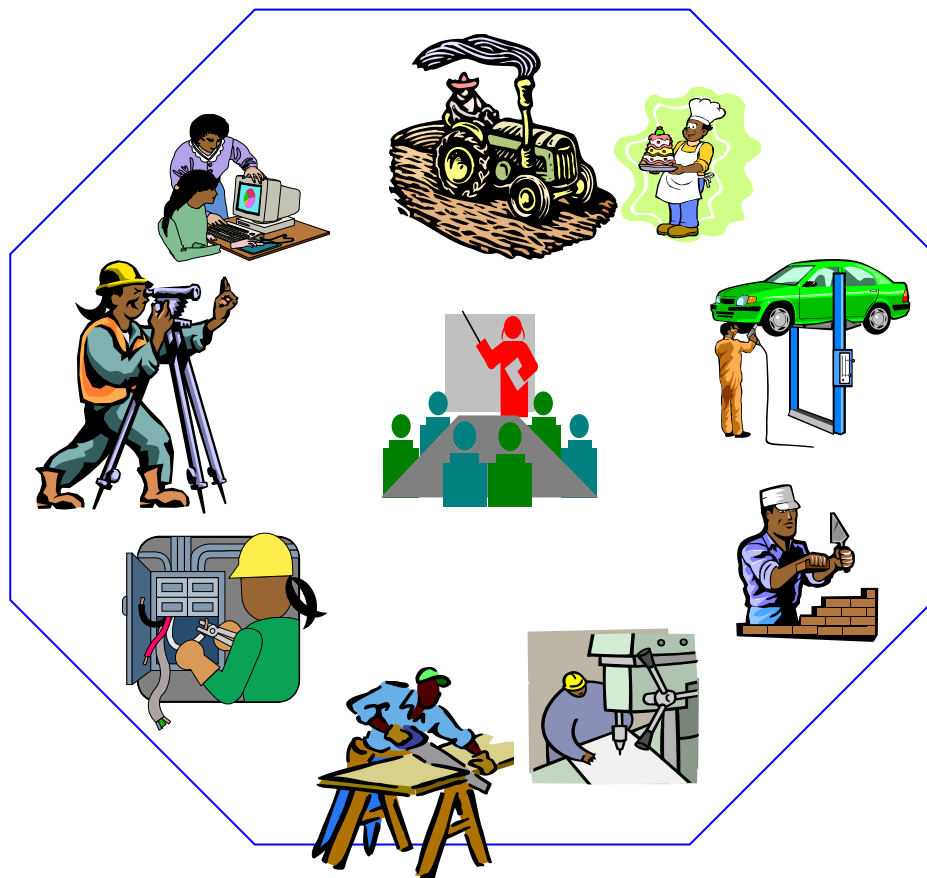




Federal Democratic Republic of Ethiopia  
**OCCUPATIONAL STANDARD**

## **Fashion Design**

**NTQF Level II**



*Ministry of Labor and skill  
December 2021*

## Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal Element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standards (EOS) is the core Element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title and NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance Criteria
- Variables and Range
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the occupation with all the key components of a Unit of Competence:

- chart with an overview of all Units of Competence (Unit of Competence Chart) including the Unit Codes and the Unit titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the Technical and Vocational Education and Training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

## UNIT OF COMPETENCE CHART

**OCCUPATIONAL STANDARD: Fashion Design**

**OCCUPATIONAL CODE: *IND FAD***

### ***NTQF level II***

[IND FAD2 01 1221](#)

Use Drawing Techniques  
To Represent The object or  
Idea

[IND FAD2 02 1221](#)

Identify fibers and fabrics

[IND FAD2 03 1221](#)

Identify design process for  
fashion designs

[IND FAD2 04 1221](#)

Identify Fashion Designs  
Trends and Styles

[IND FAD2 05 1221](#)

Develop Basic Pattern sets

[IND FAD2 06 1221](#)

Modify patterns to create  
basic styles

[IND FAD2 07 1221](#)

Analyze Fit Model; develop  
pattern and Apply Pattern  
Grading

[IND FAD2 08 1221](#)

Produce Simple garments

[IND FAD2 09 1221](#)

Develop and apply  
Embellishment on garment  
by hand

[IND FAD2 10 1221](#)

Perform Garment Product  
Finishing

[IND FAD2 11 1221](#)

Apply 5s procedures

## NTQF level II

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Occupational Standard: Fashion Design Level II	
Unit Title	Identify Fashion Trends and styles
Unit Code	<a href="#">IND FAD2 01 1221</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to understanding of the term fashion, trends and styles. The unit applies to introductions of fashion design and discussed the function of clothing.

Elements	Performance Criteria
1. Identify the function of clothing	1.1 Identified the purpose and functions of <b>clothing</b> in fashion design 1.2 Influential factors are identified for changes in fashion industry. 1.3 Characteristics represented in clothing are Identified 1.4 <b>Function of clothing is related to fashion design are identified.</b>
2. Identify the term fashion, trend and styles	2.1 discuss and understand about Fashion history 2.2 identify the term fashion, trend and styles in fashion design
3. Understand the basic concepts of fashion design	3.1 Meaning and focus areas of fashion design are discussed. 3.2 Concepts of <b>High fashion</b> and <b>Ready to wear fashion</b> are learned 3.3 Concepts behind Style and Distinct Branding are discussed

Variable	Range
Significant influences	May include but not limited <ul style="list-style-type: none"> <li>• Color</li> <li>• Fabric</li> <li>• Shape</li> </ul>
High fashion	May include but not limited <ul style="list-style-type: none"> <li>• haute couture</li> </ul>
Ready to wear	May include but not limited <ul style="list-style-type: none"> <li>• apparel that design marketed, sold in standard size and is mass produced</li> </ul>
Artistic practice	May include: <ul style="list-style-type: none"> <li>• design</li> <li>• photo imaging</li> <li>• visual arts and contemporary craft</li> </ul>
Information	May include: <ul style="list-style-type: none"> <li>• aesthetics</li> <li>• cultural issues</li> </ul>

	<ul style="list-style-type: none"> <li>• histories of art, craft and design</li> <li>• histories of performance/presentations and related skills</li> <li>• new technologies</li> <li>• world histories</li> </ul>
Understanding	May include: <ul style="list-style-type: none"> <li>• current trends</li> <li>• historical developments in a particular area</li> <li>• the work of artists generally</li> <li>• the work of others in a particular field</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• application of selected information about history and theory to the development of understanding of own area of work</li> <li>• overview knowledge of aspects of art history/theory as they apply to a particular area of work</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of : <ul style="list-style-type: none"> <li>• about sources of information on history and theory for arts practice and own area of arts practice</li> <li>• about how to organize information relating to history and theory and how to apply this information to own area of work</li> <li>• awareness of copyright, moral rights and intellectual property issues and legislation as it relates to using information in own work</li> </ul>
Underpinning Skills	Demonstrates skills in: <ul style="list-style-type: none"> <li>• literacy skills sufficient to source, understand and apply on history and history</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Fashion Design Level II	
Unit Title	Identify design process for fashion designs
Unit Code	<a href="#">IND FAD2 02 1221</a>
Unit Descriptor	This unit covers the skills and knowledge to identify the elements and principles of the design process for fashion, including colour.

Element	Performance Criteria
1 Prepare workstation	1.1 <i>Tools and equipment</i> are selected and prepared. 1.2 Workbench and seating are set up according to <i>OHS practices</i> .
2 Identify design process	2.1 Steps in <i>design process</i> are identified. 2.2 Commercial considerations in producing a design are identified.
3 Identify elements and principles of design	3.1 <i>Elements of design</i> are identified with the process of design. 3.2 <i>Principles of design</i> are identified with the process of design.
4 Identify characteristics of colour and prepare colour chart	4.1 Colour is investigated and <i>dimensions</i> are identified. 4.2 Relationship between value and intensity is identified and a colour chart is painted. 4.3 Colour wheel is prepared according to colour mixing principles. 4.4 Shade scale is prepared according to colour mixing principles. 4.5 <i>Colour matching</i> for production is implemented. 4.6 Colour charts are inspected or checked against quality standards. 4.7 Any changes or adjustments are carried out as required. 4.8 Documentation relating to colour charts is completed.

Variable	Range
Tools and equipment may include:	<ul style="list-style-type: none"> <li>• colour wheel</li> <li>• acrylic paints</li> <li>• paint brushes</li> <li>• cartridge paper</li> <li>• crayons</li> <li>• water colours</li> <li>• pencils</li> <li>• computers</li> </ul>
OHS practices	<p>OHS practices must include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit and may include:</p> <ul style="list-style-type: none"> <li>• manual handling techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• standard operating procedures</li> <li>• personal protective equipment</li> <li>• safe materials handling</li> <li>• taking of rest breaks</li> <li>• ergonomic arrangement of workplaces</li> <li>• following marked walkways</li> <li>• safe storage of equipment</li> <li>• housekeeping</li> <li>• reporting accidents and incidents</li> <li>• other OHS practices relevant to the job and enterprise</li> </ul>
Design process	<p>The design process for this unit comprises an awareness level understanding of the process to respond to a work brief, including researching sources of information, creating art and design work including prototypes and first drafts, and using design tools such as illustrations, modeling materials, etc. It also includes an awareness of commercial concepts such as:</p> <ul style="list-style-type: none"> <li>• type of production</li> <li>• costs</li> <li>• timing</li> <li>• equipment - available and needed</li> <li>• marketing and sales</li> <li>• availability of raw materials and required resources</li> </ul>
Elements of design may include:	<ul style="list-style-type: none"> <li>• line</li> <li>• shape/silhouette</li> <li>• colour</li> <li>• texture</li> <li>• value</li> </ul>
Principles of design may include:	<ul style="list-style-type: none"> <li>• repetition</li> <li>• pattern</li> <li>• gradation</li> <li>• rhythm</li> <li>• radiation</li> <li>• harmony</li> <li>• contrast</li> <li>• dominance</li> <li>• proportion</li> <li>• balance</li> <li>• unity</li> </ul>
Dimensions of colour	<ul style="list-style-type: none"> <li>• value/tone</li> </ul>



may include:	<ul style="list-style-type: none"> <li>• hue</li> <li>• chroma/intensity/clarity</li> </ul>
Colour matching involves:	<ul style="list-style-type: none"> <li>• Selecting the correct linings, buttons, zips and thread to exactly match the designed garment.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• apply OHS practices in work operations</li> <li>• prepare workstation before commencing work</li> <li>• use appropriate tools and equipment</li> <li>• prepare a colour wheel</li> <li>• prepare a value chart</li> <li>• using a given piece of fabric, colour match all components to complement, such as zips, buttons, thread, linings and other appropriate trims</li> <li>• apply all quality criteria, such as dimension and neatness, in the completion of the charts</li> <li>• convey all necessary instructions or information by the appropriate use of notes</li> <li>• maintain accurate records</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• characteristics of fabrics used for fashion design</li> <li>• design process practices and sequence of operations</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• quality practices</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• colour shapes using appropriate tools and equipment</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>

Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Assessment may occur on the job or in an appropriately simulated environment.

Occupational Standard: Fashion Design Level II	
Unit Title	Identify fibers and fabrics
Unit Code	<a href="#">IND FAD3 03 1221</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to identify fibers and fabrics commonly used in the design of garments and accessories.

Element	Performance Criteria
1 Identify fibers and fabrics	1.1 <b>Fibers</b> used in clothing industry are identified. 1.2 <b>Methods</b> of identifying fibers are identified. 1.3 <b>Fabrics</b> used in clothing industry are identified.
2 Describe qualities of fabrics	2.1 <b>Physical qualities</b> of fabrics are described. 2.2 <b>Visual qualities</b> of fabrics are described.
3 Determine uses of fabrics	3.1 Common uses of fabrics are identified. 3.2 Fabrics used in workplace are identified.

Variable	Range
Fibers may include:	may include: <ul style="list-style-type: none"> <li>• natural fibers such as cotton, wool, silk, linen</li> <li>• synthetic fibers such as polyamide, polyester, acrylic, lycra, rayon, acetate</li> </ul>
Methods may include:	may include: <ul style="list-style-type: none"> <li>• labeling</li> <li>• visual</li> <li>• handle</li> <li>• burn test</li> </ul>
Fabrics may include:	may include: <ul style="list-style-type: none"> <li>• natural and synthetic single yarn fabrics and blends</li> <li>• knitted fabrics including weft knits and warp knits</li> <li>• woven fabrics including plain, twill, satin, dobby, jacquard and pile</li> <li>• non-woven fabrics such as felts, nets, braids, bonded and composite</li> <li>• emerging smart fabrics</li> </ul>
Physical qualities include:	may include: <ul style="list-style-type: none"> <li>• firmness</li> <li>• softness</li> <li>• handle</li> </ul>

	<ul style="list-style-type: none"> <li>• weight</li> <li>• grain</li> <li>• gauge</li> <li>• drape</li> <li>• porosity</li> <li>• covering power</li> <li>• count</li> <li>• light penetration</li> </ul>
Visual qualities include:	<p>may include:</p> <ul style="list-style-type: none"> <li>• colours</li> <li>• textures</li> <li>• patterns</li> <li>• right side/wrong side</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• identify fibers and fabrics</li> <li>• identify fabric construction processes</li> <li>• identify fabric qualities</li> <li>• identify fabric uses within TCF industry</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• information sources on fiber and fabric identification</li> <li>• fabrics used in the workplace</li> <li>• quality standards and practices</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>

Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• identify feature of fiber and fabrics</li> <li>• access information as required</li> <li>• read ,interpret and follow information on work specification, standard operating procedures and work interaction and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operation</li> <li>• meet specification</li> <li>• clarify and check task related information</li> <li>• carry out work according to OHS practice</li> </ul>
Resource Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <p>Interview / Written Test</p> <p>Observation / Demonstration with Oral Questioning</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: fashion design Level II	
Unit Title	Use drawing techniques to represent the object or idea
Unit Code	<a href="#">IND FAD2 04 1221</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to visually represent objects or ideas. At this level, drawing techniques would be basic. It is different from the drawing specialization units which focus on drawing as an art form.

Elements	Performance Criteria
1. Prepare for drawing	<p>1.1 Tools and materials required for basic drawing <b>techniques</b> are correctly identified.</p> <p>1.2 Appropriate <b>tools and materials</b> are selected for basic drawing techniques.</p>
1. Use basic drawing techniques	<p>2.1 A limited range of techniques are applied to represent the <b>Object or idea</b>.</p> <p>2.2 Handle tools and materials are <b>safely</b> used</p>
2. Liaise with other arts organizations	<p>3.1 Individuals and networks are correctly identified and used when working in an arts organization context.</p> <p>3.2 Industry knowledge is used to communicate appropriately with other arts organizations and individuals.</p>

Variable	Range
Techniques	<p>May include:</p> <ul style="list-style-type: none"> <li>• linear marks of differing character</li> <li>• linear marks to produce illusion of form in space</li> <li>• simple linear perspective</li> <li>• tonal ranges to produce illusion of form in space</li> </ul>
Materials and tools	<p>May include:</p> <ul style="list-style-type: none"> <li>• a range of graphite pencils</li> <li>• thick/thin papers</li> <li>• board</li> <li>• charcoal</li> <li>• color pencils</li> <li>• drafting equipment</li> <li>• measuring tools</li> <li>• pastels and chalks</li> <li>• sticks</li> <li>• pencil sharpener</li> <li>• t-square</li> <li>• stencil paper</li> </ul>

object or idea	May include: <ul style="list-style-type: none"> <li>• 3 d design/ object</li> <li>• developing concept</li> <li>• fiber/textile work</li> <li>• movement sequence/s</li> <li>• room layout</li> <li>• stage setup</li> </ul>
Safely	May include: <ul style="list-style-type: none"> <li>• In accordance with relevant occupational health and safety practices and legislation</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• production of more than one drawing which represents the object or idea and which shows command of the basic technique/s used</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• the physical properties and capabilities of the most commonly used materials and tools for drawing</li> <li>• different approaches to drawing and the work of other practitioners in relation to using drawing to represent an object or idea</li> <li>• awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing</li> <li>• overview knowledge of the elements and principles of design</li> <li>• environmental and occupational health and safety issues associated with the tools and materials used in drawing work</li> </ul>
Underpinning Skills	Demonstrates skills in: <ul style="list-style-type: none"> <li>• literacy skills sufficient to read product labels and instructions</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Fashion Design Level II	
Unit Title	Develop Basic Pattern
Unit Code	<a href="#">IND FAD2 05 1221</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in taking accurate body measurements, draft and cutting basic block patterns.

Elements	Performance Criteria
1. Plan and prepare for workstation	1.1 Materials, pattern making <i>tools and equipment's</i> are selected and laid out in accordance to work specifications
2. Take body measurement	<p>2.1 Drawing or sketch provided by client / supervisor are identified or read</p> <p>2.2 Workplace procedures and instructions are clarified and confirmed</p> <p>2.3 <i>Tools and equipment</i> are obtained and fit model prepared for measurement taking process.</p> <p>2.4 Body reference points are established and marked.</p> <p>2.5 <i>Body measurements</i> of fit model are taken and recorded.</p>
3. Assess physical characteristics	<p>3.1 <i>Body characteristics</i> are identified and compared to standard body.</p> <p>3.2 Information on body characteristics and <i>demographics</i> of <i>fit model</i> is recorded.</p> <p>3.3 Special needs are determined and considered in accordance with the design specifications</p>
4. Obtain measurements and interpret size standards	<p>4.1 Measurements are obtained in accordance to job instructions using appropriate measuring devices</p> <p>4.2 Type of measurements to be used is identified</p> <p>4.3 <i>Sizes</i> are categorized according to their measurements</p> <p>4.4 Data is recorded and passed on to personnel responsible for further action within the organization</p>
5. Prepare basic block pattern	<p>5.1 Design drawings and specifications are interpreted and clarified as required</p> <p>5.2 Principles of pattern making are applied in constructing apparel pattern according to specifications</p> <p>5.3 Methods and formulas used are documented and prepared basic block portfolio.</p> <p>5.4 Pattern is produced to specified measurements</p>



	5.5 pattern pieces are checked for accuracy, including seam allowances, ease allowance, seam mach, hems and functional openings.
6.Test patterns	<p>6.1 A toile is made to test the fit and accuracy of pattern.</p> <p>6.2 Pattern is altered to reflect test fitting outcomes, quality standards and workplace practices.</p> <p>6.3 Alterations to patterns are documented.</p>
7 Complete Work	<p>7.1 All pattern pieces are labeled, including <i>pattern information</i> and cutting instructions</p> <p>7.2 Specification sheets are completed and attached to pattern for filing or storage</p> <p>7.3 Final patterns are directed to next production process.</p> <p>7.4 Finished pattern are filed and stored as required</p>

Variable	Range
Tools and equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• tape measure</li> <li>• pen/pencil and eraser</li> <li>• measurement chart</li> <li>• standard chart</li> <li>• dummy</li> <li>• ruler and square rule</li> <li>• scissors</li> <li>• French curve</li> <li>• Hip curve</li> <li>• Tracing wheel</li> <li>• Pattern paper (hard or soft)</li> <li>• Paper A1,A4</li> </ul>
Body measurements	<p>May include:</p> <ul style="list-style-type: none"> <li>• height and weight</li> <li>• body reference points such as nape, acromion, waist point, seat vertex, abdomen vertex, carpus, neck base, upper sternum, bust point, pelvic bone</li> <li>• levels such as crown, shoulder, armscye, bust or chest, waist, hip, crotch, knee</li> </ul>

	<ul style="list-style-type: none"> <li>• girth measurements such as waist, bust or chest, hip,</li> <li>• high hip, upper and under bust, head circumference, upper arm, wrist, thigh, calf, ankle, heel/instep</li> <li>• horizontal measurements such as shoulder, shoulder breadth, across front, across back, bust point to bust point</li> <li>• vertical measurements such as nape to centre back, waist, nape to neck base, nape to bust or chest, nape to waist, nape to wrist, center front waist to floor, center back waist to floor, right-hand side waist to floor, left-hand side waist to floor, waist to hip, inside leg, body rise, arm length, neck length</li> </ul>
Body characteristics	<p>May include:</p> <ul style="list-style-type: none"> <li>• posture</li> <li>• genetic, developmental and structural influences</li> <li>• shape classifications such as hourglass, rectangular, pear, inverted triangle</li> <li>• anthropometric classifications - somatic types</li> <li>• shoulder slope - raised, normal, sloping</li> <li>• body sway and postural asymmetry - according to lower and upper body</li> <li>• proportions – tall, short or average - high or low waist, mid-body shortness</li> </ul>
Standard body	<p>May include:</p> <ul style="list-style-type: none"> <li>• Standards size charts</li> </ul>
Measurement of fit model	<ul style="list-style-type: none"> <li>• accurate assessment of body measurement positions (reference points such as bust, waist, hip levels)</li> <li>• accurate taking of body measurements, including girth, vertical and horizontal measurements</li> <li>• reference to Ethiopian standard measurements</li> <li>• age</li> <li>• sex</li> <li>• assessment of physical characteristics, including body</li> <li>• characteristics and unique features as aligned with standard representation</li> </ul>
Demographics	<p>May include:</p> <ul style="list-style-type: none"> <li>• age</li> </ul>

	<ul style="list-style-type: none"> <li>• ethnicity</li> <li>• gender</li> </ul>
Sizing system	<p>May include:</p> <ul style="list-style-type: none"> <li>• Women's standard sizes such as 10, 12, 14, 16, etc.??</li> <li>• Men's standard sizes such as 92, 98, etc.??</li> <li>• Children's standard sizes such as 5, 6, 7, 8, 9, 10, etc. ??</li> <li>• babies' standard sizes such as 0000, 000, 00, 0, etc.??</li> </ul>
Pattern information	<p>May include:</p> <ul style="list-style-type: none"> <li>• Name (front, back, sleeve...etc)</li> <li>• Grain line</li> <li>• Size</li> <li>• Cut number (x)</li> <li>• Style number</li> <li>• Style name</li> <li>• Notches</li> </ul>

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• identify, select and use the appropriate tools and equipment for patternmaking</li> <li>• prepare block/basic pattern for blouse/shirt, skirt, trouser</li> <li>• cut out and label pattern pieces accurately</li> <li>• apply OHS practices in work operations</li> <li>• maintain accurate records</li> <li>• select and measure fit model accurately</li> <li>• analyze and assess physical characteristics</li> <li>• take and record measurements</li> <li>• select appropriate representation of fit model for use in product development</li> </ul>

Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• patternmaking and design terminology</li> <li>• patternmaking principles and concepts</li> <li>• basic pattern shapes</li> <li>• style features</li> <li>• pattern markings</li> <li>• cost efficiency in relation to patternmaking</li> <li>• quality standards and practices</li> <li>• sequence of operations and meet specifications</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> <li>• take accurate body measurement</li> <li>• sequence and position in taking body measurement</li> <li>• basic mathematics and calculation including conversion of units</li> <li>• quality practices</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• take measurements</li> <li>• use patternmaking tools</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions</li> <li>• maintain accurate records</li> <li>• sequence operations and meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> <li>• identify and confirm client's requirement and specifications</li> <li>• taking body measurement</li> <li>• read, interpret and follow information on work specifications</li> </ul>

	<ul style="list-style-type: none"> <li>• maintain accurate records</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices as well as information and documentation normally used in the work place
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Demonstration / Observation</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Fashion Design Level II	
Unit Title	Modify patterns to create basic styles
Unit Code	<a href="#">IND FAD2 06 1221</a>
Unit Descriptor	This unit covers the skills, knowledge and attitudes to modify patterns to create basic styles.

Elements	Performance Criteria
1 Identify pattern components	1.1 Pattern pieces are identified. 1.2 Pattern marking process is identified. 1.3 Required <i>style modifications</i> are identified. 1.4 Pattern components are checked against <i>pattern specification sheet</i> .
2 Prepare to modify patterns	2.1 <i>modify pattern</i> requirements are confirmed through pattern modification. 2.2 Fabric performance characteristics that may affect style modifications are identified. 2.3 Patternmaking tools and equipment are selected and prepared. 2.4 Basic pattern of required modification is prepared.
3 Modify and finalize pattern	3.1 Modifications are made applying basic pattern making principles. 3.2 Pattern pieces are checked for accuracy, including seam allowances, ease allowance, seam match, hems and functional openings. 3.3 Pattern pieces are labeled, including grain lines, notches, pattern information and cutting instructions. 3.4 <i>OHS practices</i> are identified and followed. 3.5 Action is taken according to OHS practices to prevent accidents and to eliminate risks to personal safety.

Variable	Range
Style modifications	May include: <ul style="list-style-type: none"> <li>Dart manipulation, Styling, changing neckline, adding opening or closure, lengthening or shortening, adding flat seaming, applied pockets and flaps</li> </ul>
Pattern specification sheet	May include: <ul style="list-style-type: none"> <li>number of pattern pieces, style details, fabric swatches, trade sketch, special pattern information and cutting instructions</li> </ul>

Modify pattern features such as:	<p>May include:</p> <ul style="list-style-type: none"> <li>• appropriate seam allowance</li> <li>• ease allowance</li> <li>• notching</li> <li>• pattern information (size, style number, cutting instructions and identity)</li> <li>• darts</li> <li>• drill holes</li> <li>• grain line</li> <li>• cutting line</li> <li>• stitching line</li> <li>• styling line</li> </ul>
OHS practices	<p>OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures specific to the tasks described by this unit, and may relate to:</p> <ul style="list-style-type: none"> <li>• manual handling techniques</li> <li>• standard operating procedures</li> <li>• personal protective equipment</li> <li>• safe materials handling</li> <li>• taking of rest breaks</li> <li>• ergonomic arrangement of workplaces</li> <li>• following marked walkways</li> <li>• safe storage of equipment</li> <li>• housekeeping</li> <li>• reporting accidents and incidents</li> <li>• environmental practices</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• understand and apply correct pattern and garment terminology</li> <li>• identify, select and use the appropriate tools and equipment for patternmaking</li> <li>• select and modify the appropriate pattern</li> <li>• cut out and label pattern pieces accurately</li> <li>• apply OHS practices in work operations</li> <li>• maintain accurate records</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• patternmaking and design terminology</li> </ul>

	<ul style="list-style-type: none"> <li>• pattern markings</li> <li>• style features</li> <li>• fabric performance characteristics</li> <li>• sequence of operations</li> <li>• quality standards and practices</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• draw a basic sketch</li> <li>• take measurements</li> <li>• use patternmaking tools</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Assessment may be conducted through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Demonstration / Observation with Oral Questioning</li> </ul>
Context of Assessment	Assessment may occur on the job or in an appropriately simulated environment.



Occupational Standard: Fashion Design Level II	
Unit Title	Analyze Fit Model and develop Pattern Grading
Unit Code	<a href="#">IND FAD2 07 1221</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to analyze and select the fit model used to present sample garments and derives garment fit and size standard. The unit applies to the size standard representations that are required in the design.

Elements	Performance Criteria
1. Prepare workstation	<p>1.1 Workstation and seating are set up according to OHS practices and specifications for work.</p> <p>1.2 Patternmaking tools and equipment are set up ready for use</p> <p>1.3 <b>OHS practices</b> and workplace practices for dealing with hazards are identified and followed.</p>
2. Develop grading specifications	<p>2.1 Workstation and/or equipment are selected and prepared according to <b>OHS practices</b></p> <p>2.2 <b>Grading system</b> used in pattern making is identified</p> <p>2.3 Measurements of base size and subsequent spread are identified</p> <p>2.4 Number of sizes in grading is calculated</p> <p>2.5 Grade increments between sizes are established</p>
3. Set up base pattern	<p>3.1 Base pattern of a <b>basic style</b> and pattern pieces are identified, constant or '0' position is established and grade points with corresponding values are assigned</p> <p>3.2 Base size pattern is checked for correct information, balance points and pattern fit and clarification sought, as required</p> <p>3.3 Style and fabric characteristics which influence grading are identified and any queries are clarified with patternmaker</p> <p>3.4 Appropriate grade plan is selected and grade rule table constructed</p>
4. Grade pattern	<p>4.1 Stacking or outlay requirements, including direction are determined</p> <p>4.2 Pattern is graded manually using patternmaking technical skills or by computer</p>

	<p>4.3 If stacking, stack points or lines are identified</p> <p>4.4 Integrity of <b>pattern attributes</b> is preserved during grading</p> <p>4.5 All pattern pieces are accurately labeled with <b>pattern marking symbols</b></p> <p>4.6 Pattern is checked for accuracy and rectified or addressed as required</p>
5. Scope design brief in relation to target market	<p>5.1 Profile of <b>target market</b> population is obtained.</p> <p>5.2 <b>Demographics</b> of market population are identified.</p> <p>5.3 Intended purpose of design is established.</p> <p>5.4 Design brief is interpreted and appropriate <b>sizing system</b> and fit model is selected to represent target population.</p> <p>5.5 Where necessary design brief is clarified with designer.</p> <p>5.6 Fit model for design brief is approved by stakeholders.</p> <p>5.7 Communication and work schedule is developed with fit model for measurement taking, fittings and presentation of garments.</p>
6. Measure fit model	<p>6.1 <b>Tools and equipment</b> are obtained and fit model prepared for measurement and or image capture.</p> <p>6.2 Body reference points are established and marked.</p> <p>6.3 <b>Body measurements</b> of fit model are taken and recorded.</p> <p>6.4 Designer and product development team are consulted for analysis of measurements.</p>
7. Assess physical characteristics	<p>7.1 <b>Body characteristics</b> are identified and compared to <b>standard body</b>.</p> <p>7.2 <b>Unique features</b> are identified and assessed for potential problems in fit.</p> <p>7.3 Information on body characteristics of fit model is recorded.</p>
8. Select representation of fit model	<p>8.1 Types of dress forms or 3D avatars available to designers and technicians are identified and evaluated according to resources</p> <p>8.2 Comparisons to fit model are made and appropriate representation is selected.</p>

Variable	Range
OHS practices	OHS practices include hazard identification and control, risk assessment and implementation of risk reduction measures

	<p>specific to the tasks described by this unit, and may relate to:</p> <ul style="list-style-type: none"> <li>• manual handling techniques</li> <li>• standard operating procedures</li> <li>• personal protective equipment</li> <li>• safe materials handling</li> <li>• taking of rest breaks</li> <li>• ergonomic arrangement of workplaces</li> <li>• following marked walkways</li> <li>• safe storage of equipment</li> <li>• housekeeping</li> <li>• reporting accidents and incidents</li> <li>• environmental practices</li> </ul>
Grading system	<p>May include:</p> <ul style="list-style-type: none"> <li>• flat, 2D patterns</li> <li>• shaped, 3D patterns</li> <li>• position of constant or stack point</li> </ul>
Basic styles	<p>May include:</p> <ul style="list-style-type: none"> <li>• skirt</li> <li>• blouses/shirt</li> <li>• pants/trousers</li> <li>• dress</li> </ul>
Pattern attributes	<p>May include:</p> <ul style="list-style-type: none"> <li>• darts</li> <li>• notches</li> <li>• shape</li> <li>• design proportion</li> </ul>
Pattern marking symbols	<p>May include features such as:</p> <ul style="list-style-type: none"> <li>• grain lines</li> <li>• Darts/gathers, tucks, pleats etc.</li> <li>• slits</li> <li>• job seams</li> <li>• seam allowance</li> <li>• written information and instructions</li> </ul>
Target market	<p>May include:</p> <ul style="list-style-type: none"> <li>• plus sizes</li> <li>• petit sizes</li> <li>• teen</li> <li>• mature age</li> <li>• baby</li> <li>• toddler</li> </ul>
Demographics	<p>May include:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• ethnicity</li> </ul>

	<ul style="list-style-type: none"> <li>• gender</li> </ul>
Sizing system	<p>May include:</p> <ul style="list-style-type: none"> <li>• Women's sizes such as 10, 12, 14, 16, etc.</li> <li>• Men's sizes such as 92, 95, 98, etc.</li> <li>• Women's bra sizes such as 12A, 12B, 12C, 12D, 12DD, etc.</li> <li>• Children's sizes such as 5, 6, 7, 8, 9, 10, etc.</li> <li>• babies' sizes such as 0000, 000, 00, 0, etc.</li> </ul>
Tools and equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• manual or electronic tape measure</li> <li>• image capturing devices</li> <li>• pen/pencil</li> <li>• measure chart</li> <li>• tape, cord or elastic</li> <li>• eraser</li> <li>• patterns,</li> <li>• fabric scissors,</li> <li>• ruler,</li> <li>• square rule,</li> <li>• marker pens,</li> <li>• hole punch,</li> <li>• pins,</li> <li>• fashion triangle,</li> <li>• French curve,</li> <li>• pattern notcher,</li> <li>• weights,</li> <li>• tape measure,</li> <li>• meter rule,</li> <li>• paper scissors,</li> <li>• pattern hook</li> <li>• masking tape,</li> <li>• sticking tape</li> </ul>
Body measurements	<p>May include:</p> <ul style="list-style-type: none"> <li>• height and weight</li> <li>• body reference points such as nape, acromion, waist point, seat vertex, abdomen vertex, carpus, neck base, upper sternum, bust point, pelvic bone</li> <li>• levels such as crown, shoulder, scye, bust or chest, waist, hip, crotch, knee</li> <li>• girth measurements such as waist, bust or chest, hip, high hip, upper and under bust, head circumference, upper arm, wrist, thigh, calf, ankle, heel/instep</li> <li>• horizontal measurements such as shoulder, shoulder breadth, across front, across back, bust point to bust point</li> <li>• vertical measurements such as nape to center back waist,</li> </ul>

	<p>nape to neck base, nape to bust or chest, nape to waist, nape to wrist, center front waist to floor, center back waist to floor, right-hand side waist to floor, left-hand side waist to floor, waist to hip, inside leg, body rise, arm length, neck length</p> <ul style="list-style-type: none"> <li>• cup size</li> <li>• shoulder angle</li> <li>• seat prominence</li> <li>• thigh</li> <li>• knee</li> <li>• instep</li> <li>• calf</li> </ul>
Body characteristics	<p>May include:</p> <ul style="list-style-type: none"> <li>• posture</li> <li>• genetic, developmental and structural influences</li> <li>• shape classifications such as hourglass, rectangular, pear, inverted triangle</li> <li>• anthropometric classifications - somatotypes</li> <li>• shoulder slope - raised, normal, sloping</li> <li>• body sway and postural asymmetry - according to lower and upper body</li> <li>• Proportions - short or long waisted, etc...</li> </ul>
Standard body	<p>May include:</p> <ul style="list-style-type: none"> <li>• Ethiopian Standards, international standards, and recommended size charts</li> <li>• proprietary data developed in-house or through external sources which define the figure as proportional, aligned and falling within appropriate weight for age parameters for target population</li> </ul>
Unique features	<p>May include:</p> <ul style="list-style-type: none"> <li>• common postural faults such as forward head, rounding of shoulders, anterior/posterior pelvic tilts, sway back, flat back</li> <li>• prominent features such as protruding abdomen, bust or seat</li> <li>• spinal and pelvic rotation</li> <li>• foot alignment such as supinated or pronated foot</li> <li>• arm types such as very thin or heavy</li> <li>• leg types such as bow legs or knock knees</li> <li>• neck length such as long or short</li> </ul>

## Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• understand and apply correct pattern and garment terminology</li> <li>• identify, select and use the appropriate tools and equipment for patternmaking</li> <li>• select the appropriate block and develop a pattern</li> <li>• apply the patternmaking principles of square block and dart manipulation in developing patterns according to the specifications and workplace quality standards</li> <li>• cut out and label pattern pieces accurately</li> <li>• check patterns for correct information</li> <li>• grade flat, 2D patterns</li> <li>• ensure graded patterns meet specifications</li> <li>• Communicate effectively with design team, customers, etc.</li> <li>• scope and interpret design brief</li> <li>• select and measure fit model accurately</li> <li>• analyze and assess physical characteristics</li> <li>• record measurements</li> <li>• select appropriate representation of fit model for use in product development</li> <li>• maintain accurate records</li> <li>• apply OHS practices in work operations</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• patternmaking principles and design terminology</li> <li>• pattern markings</li> <li>• style features</li> <li>• fabric performance characteristics</li> <li>• quality standards and practices</li> <li>• sequence of operations</li> <li>• Ethiopian size standards</li> <li>• workplace and customer size charts</li> <li>• patternmaking and the development of a pattern</li> <li>• cost efficiency in patternmaking</li> <li>• an understanding of marker making</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• handle, receive and assemble garments</li> <li>• draw a basic sketch</li> <li>• take measurements</li> <li>• use patternmaking tools</li> <li>• carry out work according to OHS practices</li> </ul>

	<ul style="list-style-type: none"> <li>• produce precise results</li> <li>• use CAD or manual grading systems</li> <li>• communicate effectively with individuals, work groups and supervisors</li> <li>• document and transfer information</li> <li>• consistently achieve quality and production output requirements</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions</li> <li>• maintain accurate records</li> <li>• sequence operations and meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> <li>• maintain accurate records</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Assessment may be conducted through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Demonstration / Observation with Oral Questioning</li> </ul>
Context of Assessment	Assessment may occur on the job or in an appropriately simulated environment.

Occupational Standard: Basic Garment Production Level I	
Unit Title	Produce Simple Garments
Unit Code	<a href="#">IND FAD2 08 1221</a>
Unit Descriptor	This unit covers the skills, attitudes and knowledge to mark, lay, Spreading, cutting, Labeling, bundling and dispatching fabrics for provision of materials for garment production process and assemble garment components using conventional garment sewing machine and operation techniques.

Elements	Performance Criteria
1. Prepare workstation	<p>1.1 Workbench and seating are set up according to <b>OHS practices</b>.</p> <p>1.2 <b>Machine</b> is cleaned and checked to ensure correct operation.</p> <p>1.3 Machine is <b>set up</b> and adjusted according to specifications.</p> <p>1.4 Needles, attachments and parts are checked and worn needles or parts are identified and reported or replaced.</p> <p>1.5 Performance of machine is regularly checked for signs of faulty operation and required action is taken according to defined procedures.</p> <p>1.6 <b>Other equipment</b> required for production is identified and prepared.</p>
2. Mark & laying	<p>2.1 Required <b>pattern</b> pieces are collected and checked manually for laying.</p> <p>2.2 Pattern pieces are manipulated and positioned manually on paper for most efficient fabric use.</p> <p>2.3 Lay marker is drawn up manually on paper.</p> <p>2.4 Marker and lay alignment are checked and appropriate action taken according to job specification.</p> <p>2.5 Fabric width and quality are checked with lay-up instructions.</p> <p>2.6 Fabric is laid up and fabric tension adjusted to match fabric performance.</p> <p>2.7 Fabric is checked for faults and required action taken to cut out faults or other appropriate techniques.</p>



3. Spreading and cutting	<p>3.1 Cutting order is interpreted for marking requirements such as fabric type, width, quantity and garment sizes</p> <p>3.2 Cut fabrics are inspected to verify that work has been performed to specification and those not meeting requirements are rejected or returned for rework.</p> <p>3.3 Documentation is completed in accordance with workplace procedures</p> <p>3.4 Cut work is inspected, any faults identified and appropriate action taken to ensure cut pieces meet required quality standards.</p> <p>3.5 Preventative action is taken to avoid any recurrence of defective pieces, and is recorded.</p> <p>3.6 Performance of cutting equipment is regularly checked for signs of faulty operation, including evidence from inspection of cut pieces, and any required action is taken.</p> <p>3.7 Action is taken and followed according to OHS practices throughout the performance of this unit to prevent accidents and to eliminate risks to personal safety.</p>
4. Labeling and bundling	<p>4.1 Cut works are bundled according to job card and OHS practices</p> <p>4.2 Cut works are folded and classified to meet workplace requirements</p> <p>4.3 Bundled products are prepared for pick-up or dispatch</p> <p>4.4 Bundled cut works are stored for distribution in allocated area</p> <p>4.5 Bundled cut works records are accurately maintained</p>
6 Dispatch bundling products	<p>5.1 Dispatch instructions are determined</p> <p>5.2 Product is dispatched, or stored in readiness for pick-up / by using appropriate tools and equipment</p>
7 Prepare garment components	<p>2.1 follow OHS procedures according to work place requirements.</p> <p>2.2 Sequencing of garment assembly operations is determined according to pattern requirements.</p> <p>2.3 <b>Garment components</b> are laid out according to sequence of assembly operations.</p>
8 Assemble garment components	<p>3.1 Components are sewn according to OHS practices, garment requirements and accepted quality standards.</p> <p>3.2 Machine speed and work handling are controlled for type of <b>sewing operations</b>, fabrics and garment complexity.</p>

	3.3 Garment is checked for correct fit and assembly quality
9 Perform hand stitching	<p>4.1 Material is laid out in preparation for stitching process</p> <p>4.2 Appropriate <b>type of stitch</b> is selected to suit particular application.</p> <p>4.3 Hand stitch <b>specifications</b> are determined in consideration with the garment to be sewn.</p> <p>4.4 Hand stitching is properly started and performed and the last stitch properly tied off.</p> <p>4.5 Finished work is inspected to ensure it conforms specifications</p> <p>4.6 Hand stitching is completed in accordance with job order and workplace procedures</p>
9. Complete work	<p>9.1 Any required <b>hand sewing</b> is undertaken according to pattern requirements and accepted standards of sewing quality.</p> <p>9.2 Sewn garment is inspected, any faults identified and appropriate action taken to ensure it meets quality standards and pattern requirements.</p> <p>9.3 Garment is pressed according to fabric requirements and garment construction details.</p>

Variable	Range
Garment	<p>May include:</p> <ul style="list-style-type: none"> <li>• accessories</li> <li>• straight seamed, draw string skirt</li> <li>• T-shirt</li> <li>• smock dress</li> <li>• headwear</li> </ul> <p>garment consideration like May include:</p> <ul style="list-style-type: none"> <li>• type of fabric</li> <li>• color of fabric</li> <li>• positioning of design</li> <li>• purpose of garment</li> <li>• suitability of size, design, color</li> </ul>
Fabric	<p>May include:</p> <ul style="list-style-type: none"> <li>• A range of fabric types including cottons, woolens, synthetics, velvets, lace, stretch, knitted, etc.</li> <li>• single and multi-directional prints</li> <li>• interfacings and linings</li> </ul>
Patterns	<p>May Includes:</p> <ul style="list-style-type: none"> <li>• commercially available patterns, stock patterns or individually drafted patterns</li> </ul>
Components	May include:

	<ul style="list-style-type: none"> <li>• sleeves</li> <li>• waistbands - straight or shaped</li> <li>• collars</li> <li>• cuffs</li> <li>• plackets</li> <li>• facings - neck, armhole</li> <li>• binds</li> <li>• skirt, trouser, blouse, dress, invisible</li> <li>• buttons and buttonholes</li> <li>• hems - double fold, rolled, blind, stitched hem</li> </ul>
Cutting equipment	May include: <ul style="list-style-type: none"> <li>• dress maker's shears</li> <li>• cutting glove</li> <li>• straight-blade cutter</li> </ul>
Lay-up and marking equipment	May include: <ul style="list-style-type: none"> <li>• patterns</li> <li>• fabric</li> <li>• marker card or paper</li> <li>• weights</li> <li>• clamps</li> </ul>
Fabric	May include: <ul style="list-style-type: none"> <li>• woven fabrics such as:               <ul style="list-style-type: none"> <li>➤ poplin</li> <li>➤ flannelette (soft cotton fabric)</li> <li>➤ khaki</li> </ul> </li> <li>• knitted fabrics such as:               <ul style="list-style-type: none"> <li>➤ single jersey</li> <li>➤ double jersey</li> <li>➤ pique</li> </ul> </li> <li>• designs such as:               <ul style="list-style-type: none"> <li>➤ stripes</li> <li>➤ checks</li> <li>➤ plaids</li> </ul> </li> </ul>
Material	May include: <ul style="list-style-type: none"> <li>• thread</li> <li>• scissors</li> <li>• button</li> <li>• thimble</li> <li>• tracing paper</li> <li>• tape measures</li> <li>• hand stitching needles</li> <li>• embroidery hoop</li> </ul>
Type of stitch	<ul style="list-style-type: none"> <li>• Hemming</li> <li>• Blind hand stitch</li> </ul>

	<ul style="list-style-type: none"> <li>• Button Hole stitch</li> <li>• Cross stitch</li> <li>• Smocking</li> </ul>
Specification	May include: <ul style="list-style-type: none"> <li>• content</li> <li>• color</li> <li>• size, including width and length</li> <li>• stitch type and size</li> </ul>
OHS practices	May include: <ul style="list-style-type: none"> <li>• manual handling techniques</li> <li>• standard operating procedures</li> <li>• personal protective equipment</li> <li>• safe materials handling</li> <li>• taking of rest breaks</li> <li>• ergonomic arrangement of workplaces</li> <li>• following marked walkways</li> <li>• safe storage of equipment</li> <li>• housekeeping</li> <li>• reporting accidents and incidents</li> <li>• environmental practices</li> </ul>
Machines	May include: <ul style="list-style-type: none"> <li>• domestic sewing machine</li> <li>• three thread over locker</li> <li>• zigzag sewing machine</li> <li>• straight, round and band knife cutting machine</li> </ul>
Set-up	May include: <ul style="list-style-type: none"> <li>• correct thread, needle size and type, needle guard, tension setting and attachments</li> </ul>
Other equipment	May include: <ul style="list-style-type: none"> <li>• pins</li> <li>• scissors</li> <li>• needle and thread</li> <li>• marker or chalk</li> </ul>
Sewing operations	May include: <ul style="list-style-type: none"> <li>• positioning, feeding and handling of work pieces involving contouring, stopping or handling skills required to accommodate fabric variations</li> <li>• gathering, easing, tucking</li> </ul>
Hand sewing	May include: <ul style="list-style-type: none"> <li>• attaching buttons and other closures</li> <li>• Attaching embellishments such as beading, trims, badges, etc.</li> <li>• hemming and overstitching</li> <li>• embroidery</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• read commercially produced patterns and interpret them in order to select appropriate fabric length and type, and layup and cut garment pieces</li> <li>• prepare workstation and work before commencing sewing operations</li> <li>• apply non-commercial sewing techniques</li> <li>• operate domestic sewing and over locking machines for operations where the positioning, feeding and handling of work pieces involves directional changes, contouring or stopping points and handling skills required to accommodate different pattern pieces and fabric variations</li> <li>• Apply appropriate OHS practices</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• techniques in using and maintaining three thread over locker and domestic sewing machines</li> <li>• characteristics of a range of fabrics including lace, woven and knitted fabrics and threads such as denim, single knits, tricot, gabardine</li> <li>• quality standards and practices</li> <li>• sizing requirements</li> <li>• sequence of operations for garment assembly</li> <li>• OHS practices, including hazard identification and control</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• accurately use a domestic sewing machine</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations and meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Oral Questioning/ Written Test</li> <li>• Demonstration/Observation</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting

Occupational Standard: Fashion Design Level I	
Unit Title	Perform Garment Product Finishing
Unit Code	<a href="#">IND FAD2 09 1221</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in applying finishing touches, attaching the needed accessories and accent, trimming of excess threads, pressing finished garment and packaging of finished garment.

Elements	Performance Criteria
1. Apply finishes	<p>1.1. Needed <b><i>finishing touches</i></b> are identified and checked in accordance with garment design/style specifications</p> <p>1.2. Accessories' and accents' positions are marked and attached in accordance with garment design/style specification</p> <p>1.3. Accessories and accents are sewn by hand or by machine in accordance with garment design/style specifications</p> <p>1.4. Finishing operations are performed in accordance with customer's specifications and standard procedures</p> <p>1.5. Garment is checked for missing buttons and attachments</p> <p>1.6. Bodice hem allowances and sleeves are folded and pinned in accordance with customer's specifications.</p> <p>1.7. Hemline allowances are sewn in accordance with the given stitch/seam specifications</p>
2. Trim excess threads	<p>2.1 Garment is checked for loose threads</p> <p>2.2 Excess threads are trimmed in accordance with sewing procedures</p> <p>2.3 Garments are reversed and hanged in accordance with standard procedures</p>
3. Press finished garments	<p>3.1 Fabric and <b><i>pressing tools</i></b> are prepared according to standard operating procedures</p> <p>3.2 Pressing machines are setup, cleaned and checked in</p>

	<p>accordance with company's procedures</p> <p>3.3 <b>Faults, spots and marks</b> are identified and appropriate actions are taken in accordance with standard procedures</p> <p>3.4 <b>Heat/Pressure</b> is applied in accordance with product requirements, fabric specifications and standard procedures</p> <p>3.5 Pressing is sequenced in accordance with work specifications and standard procedures</p>
4. Package finished garment	<p>4.1 Finished garments are packed in accordance with <b>packaging standards/procedures</b></p> <p>4.2 <b>Garment packages</b> are labeled following standard procedure</p> <p>4.3 Work station is cleaned after work completion</p>

Variable	Range
Finishing touches	<p>May include:</p> <ul style="list-style-type: none"> <li>• Closures</li> <li>• Hemming</li> <li>• Accessories and accent</li> <li>• Stitches</li> </ul>
Pressing tools	<p>May include:</p> <ul style="list-style-type: none"> <li>• Flat iron</li> <li>• Ironing board</li> <li>• Sleeve board</li> <li>• Press mitt</li> <li>• Tailor's ham</li> </ul>
Faults, spots and marks	<p>May include:</p> <ul style="list-style-type: none"> <li>• grease/oil</li> </ul>

	<ul style="list-style-type: none"> <li>• puckering</li> <li>• loose threads</li> <li>• missing buttons</li> <li>• uneven stitches</li> </ul>
Heat / pressure	<p>May include:</p> <ul style="list-style-type: none"> <li>• Level 1 – Silk</li> <li>• Level 2 – Cotton</li> <li>• Level 3 – Denims</li> </ul>
Packaging procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• Sorting of garments according to: <ul style="list-style-type: none"> <li>✓ style</li> <li>✓ color</li> <li>✓ size</li> </ul> </li> <li>• Putting label tags</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• Checked finishing touches in accordance with garment design/style specifications</li> <li>• Marked and attached accessories and accent positions in accordance with garment design/style specifications</li> <li>• Performed finishing operations in accordance with customer's specifications and standard procedures</li> <li>• Folded and pinned bodice hem allowances and sleeves in accordance with customer's design/style specifications</li> <li>• Sewn hemline allowances in accordance with the given stitch/seam specifications</li> </ul>



	<ul style="list-style-type: none"> <li>• Trimmed garments of excess threads following standard procedures</li> <li>• Identified faults, spots and marked and appropriate actions were taken</li> <li>• Pressed finished garment in accordance with product requirements, fabric specifications and company's procedures</li> <li>• Packed and labeled finished garments in accordance with packaging standards/procedures</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• types of trimming and ironing tools</li> <li>• fabric and styles</li> <li>• characteristics of typical fabric and other materials used in garment industry</li> <li>• pressing requirements procedure</li> <li>• pressing equipment functions</li> <li>• quality standards and fabric/garment handling procedures</li> <li>• types of hemming</li> <li>• finishing touches procedure</li> <li>• labeling requirements</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• pressing operation/instruction</li> <li>• hand/machine sewing of accessories and accents</li> <li>• packaging finished garments</li> <li>• marking and attaching accessories and accents</li> <li>• carry out work according to OHS practices</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Observation/demonstration</li> <li>• Oral questioning / Written Test</li> </ul>
Context of Assessment	<ul style="list-style-type: none"> <li>• Competence may be assessed in the work place or in a simulated work place setting</li> </ul>

Occupational Standard: Garment Craft Design and production Level II	
Unit Title	Develop and apply Embellishment on garment
Unit Code	<a href="#">IND FAD2 10 1221</a>
Unit Descriptor	This unit covers the knowledge; skills and attitude required to embellish a garment using hand or machine techniques and applying embroidery on garments/articles, either at the completion of production, or during the production stage.

Elements	Performance Criteria
1. Interpret design brief or specifications	1.1 Identify type of embellishment required for garment. 1.2 Embellishment <b>specifications</b> are determined used for garment. 1.3 <b>Garment considerations</b> are identified. 1.4 Methods of embellishing by <b>hand</b> or <b>machine</b> are identified. 1.5 Identify type of embroidery required. 1.6 Embroidery specifications are determined.. 1.7 Methods of embroidery by hand are identified. 1.8 Criteria for selection of threads are identified.
2. Prepare work pieces and workstation	2.1 Work pieces are laid out. 2.2 Work area is set up according to OHS practices. 2.3 <b>Equipment and materials</b> are set up and adjusted to specifications for work. 2.4 <b>Routine minor maintenance</b> is performed according to manufacturer specifications. 2.5 Any problems are reported and recorded.
3. Embroidery on garment /article or piece	3.1 Hand embroidery is completed in accordance with job order and workplace procedures. 3.2 OHS practices are followed. 3.3 Work is assessed for compliance with quality standards and production specifications.
4. Select appropriate embellishment components	<b>4.1 Criteria for selection of threads</b> are identified. <b>4.2</b> Types of decorations to be attached are identified.

5 Embellish garment or piece	<p>5.1 Hand and machine embellishment is completed.</p> <p>5.2 <b>OHS</b> practices are followed.</p> <p>5.3 Work is assessed for compliance with quality standards and production specifications.</p> <p>5.4 Machine is checked and adjusted to ensure optimum performance.</p>
6 Dispatch completed work	<p>6.1 Garments or articles are checked against quality standards.</p> <p>6.2 Any faults identified are reported and recorded.</p> <p>6.3 Completed garments or articles are directed to next operation.</p> <p>6.4 Work documentation is completed as required.</p>

Variable	Range
Specifications may include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• design</li> <li>• colour</li> <li>• size, including width and length</li> <li>• stitch type and size</li> </ul>
Garment considerations may include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• type of fabric</li> <li>• colour of fabric</li> <li>• positioning of design</li> <li>• purpose of garment</li> <li>• suitability of size, design, colour</li> </ul>
Hand embellishing methods include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• beading</li> <li>• smocking</li> <li>• embroidery stitches</li> <li>• fabric manipulation</li> </ul>
Machine embellishing methods include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• quilting</li> <li>• pin-tucking</li> <li>• shirring</li> <li>• machine embroidery</li> <li>• applique</li> <li>• lace insertion</li> </ul>
Machine	May include:

requirements may include:	<ul style="list-style-type: none"> <li>• thread type</li> <li>• needle type</li> <li>• stitch settings</li> <li>• attachments</li> <li>• stabilizers</li> </ul>
Attachments may include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• any machine foot that assists with the application of the embellishment and embroidery</li> <li>• parts to facilitate embellishment</li> </ul>
Criteria for selection of threads may include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• thickness</li> <li>• shine</li> <li>• texture</li> <li>• stability</li> <li>• strength</li> </ul>
Equipment and materials may include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• sewing machine and attachments</li> <li>• garment</li> <li>• scissors</li> <li>• tape measures</li> <li>• hand sewing needles, such as beading and crewel</li> <li>• embroidery hoop</li> </ul>
Routine minor maintenance may include:	<p>May include:</p> <ul style="list-style-type: none"> <li>• checking and replacement of needles, attachments or parts</li> <li>• oiling of machine parts</li> </ul>
OHS practices	<p>May include:</p> <ul style="list-style-type: none"> <li>• manual handling techniques</li> <li>• standard operating procedures</li> <li>• personal protective equipment</li> <li>• safe materials handling</li> <li>• taking of rest breaks</li> <li>• ergonomic arrangement of workplaces</li> <li>• following marked walkways</li> <li>• safe storage of equipment</li> <li>• housekeeping</li> <li>• reporting accidents and incidents</li> <li>• environmental practices</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• plan work tasks to achieve specifications</li> <li>• prepare workstation and work before commencing operations</li> <li>• perform hand embellishment using at least three methods</li> <li>• perform machine embellishment using at least three methods</li> <li>• carry out minor machine maintenance according to workplace practices</li> <li>• apply OHS practices in work operations</li> <li>• maintain accurate records</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• principles of design</li> <li>• characteristics of fabrics, threads and other materials</li> <li>• quality standards and practices</li> <li>• sequence of operations</li> <li>• OHS practices, including hazard identification and control measures</li> <li>• workplace practices</li> <li>• recording and reporting practices</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• handle, receive and perform production tasks</li> <li>• carry out machining tasks</li> <li>• read, interpret and follow information on work specifications, standard operating procedures and work instructions, and other reference material</li> <li>• maintain accurate records</li> <li>• communicate within the workplace</li> <li>• sequence operations</li> <li>• meet specifications</li> <li>• clarify and check task-related information</li> <li>• carry out work according to OHS practices</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Fashion design Level II	
Unit Title	Apply 5S procedures
Unit Code	<a href="#">IND FAD2 11 1221</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 <b>Safety equipment and tools</b> are identified and checked for safe and effective operation.</p> <p>1.5 <b>Tools and equipment</b> are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 <b>Tools and techniques</b> to standardize 3S are prepared and implemented based on <b>relevant procedures</b>.</p> <p>2.3 Checklists are followed for standardize activities and <b>reported to relevant personnel</b>.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 <b>Tools and techniques</b> to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p> <p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p> <p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p>

	<p>3.7 Checklists are followed to sustain activities and reported to relevant personnel.</p> <p>3.8 Problems are avoided by sustaining activities.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• paint</li> <li>• hook</li> <li>• sticker</li> <li>• signboard</li> <li>• nails</li> <li>• shelves</li> <li>• chip wood</li> <li>• sponge</li> <li>• broom</li> <li>• pencil</li> <li>• shadow board/ tools board</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S Job Cycle Charts</li> <li>• Visual 5S</li> <li>• The Five Minute 5S</li> </ul>



	<ul style="list-style-type: none"> <li>• Standardization level checklist</li> <li>• 5S checklist</li> <li>• The five Whys and one How approach(5W1H)</li> <li>• Suspension</li> <li>• Incorporation</li> <li>• Use Elimination</li> </ul>
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Assign 3S responsibilities</li> <li>• Integrate 3S duties into regular work duties</li> <li>• Check on 3S maintenance level</li> <li>• OHS measures such as signage, symbols / coding and labeling of workplace and equipment</li> <li>• Creating conditions to sustain your plans</li> <li>• Roles in implementation</li> </ul>
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• verbal responses</li> <li>• data entry into enterprise database</li> <li>• brief written reports using enterprise report formats</li> </ul>
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• supervisors, managers and quality managers</li> <li>• administrative, laboratory and production personnel</li> <li>• internal/external contractors, customers and suppliers</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S slogans</li> <li>• 5S posters</li> <li>• 5S photo exhibits and storyboards</li> <li>• 5S newsletter</li> <li>• 5S maps</li> <li>• 5S pocket manuals</li> <li>• 5S department/benchmarking tours</li> <li>• 5S months</li> <li>• 5S audit</li> <li>• Awarding system</li> <li>• Big cleaning day</li> <li>• Patrolling system may include: <ul style="list-style-type: none"> <li>➤ Top management Patrol</li> <li>➤ 5S Committee members and Promotion office Patrol</li> <li>➤ Mutual patrol</li> <li>➤ Self-patrol</li> <li>➤ Checklist patrol</li> <li>➤ Camera patrol</li> </ul> </li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Discuss the relationship between Kaizen elements.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Standardize and sustain 3S activities by applying appropriate tools and techniques.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Elements of Kaizen</li> <li>• Ways to improve Kaizen elements</li> <li>• Benefits of improving kaizen elements</li> <li>• Relationship between Kaizen elements</li> <li>• The fourth pillar of 5S</li> <li>• Benefits of standardizing and sustaining 3S</li> <li>• Procedures for standardizing and sustaining 3S activities</li> <li>• Tools and techniques to sustain 3S</li> <li>• Relevant Occupational Health and Safety (OHS) and environment requirements</li> <li>• Plan and report</li> <li>• Method of communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• improving Kaizen elements by applying 5S</li> <li>• standardizing and sustaining procedures and techniques to avoid problems</li> <li>• technical drawing</li> <li>• procedures to standardizing 3S activities</li> <li>• analyzing and preparing shop layout of the workplace</li> <li>• standardizing and sustaining checklists</li> <li>• preparing and implementing tools and techniques to sustain 3S</li> <li>• working with others</li> <li>• reading and interpreting documents</li> <li>• observing situations</li> <li>• solving problems by applying 5S</li> <li>• communication skills</li> <li>• preparing labels, slogans, etc.</li> <li>• gathering evidence by using different means</li> <li>• using Kaizen board properly in accordance the procedure</li> <li>• reporting activities and results using report formats</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

## Acknowledgement

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## COMMENT TEMPLATE

<p><b>The Federal TVET Agency values your feedback of the document.</b></p> <p>If you would like someone to personally contact you, please provide the following information:</p> <p>Name:</p> <p>Region:</p> <p>Email:</p> <p>Phone number:</p> <p>Contact preference: <input type="checkbox"/>Phone <input type="checkbox"/>E-mail</p> <p><b>Please</b>, leave a comment.</p>	

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