuments
- Inspiring Lodges/Hotels
- Community Tourism Activities

These are usually 1-2 day activities and should be educational, informative and valuable to the growth and development of the students. These can be conducted on the weekends during the 1-month classroom based learning and also after the 4-month internship phase (time restricted). Please note that exposure visits go hand-in-hand perfectly with guest lectures at that location.

The regional coordinator would be required to add these visits into their monthly money request, and also send through a trip itinerary including:

- Location
- Length of the visit
- Number of students going
- If there will be any specific meetings/visits to people
- If there will be any specific activities

- Why they feel that this specific exposure is valuable to the students and what they hope to get out of it

After such a visit, make sure to reflect with the students on their experience. Did they like it? What did they learn?

After the visit it would be good for the coordinator/facilitator to do a short write-up about the trip as well as sharing photos with the Ukarimu Head Office team, and particularly the marketing team for social media purposes.

Guest Lecturers

Guest lecturers help students learn in a more interactive, topic specific way. They can be very helpful not only for the students but also for the facilitators and coordinators' knowledge and practices. If there are certain modules within the curriculum that the coordinators and facilitators would like support on then it is the opportunity to bring in an industry guest lecturer.

They can be brought in for specific modules that the facilitator does not feel competent covering/delivering or they can come and talk about another area of the industry (tourism and hospitality) that might not yet be included in the curriculum. It is important to adopt the technique of active learning.

The idea is that:

1. Guest lecturers provide a great opportunity for students to learn new things as they can offer a new perspective to specific topics and exposes students to teachings drawn from real-life experiences. This will help them retain what is taught.
2. Guest lectures allow for interactive learning. This means that topics will become more interesting and a better one-on-one approach is achieved.
3. Guest lectures will inspire the students to care about where their education can take them. They can influence students to ask questions, investigate and apply newfound knowledge.
4. Guest lecturers come from across multiple disciplines and within different areas of expertise, and so students can get introduced into potential careers and jobs.

7. Creating a safe and welcoming environment

Code of Conduct

Before the training starts, all of the participants have to sign a Code of Conduct, pay the commitment fee and hand in a copy of their national ID. This should be made clear to them in advance and failing to do any of them will result in not being able to participate in the program. The students will have to read through the Code of Conduct before they sign it. The signed documents will be kept by the coordinator and (digital) copies will be shared with the participant, the companies they are affiliated to and the Ukarimu Head Office. The Code of Conduct will cover roles & responsibilities, rules & regulations and describes expected behaviour.

Students behaviour

Certain rules of behavior are necessary during the training to ensure an effective learning atmosphere. It is impossible to define every action or behavior that does not conform to the atmosphere or to describe in advance the specific disciplinary action that would be appropriate if unsatisfactory behavior takes place.

Possible violations include, but are not limited to:

- Excessive absenteeism
- Unsatisfactory performance
- Violation of non-discrimination policy and/or non-harassment policy
- Any act that might endanger the safety of others
- Dishonesty
- Insubordination
- Violation of any applicable local laws
- Deliberately stealing, destroying, abusing or damaging property, tools or equipment to the property or another student
- Being under the influence of alcohol or illegal or controlled substances during the training or when representing Ukarimu
- Repeated occurrences of any violations

Preventing unwanted behaviour

It is the regional coordinators' responsibility to establish fair and equitable standards of conduct and performance consistent with the specific requirements of the industry and the requirements of the company and students have to expect fair, just and consistent treatment.

While it remains the prerogative of the coordinator to ensure proper administration of discipline, it is at times the responsibility of all students to maintain discipline.

Given the nature of our industry and the company requirements, the standard of personal conduct and self-discipline required of our employees and students is extremely stringent. In particular: customer service, teamwork, safety measures, product quality, company property and cleanliness are particularly valued within this program, and all are required to have special regard to the company standards.

The code shall apply equally to all employees and students of the company:

- To ensure the maintenance of satisfactory work performance and/or acceptable standards of conduct of all students
- To ensure that students are treated fairly and consistently and any disciplinary action is effected for a fair reason in accordance with fair procedure
- That discipline is based on the philosophy of discouraging and/or correcting unacceptable conduct and/or unsatisfactory performance and getting the student involved in changing such conduct or performance.

Solving disputes

Disciplinary action can take a number of forms, depending on the seriousness of the offence and whether the student has breached the particular rule before. The following forms of discipline can be used:

- Verbal warning
- Written warning
- Final written warning
- Expulsion/Dismissal

The coordinator should establish how serious an offence is. If the offence is not very serious, informal disciplinary action can be taken by giving a verbal warning. Formal disciplinary steps would include written warnings and other forms of discipline listed above. A final written warning could be given in cases where the contravention of the rule is serious or where the student has received warnings for the same offence before.

A warning for one type of contravention is not applicable to another type of offence. Students will be requested to sign warning letters and will be given an opportunity to state their objections, should there be any. Should a student refuse to sign a warning letter, this does not make the warning invalid. A witness will be requested to sign the warning, stating that the student refused acceptance of the warning.

Dismissal is reserved for the most serious offence and will be preceded by a fair disciplinary hearing, unless exceptional circumstances result in a disciplinary hearing becoming either impossible or undesirable.

Gender

The program is available for both men and women from different cultures and tribes and of different ages. Therefore it is important that groundrules are made aware on day 1 to avoid any unwanted behaviour including sexual harassment. Sexual harassment means any unsolicited and unwelcome sexual overtures or conduct, verbal, physical or written. Such misconduct undermines the basic integrity of the employment relationship.

It is the policy of Ukarimu to provide a safe training environment for its students, which is free from all forms of intimidation, harassment or discrimination, including sexual harassment. We shall not tolerate sexual harassment practices, either by its employees, its students or by others.

The regional coordinator has a responsibility to maintain an environment free of sexual harassment. This duty includes discussing this policy with all students and assuring them that they will not have to endure insulting, degrading or exploitive sexual treatment or intimidating or harassing behavior. It also includes identifying offensive behavior in violation of this policy and bringing it into the attention of the Ukarimu Head Office.

Trust persons

In each region a trust person needs to be appointed that acts as a go-to person for anyone who wants to have his/her voice heard about confidential issues, and/or wants these issues to be addressed. There is a reason why this person is called a 'trust person': anyone should be able to trust that this person should treat any matter seriously, confidentially and with respect. This person should be neutral where possible. As many private issues may be gender sensitive it is advised to appoint a trust person who is female and has significant life experience.

A few tips for trust persons:

- Make sure that others don't feel a burden in approaching you. Be as welcoming as possible.
- Make sure you are welcoming to anyone, regardless of age, gender, religion, sexual orientation, ethnic identity, educational background, job, etc.
- Make sure to treat every issue with attention and respect, regardless of your own opinion.
- People should be able to approach you both in case of unwanted behaviour as well as in integrity violations.
- If you have various roles in the project, make sure you are able to separate your roles. Make sure "not to wear two heads at the same time".
- Sometimes the person who approaches you mainly wants his/her voice to be heard and does not want you to take rapid actions. As such: make sure you ask that person whether he/she is OK with taking steps and what these steps should look like.

Valuables and Personal Property

Ukarimu cannot assume responsibility for the personal property of anyone. All employees and students are responsible for their own personal effects and for any personal losses.

Outside the Classroom

By being a part of the Ukarimu program you become an Ukarimu ambassador, this goes the same for the students. It is important to understand how to conduct oneself as well as the image you put across.

Ukarmiu recognises the need for all staff in its employ as well as the students on the program to present a favorable and professional image on behalf of the program. Therefore, when out of the classroom please conduct yourself in a professional manner, which includes but is not limited to:

- Manners (please, thank you & you are welcome)
- Tone of voice (avoid shouting and making a scene)
- Avoiding using foul language
- Respecting for others and their opinions
- Respecting a location/facility and its belongings
- Respecting someone else's culture/traditions/beliefs
- Activity promoting Ukarimu
- Talking badly about fellow employees/students/others
- Littering (!)
- Having a bad hygiene

- Disrespecting proper communication standards

The wearing of suitable clothing during class hours, where applicable, is considered to be ideal. Students don't have to wear a white shirt and black trousers/skirt (etc.) every day but they MUST be presentable at any time.

When outside the classroom please remember you are representing Ukarimu. When going on exposure visits and assessment the training staff and students must wear the appropriate uniform:

- White shirt
- Black skirt/trousers
- Closed black shoes

When it comes to how to address others the right way, outsiders should be treated with respect and properly according to local norms. When it comes to how the Ukarimu staff should be addressed, it will be up to the coordinators and facilitators to decide. The team at the Ukarimu Head Office prefer to be addressed informally (by using the first name) but with respect.

Personal Appearance Standards

The following standards apply to both students and staff:

General

- Brush teeth twice per day
- Wash hands regularly
- Use deodorant
- Shower every day
- Clothes must be clean and neat
- General standards of personal hygiene must be maintained

Men

- Hair must be clean, neat and tidy
- Nails must be short, clean and trimmed
- Tattoos and piercings should not be visible
- The wearing of makeup is not permitted
- The wearing of earrings is not permitted. This is also applicable for any other visible piercings
-

Women

- Hair must be clean, neat and tidy and tied back. Hair colouring must be professional
- Nails must be clean and well trimmed/manicured
- Hair accessories must be modest
- Make-up shades must be subtle
- The wearing of jewelry must be kept to a minimum
- Tattoos and piercings should not be visible

Dismissal from the Program

Dismissal Procedure

Before dismissing the student from the training, on the grounds of misconduct, poor performance or physical incapacity, the relevant representative of Ukarimu shall explain to the student, in a language that the student understands, the reason for which Ukarimu is considering dismissal of his or her training.

Please note that if any student is dismissed off the program their commitment fee is non-refundable.

Voluntary Separation

Should a student decide to leave the Ukarimu program for any reason, we ask that you speak with them before they take final action. We often find that during such a conversation that other alternatives may be possible.

Please note that if any student wishes to leave the program their commitment fee is non-refundable.

Unexplained Absence

If a student is absent for three (3) consecutive days without notifying the Coordinator or Facilitator, it will be handled as a dismissal from the program without refunding the commitment fee.