SET
Skills for Employment
Tanzania

Trainer Guide

Hairdressing & Makeup Services

January 2025

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Authored by:

swisscontact

DISCLAIMER

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CONTACT

tz_info@swisscontact.org

Swisscontact

Swisscontact works in Tanzania as a facilitator in skills development to complement government efforts in youth empowerment.

Economic, social, and academically disadvantaged youth are supported through tailor-made vocational skills development opportunities to increase their employment chances and entrepreneurship opportunities. Projects are guided by a unique youth and market-driven learning group model, which is focused on sub-sectors and jobs which have potential to offer (self-)employment opportunities. These are agriculture/agribusiness, and other rural trades or services.

Swisscontact projects in Tanzania employ an Inclusive Markets system approach which considers the limits and opportunities of the existing vocational skills development system. Projects seek to improve the prospects of self-employment among the youth through a sustainable and systemic contribution to improved access, relevance, and quality of vocational skills development. Since ownership is critical for sustainability, our projects apply a participatory approach which involves joint action planning with partners.

Introduction to the Hairdressing & Makeup Services Course

This Hairdressing and Makeup Services Course is designed to empower young women and economically disadvantaged youth with practical skills in hairdressing and makeup artistry. The course focuses on creating self-employment and economic opportunities, enabling participants to earn a livelihood and support their families. By teaching foundational skills in hair care, styling, and makeup, the program aims to open doors to entrepreneurship and employment in the beauty industry.

The course targets participants from urban, peri-urban, and rural areas who have limited formal education and economic opportunities. It provides hands-on, practical training that builds confidence and competence in hair and beauty services. This training is particularly suitable for young mothers and out-of-school youth seeking to start or improve small beauty businesses.

The 4-week program combines theory and practical sessions covering essential topics such as salon setup, hairdressing techniques, hygiene and safety, customer service, and business skills. By the end of the course, learners will be equipped to run small-scale salons, provide mobile beauty services, or seek employment in established beauty centres. The curriculum is designed to be flexible and adaptable, meeting the specific needs of each community.

This training provides a pathway to self-employment and a chance for young Tanzanians to improve their livelihoods by building sustainable hair and beauty businesses.

January 2024

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Training Objectives

This training will equip participants to provide hairdressing and makeup services to the general public. They could also potentially participate in secondary, related economic activities such as:

- Selling hair and cosmetic products
- Training other hair and makeup students

Learning Outcomes

By the end of this course, the learner will be able to:

1. Explain the benefits and risks of being a hair and makeup service provider
2. Communicate well and provide good service to customers
3. Identify the components, types, and characteristics of hair
4. Describe the requirements for the setup of a salon, including utilities, facilities, equipment, tools and products
5. Safely and hygienically conduct hairdressing activities including hair washing, drying, treatments, colouring, cutting/trimming and styling
6. Braid hair using basic braiding techniques for natural and relaxed hair and hair products/extensions
7. Apply basic makeup to meet client requests and requirements
8. Conduct basic business skills for a hair and makeup salon including business licensing, costing and pricing
9. Conduct simple marketing activities for a hair and makeup salon.

Training Plan

Training model: Brief interactive lessons followed by practical demonstrations of hair and makeup techniques and services, after which participants practice these skills.	
Optional internship: recommended 8 weeks' placement at a hair salon to consolidate skills.	
Practical: 70%	**Theory:** 30%
Group size	Maximum 24 trainees who work in pairs to practice skills on each other.
Training location	This training may be delivered in urban, peri-urban and rural areas.
Training venue	A dedicated training venue fitted with washing stations, vanity mirrors and workstations with mannequins for practice of braiding. Theory and practice can be conducted in the same location.

Course duration	This course requires 4 weeks of training being 20 days (6 hours per day) of training which includes both classroom-based and practical training delivery. It may be offered in different ways such as full time or part time.
Trainee profile	This training is open to any participants, but the content was developed with youth with low income and education levels in mind.
Attendance:	80% needed for certificate of attendance

Course Content

The allocation of hours below is an estimate or guideline, based on the course programme, on how long to spend on each module of the curriculum.

Course content:	**Theory time**	**Practical time**	**Assessment**
Module 1: Introduction	2 hours		Theory test
Module 2: Salon setup	3 hours		Theory test
Module 3: Salon hygiene and safety	3 hours		Theory test
Module 4: Understanding hair	4 hours		Theory test
Module 5: Hairdressing	12 hours	12hours	Practical assessment
Module 6: Braiding	12 hours	48 hours	Tested in salon in-service
Module 7: Makeup	6 hours	12 hours	Theory and practical assessment
Module 8: Salon business skills	5 hours		Assignment and theory test
Total days	**8 days**	**12 days**	

Assessment

The emphasis is on practical workplace assessment to ensure that trainees acquire practical and applied skills for the job.

1. **Theory test**: trainees will write a theory exam at the end of the 4-week training.
2. **Practical assessment**: a simple practical test will be conducted at the end of the 4-week training to test basic braiding and hairdressing skills.

Internship: a practical Assessment Logbook lists the practical on-job assessments that have been included in the curriculum. These will be signed off by the trainer /internship host) in the salon during the 8-week internship once the trainee has conducted each practical task to the satisfaction of the workplace trainer or mentor.

Training Programme

The training programme below may be followed to present this hairdressing and makeup course. However, the trainer has flexibility to move topics around or present topics in a different sequence.

Interactive 'theory' based lessons	**Practical lessons:** Demonstration and practice of

Week 1

Day	Morning	Afternoon
1	M1: Introduction	M3: Salon hygiene & Safety
2	M2: Salon setup: Utilities and layout	M2: Salon setup: Hair equipment and tools
3	M5: Introduction to hairdressing M2: Salon setup: Hair products	M2: Salon setup: Hair products
4	M4: Understanding hair: Composition of hair; Types of hair	M5: Hair washing & drying
5	M4: Understanding hair: Characteristics of hair Scalp and hair health	M5: Hair treatments
6	M5: Hair treatments and relaxers	M5: Relaxing & Curly Kit

Week 2

Day	Morning	Afternoon
1	M5: Colouring	M5: Cutting
2	M6: Introduction to braiding	M6: Basic 2-way strand
3	M6: Hair products for braids: extensions, accessories, gels	M6: 2-way strands: adding extensions
4	M4: Scalp and hair health while braiding	M6: 2-way strands: flat twist & fake twist

5	M4: Understanding hair: Hair growth cycle	M6: Curling
6	M4: Damaged hair, dandruff	M6: 1-way plait (+ lock method)

Week 3

Day	Morning	Afternoon
1	M7: Makeup products and tools	M6: 3-way strands basic and adding hair
2	M7: Makeup products and tools	M6: 3-way strands: cornrows and box braids
3	M7: Skin types and skin preparation	M6: 3-way strands: cornrows and box braids
4	M7: Makeup techniques and application: foundation, concealer and contouring	M6: 3-way strands: cornrows and box braids
5	M7: Makeup techniques and application: foundation, concealer and contouring	M6: 3-way strands: inverted: cornrows and box braids
6	M7: Makeup techniques and application: eye makeup (eyes)	M6: 3-way strands: inverted: cornrows and box braids

Week 4

Day	Morning	Afternoon
1	M7: Makeup techniques and application: eye makeup (brows)	M6: Needle Lacing/wig creation and weaving (demo only)
2	M7: Makeup techniques and application: lips, lashes and finishing	M6: Needle Lacing/wig creation and weaving (demo only)
3	M8: Business skills: licensing, marketing and service/ communication	M6: Needle • Crochet Locking
4	M8: Business skills: costing, pricing.	M5: Styling Braids; upstyles, weaves

	Retail sales Product innovation	
5	Practice and practical assessment	
6	Short theory test	Practice and practical assessment

Week 1

Day 1: Training Guide: Introduction and Salon Hygiene & Safety

Module 1: Introduction

Topic	Time	Training Instructions	Resources
1.1 Introduction to Hairdressing and Makeup Services	10 min	Show short video of youth being successful in makeup and hairdressing **Activity 1: Icebreaker Game – "What Can You Do?"** **Objective**: Break the ice and introduce the idea that new techniques and styles can be learned throughout life and the skills learned during this training are only the beginning of the learners' professional hairdressing journey. **Instructions**: 1. In small groups, learners brainstorm beauty or hair services they know about (braiding, makeup, etc.). 2. Each group shares a few ideas with the larger group, and the trainer introduces the concept that not all styles will be covered, but new ones can be learned from others, "online platforms and social media resources (e.g., YouTube, TikTok, Instagram), or once they start working at a salon. 3. Trainer to emphasise ongoing professional development to update skills or learn and offer new trends to clients.	Video

		Takeaway: Highlight that learning never stops—there will always be new trends to discover.	
	10 min	**Activity 2: Salon Services** 1. Ask each participant to think of an important person in their life. 2. Go around the group and write their answers on the board/flipchart (these could include mother, sister, aunt, etc) 3. Now ask them what salon services their favourite lady would like best. 4. Go around the group and add the service next to the name of the person. 5. Once done, identify which are similar services e.g. braiding, makeup, hair washing, treatments, etc. 6. Use colours to circle or star similar services. 7. Summarise by confirming the range of services a salon could provide in a local community. **Takeaway**: A salon offers many services—this activity introduces learners to those they can provide.	Flipchart or board with writing materials
	10 min	**Activity 3: Creative Brainstorm – 'Beyond the Chair'** **Objective:** Explore secondary income opportunities like selling products or training others. **Instructions:**	• 5 flipchart sheets • Markers • Tape

		1. Write five topics on flipcharts around the room: a. Selling hair products and accessories b. Selling makeup and cosmetics c. Training other hair and makeup students d. Offering mobile salon services e. Other ideas 2. Learners move between the flipcharts and write or draw their ideas under each category (e.g., 'Sell braids to other salons'). 3. After the brainstorming, the trainer leads a discussion on each topic (at the poster), encouraging learners to think about how they could add value to their businesses. **Takeaway:** Learners see that running a salon is just one way to earn income; they can also explore related opportunities.	
1.2 Characteristics of a hair and makeup provider	30 min	**Activity 4: Video Case Study: Jackline Kiwory** **NB: Trainer to source or prepare the video in advance. Alternative: Use a local successful salon owner as a case study if video is unavailable.** 1. Show the video featuring Jackline who is a successful, self-taught salon-owner. 2. After the video, ask and discuss the following questions with the learners: a. How did Jackline start out as a hairdresser? How did she learn her skills? b. What obstacles did Jackline face and how did she overcome them? c. What other services does she offer apart from hairdressing?	• Video • Projector with speakers

		d. What is her advice to young women starting out in this field? (Important point to make anyone can be a hair stylist, irrespective of their circumstances and background.) e. What did you learn the most from Jackline? 3. What characteristics do they think it takes to be successful? Write these up on a board; compare to the answers in the TM and ensure that all those characteristics are discussed, e.g. time management and working quickly. **Takeaway**: Jackline is a young woman, just like them, and she has become successful, so they can be motivated to be like Jackline.	
1.3 Benefits and risks of running a hair and makeup salon	25 min	**Activity 5: Benefits and Risks Game** **Instructions** 1. **Preparation**: o Write each **benefit** and **risks** on **separate index cards or pieces of paper** (one per card/paper). o Make 2 sets of cards, one set for each team in different colours or writing on the paper (e.g. red and blue writing). o Place two containers at the front of the room labelled '**Benefits'** and '**Risks'.** 2. **How to Play**: o Divide the learners into two teams. o Each team forms a line, and the first person in each line takes a random index card from their set of cards with a benefit or a risk written on it.	Index cards with benefits and challenges written on them (see Resources section) Two containers labelled 'Benefits' and 'Risks

		○ The participant must quickly **read the card aloud**, decide whether it's a **benefit or a risk**, and run up and place **it in the correct container** (either 'Benefits' or 'Challenges). ○ After placing the card, they run back, and hand touch the next person in the line; the next team member takes a new card and continues. ○ The team that finishes placing all their cards correctly first **wins the race**. ○ The trainer must check that the cards for each team are in the correct container (check the colours). 3. **Follow-up Discussion** (5 minutes): ○ The facilitator reviews the cards placed in each container, briefly explaining why each is a benefit or a risk. **Takeaway**: Learners will understand about the pros and cons of entering the profession and can make an informed choice about it.	
1.4 Client service and communication	35 min	**Activity 6: Role Play for Client Services** **1. Preparation**: **(15 minutes)** • Split learners into **groups of three**: One learner will act as the **client**, one as the **stylist**, and the third as an **observer**. • Each group is given **scenario cards** with different salon service requests (e.g., braiding, treatment, relaxing hair). **2. Instructions**: • Each trio will role-play the **three stages** of a salon visit: 1. **Arrival**: The stylist greets the client and makes them feel welcome.	Scenario cards (see resources section)

		2. **During the Service**: The stylist consults the client, asks what they want, discusses the service, provides recommendations, and agrees on the price. 3. **Payment and Departure**: After completing the service, the stylist collects payment, offers hair care instructions, and says goodbye warmly. • **Observers** in each group take notes on communication skills (tone, friendliness, clarity) and how well each step is followed. **3. Role Rotation (10 minutes):** • Rotate roles so that each learner gets a chance to play the **stylist**, **client**, and **observer**. **4. Debrief and Feedback (10 minutes)** • **Facilitator** asks the observers to share feedback on: o What the stylist did well (e.g., friendly greeting, clear price communication). o Areas for improvement (e.g., could have asked more questions during consultation). • **Facilitator** highlights best practices: o **Greeting warmly** creates trust and comfort. o **Consultation** ensures the service meets the client's expectations. o **Offering instructions and farewell** builds loyalty and increases the chance of return clients. o **Repeat or demonstrate** specific elements that the learners may not be good at yet, e.g. greeting clients**.**	

		Takeaway: learners learn about and practice basic client services in a salon.	

Module 3: Salon hygiene and safety

Topic	Time	Training Instructions	Resources
3.1 Personal hygiene	30 min	Explain the principles of personal hygiene and why it is very important for hairdressers and makeup artists. **Activity 7: Poster Drawing on Personal Hygiene** 1. Divide learners into groups of 5 2. Provide a sheet of flipchart paper and drawing materials to each group. 3. Instruct them to draw a poster showing the basic elements of personal hygiene. 4. Allow 20 minutes for drawing. 5. Each group must select someone to present their poster to the larger group. 6. Other groups can comment on whether they have covered all elements. 7. The trainer can also facilitate comments and provide comments or ask for points of clarification.	• Flipchart paper • Drawing materials: wax crayons; coloured marker pens • Small team prize

		After all the presentations, the group must collectively decide which poster is the 'best' (in terms of nicely presented and good information) and that team gets a small prize such as a bag of sweets or some type of crispy snack. Alternately, the trainer can draw a poster of picture of a person and draw in all the relevant items of personal hygiene with the student's prompting ideas. However, having the student do it themselves is preferable as they then have to think and remember all the elements of personal hygiene.	
3.2 Cleaning the salon	60 min	**Activity 8: Salon Cleaning: Demonstration and practice** 1. In a salon environment, show and explain the cleaning that is required, and why and how to do it, and what equipment and cleaning agents to use and why. 2. Explain that the learners will be responsible for cleaning the salon every day after practical work. 3. Divide the group into teams: each team must develop a simple checklist of what must be cleaned during a cleaning shift. 4. Each group must present their checklist to the class and agree on one checklist for everyone to follow. 5. Trainer to write up and then put the master checklist up in the classroom to remind all groups of all the cleaning they must do when it is their turn. 6. develop a roster where each group is allocated days that they are responsible to clean the salon/training area.	• Cleaning equipment and materials: broom, dustpan, mop, bucket, cleaning cloths • General purpose detergent, • Flipchart paper, pens/markers, tape
3.3 Use and Care of	15 min	**Activity 9: Towel Demonstration**	**Towels**:

Towels and Cap		1. Explain the principles regarding towels in a salon – that, for example, each client must have a clean one. 2. Explain the best sizes and colours for towels, using existing towels as demonstration items. 3. Explain the condition of towels is also important: show a towel in good condition, and an old one that may be stained and frayed. 4. Explain the impression that towels make on clients. 5. Do the same for salon caps. 6. Show the packs of 12 disposable caps that are used, and explain where to get them, their prices, and that they are single use only.	• Good quality, clean towel/s • Poor condition towel as contrast **Caps**: Sample caps; sample pack of caps.
3.4 Cleaning and disinfecting equipment	15 min	**Activity 10: Cleaning and Disinfection of Equipment: Demonstration and practice** 1. Explain the need for cleaning and disinfecting equipment in a hair salon. 2. Show the types and methods of disinfecting equipment. 3. Divide learners into groups. 4. Each group must clean and disinfect a selection of salon equipment. 1. Circulate and check that they are doing it correctly.	• **Disinfectant**: o Boiling water and detergent o Methylated spirits • **Salon equipment:** scissors, razors, needles and hooks, combs, rollers, blow dryers, other.
3.5 Waste disposal	20 min	**Activity 11: Waste disposal in the salon**	• Small bin or container • Sample waste items (e.g., pieces

		Objective: Teach learners how to properly dispose of salon waste in rural and urban settings while discussing practical waste management strategies. **Step 1: Introduction and lesson (3 minutes)** 1. **Explain the different types of waste** in the salon: o Hair clippings, braid remnants o Empty product containers (e.g., shampoo bottles) o Packaging: plastic wrapping, boxes 2. **Discuss disposal methods**: o **Rural areas:** Waste can be burned safely (away from homes). o **Urban areas:** Waste should be bagged for collection by municipal services. **Step 2: Sorting activity (5 minutes)** 1. **Set-up:** o Divide the group into two teams: Rural Team and Urban Team. o Place the sample waste items in the bin. 2. **Task:** o Each team picks waste items from the bin and **decides how to dispose of them** based on their setting (rural or urban). o Example: ▪ Hair clippings: **Burn (rural)** or **Bag for collection (urban)**	of hair, braid remnants, empty product containers and packets, plastic wrapping, boxes) • Two signs: **"Rural"** and **"Urban"**

		▪ Empty container: **Bag for collection** in both cases. **Step 3: Wrap-up discussion (2 minutes)** 1. **Facilitator asks:** o Why is it important to **dispose of waste properly**? o What challenges might arise when burning waste in rural areas or waiting for collection in urban areas? 2. **Reminder:** Proper waste disposal keeps the environment clean and prevents health issues.	
3.6 Safety	15 min	**Activity 12: Safety Hunt** 1. **Set-up:** o Place various safety items (or pictures of them) around the room. o Use real or sample objects like scissors, razors, a pair of earmuffs, PPE (like gloves or aprons), and items from a First Aid Kit. o Hide some items or place them in incorrect locations to simulate unsafe storage. For example, place scissors in a drawer without a cover or water near an unplugged hair dryer, spilled water on the floor. 2. **Instructions:** o Divide participants into small teams. o Give each team a list of safety tasks to complete). Tasks include: ▪ Find 3 items used to handle waste safely.	Scissors and razors Puddle of water on the floor ● List of tasks to complete in resources section

		▪ Find 2 objects that should not be stored together (e.g., water and electrical equipment). ▪ Identify the correct PPE for handling heat (like earmuffs or gloves). ▪ Show the correct way to store cutting tools (like closed scissors). ▪ Point out what should be in the First Aid Kit. 3. **Game rules:** o Teams race to find and correct the issues. For example, if they find a dangerous situation, they explain the correct way to fix it (e.g., unplugging an iron left near water). o Each team earns points for: ▪ Finding hidden safety items ▪ Correctly identifying unsafe situations ▪ Giving the right solution (like placing tools in the correct spot) 4. **Wrap-up:** o The instructor goes over each task with the class, explaining the correct procedures. o Offer small prizes or applause for the winning team.	
3.7 Personal Protective Equipment (PPE)	15 min	**Step 1: Lesson on PPE types and their use** 1. The instructor explains when and why each type of PPE is needed in a salon: a. **Gloves:** Protect hands during chemical treatments or cleaning. b. **:** Prevent inhaling harmful fumes or airborne particles.	• Gloves • Masks (disposable – 1 per learner) • Aprons • Earmuffs

		c. **:** Protect clothes from spills and stains. d. **Earmuffs:** Shield ears from heat or loud noises, such as during blow-drying. **Step 2: PPE demonstration by the instructor** 2. Discuss **how to properly put on, wear, and remove PPE** to prevent contamination. 3. The instructor demonstrates the **correct way to wear PPE**: a. Step-by-step **putting on and removing gloves** without touching the skin. b. Put on by handling straps only, covering nose and mouth snugly; remove by straps without touching the front, then dispose or wash and sanitize hands. c. Put on by securing neck and waist straps without touching the outer front; remove by untying straps, fold inward, dispose or launder, then sanitize hands. d. **Adjusting earmuffs** to fit comfortably. **Step 3: PPE practice station challenge** 4. **Set up practice stations** with gloves, and earmuffs at each table. 5. **Task:** Each trainee must go through the stations, practising: a. **Putting on all PPE correctly** (gloves, mask, apron, earmuffs). b. **Removing PPE properly** without contamination (e.g., gloves pulled off by turning them inside out).	

		6. Use a **timer** to make it a fun challenge—trainees can compete to see who puts on and removes PPE the fastest without errors. **Step 4: Group discussion and feedback** 7. After the practice, the instructor asks: a. **What challenges** they faced while using PPE? b. **When should PPE be replaced?** c. **What are the risks** of not using PPE properly? 8. Trainees share their thoughts and **review any mistakes** to ensure everyone understands the correct procedures. **Step 5: Wrap-up with a PPE safety pledge** 3. Each trainee makes a **safety pledge** to always use PPE properly to protect themselves and their clients.	
3.8 Security	10 min	**Activity 13: Security Brainstorm and Demonstration** **Step 1: Group brainstorm (5 mins)** 1. **Ask:** "What are things you must do to secure the salon at the end of the day?" o Write down their answers. Examples: ▪ Lock all doors and gates.	• Cash box

		▪ Check windows are closed. ▪ Store valuable items securely. 2. **Ask:** "How can we protect cash during the day?" o Example responses: ▪ Use a cash box. ▪ Keep only small amounts of cash at the front desk. ▪ Avoid leaving cash unattended. **Step 2: Demonstration (3 mins)** 1. Discuss **how to use locks properly** (e.g., double-checking doors, removing keys). 2. Hold up the **cash box** and explain **how to store cash safely**. o Example: "At closing time, cash should be moved to a secure place." **Step 3: Wrap-up (2 mins)** • **Ask:** "What is the most important thing to remember about salon security?" • End with a **reminder: "**Always lock up the premises and manage cash safely to avoid problems." •	

Day 2: Training Guide: Salon Setup: Utilities and layout & Hair equipment and tools

Module 2 : Salon setup

Topic	Time	Training Instructions	Resources
2.1 Utilities and layout	40min	**Activity 14: Salon Walkthrough** 1. Take the learners to a salon and walk them through all the elements required by a salon: facilities, equipment, utilities, décor, etc. 2. Explain each one as you go and the considerations that are relevant to each element. 3. Hand out sheets of A4 paper. 4. Each learner must use the paper to represent the layout of a simple one-room salon. 5. They must each 'design' their salon by drawing in all the elements they need. 6. They must hand these to the trainer to check and give feedback. 7. Items to check: a. All utilities have been provided for b. The placement of all stations and items is logical in terms of workflow c. Ask about the décor elements (basic wall colour), simple decoration to make it attractive.	• Hairdressing salon with equipment and workstations, wash area, dryers • A4 sheets of paper

		Takeaway: the learners will know what to consider, plan and budget for when setting up a salon.	
2.2 Hair equipment and tools	50min	**Activity 15: Identification Test: Hairdressing Equipment** 1. On a table or clean floor, lay out a selection of equipment that is used in hairdressing 2. Put a small number next to each item. 3. Give each learner a sheet of paper and ask them to write numbers down the left margin. 4. Instruct them to try to identify each of the items laid out and write their name and their use on their sheet of paper. 5. Give them 10 minutes to do this. 6. After 10 minutes, starting with number 1, ask them what they think the item is. 7. Make it fun like a TV quiz. If they identify it correctly, they get a point; if they understand and have noted ts use in hairdressing or salon work, they get another point. 8. Go around asking and explaining, demonstrating where possible what all the items are. 9. At the end, ask who got the highest number of points, and give them a small prize e.g. some wrapped sweets.	• Numbers on slips of paper • Equipment trolley • Comb/s • Hairbrushes • Application brushes/spatula • Rollers • Scissors and razors • Dryers: blow dryer; hood dryer (optional) • Towels • Gloves • Mixing bowls for product • Earmuffs for heat protection • Spray bottles • Hair treatment steam caps

		Takeaway: the learners are introduced to the range of equipment and the uses of such equipment in a hair salon in a fun and interesting way.	• Yarns • Needles, hairpins, crochet hooks • Range of hair braids and hair extensions • Small prize for the winner/s

Day 3: Training Guide: Salon Setup & Introduction to hairdressing

Module 5: Introduction to hairdressing

Topic	Time	Training Instructions	Resources
5. Introduction to hairdressing	60 min	**Activity 16: Interactive lesson on Hairdressing Services** **NB: If no projector is available, use printed photos or demonstrations instead of videos** 1. **Introduction to Services** • Start by giving an overview of the main hairdressing services hairdressers offer to clients: 1. Washing 2. Drying 3. Treatments 4. Chemical application (relaxing) 5. Colouring 6. Cutting/trimming 7. Styling 2. **Interactive Service Breakdown** • **Step-by-Step Process Walkthrough:**	• Possibly invite a guest speaker to discuss hairdressing services in Tanzania • Show YouTube videos of different processes and results to inspire the learners and provide visual examples of the processes.

		1. Break down the steps involved in each service in simple language. For example:
		    1. **Washing:** Explain basic shampooing and conditioning techniques.
		    2. **Drying:** Describe towel drying, air drying, and blow-drying.
		    3. **Treatments:** Briefly cover conditioning or oil treatments.
		    4. Continue with a basic explanation of each service.
		• **Group Activity:** Divide learners into small groups and assign each group a service. Ask them to act out or draw the steps, encouraging collaboration and helping them visualise the process.
		3. **Video Resources**
		• **YouTube Videos**: Show short, simple videos demonstrating each process (ensure videos show relatable examples suitable for Tanzanian hair types). Pause after each video for a brief discussion to reinforce understanding.
		
		Debrief:
		1. Summarise the services and ask learners to name a product they think might be needed for each. This will serve as a lead-in to the next lesson on products used in hairdressing services.
		2. This serves as a foundation for the next topic which is the products that will be used in these hairdressing services.	

Module 2: Salon Setup: Hair products

Topic	Time	Training Instructions	Resources
2.3 Hair products	90 min	**Activity 17: Demonstration of products** 1. Present a full range of salon products to the learners. 2. Explain the categories of products, e.g. washing and conditioning, treatments, chemical applications, etc. 3. Show and explain each product, and where possible, allow them to see, smell or feel the product to engage all their senses in recognising and understanding hairdressing products.	• Shampoo and conditioner • Hair oils e.g. Shine and Lovely; Movit; Radiant, Blue Magic • Heat protectors • Treatments • Chemical applications: relaxer • Tint/colour • Sheen spray

Day 4: Training Guide: Understanding Hair & Hair washing and drying

Module 4: Understanding hair

Topic	Time	Training Instructions	Resources
4.1 Composition of hair	30 min	**Activity 18: Hair Composition: Drawings** 1. **Instructions:** Present a simple theory lesson • Explain basic **hair anatomy** (root, follicle, and shaft) and the difference between **healthy and damaged hair** (smooth vs. broken cuticles). • Draw these on a board or flipchart. • Describe the **composition** (keratin for strength, melanin for colour) • Cover the drawing or wipe it away. 2. **Drawing task:** • Learners work in pairs or small groups. • Instruct each group to draw a **large strand of hair** showing: o The **outer layers (cuticle) and the inside (cortex and medulla)**. o Write in **keratin** and **melanin** to show what the strand is made of. o On one half of the hair strand, draw **healthy hair** (shiny, smooth). On the other half, draw **damaged hair** (split ends, broken cuticles). o Below the strand, draw the **hair root** connected to a follicle, 3. **Present and discuss:**	A3 or A4 paper Drawing materials Small prize for winning team

		• Each group presents their diagram to the class, explaining: ○ How hair changes if it is damaged vs. healthy. 4. **Wrap-up:** • The instructor gives feedback on the diagrams. • Offer praise and small rewards to the groups for creativity and clear presentation.	

4.2 Types of hair	90 min	**Activity 19: "My hair type, my care" exploration**
		
		Step 1: Demonstration of hair types
		1. Explain the 4 categories of hair and that African hair is Type 4.
		2. The instructor shows the different curl patterns using diagrams or photos.
		  ○ **4A:** Tight spiral curls
		  ○ **4B:** Zig-zag curls with dryness and shrinkage
		  ○ **4C:** Dense, coiled strands with significant shrinkage, sometimes forming a "Z" pattern
		3. Briefly discuss the **needs of type 4 hair**, such as moisture and protection from dryness.
		
		Step 2: Group your hair
		4. Ask learners to examine their own hair carefully in a mirror to **identify whether their curl pattern** matches 4A, 4B, or 4C.
		  ○ Participants can **group themselves by hair type** based on their findings.
			• Mirrors for participants
			• Sample pictures of hair types (4A, 4B, and 4C)
			• Hair care products for natural and relaxed hair (leave-in conditioner, oils, shampoos)
			• Moisture spray bottles, combs, and hair clips

		▪ Example: Create a “4A group,” “4B group,” and “4C group” to compare similarities and differences. Note that 4C is likely to be most if not all learners. **Step 3: Discussion – Natural vs relaxed hair** 5. The instructor explains the difference between **natural hair** (unprocessed) and **relaxed hair** (chemically straightened). ▪ **Natural hair:** Retains curls/coils; needs moisture and gentle products. ▪ **Relaxed hair:** Requires special care to avoid breakage; needs protein-based treatments and gentle handling. 6. **Each** participant shares whether their hair is natural or relaxed, followed by a discussion about: ▪ How they take care of it daily ▪ Challenges faced (e.g., dryness, breakage) ▪ Products they use **Step 4: Explanation: Proper care techniques** 7. The instructor explains the techniques for both natural and relaxed hair, including: ▪ Moisturising techniques for natural 4C hair (like the LOC method: Leave-in, Oil, Cream). ▪ How to safely apply products and avoid overusing relaxers to protect relaxed hair.	

		Wrap-up: • Each participant shares **one new thing they learned** about their hair type and care routine. • The instructor gives tips on **building a simple hair care routine** suitable for their hair type.	

Module 5: Hairdressing

Topic	Time	Training Instructions	Resources

5.1 Washing	60 min	**Activity 20: Washing: Demonstration and Practice**
		
		1. Explain the process of washing a client's hair:
		  ○ Wetting hair, applying shampoo, lather and scrubbing, rinse
		  ○ Shampoo twice
		  ○ Apply wash-out conditioner: massage, rinse
		  ○ Towel wrap to go to drying or other services
		2. Demonstrate and show the equipment, products and the method, including any safety concerns, and good care of the client.
		3. Divide learners into groups.
		4. Each group must take it in turns to wash each other's hair.
			Equipment and product:
			• Shampoo, conditioner
			• Towel
			• Warm water
			• Basin/shower attachment

5.2 Drying	120 min	**Activity 21: Drying: Demonstration and Practice**
		
		1. Explain the process of drying a client's hair:
		  ○ Apply heat protective lotion
		  ○ Comb lotion through hai
		  ○ **Blow drying**: section hair, use brush
		  ○ **Hood drying:** apply rollers, place a protective cap over the rollers, set the hood dryer timer, and monitor the client's comfort throughout the process
		2. Demonstrate and show the equipment, products and method, including any safety concerns, and good care of the client.
		3. Divide learners into groups.
		  • Each group must take it in turns to dry each other's hair after washing.
			Equipment and product:
			• Dryer: blow dryer or hood dryer

Day 5: Training Guide: Understanding Hair & Hair Treatments

Module 4: Understanding hair

Topic	Time	Training Instructions	Resources
4.3 Characteristics of hair	60 min	**Interactive lesson** **Step 1: Lesson and explanation of hair characteristics** • **Texture:** Discuss how hair texture refers to the thickness of individual hair strands (fine, medium, or coarse). • **Porosity:** Explain that porosity is how well hair absorbs and retains moisture. • **Tenacity:** Introduce tenacity as the resistance of the cuticle to allow substances to penetrate it. • **Density:** Define density as the number of hair strands per square inch on the scalp. • **Elasticity:** Explain that elasticity is how much the hair can stretch without breaking and return to its original shape. **Step 2: Hands-on activities** 1. **Texture test:**	• Spray bottles filled with water • Cotton balls • Wide-tooth combs, hair strands (participants can use their own or provided samples) • Rulers or measuring tape for elasticity test Printed cards with key terms: **Texture, Porosity, Tenacity, Density, Elasticity**

		○ Each participant examines their hair strand to determine its **size or diameter** (fine, medium, or coarse). ○ Ask learners to compare their strand size with others to spot differences in hair textures. 2. **Porosity test:** ○ Place a strand of hair in a bowl of water. After **5 minutes**, observe: ▪ If the hair floats, it has **low porosity** (hard to absorb moisture). ▪ If it sinks, it has **high porosity** (absorbs water easily but struggles to retain it). 3. **Tenacity test:** ○ Spray a small section of hair with water. If the water **sits on the surface**, the hair has high tenacity. If it **absorbs quickly**, the hair has low tenacity. 4. **Density observation:** ○ Participants part their hair in different sections and look in the mirror. If the **scalp is easily visible**, the hair has low density. If not, it has higher density. ○ They can also **compare their density** with a partner to understand variations. 5. **Elasticity test:** ○ Gently stretch a strand of hair and **measure how far it stretches** using a ruler or tape. ○ Release it to see if it **returns to its normal shape**. Hair with high elasticity will stretch and bounce back; low elasticity hair will break easily. **Step 3: Group discussion**	

		○ After the tests, participants gather in groups to discuss: ▪ **What they observed about their hair** (e.g., "I learned my hair is low porosity, so I need more moisture.") ▪ **How these characteristics affect their care routines** (e.g., "High elasticity means I can style my hair more, but I still need to moisturise regularly."). **Step 4: Wrap-up and tips** • The instructor summarises key points: ○ **Low porosity hair** needs light, water-based products. ○ **High porosity hair** benefits from heavier products like oils and creams. ○ **High tenacity hair** requires more care when applying treatments. ○ **Elasticity affects how much heat styling and manipulation the hair can handle.** • Offer personalised hair care tips based on their findings. End with a **Q&A session** where participants can ask questions about managing their hair type effectively.	
4.4 Scalp and hair health	60 min	**Activity 22: Practical activity – Exploring scalp and hair health** **Objective:**	• Mirrors • Spray bottles with water • Cotton pads for scalp examination

		Teach trainees to identify the characteristics of their own hair and scalp, recognise the signs of damaged hair, and explore effective treatment options through a practical and engaging group activity.
		
		Step 1: Scalp and hair self-examination
		• The instructor explains what a **healthy scalp and hair** look like, covering:
		  ○ Clean, hydrated scalp
		  ○ Balanced oil production (not too dry or oily)
		  ○ Good blood circulation (- reflected in a healthy tone appropriate to each person's skin color (may appear as natural glow, warmth, or vibrancy)
		  ○ No itching, flaking, or redness
		• **Task:**
		  ○ Each trainee uses a **mirror** to inspect their own hair and scalp.
		  ○ They check for:
		  ▪ **Dry or oily scalp**
		  ▪ Signs of **inflammation or flaking**
		  ▪ Hair that feels soft and hydrated vs. brittle or dry
		
		Step 2: Group discussion – Signs of damaged hair
		• Discuss the **causes of hair damage**, such as heat styling, product misuse, or environmental stress.
		• Trainees share their findings from their examination:
		  ○ Does their hair show signs of **breakage, dryness, or thinning**?
			• Sample products: Virgin ointment, Sulphur 8, Radiant, honey, egg, mayonnaise
			• Hair steaming cap or warm towels

		○ Have they noticed **hair loss** or **reduced volume**? **Step 3: Demonstration of treatment options** • The instructor explains **different types of conditioners**: ○ **Leave-in conditioners** for moisture throughout the day ○ **Deep conditioners** for intensive repair ○ **Wash-out conditioners** for daily maintenance • **Hands-on task:** ○ Each trainee picks a product suitable for their hair (honey, egg, mayonnaise, or store-bought products). ○ They apply the product in small sections of hair while the instructor explains the **benefits of steaming** to enhance absorption. • Use a **steaming cap or warm towel** to demonstrate steaming on a volunteer. **Step 4: Dandruff identification and treatment** • The instructor explains the **causes of dandruff**: ○ Dry or oily scalp ○ Sensitivity to products ○ Yeast or stress • **Task:** ○ Trainees inspect each other's scalp (in pairs) to identify any dandruff or flaking.	

		○ They discuss **treatment options**, including Virgin ointment, Sulphur 8, and Radiant, and learn when to use each product. **Step 5: Wrap-up and personalised hair care plan** • The instructor helps each trainee **create a simple hair care plan**: ○ Identify scalp type (dry, oily, balanced) ○ Choose suitable **products and treatments** for their hair condition • List **steps to prevent future damage**, such as avoiding excess heat	

Module 5: Hairdressing

Topic	Time	Training Instructions	Resources
5.3 Treatments	90 min	**Activity 23: Demonstration and Practice for Hair Treatment** **1. Introduction and explanation (10 minutes)** • Start with a brief discussion on the **importance of hair care treatments** for maintaining healthy hair. • Introduce the **three main types of treatments**: 1. **Leave-in conditioner** 2. **Deep conditioner** (with steaming) 3. **Wash-out conditioner**	**Products and Treatment Supplies:** **Leave-in conditioners:** • Mega, Cantu, African Pride (for natural hair) • Radiant, Movit (for relaxed hair) **Deep conditioning products:**

		• **Explain when to use each treatment**, highlighting the difference between natural and relaxed hair:
		  ○ **Natural hair:** Mega, Cantu, African Pride
		  ○ **Relaxed hair:** Radiant, Movit Leave-in Conditioner
		
		2. Product demonstration (15 minutes)
		• **Show the different products** (e.g., Cantu, Radiant, garlic hot oil, egg, honey).
		• **Explain their benefits**:
		  ○ **Honey:** Adds moisture and shine.
		  ○ **Garlic hot oil:** Controls dandruff and prevents split ends.
		  ○ **Protein (egg, mayonnaise, cholesterol):** Repairs damaged hair and promotes hair growth.
			• **Protein-based treatments:** Eggs, mayonnaise, cholesterol
			• **Honey** (for moisture and shine)
			• **Garlic hot oil** (for dandruff control and split-end prevention)
			Wash-out conditioner

	120 min	**3. Hands-on practice: Applying treatments (45 minutes)**
		
		• **Demonstrate how to apply each treatment**:
		  ○ **Leave-in conditioner:** Apply to damp hair and leave it in (no rinsing).
		  ○ **Deep conditioner:** Apply protein, honey, or garlic oil and cover the hair with a **steamer cap**. Demonstrate **steaming** (or use a warm towel if a steamer is not available).
		  ○ **Wash-out conditioner:** Apply and rinse out after 5 minutes.
		
		• **Divide learners into pairs**:
			Application and Steaming Tools:
			• **Spray bottles** (filled with water for wetting hair)
			• **Combs and sectioning clips** (to part the hair during treatment)
			• **Steamer machine** (or **warm towels**)

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Have each group practise applying treatments to each other's hair under supervision.
They must use the results of the hair analysis from Module 4 to know what treatments to apply to each other.

4. Discussion and troubleshooting (10 minutes)

Ask learners:

What types of issues can these treatments solve (e.g., dryness, breakage)?
How can steaming improve the effectiveness of treatments?

Highlight common mistakes (e.g., not rinsing out wash-out conditioner or applying leave-in incorrectly).

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Steamer caps (for heat retention if a steamer isn't available)
Mannequin heads (if learners practice on models instead of each other)

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<td>90 min</td>
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5. Review: Hair treatment problem-solving table (15 minutes)

Display the following table on a board or handout and discuss it:

<table>
<tr><th>Problem</th><th>Remedy</th><th>Process</th><th>Equipment</th></tr>
<tr><td>Dry, rough, frizzy or damaged hair</td><td>• Honey
• Garlic hot oil
• Egg
• (mixture of above)</td><td>Steaming (heat application)</td><td>Steamer and cap</td></tr>
<tr><td>Breakage</td><td>Protein: mayonnaise, cholesterol</td><td>Steaming (heat application)</td><td>Steamer and cap</td></tr>
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Towels and Cleaning Supplies:

Towels (for wiping excess product and covering shoulders)
Hand sanitizer (to maintain hygiene)
Basin or sink (for rinsing wash-out conditioner)
Gloves (, for handling products

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		Hair thinning and hair loss	Protein: mayonnaise, cholesterol	Steaming Leave-in conditioner	Steamer and cap	like mayonnaise or oils)

6. Wrap-up and final tips (5 minutes)

- Emphasise the **importance of applying treatments to clean, wet hair**.
- **Review the steps** for leave-in and wash-out treatments.

Encourage learners to follow product instructions carefully to avoid damaging hair.

Day 6: Training Guide:

Module 5: Hair treatments and relaxers

Topic	Time	Training Instructions	Resources

5.4 Chemical application/relaxing	300 min	**Activity 24: Demonstration and Practice: Chemical Application**
		
		Step 1: Demonstration by Instructor (15 minutes)
		
		• **Prepare the workstation**: Set out all equipment and products.
		• **Apply protective gel/Vaseline** to the forehead, neck, and ears.
		• **Prepare the relaxer** in the mixing bowl (if using a boxed product).
		• **Section the hair:** Demonstrate parting the hair into 3 or 4 sections.
		• **Application process:** use 2 different volunteers from the learners
		  ○ For **natural hair** (first-time application):
		  ▪ Apply relaxer 2cm from the scalp, leave for 5 minutes, then comb through the length.
		  ▪ Apply the relaxer closer to the roots as needed.
		  ▪ Follow product instructions for processing time.
		  ▪ Wash with **neutralising shampoo** and **apply conditioner**.
		  ○ For **retouching previously relaxed hair**:
			Equipment:
			• Mixing bowl
			• Gloves
			• Comb
			• Spatula
			• Towel
			• Curling rollers (for curly kit demonstration)
			• Sponge or brush for neutraliser application
			Products:
			• **Protective gel or Vaseline** (to protect the skin)
			• **Relaxers:** Mega Growth, Olive Oil, Dark & Lovely

		▪ Apply relaxer only to the regrowth area, avoiding the already treated sections. ▪ Wash and neutralise as per instructions. **Step 2: Curly Kit Demonstration (Optional – 10 minutes)** • Demonstrate the **process** of the Curly Kit: 1. Apply pre-softener to clean hair, following the product instructions, and rinse thoroughly. 2. Apply curling lotion evenly to the hair. 3. Section the hair and curl each section using the appropriate rollers. 4. Pour neutraliser over the curled hair while the rollers remain in place. 5. Allow the neutraliser to set for 30 minutes to 1 hour, as directed. 6. Wash the hair gently without removing the rollers. 7. Remove the rollers carefully. 8. Apply a small amount of oil to the hair and style as desired. **Step 3: Learner Practice (20 minutes)** • Divide learners into small groups. • Each group will practice on **each other's hair** under supervision. • **Tasks:** ○ Apply protective gel or Vaseline	• **Types of relaxers:** ○ Regular (for soft hair) ○ Super (for high-density or coarse hair) ○ **Curly Kit**: Pre-softener, curling lotion, neutraliser, curl activator • **Neutralising shampoo** and **leave-in conditioner**

		○ Prepare the relaxer according to product instructions. ○ Section hair. ○ Apply relaxer on natural or retouched hair following the correct process. ○ Use **curl activators and leave-in conditioners** for finishing, depending on the service. **Step 4: Safety Review and Troubleshooting (5 minutes)** • Review safety practices: ○ Wear gloves during application. ○ Avoid contact with eyes and scalp burns. ○ Use neutralising shampoo to stop chemical processing. ○ Cover the face with a towel during the curly kit process to avoid splashes. • Discuss **common mistakes** (e.g., leaving relaxer too long, applying product unevenly).	

Week 2

Day 1: Training Guide: Colouring and cutting

Module 5: Colouring and Cutting

Topic	Time	Training Instructions	Resources
5.5 Colouring	300 min	**Activity 25: Demonstration and Practice: Hair Colouring** **Step 1: Introduction and Explanation (20 minutes)** • **Types of Colouring:** 1. **Direct application** on **dry hair**: Suitable for applying **dark colours** (like black on brown hair or black on grey). 2. **Bleaching before colouring**: Used to strip dark hair to a lighter base before adding **vibrant colours** (e.g., purple, blond, or auburn). **Step 2: Instructor Demonstration (20 – 30 minutes)** • **Preparing the workstation**: ○ Lay out all materials and tools for easy access. ○ Wear **gloves** to avoid skin contact with bleach or dye. • **Bleaching Process** (for lighter colours): 1. **Mix the bleach powder** and developer according to product instructions.	**Equipment:** • Mixing bowl • Gloves • Spatula • (Tooth)brush • Combs **Products:** • Bleach powder (peroxide) • Colour tint/dye (e.g., purple, blond, auburn)

		2. **Section the hair** into 3- or 4-parts using combs. 3. Apply bleach to the hair **starting from the ends**, working toward the roots. 4. Leave bleach for the **recommended time** until the desired shade is achieved (monitor closely). 5. **Rinse out the bleach** thoroughly with water. **Colouring Process**: 1. **Prepare the colour tint/dye** in a mixing bowl. 2. **Apply the colour** evenly over the bleached hair using a brush. 3. Leave the colour on for the **specified time** (check product instructions). 4. **Rinse out the dye** thoroughly and condition the hair. **Step 3: Learner Practice (60 minutes)** • **Divide learners into pairs** or small groups. • Each learner will **practice on** each other's hair under supervision. • **Tasks:** o Section the hair, apply bleach or colour appropriately. o Monitor processing time to prevent over-bleaching. o Rinse the product thoroughly and condition the hair after colouring.	

		Step 4: Group Discussion and Troubleshooting (20 minutes)
		• Discuss **common mistakes**, such as:
		  ○ Leaving bleach or dye on too long, causing dryness or damage.
		  ○ Uneven application resulting in patchy colour.
		• Emphasise the importance of **following instructions** on processing times and using **conditioners** after treatments to protect the hair.
		
		Safety Tips:
		• Always **wear gloves** to prevent skin irritation.
		• **Use a towel** to protect the client's neck and clothing during the process.
		Be cautious when applying **bleach near the scalp** to avoid irritation.	

5.6 Cutting/ trimming	180 min	**Activity 26: Cutting/trimming: Demonstration and practice**
		
		Step 1: Introduction and Explanation (5 minutes)
		• **Importance of trimming for Type 4C hair:**
		  ○ Trimming helps remove **split ends**, reducing breakage and encouraging healthy growth.
		  ○ Only a slight trim is needed to **preserve length** without cutting into styles.
		• **Tools overview:**
		  ○ **Hair scissors:** Use for precise, controlled trimming.
			• Hair scissors
			• Comb (wide-tooth comb for detangling)
			• Electric razor (optional)
			• Manual razor (optional)
			• Spray bottle with water
			• Towels

		○ **Electric/manual razor:** Optional tools for light maintenance around edges. ○ **Comb:** Use to section and detangle hair before trimming. **Step 2: Instructor Demonstration (10-15 minutes)** 1. **Preparing the hair:** ○ Wash and **dry the hair completely**. (If not possible during the session, lightly spray with water to detangle.) ○ Use a **wide-tooth comb** to detangle hair and **section it into 3 or 4 parts**. 2. **Trimming process:** 1. Take one section at a time. 2. Comb through to the ends, holding a small section of hair between the fingers. 3. **Use scissors to trim just the ends** (¼ to ½ inch). Ensure all the hair in the section is trimmed evenly. 4. **For edges** or tight areas, demonstrate using an **electric or manual razor** to lightly clean up the hairline. 5. Repeat for all sections. **Step 3: Learner Practice (20-25 minutes)** • **Group learners into pairs** or have them practice on **mannequin heads** under supervision. • **Tasks:**	

		○ Wash or lightly dampen the hair to prepare it for trimming. ○ Section the hair, comb it out, and practice **light trimming**. ○ Learners can use the razor (if available) to clean up **edges** carefully. **Step 4: Group Discussion and Review (5 minutes)** • **Facilitator asks:** ○ Why is light trimming important for 4C hair growth? ○ What mistakes should be avoided when trimming 4C hair (e.g., cutting too much, uneven trimming)? • **Discuss tips** for maintaining 4C hair: ○ Regular trims every **8-12 weeks** to prevent breakage. ○ Use **leave-in conditioners** after washing to maintain moisture.	

Day 2: Training Guide: Introduction to braiding

Module 6: Braiding

Topic	Time	Training Instructions	Resources
6.1 2-way strands	360 min	**Activity 27: 2-way strands: Demonstration and practice** 1. Instructor demonstrates how to: a. Create twists b. Tuck ends so that they do not unravel c. Add hair as you start d. Add hair as you go e. Twisting hair into lines f. The use of yarns or threads in creating fake twists g. Grip hair 2. Divide learners into pairs. **3.** The pairs must practice on each other's hair. Trainer to circulate, check, advise and guide the learners	• Hair • Yarn • Water and spray bottles • Combs Leave-in-conditioner, oils and creams (LOC)

Day 3: Training Guide: Hair products for braids & adding extensions to 2-way strands

Module 6: Hair products for braids: extensions, accessories, gels

Topic	Time	Training Instructions	Resources
Hair products for braids: extensions, accessories, gels	180 min	Introduce learners to common hair products used in braiding, including extensions, accessories, and gels, and help them understand the purpose and selection of each product in the braiding process. **Activity Plan:** 1. **Introduction to Hair Products for Braids** ○ Begin with a short explanation about why specific products are essential for braiding and styling, including: ▪ **Extensions:** Used to add length, volume, or colour to natural hair. ▪ **Accessories:** Enhance the style with beads, ribbons, or hair ties. ▪ **Gels:** Control frizz, add shine, and help secure braids in place.	**Hair Extensions:** • Different types of extensions (varied lengths, textures, and colours) that are commonly used in braiding. Aim for a mix that reflects popular choices in Tanzania. **Hair Accessories:** • Beads (various sizes and colours) • Ribbons • Elastic hair bands • Decorative clips or ties

		2. **Product Showcase and Hands-On Activity** ○ **Display the Products:** Show each product (extensions, accessories, gels) and briefly explain its use. ○ Touch **and Feel:** Allow learners to touch the extensions, try out different accessories, and apply a small amount of gel to understand its texture and hold. ○ **Demonstration**: If possible, do a quick demo with each product. Show how extensions are added, how accessories like beads can be used, and how gel smooths and holds hair in place. **Table for Display and Touch-and-Feel:** Set up a table where products are displayed for learners to see, touch, and feel each item **Optional resource: Demonstration Head or Mannequin:** • A mannequin head with textured hair for demonstrations of applying extensions, accessories, and gel.	**Hair Gels:** • Different types of gels, such as soft hold and strong hold, in small, sample-sized containers if possible. **Visual Aids:** • Printed images or a poster showing various braided styles using extensions and accessories. • Access to short, suitable YouTube videos or downloaded clips showing the application of extensions, accessories, and gel on textured hair.
		3. **Interactive Discussion** ○ Discuss how to choose the right extensions, including options for texture, length, and colour. ○ Talk about various accessories and how they can make a braid style more attractive.	

		○ Discuss different types of gels (soft vs. strong hold) and when to use each type. 4. **Group Brainstorming** ○ Divide the learners into small groups and ask each group to come up with ideas on how to use extensions, accessories, and gels creatively in braiding. They can share their ideas with the class to inspire each other. 5. **Debrief and Wrap-Up** ○ Summarise the key points, reinforcing the importance of choosing the right products for each braiding style. ○ End with a question-and-answer session to clear up any doubts and get learners excited about practicing with these products in upcoming sessions. This activity prepares learners to work confidently with products specific to braiding and enhances their ability to select suitable items for different client needs.	

Module 6: 2-way strands: Adding Extensions

Topic	Time	Training Instructions	Resources
6.1 2-way strands: adding extensions	180 min	**Activity 28: Adding Extensions 2-way strands: : Demonstration and practice** 1. Instructor demonstrates how to: a. **Section the hair**: Divide the natural hair into neat, small sections for braiding. b. **Prepare the extensions**: Separate the extension hair into strands matching the desired thickness. c. **Hook the extension**: Fold the extension in half to form a loop and place it at the base of the natural hair section. d. **Secure the extension**: Use the natural hair as one strand and the extension halves as the other two strands for braiding. e. **Start braiding**: Begin braiding tightly at the root, blending the extension with the natural hair. f. **Braid to the end**: Continue braiding down until the entire strand is complete. g. **Seal the ends**: Use hot water, a knot, or elastic to secure the braid, depending on the style. 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Hair • Yarn • Water and spray bottles • Combs • Leave-in-conditioner, oils and creams (LOC)

Day 4: Training Guide: Scalp and hair health while braiding & 2-way strands: flat twist & fake twist

Module 4: Scalp and hair health while braiding

Topic	Time	Training Instructions	Resources

4.4 Scalp and hair health while braiding	60 min	**Activity 29: Practical activity – Exploring scalp and hair health**
		
		Objective:
		Teach trainees to identify the characteristics of their own hair and scalp, recognise the signs of damaged hair, and explore effective treatment options through a practical and engaging group activity.
		
		Step 1: Scalp and hair self-examination
		• The instructor explains what a **healthy scalp and hair** look like, covering:
		  ○ Clean, hydrated scalp
		  ○ Balanced oil production (not too dry or oily)
		  ○ Good blood circulation (visible pink tone)
		  ○ No itching, flaking, or redness
		• **Task:**
		  ○ Each trainee uses a mirror to inspect their own hair and scalp.
		  ○ They check for:
			• Mirrors
			• Spray bottles with water
			• Cotton pads for scalp examination
			• Sample products: Virgin ointment, Sulphur 8, Radiant, honey, egg, mayonnaise
			• Hair steaming cap or warm towels

		▪ **Dry or oily scalp** ▪ Signs of **inflammation or flaking** ▪ Hair that feels soft and hydrated vs. brittle or dry **Step 2: Group discussion – Signs of damaged hair** • Discuss the **causes of hair damage**, such as heat styling, product misuse, or environmental stress. • Trainees share their findings from their examination: o Does their hair show signs of **breakage, dryness, or thinning**? o Have they noticed **hair loss** or **reduced volume**? **Step 3: Demonstration of treatment options** • The instructor explains **different types of conditioners**: o **Leave-in conditioners** for moisture throughout the day o **Deep conditioners** for intensive repair o **Wash-out conditioners** for daily maintenance • **Hands-on task:** o Each trainee picks a product suitable for their hair (honey, egg, mayonnaise, or store-bought products). o They apply the product in small sections of hair while the instructor explains the **benefits of steaming** to enhance absorption. • Use a **steaming cap or warm towel** to demonstrate steaming on a volunteer.	

		Step 4: Dandruff identification and treatment
		• The instructor explains the **causes of dandruff**:
		  ○ Dry or oily scalp
		  ○ Sensitivity to products
		  ○ Yeast or stress
		• **Task:**
		  ○ Trainees inspect each other's scalp (in pairs) to identify any dandruff or flaking.
		  ○ They discuss **treatment options**, including Virgin ointment, Sulphur 8, and Radiant, and learn when to use each product.
		Step 5: Wrap-up and personalised hair care plan
		• The instructor helps each trainee **create a simple hair care plan**:
		  ○ Identify scalp type (dry, oily, balanced)
		  ○ Choose suitable **products and treatments** for their hair condition
		List **steps to prevent future damage**, such as avoiding excess heat	

Module 6: 2-way strands: Flat Twist and Fake Twist

Topic	Time	Training Instructions	Resources
6.1 2-way strands	180min	**Activity 30: 2-way strands: Demonstration and practice** 1. Instructor demonstrates how to: a. Create fake twists b. Tuck ends so that they do not unravel c. Add hair as you start d. Add hair as you go e. Twisting hair into lines f. The use of yarns or threads in creating fake twists g. Grip hair 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Hair • Yarn • Water and spray bottles • Combs • Leave-in-conditioner, oils and creams (LOC)

Day 5: Training Guide: Curling

Module 4: Understanding hair: Hair growth cycle

Topic	Time	Training Instructions	Resources
4.1 Composition of hair	30 min	Help trainees learn the four stages of the hair growth cycle through a hands-on activity that reinforces each stage and its purpose. **Activity Plan:** 1. **Introduction to the Hair Growth Cycle** o Briefly introduce the four stages (Anagen, Catagen, Telogen, Exogen) with simple explanations. Emphasise that hair goes through these stages naturally, and each has its own timeline. 2. **Activity: Hair Growth Cycle Sorting Game** o **Materials Needed:** ▪ Small cards or pieces of paper with simple descriptions of each stage (Anagen, Catagen, Telogen, Exogen). ▪ Visual aids or simple drawings to illustrate each stage (e.g., a growing hair for Anagen, a shrinking hair for Catagen, no growth for Telogen, and a falling hair for Exogen). o **Instructions:**	

		▪ Divide trainees into small groups and give each group a set of cards. ▪ Ask each group to put the cards in the correct order (Anagen, Catagen, Telogen, Exogen). ▪ Once ordered, have trainees read aloud each stage's description to reinforce understanding. 3. **Role Play for Each Stage** o Have each trainee act out one of the stages: ▪ **Anagen:** Pretend to "grow" by slowly raising their hand or a prop. ▪ **Catagen:** Show "stopping" by pausing. ▪ **Telogen:** Stand still to represent no growth. ▪ **Exogen:** Drop an item (like a piece of paper) to represent hair shedding. o This makes it fun and reinforces each stage physically. 4. **Wrap-Up Discussion** o Ask questions to reinforce learning: ▪ "Which stage is the longest?" ▪ "When does hair fall out?" o Conclude by reviewing each stage briefly, encouraging trainees to share what they remember. This activity simplifies the stages and adds physical engagement, making the concept easier to remember and understand.	

Module 6: Curling

Topic	Time	Training Instructions	Resources
6.2 Curling	540 min	**Activity 31: Curling: Demonstration and practice** 1. Instructor demonstrates how to do curling using: a. Fingers b. Combs c. Straws. 2. Instructor explains the products to be used and how to control heat during drying 3. Divide learners into pairs. 4. The pairs must practice on each other's hair. 5. Trainer to circulate, check, advise and guide the learners	• Combs • Straws • Curling products: gel, juicy curls

Day 6: Training Guide: Damaged hair dandruff & 1-way plait (lock method)

Module 4: Damaged hair, dandruff

Topic	Time	Training Instructions	Resources

4.4 Scalp and hair health while braiding	180 min	**Activity 32: Practical activity – Exploring scalp and hair health**
		
		Objective:
		Teach trainees to identify the characteristics of their own hair and scalp, recognise the signs of damaged hair, and explore effective treatment options through a practical and engaging group activity.
		
		Step 1: Scalp and hair self-examination
		• The instructor explains what a **healthy scalp and hair** look like, covering:
		  ○ Clean, hydrated scalp
		  ○ Balanced oil production (not too dry or oily)
		  ○ Good blood circulation (visible pink tone)
		  ○ No itching, flaking, or redness
		• **Task:**
		  ○ Each trainee uses a **mirror** to inspect their own hair and scalp.
		  ○ They check for:
			• Mirrors
			• Spray bottles with water
			• Cotton pads for scalp examination
			• Sample products: Virgin ointment, Sulphur 8, Radiant, honey, egg, mayonnaise
			• Hair steaming cap or warm towels

		▪ **Dry or oily scalp** ▪ Signs of **inflammation or flaking** ▪ Hair that feels soft and hydrated vs. brittle or dry **Step 2: Group discussion – Signs of damaged hair** • Discuss the **causes of hair damage**, such as heat styling, product misuse, or environmental stress. • Trainees share their findings from their examination: o Does their hair show signs of **breakage, dryness, or thinning**? o Have they noticed **hair loss** or **reduced volume**? **Step 3: Demonstration of treatment options** • The instructor explains **different types of conditioners**: o **Leave-in conditioners** for moisture throughout the day o **Deep conditioners** for intensive repair o **Wash-out conditioners** for daily maintenance • **Hands-on task:** o Each trainee picks a product suitable for their hair (honey, egg, mayonnaise, or store-bought products). o They apply the product in small sections of hair while the instructor explains the **benefits of steaming** to enhance absorption and maintain or improve hair health. • Use a **steaming cap or warm towel** to demonstrate steaming on a volunteer.	

		Step 4: Dandruff identification and treatment
		• The instructor explains the **causes of dandruff**:
		  ○ Dry or oily scalp
		  ○ Sensitivity to products
		  ○ Yeast or stress
		• **Task:**
		  ○ Trainees inspect each other's scalp (in pairs) to identify any dandruff or flaking.
		  ○ They discuss **treatment options**, including Virgin ointment, Sulphur 8, and Radiant, and learn when to use each product.
		Step 5: Wrap-up and personalised hair care plan
		• The instructor helps each trainee **create a simple hair care plan**:
		  ○ Identify scalp type (dry, oily, balanced)
		  ○ Choose suitable **products and treatments** for their hair condition
		List **steps to prevent future damage**, such as avoiding excess heat	

Module 6: 1-way plait (lock method)

Topic	Time	Training Instructions	Resources
6.3 1-way plait	540 min	**Activity 33: 1-way plait: Demonstration and practice** 1. Instructor demonstrates how to: a. Create clean patterns and lines b. Tuck hair c. Grip hair d. Use hair extensions while creating locks 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 5. Trainer to circulate, check, advise and guide the learners	• Combs • Braiding gel • Synthetic hair • Scissors • Professional braid sealing tool

Week 3

Day 1: Training Guide: Makeup products and tools & 3-way strands basic and adding hair

Module 7: Makeup Equipment

Topic	Time	Training Instructions	Resources

7.1 Makeup products and tools	180 min	**Note:** there are two Identification Tests planned: one for the equipment and materials, and one for products. It is up to the trainer to decide which order to deliver these two activities or to combine them in a different way over two days for the best impact and effect.
		
		Provision is made for these activities (introduction to all the equipment, materials and products used in makeup services) in two mornings, on Days 1 and 2 of Week 3.
		
		Activity 34: Identification Test: Makeup Equipment and materials
		
		1. On a table or clean surface, lay out a selection of equipment and materials (e.g. cotton pads) that are used in providing makeup services to clients
		2. Put a small number next to each item.
		3. Give each learner a sheet of paper and ask them to write numbers down the left margin.
			• Numbers on slips of paper
			• **Equipment**
			  ○ Cleansing pads: cotton pads, wipes, tissues
			  ○ Organiser box, container
			  ○ Brushes
			  ○ Blenders (sponges)
			  ○ Mixing palette

		4. Instruct them to try to identify each of the items laid out and write their name and their use on their sheet of paper. 5. Give them 10 minutes to do this. 6. After 10 minutes, starting with number 1, ask them what they think the item is. 7. Make it fun like a TV quiz. If they identify it correctly, they get a point; if they understand and have noted ts use in beauty and makeup services, they get another point. **8.** Go around asking and explaining, demonstrating where possible what all the items are. **9.** At the end, ask who got the highest number of points, and give them a small prize e.g. some wrapped sweets. **Takeaway**: the learners are introduced to the range of equipment and the uses of such equipment to be used when providing makeup services in a fun and interesting way.	

Module 6: 3-way strands basic and adding hair

Topic	Time	Training Instructions	Resources
6.4 3-way strands	540 min	**Activity 35: 3-way strands: Demonstration and practice** 1. Instructor demonstrates how to: a. Create clean patterns and lines b. Create 3-way strands c. Tuck ends so that they do not unravel d. Add hair as you start e. Add hair as you go f. Plaiting hair into lines g. The use of yarns and synthetic hair in creating lines and cornrows h. Grip hair i. Finish hair: tidy the braids; curling if needed 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Combs • Braiding gel • Synthetic hair • Scissors • Hot water • Curling rods or yarns

Day 2: Training Guide: Makeup products and tools & 3-way strands: cornrows and box braids

Module 7: Makeup Products

Topic	Time	Training Instructions	Resources

7.1 Makeup products and tools	180 min	**Activity 36: Identification Test: Makeup Products**
		
		1. On a table or clean surface, lay out a selection of makeup products that are used in providing makeup services to clients
		2. Put a small number next to each item.
		3. Give each learner a sheet of paper and ask them to write numbers down the left margin.
		4. Instruct them to try to identify each of the items laid out and write their name and their use on their sheet of paper.
		5. Give them 10 minutes to do this.
		6. After 10 minutes, starting with number 1, ask them what they think the item is.
		7. Make it fun like a TV quiz. If they identify it correctly, they get a point; if they understand and have noted ts use in beauty and makeup services, they get another point.
		8. Go around asking and explaining, demonstrating where possible what all the items are. Connect the products to the various items of equipment that they have already learned about
			• Numbers on slips of paper
			• **Products**
			  ○ Cleanser
			  ○ Primer
			  ○ Foundation
			  ○ Concealer
			  ○ Contour palette
			  ○ Powder (loose, compact,
			  ○ Blusher
			  ○ Eye shadow primer and eye shadow; glitters
			  ○ Highlighters
			  ○ Eye liner
			  ○ Brow pencil
			  ○ Mascara

		9. At the end, ask who got the highest number of points, and give them a small prize e.g. some wrapped sweets. **Takeaway**: the learners are introduced to the range of products and the uses of such products to be used when providing makeup services in a fun and interesting way.	○ Lip liner ○ Lip oil ○ Lipstick ○ Makeup fix/setting spray ○ Lash extensions ○ Lash glue

Module 6: 3-way strands: cornrows and box braids

Topic	Time	Training Instructions	Resources
6.5 3-way strand	180 min	**Activity 37: 3-way strands: Demonstration and practice** 1. Instructor demonstrates how to: a. Create clean patterns and lines b. Create 3-way strands c. Tuck ends so that they do not unravel d. Add hair as you start e. Add hair as you go f. Plaiting hair into lines	• Combs • Braiding gel • Synthetic hair • Scissors • Hot water • Curling rods or yarns

		g. The use of yarns and synthetic hair in creating lines and cornrows h. Grip hair i. Finish hair: tidy the braids; curling if needed 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	

Day 3: Training Guide: Skin types and skin preparation & 3-way strands: cornrows and box braids

Module 7: Skin types and skin preparation

Topic	Time	Training Instructions	Resources
7.2 Skin types and skin preparation	60 min	**Activity 38: Skin Types and Skin Preparation: Lesson with demonstration** **Step 1: Introduction and Explanation (5 minutes)** • **Explain skin types and their characteristics:** 1. **Normal skin:** No shiny zones or dull areas; looks balanced. 2. **Dry skin:** Dull, flaky appearance; prone to roughness. 3. **Oily skin:** Shiny, especially on the **T-zone** (forehead, nose, and chin). • **Importance of skin preparation:** o Cleansing removes dirt and oil. o Primers create a smooth surface for makeup and enhance its longevity.	**Skin preparation tools:** • Cleansers (mild face wash or wipes) • Moisturiser (optional) • Mirrors for each trainee • Towels • Cotton pads **Primers:** • Normal primer • Oily primer (for dry skin) • Matte primer (for oily skin)
	120 min	**Step 2: Instructor Demonstration (10-15 minutes)** 1. **Demonstrate how to identify skin types:**	

		○ Ask for a volunteer and examine their skin. ○ Point out **visual cues**: Is the T-zone shiny? Are there dry patches? ○ Use a **mirror** to let the volunteer see their own skin type. 2. **Demonstrate cleansing and primer application:** ○ Cleanse the volunteer's skin with a gentle cleanser or wipe. ○ Apply: ▪ **Normal primer** for balanced skin. ▪ **Oily primer** to dry areas (adds shine). ▪ **Matte primer** for oily areas to reduce shine.	
	60 min	**Step 3: Learner Practice (20-25 minutes)** 1. **Pair up learners** and have them **examine each other's skin types** using mirrors. 2. **Tasks:** ○ Identify whether their partner has normal, dry, or oily skin. ○ Take turns **cleansing** each other's skin with cotton pads and wipes. ○ Choose and apply the correct **primer** based on their partner's skin type. **Step 4: Group Discussion and Feedback (5 minutes)**	

		• **Facilitator asks:**
		  ○ What challenges did they face identifying skin types?
		  ○ Which primer worked best for each skin type?
		• Provide **feedback** and emphasise key points:
		  ○ **Normal skin:** Needs light preparation.
		  ○ **Dry skin:** Benefits from added shine.
		  ○ **Oily skin:** Requires matte primer to control shine.	

Module 6: 3-way strands: cornrows and box braids

Topic	Time	Training Instructions	Resources
6.5 3-way strand	180 min	**Activity 39: 3-way strands: Demonstration and practice** 1. Instructor demonstrates how to: a. Create clean patterns and lines b. Create 3-way strands c. Tuck ends so that they do not unravel d. Add hair as you start e. Add hair as you go f. Plaiting hair into lines g. The use of yarns and synthetic hair in creating lines and cornrows h. Grip hair i. Finish hair: tidy the braids; curling if needed 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Combs • Braiding gel • Synthetic hair • Scissors • Hot water • Curling rods or yarns

Day 4: Training Guide: Makeup techniques and application & 3-way strands

Module 7: Makeup techniques and application

Topic	Time	Training Instructions	Resources
7.3 Makeup techniques and application	60 min	**Activity 40: Makeup techniques: Demonstration and practice** Explain the professional makeup application process: 1. **Primer** – Prepares the skin for smooth makeup application and helps it last longer. 2. **Foundation** – Provides an even base for the makeup. 3. **Concealer** (if needed) – Applied after foundation to cover any blemishes or under-eye circles. 4. **Setting Powder** – Sets the foundation and concealer in place to prevent creasing. 5. **Contouring** – Enhances the facial structure and adds dimension to the face. 6. **Eye Makeup** – Eyeshadow, eyeliner, and then brows. Doing eyes before lashes allows for easier application and prevents smudging. 7. **Lashes** – Apply mascara and, if desired, false lashes. 8. **Blush and Highlight** – Adds warmth and glow, typically applied after eye makeup for balance. 9. **Lips** – Applied last so it stays fresh and doesn't smudge.	**Products:** • Primer (normal, matte, and oily) • Foundation (various shades) • Face powder • Concealer (optional) • Contour sticks or powder (light and dark shades) • Eyeshadow palettes • Eyeliner and mascara • False lashes and lash glue • Lipstick, lip gloss, or lip liner **Tools:**

		10. **Setting Spray** (Finishing) – Locks everything in place for longer wear. Explain that this sequence allows for a cohesive look, as each step builds upon the previous one, ensuring a balanced and long-lasting makeup finish.	• Makeup brushes (for foundation, contouring, and eyeshadow) • Sponges or beauty blenders • Mirrors • Makeup wipes (for cleaning mistakes) Alcohol spray

Primer and foundation, contouring	30 min	**Step 2: Instructor Demonstration (15-30 minutes)**
		
		1. **Apply primer:**
		  ○ Show how to apply primer based on skin type (normal, oily, dry).
		  ○ Use a sponge or hands to gently blend into the skin.
		2. **Apply foundation and powder:**
		  ○ Match the foundation to the model's skin tone.
		  ○ Apply with a brush or sponge and set with powder.
		3. **Contouring:**
		  ○ Demonstrate contouring by applying darker shades under the cheekbones and lighter shades on the high points of the face (cheeks, nose bridge).	

	30 min	**Step 3: Learner Practice (25-30 minutes)** 1. **Pair learners** and have them practice on each other. 2. **Tasks:** ○ Apply **primer, foundation, and powder**.	

		○ Practice **contouring techniques** using light and dark shades. ○ Use a **mirror** to check their progress and make adjustments.	
	30 min	**Step 4: Group Discussion and Feedback (10 minutes)** • **Facilitator asks:** ○ What part of the process was most challenging? ○ What techniques worked well? • **Peers provide feedback** on each other's work. • The instructor offers **tips for improvement**, such as blending foundation evenly or using the right amount of product. **Safety and Hygiene Tips** • Use **separate brushes and sponges** for each person to prevent contamination. • **Sanitise tools** between uses with alcohol spray. • **Avoid sharing eye or lip products** directly to prevent infections.	

Module 6: 3-way strands: cornrows and box braids

Topic	Time	Training Instructions	Resources
6.5 3-way strand	90 min	**Activity 41: 3-way strand inverted: Demonstration and practice**	• Combs • Braiding gel

		1. Instructor demonstrates how to: a. Create clean patterns and lines b. Create 3-way strands c. Invert 3-way strands d. Tuck ends so that they do not unravel e. Add hair as you start f. Add hair as you go g. Plaiting hair into lines h. The use of yarns and synthetic hair in creating lines, cornrows and braids i. Grip hair j. Finish hair: tidy the braids; curling if needed 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Synthetic hair • Scissors • Hot water • Curling rods or yarns

Day 5: Training Guide: Makeup techniques and application & 3-way strands: inverted

Module 7: Makeup techniques and application: practice

Topic	Time	Training Instructions	Resources

7.3 Makeup techniques and application	60 min	**Activity 42: Makeup techniques: Practice: foundation, concealer, contouring**
		
		1. Trainees swap with different partners and practice the skills of applying foundation, concealer and contouring.
		2. **Tasks:**
		  ○ Apply **primer, foundation, and powder**.
		  ○ Practice **contouring techniques** using light and dark shades.
		3. Use a **mirror** to check their progress and make adjustments.
		4. **Facilitator asks:**
		  ○ What part of the process was most challenging?
		  ○ What techniques worked well?
		5. **Peers provide feedback** on each other's work.
		6. The instructor offers **tips for improvement**, such as blending foundation evenly or using the right amount of product.
			Use the same products as used in previous makeup application activity.

Module 6: 3-way strands: inverted: cornrows and box braids

Topic	Time	Training Instructions	Resources
6.5 3-way strand inverted	180 min	**Activity 43: 3-way strand inverted: Demonstration and practice** 1. Instructor demonstrates how to: a. Create clean patterns and lines b. Create 3-way strands c. Invert 3-way strands d. Tuck ends so that they do not unravel e. Add hair as you start f. Add hair as you go g. Plaiting hair into lines h. The use of yarns and synthetic hair in creating lines, cornrows and braids i. Grip hair j. Finish hair: tidy the braids; curling if needed 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Combs • Braiding gel • Synthetic hair • Scissors • Hot water • Curling rods or yarns

Day 6: Training Guide: Makeup techniques and application & 3-way strands: inverted

Module 7: Makeup techniques and application: eye makeup (eyes)

Topic	Time	Training Instructions	Resources
7.3 Makeup techniques and application	180 min	**Activity 44: Makeup techniques: Demonstration and practice** **1. Introduction and Explanation (20 minutes)** • Explain and show (using a model) the different areas of the eye that need different techniques, tools and products 2. **Demonstration (45 minutes)** • Show a basic eye makeup routine on a model (or one learner as an example). • Start with defining eyebrows, applying neutral eyeshadow, adding eyeliner, and finishing with mascara. • Explain each step slowly and highlight tips, like blending well or using light strokes. 3. **Hands-On Practice (90 minutes)** • Pair learners. • Ask each learner to practice applying eye makeup on themselves or a partner, following the demonstrated steps.	• Eyeshadow palette with neutral and soft colours • Eyeliner pencils (brown and black) • Eyebrow pencil or powder • Mascara • Small and medium-sized makeup brushes • Disposable cotton pads and makeup remover • Mirrors

		• Walk around and provide individual guidance, ensuring they blend eyeshadow and apply even eyeliner. 4. **Feedback and Adjustments (10 minutes)** • Have learners show their work and explain what they found challenging. • Offer suggestions on improving techniques, like using a gentle hand with eyeliner or using a light colour for blending. 5. **Reflection and Clean-Up (10 minutes)** • Discuss key takeaways, such as practising blending and choosing colours that suit different skin tones. • Have learners clean their makeup brushes and organize their stations.	

Module 6: 3-way strands: inverted: cornrows and box braids

Topic	Time	Training Instructions	Resources
6.5 3-way strand inverted	180 min	**Activity 45: 3-way strand inverted: Demonstration and practice** 1. Instructor demonstrates how to: a. Create clean patterns and lines b. Create 3-way strands c. Invert 3-way strands	• Combs • Braiding gel • Synthetic hair • Scissors • Hot water • Curling rods or yarns

		d. Tuck ends so that they do not unravel e. Add hair as you start f. Add hair as you go g. Plaiting hair into lines h. The use of yarns and synthetic hair in creating lines, cornrows and braids i. Grip hair j. Finish hair: tidy the braids; curling if needed 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	

Week 4

Day 1: Training Guide: Makeup techniques and application & Lacing/wig creation

Module 7: Makeup techniques and application: eye makeup (brows)

Topic	Time	Training Instructions	Resources
7.3 Makeup techniques and application	180 min	**Activity 46: Makeup techniques: Eyebrows: Demonstration and practice** 1. **Introduction and Demonstration (20 minutes)** ○ Begin by explaining why well-defined brows enhance the face and how they bring focus to the eyes. ○ Demonstrate the steps on a model or a volunteer, showing how to shape and fill brows while explaining each step. 2. **Step 1: Preparing the Eyebrows (20 minutes)** ○ **Demonstration**: Comb the brow hairs upward with a spoolie brush. If any hairs are overly long, trim them gently. ○ **Practice**: Let each trainee practice combing and trimming their partner's brows. Encourage them to take care not to cut too much. 3. **Step 2: Outlining the Brow Shape (20 minutes)**	• Brow pencil (preferably a shade close to the natural hair colour) • Brow powder or brow pomade • Spoolie brush • Angled brow brush (if using powder or pomade) • Small scissors • Brow gel (optional) • Cotton pads or makeup remover

		○ **Demonstration**: Show trainees how to mark key points on the brow: start, arch, and end. Use the pencil to measure each point by aligning it with the nostril: ▪ **Start**: Pencil goes vertically from the nostril to the inner brow. ▪ **Arch**: Angle from the nostril across the middle of the eye. ▪ **End**: Angle from the nostril to the outer corner of the eye. ○ **Practice**: Trainees work in pairs to mark these points on each other, using light pencil dots as guides. 4. **Step 3: Filling in the Brows (30 minutes)** ○ **Demonstration**: Fill in the brows with short, light strokes, starting at the inner brow and moving outward. Show them how to blend for a gradient effect, keeping the inner brow lighter and the tail darker. ○ **Practice**: Trainees use a brow pencil or powder on their partner's brows. Walk around to check their work and give feedback on how natural the strokes look. 5. **Step 4: Blending and Shaping (5 minutes)** ○ **Demonstration**: Use a spoolie brush to blend the colour and soften any lines, especially near the inner brow. ○ **Practice**: Each trainee brushes their partner's brows, blending the pencil or powder strokes for a soft, natural finish. 6. **Step 5: Setting with Brow Gel (Optional, 10 minutes)**	

		○ **Demonstration**: Apply brow gel to set the shape if available. Explain that gel keeps the brows looking tidy all day. ○ **Practice**: Trainees apply brow gel on each other if available. 7. **Step 6: Check for Symmetry and Balance (5 minutes)** ○ **Practice**: Trainees step back and examine their work in the mirror, checking for symmetry. Adjust any uneven areas to achieve balanced brows. **Practice Time (for the rest of the lesson time)** Allow trainees to repeat the entire process on each other, switching roles to practice both applying and receiving feedback. Provide feedback as needed.	

Module 6: Needle methods

Topic	Time	Training Instructions	Resources
6.6 Needle methods	180 min	**Activity 47: Locking method: Demonstration and practice** 1. Instructor demonstrates how to do the locking method: a. Create clean patterns and lines b. Tuck hair	• Synthetic locks • Synthetic hair • Lock needles • Combs • Locking gel

		c. Grip hair d. Use hair extensions while creating locks e. Use a lock needle 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	

Day 2: Training Guide: Makeup techniques and application & lacing/wig creation

Module 7: Makeup techniques and application: lips, lashes and finishing

Topic	Time	Training Instructions	Resources
7.3 Makeup techniques and application	45 min	**Activity 48: Makeup techniques: Lips, Lashes and Finishing** **Part 1: Applying Lip Colour** 1. **Introduction and Demonstration** ○ Show learners how to prep lips by gently exfoliating if necessary and applying a small amount of balm. ○ Demonstrate lining the lips with a lip liner that matches the lipstick shade. Explain that this helps prevent feathering and creates a defined shape. ○ Fill in the lips with lipstick or gloss, starting at the centre and moving outward. Emphasize the importance of smooth, even application. 2. **Practice** ○ Each learner practices on themselves or on a partner. First, they line the lips, then fill in with lipstick. ○ Provide guidance on achieving a clean edge, blending lip liner, and choosing colours that suit different skin tones.	• Lip liner pencils (various shades) • Lipsticks and lip glosses in natural and bold colours • Eyelash strips or individual lashes • Eyelash glue • Mascara • Setting powder and setting spray • Mirrors • Cotton pads and makeup remover
	45 min	**Part 2: Applying Lashes**	

		1. **Introduction and Demonstration** ○ Demonstrate the correct technique for applying false lashes. Show how to measure the lash strip against the natural lash line and trim it if needed. ○ Apply a small amount of glue to the lash strip, wait a few seconds for it to become tacky, then gently press it onto the lash line starting from the centre. ○ For those new to lashes, suggest trying individual lashes for a more natural look. ○ Finish by applying a light coat of mascara to blend the natural and false lashes. 2. **Practice** ○ Learner's practice applying lashes on themselves or each other. Walk around to assist, especially with glue application and placement.	
	45 min	**Part 3: Finishing Touches** 1. **Introduction and Demonstration** ○ Explain the purpose of setting powder and setting spray for a long-lasting, matte finish. ○ Demonstrate lightly dusting setting powder on the T-zone (forehead, nose, and chin) and using setting spray to lock in the look.	

		2. **Practice** o Each learner applies setting powder and setting spray on themselves or their partner, focusing on making the makeup last.	
	45 min	**Reflection and Clean-Up** ● Discuss how the finishing steps affect the overall look. ● Allow learners to share challenges or techniques they enjoyed.	

Module 6: Needle methods

Topic	Time	Training Instructions	Resources
6.6 Needle methods	90 min	**Activity 49: Lacing: Demonstration and practice** 1. Instructor demonstrates how to do lacing with the following techniques: a. Create patterns for weaving b. Sewing synthetic hair into the pattern created c. Use a needle d. Cut, comb and style hair. 2. Divide learners into pairs. 3. The pairs must practice on each other's hair.	● Synthetic hair ● Thread ● Oil for synthetic wigs ● Brush

		4. Trainer to circulate, check, advise and guide the learners	
	90 min	**Activity 50: Wig creation: Demonstration and practice** 1. Instructor demonstrates how to create wigs with the following techniques: a. Use of wig caps b. Drawing even lines on wig caps c. Sewing synthetic hair to wig cap along weft lines d. Use a needle e. Cut, comb and style hair. 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Wig cap • Mannequin head (no hair) • Chalk or marker • Synthetic hair • Thread • Oil for synthetic wigs • Brush

Day 3: Training Guide: Business skills & lacing/wig creation

Module 8: Business skills: licensing, marketing and service/ communication

Topic	Time	Training Instructions	Resources
8.1 Business licencing and tax	40 min	**Activity 51: Guest Speaker** 1. Explain the benefits of registering or licensing their small businesses 2. Arrange for a guest speaker from the local council to come and talk to the learners about business registration procedures and requirements. 3. Explain the important steps to officialise the business based on the infographic in the TM: **Registration, licensing and certification processes:** • **Business registration** with BRELA (Business Registration and Licensing Agency) • **Business licencing** from local council (not necessary for micro enterprises – but registration/licence would be needed if applying for any small loans/finance, or for product certification) • **Tax registration** with Tanzania Revenue Authority (TRA) • **Evaluation of the producer** by SIDO (Small Industry Development Organisation) • **Product certification** with Tanzania Bureau of Standards (TBS)	**Note**: Invite a guest speaker in good time – at least a week before the training. Explain to them exactly what you want them to tell your learners.

8.2 Simple marketing	80 min	**Activity 52: Explanation and Demonstration** 1. Give a lesson on the guidelines of good marketing principles. 2. Show examples of different business signs (use photos) and marketing materials including logo design and business name. 3. Ask learners to identify which ones are most attractive or effective in terms of information provided, design, size, etc. 4. Together, agree on the principles of design or presentation of good marketing tools.	Examples of simple marketing materials: photos of business signs, leaflets/flyers, business cards, use of logos.
	45 min	**Activity 53**: **Simple Business Marketing Practice** 1. Provide some simple drawing materials and plain white paper 2. Learners must each come up with a name for their business, an idea for a logo and a business sign. **3.** They should also use an A5 size card as a 'canvas' to draw a simple business card with their business name, own name and other relevant details. Discuss using social media as a way to market their business or get customers to share their use of the products with other potential customers.	Paper and drawing materials – pencil crayons or fine marker pens in different colours.

Module 6: Needle methods

Topic	Time	Training Instructions	Resources
6.6 Needle methods	90 min	**Activity 54: Locking method: Demonstration and practice** 1. Instructor demonstrates how to do the locking method: a. Create clean patterns and lines b. Tuck hair c. Grip hair d. Use hair extensions while creating locks e. Use a lock needle 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Synthetic locks • Synthetic hair • Lock needles • Combs • Locking gel
	90 min	**Activity 55: Crochet method: Demonstration and practice** 1. Instructor demonstrates how to do the crochet method: a. Create patterns according to the crochet hair provided b. Tuck hair c. Grip hair d. Use a crochet needle	• Synthetic hair • Crochet needles • Combs • Braiding gel • Curl activator gel

		e. Application of gels to curls to create different looks and enhance longevity of the hair style. 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. Trainer to circulate, check, advise and guide the learners	

Day 4: Training Guide: Business skills & Styling Braids

Module 8: Business skills: costing, pricing, retail sales, product innovation

Topic	Time	Training Instructions	Resources
8.3 Costing and pricing	45 min	• Startup budget • Costing of different hair services Costing of different makeup services	Demonstration and practice; exercise
8.4 Product innovation	90 min	**1. Introduction to Hair Trends (10 minutes)** • **Explain** why following trends is important: it attracts clients and keeps the salon exciting and fresh. • **Show visual examples** of trending hairstyles. Use printed images if internet access is limited. **2. Discovering Trends Using YouTube (30 minutes)** • **Introduction to YouTube**: Explain that YouTube has free videos on new hairstyles, techniques, and beauty services. • **Hands-on Practice**: ○ Divide learners into pairs or small groups. ○ Each group can browse YouTube (if available) to find one popular hairstyle and discuss how to recreate it.	Smart phones Internet access: buy data and create a hotspot if needed.

		○ If internet access is an issue, suggest local influencers or nearby salons where they could observe popular styles. **4. Expanding Salon Services (25 minutes)** • **Introduce Additional Services**: Discuss how services like nails, waxing, brows, and lash extensions can increase income. • **Interactive Brainstorm**: ○ Ask each trainee to share which new service they are most interested in offering. ○ List potential services on the board and explain the basic requirements (e.g., simple nail polish application or brow shaping with basic tools). **5. Practicing and Promoting New Skills (10 minutes)** • **Practice**: Learners pair up to practice a simple skill, like applying nail polish or brushing up brows. • **Promoting Skills**: Discuss how to tell clients about new services by casually mentioning them during appointments or posting pictures (if they have smartphones). **6. Wrap-Up and Discussion (10 minutes)** • **Review Key Points**: Highlight the importance of following trends and offering new services.	

		• **Q&A**: Allow time for questions and encourage trainees to share any new trends they know or want to learn. **Tips for Success:** • Remind learners to observe popular styles around them, in the community, or on social media. • Encourage them to keep a simple list of trending styles and services they'd like to master gradually. • If resources allow, encourage weekly "trending styles" practice sessions to keep skills fresh.	
8.5 Retail Sales	45 min	**Activity 56: Brainstorm** 1. Refer to one of the very first activities where learner wrote up and discussed other ways of making money from their salons. 2. Aks them what they remember from that regarding retails sales. 3. Brainstorm what types of products they could sell from their salons. 4. Ideas could include: • Hair and hair products • Cosmetics: makeup products • Sanitary towels Jewellery and (hair) accessories	

Module 6: Styling Braids

Topic	Time	Training Instructions	Resources
6.7 Styling braids	180min	**Activity 57: Styling braids: Demonstration and practice** 1. Instructor demonstrates how to do style braids using the following techniques: a. Adding curls to braids b. Styling designs example: buns: upper, lower, side c. Adding beads and accessories. 2. Divide learners into pairs. 3. The pairs must practice on each other's hair. 4. Trainer to circulate, check, advise and guide the learners	• Hair accessories • Beads • Curling rods • Braiding gel • Hair pins • Rubber bands • Synthetic curls • Mirrors

Day 5:
Practice and practical assessment

Day 6:
Short theory test & Practice and practical assessment

Training Resources

Activity 8: Benefits and Challenges Cards

Benefits	Challenges
Ability to earn money	Initial costs
Creative expression	Competition
Make new friends	Inconsistent income
Flexible working hours	Long working hours
Skill development	Client management
Job satisfaction	Physical demands
Community recognition	Staying updated with trends
Meeting people in the community	Licensing requirements
Access to beauty products	Economic fluctuations
	Work-life balance

Activity: Client Service Role Play Scenario Cards

Braiding Request A client arrives wanting a special braided style for a wedding. Discuss the type of braids and how long the service will take.
Hair Treatment A client asks for a deep conditioning treatment to restore moisture to their dry hair. Explain the benefits and how it will be done.
Relaxing Hair A client requests to relax their hair. Discuss the process, possible outcomes, and aftercare instructions.
Colouring Hair A client wants to dye their hair a bright colour for a festival. Talk about colour options, maintenance, and the time needed for the service.
Child's Hair Styling A parent brings in their child for a simple hairstyle. Create a comfortable atmosphere and discuss playful options suitable for children.
Scalp Massage A client wants a relaxing scalp massage with essential oils. Explain the benefits and the techniques that will be used during the service.
Extensions Application A client wishes to add hair extensions for length. Discuss the types of extensions available and how to care for them afterward.
Shampoo and Blow-Dry A client requests a shampoo and blow-dry for a business meeting. Discuss the products to be used and the expected results.
Special Treatment for Damaged Hair A client seeks help for very damaged hair. Offer a specialized treatment plan and explain the importance of regular hair care.

Activity: Safety List

Find the following	Yes?
1. Scissors left open or unsafely stored.	
2. Water spills near electrical equipment (e.g., hair dryers, straighteners).	
3. An unplugged hair dryer left near a wet area.	
4. Scissors in a drawer without a cover or protection.	
5. Absence of gloves or aprons for hair dyeing and cutting.	
6. An incomplete or improperly stocked First Aid Kit (missing band-aids, antiseptic, etc.).	
7. Hair products or dyes left uncovered or unsafely stored	
8. Cords tangled or running across the floor, creating a tripping hazard.	
9. Accumulated hair clippings on the floor that could cause slips.	
10. Hair products or cosmetics that are past their expiration date.	
11. Razors or blades left out on surfaces without being secured.	
12. Chemicals or products without labels, making them difficult to identify.	
13. Multiple devices plugged into a single outlet, posing an electrical hazard.	
14. Excessive clutter on work surfaces that can obstruct movement and cause accidents.	