

Project Guideline for Curricular Work

German Agency for Technical Cooperation (GTZ)/University of Bremen

Application of a Guideline for Curricular Work and the Development of a Curriculum Concept for Food Processing in the Informal Sector in Tanzania

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In Cooperation with the Vocational Training Authority, Regional Office Dar es Salaam

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CONTENTS

| | |
|---|-----------|
| 1. INTRODUCTION..... | 6 |
| 1.1 WORKSHOP ORGANISATION..... | 6 |
| 1.2 WORKSHOP METHOD | 7 |
| 1.3 PURPOSE OF THE REPORT | 8 |
| 1.4. THE IDEA OF THE CURRICULUM GUIDELINES..... | 8 |
| 2. CLARIFYING THE FRAMEWORK CONDITIONS FOR CURRICULUM PLANNING | 9 |
| 2.1 GEOGRAPHIC SCOPE..... | 9 |
| 2.2 ANALYSIS OF THE LABOUR AND GOODS MARKET | 10 |
| 2.2.1 <i>Determining Development Status by Own Surveys</i> | 12 |
| 2.2.2 <i>Survey Findings and Implications on the Curriculum</i> | 14 |
| 2.3 ANALYSIS OF THE TARGET GROUP..... | 19 |
| 2.4 CURRENT FORMAL CONDITIONS AND INSTITUTIONAL ASPECTS INFLUENCING..... | 23 |
| CURRICULUM WORK | 23 |
| 2.5 STEPWISE COMPILATION OF THE CURRICULUM..... | 27 |
| 3 DEVELOPING A CURRICULUM CONCEPT..... | 28 |
| 4. DESIGNING THE CURRICULUM..... | 36 |
| 4.3 LEARN AND WORK TASKS..... | 43 |
| 5. CURRICULUM DEVELOPMENT - A SUPPLEMENT TO PROJECT PLANNING..... | 47 |
| 5.1 TRAINING PROJECT PROPOSALS..... | 47 |
| 5.1.1 <i>Short presentation of the different projects</i> | 47 |
| <i>Setting up the general conditions for a curriculum concept</i> | 51 |
| 5.2 SUPPORT NEEDS OF THE ENVISAGED TRAINING PROVIDERS | 53 |
| 5.2.1 <i>Estimates about Initial Financial Support</i> | 54 |
| 5.2.2 <i>Training of Trainers</i> | 54 |
| 5.3 NEEDS FOR COOPERATION AND NETWORKING..... | 55 |
| 5.3.1 <i>The Role of VETA</i> | 55 |
| 5.3.2 <i>The Role of Training Providers</i> | 56 |
| <i>Proposals for Baby Food</i> | 68 |
| GLOSSARY OF TERMS..... | 57 |

TABLES

| | |
|---|----------|
| 1. INTRODUCTION..... | 6 |
| 1.1 WORKSHOP ORGANISATION..... | 6 |
| 1.2 WORKSHOP METHOD | 7 |
| 1.3 PURPOSE OF THE REPORT | 8 |
| 1.4. THE IDEA OF THE CURRICULUM GUIDELINES..... | 8 |

| | | |
|-----------|--|-----------|
| 2. | CLARIFYING THE FRAMEWORK CONDITIONS FOR CURRICULUM PLANNING..... | 9 |
| 2.1 | GEOGRAPHIC SCOPE..... | 9 |
| | Table 2.1 Geographic Scope | 9 |
| 2.2 | ANALYSIS OF THE LABOUR AND GOODS MARKET | 10 |
| | 2.2.1 <i>Determining Development Status by Own Surveys</i> | 12 |
| | Table 2.2 Example for Own Surveys | 12 |
| | (Group I)..... | 12 |
| | Table 2.2.1 Example for Own Surveys | 13 |
| | (Group II)..... | 13 |
| | 2.2.2 <i>Survey Findings and Implications on the Curriculum</i> | 14 |
| | Table 2.3 Analysis of the labour and goods market: drying fruits and vegetables | 17 |
| | Table 2.3.1 Analysis of the labour and goods market: bakery products | 18 |
| | Table 2.3.2 Analysis of the labour and goods market: juices | 19 |
| 2.3 | ANALYSIS OF THE TARGET GROUP | 19 |
| | Table 2.4 Analysis of the target group: drying fruits and vegetables | 20 |
| | Table 2.4.1 Analysis of the target group: bakery products | 21 |
| | Table 2.4.2 Analysis of the target group: juices | 22 |
| 2.4 | CURRENT FORMAL CONDITIONS AND INSTITUTIONAL ASPECTS INFLUENCING | 23 |
| | CURRICULUM WORK..... | 23 |
| | Table 2.5 Reflecting institutional aspects in enterprises and schools / training centres | 24 |
| | food processing: drying fruits and vegetables | 24 |
| | Table 2.5.1 Reflecting institutional aspects in enterprises and schools / training centres | 25 |
| | food processing: bakery products | 25 |
| | Table 2.5.2 Reflecting institutional aspects | 26 |
| | in enterprises and schools / training centres | 26 |
| 2.5 | STEPWISE COMPILATION OF THE CURRICULUM..... | 27 |
| | Table 2.6 Stepwise Compilation | 27 |
| 3 | DEVELOPING A CURRICULUM CONCEPT..... | 28 |
| | Table 3.1 Curriculum concept: drying fruits and vegetables | 29 |
| | Table 3.2 Curriculum concept: drying fruits and vegetables | 29 |
| | Table 3.3 Curriculum concept: drying fruits and vegetables | 30 |
| | Table 3.1.1 Curriculum concept: bakery products | 30 |
| | Table 3.2.1 Curriculum concept: bakery products..... | 32 |
| | Table 3.3.1 Curriculum concept: bakery products | 33 |
| | Table 3.1.2 Curriculum concept: juices | 34 |
| | Table 3.2.2 Curriculum concept: juices | 34 |
| | Table 3.3.2 Curriculum concept: juices | 35 |
| 4. | DESIGNING THE CURRICULUM..... | 36 |
| | 3..... | 37 |
| | Table 4.1 Curriculum design: drying fruits and vegetables | 38 |
| | Table 4.2 Curriculum design: drying fruits and vegetables | 39 |
| | Table 4.1.1 Curriculum design: bakery products | 40 |
| | Table 4.2.1 Curriculum design: bakery products | 41 |
| | Table 4.1.2 Curriculum design: juices | 41 |
| 4.3 | LEARN AND WORK TASKS..... | 43 |

| | | |
|--|---|-----------|
| Table 4.3 | Curriculum design: drying fruits and vegetables..... | 44 |
| Table 4.3.1 | Curriculum design: bakery products..... | 45 |
| Table 4.3.2 | Curriculum design: juices | 46 |
| 5. CURRICULUM DEVELOPMENT - A SUPPLEMENT TO PROJECT PLANNING..... | | 47 |
| 5.1 | TRAINING PROJECT PROPOSALS..... | 47 |
| 5.1.1 | <i>Short presentation of the different projects</i> | 47 |
| | TFNC: Baking projects..... | 47 |
| | TFNC: Baby food flour (see also Annex III)..... | 48 |
| | Bacawa: fruit and vegetable drying..... | 48 |
| | YWCA: Juice, jam and chutney making | 49 |
| | Taaluma Women group: fruit processing..... | 49 |
| | Taaluma Women Group: Bakery products | 49 |
| | Temeke: Juice making and bakery products | 50 |
| | Red Cross: Juice making | 50 |
| | <i>Setting up the general conditions for a curriculum concept</i> | 51 |
| 5.2 | SUPPORT NEEDS OF THE ENVISAGED TRAINING PROVIDERS | 53 |
| 5.2.1 | <i>Estimates about Initial Financial Support</i> | 54 |
| 5.2.2 | <i>Training of Trainers</i> | 54 |
| 5.3 | NEEDS FOR COOPERATION AND NETWORKING..... | 55 |
| 5.3.1 | <i>The Role of VETA</i> | 55 |
| 5.3.2 | <i>The Role of Training Providers</i> | 56 |

ANNEXES

| | | |
|-------|---|----|
| I. | Categorisation of Food Products | 57 |
| II. | Questionnaires (only the English version, all were done in Swahili) | 59 |
| III. | TFNC Proposal: Baby Food Processing | 67 |
| IV. | Estimated Costs of Equipment..... | 75 |
| V. | TaTEDO: Price List of Improved Stoves | 79 |
| VI. | Training of Trainers..... | 81 |
| VII. | OICT: Budget for Management and Business Courses..... | 83 |
| VIII. | List of Participants | 85 |

LIST OF ABBREVIATIONS

| | |
|---------|--|
| AMKA | |
| BACAWA | Baby Care Women Association |
| GTZ | German Agency for Technical Cooperation |
| OICT | Opportunity Industrialisation Centres of Tanzania |
| SIDO | Small Industries Development Organisation |
| Taaluma | Women Group |
| TaTEDO | Tanzania Traditional Energy Development and Environment Organisation |
| TFNC | Tanzania Food and Nutrition Centre |
| UMATI | Family Planning Association Tanzania (runs Temeke Teenage Mother's Centre) |
| UNIDO | United Nations Industrial Development Organisation |
| VETA | Vocational Education & Training Authority |
| WAWATA | Wanawake Wakatoliki Tanzania (Catholic Women's Association) |
| YWCA | Young Women's Christian Association |

1. Introduction

In view of the new training system to be implemented in Tanzania, the Vocational Education and Training Authority (VETA) Dar es Salaam Region¹ in cooperation with the German Agency for Technical Cooperation (GTZ) carried out a pilot project on the first draft of a new guideline for curricular work² in developing countries. The aim of the guideline is not to standardise curricula but the method of developing them in vocational training cooperation. As will be shown in this report, the suggested methods have proved to be a valid instrument for developing curricula that are responsive to changing market demands and target group needs.

VETA Regional Office Dar es Salaam invited selected institutions and organisations for several training workshops. The first one was held from the 10th to the 14th of November 1997, the second one from the 9th to the 11th of February and a third from the 19th to the 20th of February 1998. The first work shop was held, mainly to inform about and train in the new approaches of curriculum development. All preliminary results of that phase were reported in an Interim Report in November. This Final Draft Report is drawing on the same methods but referring to new results as regards the curriculum concept and design. This was made possible by the participants themselves as they carried out own surveys on local market situations, all of which are reported in this paper.

The purpose of the first workshop was to inform about, scrutinise, and possibly modify the newly introduced methods of curriculum development. The second was held to, subsequently, design a curriculum accounting for the framework conditions that may be useful for current and/or future training activities of the invited organisations. The third meeting was a first brainstorming on how to translate the achieved curriculum results into action. The special situation about curriculum planning for the informal sector is that there may be no corresponding integrated enterprise promotion projects. In such cases, the approach to curriculum development may serve as an input to project planning.

1.1 Workshop Organisation

In the case of Tanzania, emphasis has been put on informal sector occupations, specifically for women. The area which has been focused on initially is food preservation, storage, and processing.

¹ The Vocational Education and Training System in Tanzania has undergone important changes over the last 4 years: a new Vocational Education and Training Act (1994); the introduction of a training levy; the establishment of an autonomous body (VETA); the decentralization of VETA to cater for regional training needs and to provide vocational education and training which meet the labour market demand, to integrate gender concerns in the system, and to expand the definition of VET so that it encompasses informal sector and agricultural based skills.

² Susanna Adam, Ullrich Boehm, Detlef Gronwald, Elke Schade: Guidelines for Curricular Work, Training for Industry and Craft Trades including the Informal Sector, First Draft, January 1996

This decision has derived from several conclusions made at a workshop on informal sector perspectives held by VETA, DSM Region and GTZ in August 1997³:

- a) There is need for training courses specifically geared towards informal sector activities and target groups with a low level of education.
- b) The very few training offers frequented by women often don't lead to subsequent employment⁴, thus, broader diversification is needed⁵.
- c) Food processing is still an area of many untapped market chances.
- d) Competent organisations and institutions are interested in and have the capacity for joining the workshops and acting as a curriculum planning team.

The composition of the planning team in terms of practical experience and expertise is already a decisive step for the outcome of a curriculum. Our planning team was made up by personnel from various training organisations and related institutions, including competences in planning, training, food-processing, marketing, and packaging. Ideally, there should be also a small-scale producer who was, as yet, difficult to trace.

1.2 Workshop Method

In General, the first two workshops were following the structure of the introduced curriculum guideline. Roughly, this can be divided into 4 major phases which also form the basis for this report:

1. Introducing the ideas of the curriculum guidelines
2. Clarifying the framework conditions for curriculum planning
3. Developing a curriculum concept
4. Designing the Curriculum

All curricular work was done in group work. During the first workshop session the groups concentrated on the systematic of the curriculum planning procedures, while during the second one all curriculum planning was based on own findings and investigations done by some of the participating organisations in the interim period. Thus the curriculum work was directly related to

³ Vocational Education and Training (VET) Focused on the Informal Sector in Dar es Salaam (Preliminary Report), August 1997, prepared for Regional Director VETA/DSM by Dr. Susanna Adam, commissioned by Ewald Gold, VETA/GTZ

⁴ Tailoring, in particular, seems still the broadest training activity for girls, also it is becoming more difficult to enter the market. On the one hand it seems to be saturated as concerns simple dresses due to the many second hand clothes. On the other hand, to cater for people with high buying power, expensive machines as well as a high level of industrial and communication competences are needed to produce compatible standards. When dealing with target groups from lower social strata, this may be difficult to achieve.

⁵ The other point is, of course, to make the so called male professions more attractive for women. However, this will be a long process. Therefore it is just as important to broaden the range of training opportunities women are more easily attracted to.

specific local situations and already referring to possible future training initiatives. All respective results are compiled in this report.

The third workshop was going beyond the genuine curriculum work. The institutions and organisations who intend to embark on training in food-processing discussed with VETA and GTZ about the stepwise implementation of their specific curricula and support needs. At the same time, long term cooperation measures were reflected.

1.3 Purpose of the Report

The report aims to show new methods of curriculum development, to demonstrate the procedures, and to have a basis for further discussion. The core issue of the method is, to understand curriculum development as a process. Thus, all results presented here are not final but are continuously subjected to change and modification, while translating them into market and target group responsive training activities.

1.4 The Idea of the Curriculum Guidelines

The manual is geared towards practitioners with the purpose to formulate guidelines for curriculum development. The Latin term 'curriculum' means race course or in the course of life. Thus it points at the key purpose of a Curriculum, which is to have relevance for future life.

After this notion of curriculum had been introduced, however, attention was mainly paid to inferring and detailing learning objectives, especially cognitive ones. To avoid elevating learning objectives into even more abstract realms and pin the material to be learnt more firmly to practical reality, we introduce the general notion of 'competence', i.e. the learning objectives are defined in terms of the competences needed to perform an activity. This comprises abilities, skills, knowledge and behaviour patterns. First, we demarcate four major categories, industrial-technical competence, entrepreneurial competence, human and social competence and environmental competence, which can be broken down further.

The concern is to bring the competence to be acquired through training closer in line with employment, the labour and goods markets. Therefore, the curriculum should include learn and work tasks combining contents and methodological components tailored to the labour and/or goods markets. The learn and work tasks, 'production and marketing' of a product, a chair for example, comprises craft, entrepreneurial and general competences that are applied all at once not developed in sequence. The learn and work task defines in practical terms what the teacher, the trainer and the learner have to do in training; they elicit action, which lists of learning objectives or competences do not. Learn and work tasks entailing the manufacture of basic products, for example, can be set via sketches or drawings and do not require cumbersome verbal presentations, thus catering for the reluctance of some teachers/trainers and learners to read lengthy texts. So in addition to the concise description of competences and contents, our concept of curriculum comprises model-type learn and work tasks and methodological pointers. The learn and work tasks should set examples for teachers/trainers and learners to develop their own tasks to suit local conditions and facilities. They can be issued as adaptable components of the curriculum.

However, we do not conceive of a curriculum as a static document: it is a development process with the ongoing involvement of teachers/trainers and the 'users of manpower' (employers and small businessmen). Only in this way can training really be geared to employment and not just account for but help shape changes in the world of work.

2. CLARIFYING THE FRAMEWORK CONDITIONS FOR CURRICULUM PLANNING

During this phase of the workshop the groups were discussing the major factors that need to be taken into account when planning a curriculum. Particularly, the geographic scope, the work and sector context, and the target group.

2.1 *Geographic Scope*

For curriculum planners it is necessary to look at the general socio-economic conditions that are important for curriculum design. Already, the different geographic scope of curricula calls for different approaches in planning. Even when bound by guidelines, it is easier for planners to cater for the socio-economic setting and informal structures in local and regional curricular work. It can for example make sense to develop very detailed curricula if this is helpful for further training and capacity building. Regional and local planners, however, are prone to lose sight of the general social development outlook. In regional curricular work linkages must be made and maintained to national interests. If this sharpens awareness for economic change, regional curricula can adapt well to employment prospects and market requirements.

According to the initial intention to plan a curriculum addressing informal sector activities it was decided by both working groups that the geographic scope should not extend further than a specific locality or region at the most. Thus, the national or even supranational scope of curriculum work, as indicated in the table below, was no longer taken into account.

Table 2.1 *Geographic Scope*

| Scope | Implications for Curriculum |
|----------|---|
| Local | <ul style="list-style-type: none"> • pertains to single or closely associated training centres • can be tailored to individual conditions and needs • easy to alter and adaptable • those affected can be directly involved • can be designed at little cost |
| Regional | <ul style="list-style-type: none"> • pertains to local communication, rural or urban regions, federal states • comparable with local planning • need for additional adjustment / co-ordination measures • participation of regional interest groups |

| | |
|---------------|---|
| National | <ul style="list-style-type: none"> • pertains to a state • regional differences can be catered for to a limited degree • inter-ministerial involvement • co-operation with national interest groups • larger financial resources required • longer term planning • standardisation • limited adaptability |
| Supranational | <ul style="list-style-type: none"> • pertains group of states • comparable with national planning • helps establish comparative standards amongst countries • high degree of standardisation precludes accounting for regional specifics |

The local geographic scope was further scrutinised as target group specific, influenced by environmental conditions, dependent on locally available technology (equipment) and resources (raw-materials), small markets, and a largely untrained labour force. Consequently, training measures alone will not suffice to foster employment. Consideration should be given to build linkages between local producers and regional markets. Information and networking will be essential to recognise and react to changing market opportunities. In addition a supportive national policy remains a key factor for improving sectorial developments.

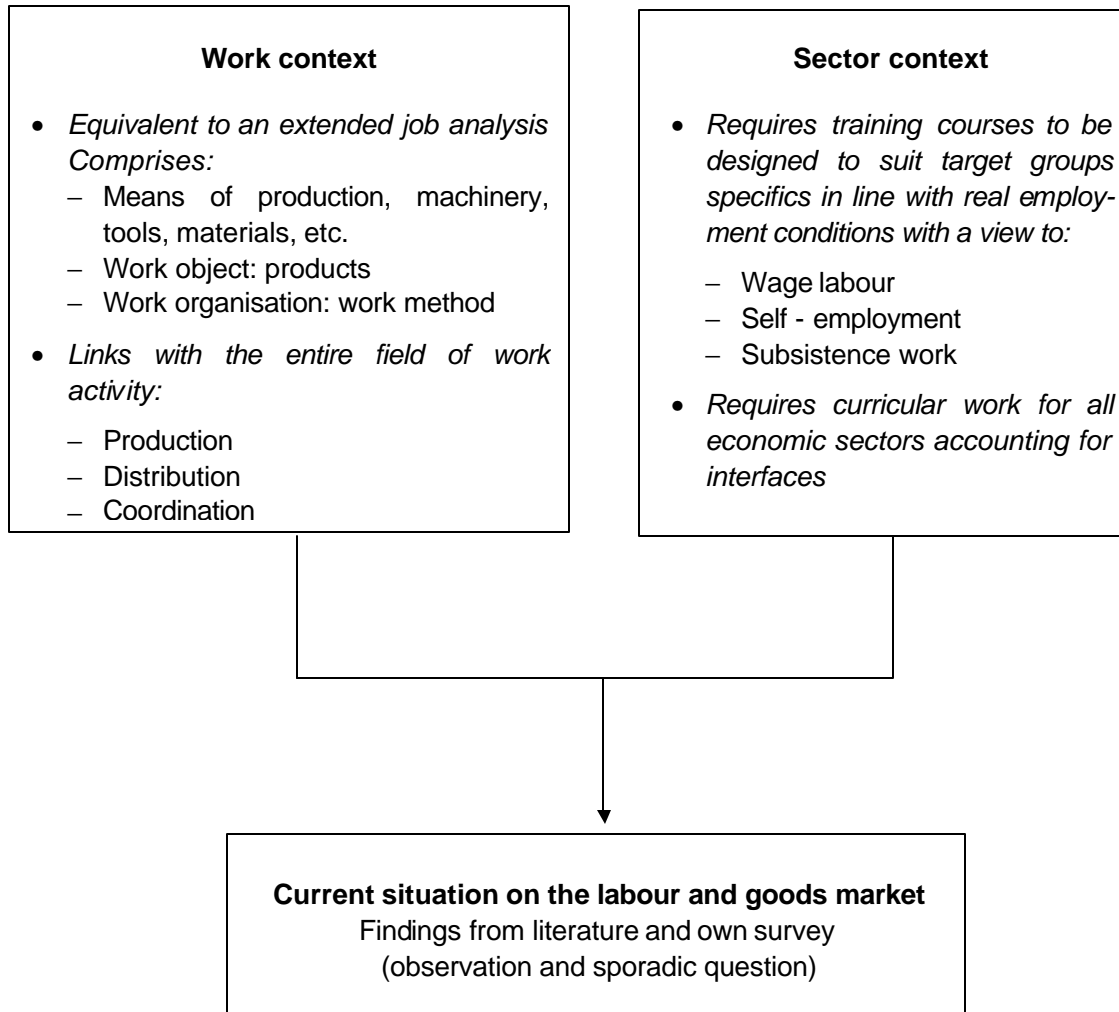
2.2 Analysis of the Labour and Goods Market

According to the current development policy debate, curriculum planners have the task of aligning training to employment needs. This has two facets, the work and sector context.

The diagram at next page shows that in order to gear training to employment, curriculum planners have to be aware of the situation on the labour market. To ensure this, there is a need for an ongoing surveillance of the local market and technological development, which is essential for the timely identification of market niches or saturation trends.

In order to adapt training to employment needs it is useful to evaluate existing curricula, research reports, and empirical studies. It is also vital to conduct own surveys.

Usually the planning team already has existing curricula at its disposal at least in the shape of individual curricula and/or rough framework guidelines. The team must establish whether and how the goals and plans have actually been implemented. The most difficult thing is to measure the success of curricula on the basis of the material and statistics available. A look at dropout rates, attendance rates, job placement, etc. can at least convey an impression of how effective these courses are. It is also possible to infer from the empirical data information on the labour and goods markets, the technology input, sector bias, etc.



Alongside the perusal of secondary literature it is necessary to conduct own investigations. This includes visits to general education schools and different training centres as well as industrial and craft enterprises. A visit to the market, for example, can reveal craft and entrepreneurial competences. The point is not to conduct abstract scientific studies; the aim is to meet the needs and expectations of the target group with the help of personal observation and talks, to identify what level a planned curriculum should address and what the development prospects are.

With those aspects in mind, the work groups made a brainstorming on how to determine the current development status of small food-processing enterprises.

2.2.1 Determining Development Status by Own Surveys ⁶

Table 2.2 Example for Own Surveys

(Group I)

| | |
|--|---|
| <p>Technology input</p> | <p><u>Observation:</u></p> <p>simple technology, manageable and available</p> <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – is all work electricity independent |
| <p>Goods market</p> <p>also:</p> <p>Supply of and demand for services⁷</p> | <p><u>Observation:</u></p> <ul style="list-style-type: none"> – differences in product quality <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – are there competing products – does this influence the prices – are all inputs are locally available – do you find enough customers |
| <p>Craft activities</p> | <p><u>Observation:</u></p> <ul style="list-style-type: none"> – cleanliness of production <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – are the operations environmental friendly – are first aid measures necessary – is there any seasonality of raw materials |
| <p>Inter-occupational-field activities</p> | <p><u>Observation:</u></p> <ul style="list-style-type: none"> – consumer sensitivity of producers <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – is your supply matching the demand – how do you source your inputs – are you aware of any market changes – how is the taxation system |

⁶ We use the term own surveys to mean a combination of observations and sporadic questions. We do not mean a systematic empirical study. What we are recommending is preliminary investigations to familiarise the planners with structures specific to the country and the labour and goods markets.

⁷ The service provided is the product.

Table 2.2.1 Example for Own Surveys

(Group II)

| | |
|--|---|
| Technology input | <p><u>Observation:</u></p> <ul style="list-style-type: none"> – availability of affordable machines/tools <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – are the machines adequate to meet the goals of training – are improvements desired – is maintenance possible, are spare parts available |
| <p>Goods market</p> <p>also:</p> <p>Supply of and demand for services</p> | <p><u>Observation:</u></p> <ul style="list-style-type: none"> – range of products in the market – differences in product quality <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – are the customers satisfied – is there enough market for your products – what are the market outlets for the products – what level of quality is required |
| Craft activities | <p><u>Observation:</u></p> <ul style="list-style-type: none"> – division of labour and variations in work sequences – variations in work safety and health and hygiene precautions <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – what are the individual unit operations required – what precaution do you take to avoid accidents – what are the critical quality control points |
| Inter-occupational-field activities | <p><u>Observation:</u></p> <ul style="list-style-type: none"> – advertising practices <p><u>Sporadic questions:</u></p> <ul style="list-style-type: none"> – do you do any market research, how do you know where to buy the best raw materials or where, when and how to sell |

The planners were suggesting a small survey to be carried out in between the workshops. Therefore, along the above suggestions arising from the first workshop, two questionnaires were designed and carried out during the interim period. One of them was geared towards already existing micro and small scale enterprises and included an observation sheet, while another was done for small food stores and restaurants in order to get an overview of their offers (for a categorisation of processed food items see Annex I).

2.2.2 Survey Findings and Implications on the Curriculum

Interviews were conducted in 23 enterprises and in 21 stores and restaurants (see Annex II; the numbering below refer to the question numbers).

- 1) Most of the interviewees from the enterprises were women (17) and many of them processed only one item:

| | | | |
|----------|---|----------------------|---|
| juice | 5 | cakes | 2 |
| Jam | 4 | tomato/chilly sauces | 2 |
| flour | 4 | pickles | 2 |
| bread | 3 | dried fish | 1 |
| snacks | 3 | ice cream | 1 |
| pop corn | 2 | cooking oil | 1 |

- 2) 9 had started their business within the last 2 years; 5 were more than 5 years old
- 3) 18 were running their business at their own costs, 2 worked collectively and 2 didn't own the business
- 4) 16 had other activities (4 were farming, 5 were employees)
- 5/6) 16 were doing the processing all year round but 9 for only 4 hours and less, while 8 worked for 9 hours and more
- 7) Less than a third were doing their processing at a special place (not at home)
- 8) 16 worked with others, all in all 36 employees (19m/17f) and 26 family members (7m/19f) were involved, 4 others
- 9) Most of the employees got paid regularly, while family members were rewarded irregularly in cash or kind
- 10) Generally the equipment was just basic (kitchen utensils), hardly any electrical machines, few had a refrigerator
- 11) 20 wanted better equipment, mostly small electrical machines (grinding, blending, packing, sealing), improved stoves
- 12/13) Only 6 processed some of their own crops while 22 bought most of their raw materials, 11 always from the same supplier, 16 got supplied regularly while 6 had problems either due to their own lack of capital or the seasonality of their inputs, 10 felt the prices were reasonable while 6 felt they were too high, another 5 said prices were not stable
- 14) Production activities were mostly described as very simple, washing selecting, drying, grinding etc.
- 15) Despite the employees/helpers, only 8 practised some division of labour
- 16) The usual storage was in plastic bags, bottles/glasses or plastic containers, some refrigeration, no indication was given about the length of time a product would keep
- 17/19) Transport was mainly public or on food, 10 had no costs, for 8 the costs averaged between 1500 and 3000 TSh, while 4 were spending 20,000 and more, 11 had to cover long distances

- 20) 19 want to improve their business, either through better equipment or through advanced skills in both processing and entrepreneurship
- 21) All 23 believe they take sufficient safety and hygiene precautions
- 22/23) 17 claim to be able to sell all their products and all but 1 think they could sell more if they had the capacity to produce more
- 24) There is no shortage of food items in demand but most products are imported
- 25/26) 8 finished primary school, 10 went up to secondary certificates, 2 had done literacy courses
- 27) Though 16 claimed to have had some training after leaving school, this had hardly ever to do with their food processing activity
- 28) Age varied between 26-35 (9) and above
- 29) Only 8 got help to start their business from family members, saving clubs, NGOs
- 30) 21 said their life had improved since running their business, this was expressed in regular food, kids in school, better clothes, none said they could invest more into their businesses
- 31) Only nine were members of associations, religious groups and NGOs were they benefited especially as regards training, education, advice, communication and exchange of ideas

Most of the people interviewed were found in busy areas with other enterprises around, nearly half of them were neighboured by businesses similar to their own. Only about a third had a special place for doing their work the others produced their foods at home and sold them in the streets, some from head pens others from fixed places, such as bus stops, office buildings etc. Too few equipment and an extremely low technological level seemed often a problem. At some places, according to observation, the hygiene conditions left much to desire although this was evaluated differently by the respective interviewees. There was flow of customers who were generally given friendly attention and if there were several people working together they seemed to have cooperative relationships.

The interviews with store- and restaurant keepers were quite in line with the others. They felt there was still a very good market for products like juices, jams and pasts, cooking oil, various, flours, baby foods, bakery products, sausages etc., all of which could be produced in the country but are still mostly imported. Many of these products were too costly for low income customers. However, if local production wants to cater for them, a certain quality and reliability in supply would be still essential.

All in all the interviews and observations showed some crucial issues to reflect beyond the scope of curriculum development:

- the little varieties on both the demand and distribution side is partly due to the limited buying power and partly due to unawareness about nutrition values, a problem that will need to be tackled through product promotion, advertisements, better labelling, trade fairs, campaigns e.g. in schools, hospitals etc.; all these activities cannot be done by the small producers alone but will need outside (political and economic) support

- insufficient health and hygiene precaution will need to be tackled as a general public concern
- improvements and promotion of local equipment are still needed
- the total lack of affordable packaging that is durable and attractive hinders the progress of small scale producers; processed foods can be stored only a little longer than the fresh products, thus, only local and regional markets can be catered for.

All these above issues could easily have lead to turning down food processing activities as viable training areas if it had not been for some other positive survey results:

- there is a markets for various processed food products
- Dar es Salaam Region has the advantage of short transport distances, large though poor markets, quicker turn over, and lesser storage needs
- improved entrepreneurship skills can help to cut income losses, however, the well being of the family is the driving force for income generation of many micro and small producers which needs to be accounted for in any intervention

In view of these advantages, it seemed advisable to start building a net of small well coordinated training units (see Chapter 5).

Table 2.3 Analysis of the labour and goods market: drying fruits and vegetables

| Evaluation of literature and own survey Findings and implications for curriculum development | | |
|--|--|---|
| Characteristic | Findings | Implications for curriculum development |
| Technology input/level | <ul style="list-style-type: none"> • traditional ways of sun drying • smoking • salting and drying • salting blanching drying • storage | <ul style="list-style-type: none"> • selection of appropriate products for processing • knowledge and skills in: <ul style="list-style-type: none"> – sun drying – salting – blanching – smoking – storage • application of improved processing technologies |
| Goods market also: Supply and demand for services | <ul style="list-style-type: none"> • packing materials are poor • lack of market information • no marketing skills • poor storage, consequent spoilage | <ul style="list-style-type: none"> • knowledge and skills in packing and packages • basic training in marketing skills • improving preservation skills |
| Work activities (occupational profile) Inter-occupational activities | <ul style="list-style-type: none"> • family labour or cheap labour • working in cooperative groups • gender imbalance • lack of awareness about existing policies measures such as food control, taxation, advertisement | <ul style="list-style-type: none"> • training in production processes • organisation skills • gender sensitisation • training in <ul style="list-style-type: none"> – product promotion – accounting and book keeping – simple business management • information about policies affecting the envisaged activities |

Table 2.3.1 Analysis of the labour and goods market: bakery products

| Evaluation of literature and own survey Findings and implications for curriculum development | | |
|--|---|--|
| Characteristic | Findings | Implications for curriculum development |
| Technology input/level | <ul style="list-style-type: none"> • some of the equipment can be fabricated locally • yet a few inputs may need to be imported | <ul style="list-style-type: none"> • access to information and technical know-how • training on how to obtain loans |
| Goods market also: Supply and demand for services | <ul style="list-style-type: none"> • little product variety • saturation of particular varieties • changing eating patterns • seasonal supply of bakery substitutes • poor packaging • inappropriate handling • taxation and licence regulations | <ul style="list-style-type: none"> • education and training in marketing skills • training in packaging technology • promotion of changes in eating habits |
| Work activities (occupational profile) | <ul style="list-style-type: none"> • no division of labour • generally identical products • no proper quality control | <ul style="list-style-type: none"> • promote creative skills in product development • training on quality control measures • improve work organisation and management |
| Inter-occupational activities | <ul style="list-style-type: none"> • production costs may exceed selling costs • products are for local markets | <ul style="list-style-type: none"> • training in proper pricing and book keeping |

| Table 2.3.2 Analysis of the labour and goods market: juices | | |
|--|--|--|
| Evaluation of literature and own survey Findings and implications for curriculum development | | |
| Characteristic | Findings | Implications for curriculum development |
| Technology input/level | <ul style="list-style-type: none"> • squeezers and simple equipment can be produced locally • blenders have to be imported • small packing containers can be locally obtained | <ul style="list-style-type: none"> • encourage use and development of local equipment • encourage the use of small packages (for hygienic reasons) • teach how to use and maintain blenders |
| Goods market also: Supply and demand for services | <ul style="list-style-type: none"> • there is a high demand for juices but the local products are still only seasonally available • customers want good quality and demand hygienic production • portions must be manageable and well packed | <ul style="list-style-type: none"> • knowledge of preservation and storage so juices could be available beyond seasons • design attractive and informative labels • build mechanisms to observe market developments • select the right fruits on order to obtain the optimal quality • hygienic and health precautions • use manageable packages |
| Work activities (occupational profile) | <ul style="list-style-type: none"> • group oriented | <ul style="list-style-type: none"> • ensure of quality • seek product recognition • sanitation and hygiene training |
| Inter-occupational activities | <ul style="list-style-type: none"> • producers sell directly to customers work • no quality measures yet • unawareness about clean production procedures • prices are calculated on material cost, labour costs and transport are often forgotten • no market observation | <ul style="list-style-type: none"> • training in <ul style="list-style-type: none"> – business management – costing and pricing – market observation |

2.3 Analysis of the Target Group

Every curriculum affects people and so the most important question is who or which social group should benefit. Thus the curriculum planners must be familiar with the social and living context of the trainees and the attendant learning behaviour as a starting point for the curriculum concept. Only in this way can the trainees acquire the necessary competences to improve their lives on their own.

The wider the geographic radius of the curriculum the more disparate the target groups and the less it is geared to satisfying basic needs. We may also assume that the greater the economic and social disadvantages the less uniform the group will be in terms of the other characteristics.

Underprivileged target groups have a particular effect on curricular work because it must cater for personal development and deficits in general education in addition to imparting specialised competence.

By looking in detail at target group specifics, curriculum planners can obtain pointers for adapting and modifying curricula or developing new ones.

In our case, the groups decided for a disadvantaged youth, women and men they were already working with.

| Table 2.4 Analysis of the target group: drying fruits and vegetables | | |
|---|--|---|
| Characteristics | Findings | Implications for curriculum development |
| Age group (Young persons, adult) | <ul style="list-style-type: none"> • different age groups (20 - 55 years) | <ul style="list-style-type: none"> • identification of learning needs according to age |
| Composition by gender (mixed groups / women and girl groups) | <ul style="list-style-type: none"> • mixed, though more women are involved | <ul style="list-style-type: none"> • cater for individual needs • put emphasis on gender issues • promote integration |
| Social origin (urban or rural, economic status / sector context, social status / family relations, religion / ethnic) | <ul style="list-style-type: none"> • generally rural based • low economic status based on <ul style="list-style-type: none"> – subsistence – small income generation in the informal sector | <ul style="list-style-type: none"> • training geared towards income generation in order to improve the economic status and living condition • tackle infrastructural problems |

| | | |
|--|--|---|
| <p>Prior school education (literacy, general education)</p> | <ul style="list-style-type: none"> • literacy • some primary school graduates | <ul style="list-style-type: none"> • components of general education with emphasis on basic math, language and communication skills • reflect attitudes of learners |
| <p>Work experience (family labour, wage labour, casual work, self-employed)</p> | <ul style="list-style-type: none"> • learning from other groups • learning through family labour | <ul style="list-style-type: none"> • attachments to other groups • on the job training |

| Table 2.4.1 Analysis of the target group: bakery products | | |
|---|---|---|
| Characteristics | Findings | Implications for curriculum development |
| <p>Age group (Young person, adult)</p> | <ul style="list-style-type: none"> • adults above 18 | <ul style="list-style-type: none"> • provide experience in bakery production |
| <p>Composition by gender (mixed groups / women and girl groups)</p> | <ul style="list-style-type: none"> • mixed groups, 40% male, 60% female • women are undermined | <ul style="list-style-type: none"> • gender sensitisation • cater for gender needs |
| <p>Social origin (urban or rural, economic status / sector context, social status / family relations, religion / ethnic)</p> | <ul style="list-style-type: none"> • urban/rural • low income groups • subsistence farmers | <ul style="list-style-type: none"> • introduce aspects of basic education • teach book keeping • mathematics • impart skills in bakery production |
| <p>Prior school education (literacy, general education,)</p> | <ul style="list-style-type: none"> • general education • literacy | |
| <p>Work experience (family labour, wage labour, casual work, self-employed)</p> | <ul style="list-style-type: none"> • untrained • unemployed • family labour • casual labour | <ul style="list-style-type: none"> • relate to their experience • reflect family labour and household issues • train bakery skills |

Table 2.4.2 Analysis of the target group: juices

| Characteristics | Findings | Implications for curriculum development |
|---|--|---|
| Age group (Young person, adult) | <ul style="list-style-type: none"> • young single mothers between 16 and 22 years | <ul style="list-style-type: none"> • provide counselling and monitoring |
| Composition by gender (mixed groups / women and girl groups) | <ul style="list-style-type: none"> • girls group <ul style="list-style-type: none"> – too young to be self-employed – difficulties in taking responsibilities – need to feel accepted | <ul style="list-style-type: none"> • give special attention and care • introduce extra curricula activities • e.g. games, music etc. |
| Social origin (urban or rural, economic status / sector context, social status / family relations, religion / ethnic) | <ul style="list-style-type: none"> • come from urban areas • low economic status • low social status • unhealthy living conditions for both the young mother and the baby • often from divorced family background | <ul style="list-style-type: none"> • train in food processing • impart knowledge in food and nutrition • impart entrepreneurship skills • meet regularly with the girls parents to raise their acceptance in the family |
| Prior school education (literacy, general education) | <ul style="list-style-type: none"> • secondary drop outs on different levels | <ul style="list-style-type: none"> • offer short term courses • improve communication and language skills (also in English and French) |
| Work experience (family labour, wage labour, casual work, self-employed) | <ul style="list-style-type: none"> • untrained • unemployed | <ul style="list-style-type: none"> • impart skills in food processing |

2.4 Current Formal Conditions and Institutional Aspects Influencing Curriculum Work

Scope of Competences

On the one hand, a curriculum must proceed from the competence level of the social groups it is intended to benefit and on the other it must help enlarge existing competences to advance economic and social progress. This makes the connection to the socio-economic conditions already considered by curriculum planners.

The different levels of competences to be imparted, which may achieve very disparate results are usually classed as follows:

- | | |
|--|--|
| Partial qualification⁸ | – confined mostly to straightforward activities, that as a whole do not fit into any of the classical definitions of an occupation <u>Examples</u> : seamstresses, tyre repairers |
| Mono-occupation | – clearly defined activities specified by typical features and compiled in an occupational profile <u>Examples</u> : dressmakers, motor mechanics, mechanics |
| Occupational field | – activities extending beyond an individual occupational profile usually defined on the basis of material <u>Examples</u> : metal (mechanic, toolmaker), wood (joiner, carpenter) |

This list has been recently extended by the term **inter-occupational-field**. *Inter-occupational-field* competences are those that are relevant to several occupational fields, such as marketing, organisation and environmental protection. It demarcates an entire field of activity or action in keeping with real economic life. The scope of technical competences remains restricted but classifying additional inter-occupational-field aspects is consistent with the concern to gear curricula to employment conditions.

Training Location and Duration

The learning location and scheduling are also general determinants. In pedagogic terms they are methodological components that should be based on objectives and contents but in reality they are often general conditions due to framework guidelines or provisions. In this case they are no longer methodological components but determinants of method and contents.

⁸ The term partial/semi qualification originates in the industrialised countries. It is however a semi-deprecatory term as all people with such competences view the performance of their activities as an occupation, which is why we assign it to mono-occupation..

Possible training locations are either formal or informal enterprises or institutions. In the latter it makes a difference whether training takes place mainly in a workshop, laboratory or classroom. Tools, machinery and other inputs are directly connected with the training location.

Training duration can range from weekend courses or evening and part-time courses to full-time training lasting several years.

| Table 2.5 Reflecting institutional aspects in enterprises and schools / training centres | |
|---|--|
| Trade areas/specifics | food processing: drying fruits and vegetables |
| Teaching/learning areas | processing skills, drying technology, entrepreneurship skills, storage and packaging, marketing |
| Training duration | 2 weeks, about 4 times a year |
| Training location | community -, women -, and youth centres |
| Theory and practice composition | product selection, selection and construction of appropriate equipment, drying procedures and methods, hygiene, preservation, packaging and storage, nutrition composition |
| Testing / Certification | certificate of attendance |
| Entrance requirements | basic education/literacy |
| Fees | can be minimised by asking participants to bring their own inputs |
| Training experience | experienced in community training, the addressed target groups are generally eager to learn and cooperate well; there are time limits and constraints due to family and household work |
| Facilities | limited facilities, training is outside and at communal meeting places, appropriate drying equipment and simple packing machines will be needed |
| Staff Situation | part time staff for the acquisition of particular skills will need to be hired, expertise in food processing, quality control, product preservation, packaging and storage; further trainers will be obtained within the centre through training of trainers |
| Students/Trainees | 20 trainees |

| Table 2.5.1 Reflecting institutional aspects in enterprises and schools / training centres | |
|---|--|
| Trade areas/specifics | <i>food processing: bakery products</i> |
| Teaching/learning areas | production of various kinds of bread, cakes, cookies, and pastries |
| Training duration | one week, covering selected training areas, line training |
| Training location | TFNC, Mikocheni |
| Theory and practice composition | introduction to food processing, practice baking skills, evaluation of further products, unit operation, nutrition indications |
| Testing / Certification | oral testing questions during baking practicals; certificate of attendance |
| Entrance requirements | literacy |
| Fees | contribute raw materials |
| Training experience | no curricula for informal sector training, good contacts with trainees |
| Facilities | training room and well equipped bakery available, transport for trainees is possible |
| Staff Situation | experienced staff (3-5 years) available, diploma degrees in nutrition, working time could be aligned to training needs |
| Students/Trainees | up to 10 at a time |

| Table 2.5.2 Reflecting institutional aspects in enterprises and schools / training centres | |
|---|--|
| Trade areas/specifics | Food processing: <i>juices, jams, chutneys, sauces</i> |
| Teaching/learning areas | production and packing/canning of fruit juices, jams, chutneys, sauces; hygiene and sanitation; communication skills; entrepreneurship skills |
| Training duration | short courses in the different processing areas |
| Training location | at the YWCA head quarters |
| Theory and practice composition | practical work combined with explanation and demonstration, case studies and field work |
| Testing / Certification | Certificate of participation |
| Entrance requirements | literacy |
| Fees | nominal fee set by the relevant YWCA committee |
| Training experience | Trainers are available but would need some additional processing skills; |
| Facilities | classrooms and kitchen are there, suitable equipment will need to be acquired, there is also a canteen were the products can be sold and introduced to trainers from other area or organisations |
| Staff Situation | sufficient for production purposes, for related areas the cooperation with other organisations/institutions will be build |
| Students/Trainees | 20 per course, offer a morning and an evening shift for 10 at the time |

While certain (formal) Institutions may be very effected by institutional guidelines, such as time frames certifications, entry requirements, etc. they seemed to have very little influence on the small training projects the workshop participants were dealing with. Thus, according considerations took just a minor role. Only the own limiting organisational factors such as small funds, untrained personnel, time constraints, etc. were influencing curricular decisions.

2.5 Stepwise Compilation of the Curriculum

All the above frame condition lead to a stepwise compilation of curriculum.

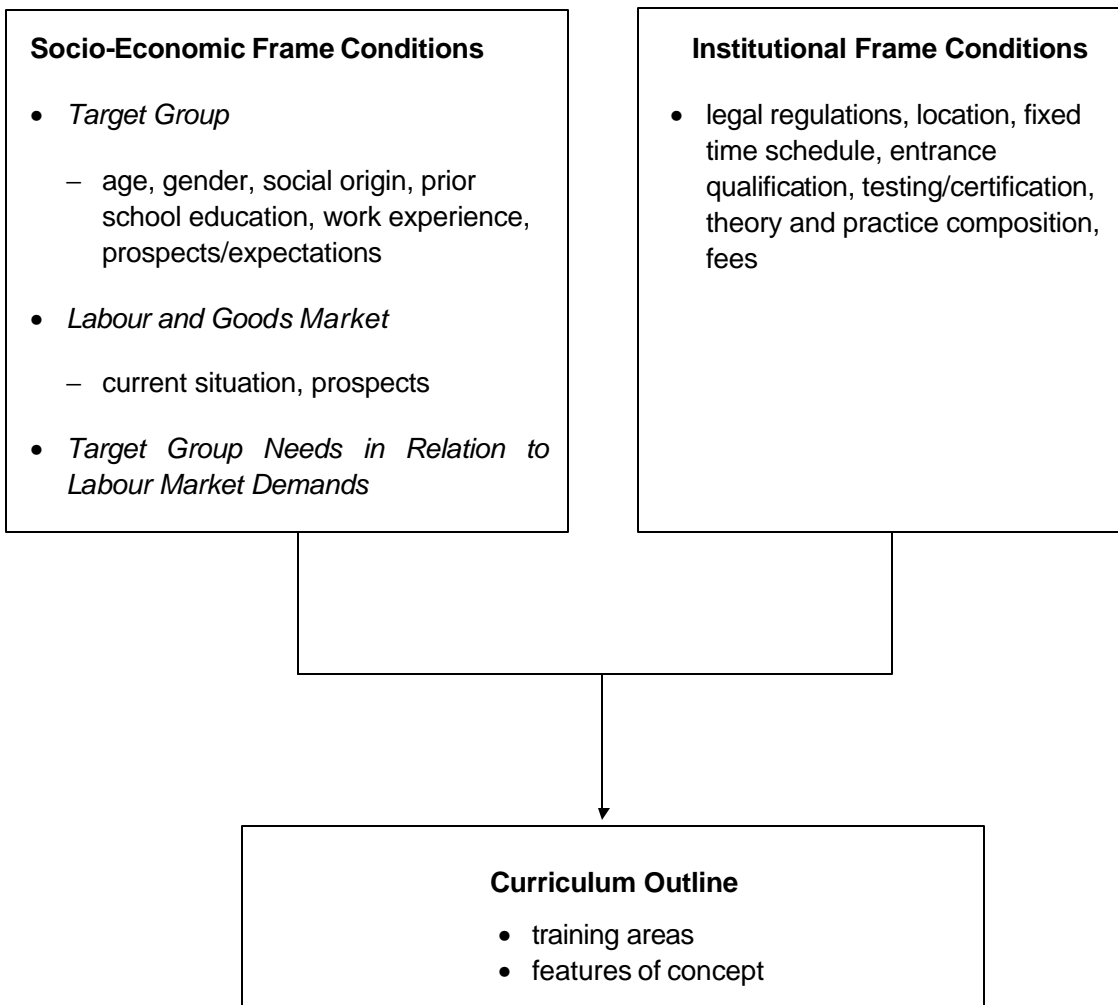
| | |
|--------------------------------------|---|
| Geographic scope | <ul style="list-style-type: none"> • local and regional |
| Target group | <ul style="list-style-type: none"> • disadvantaged youth • different age groups (20 - 55 years) • young single mothers between 16 and 22 years • adults above 18 |
| Prior education | <ul style="list-style-type: none"> • primary education up to Standard VII • literacy • some primary school graduates • secondary drop outs on different levels • general education • literacy |
| Work context | <ul style="list-style-type: none"> • food processing • presentation, packaging • sale of products in local markets |
| Sector context | <ul style="list-style-type: none"> • training for (self-)employment in the informal sector and improvement of living standards in the subsistence sector |
| Scope of competences imparted | <ul style="list-style-type: none"> • mono-occupation and inter-occupational field <ul style="list-style-type: none"> – food processing, preservation and storage – packaging – marketing |

3 Developing a Curriculum Concept

So far, we had been discussing the necessary preliminary studies prior to drafting curricula. In the subsequent planning stage we developed the underlying concept, that is to say, the basic ideas for the final drafting of the curriculum.

The curricular structure has to be tailored to the target group and their needs brought into line with the requirements of the labour and goods markets.

Curriculum Concept



The needs of a specific target group cannot always be brought into line with the requirements of the labour and goods markets. If for example the labour market demands manpower for continuous employment, the target group in question cannot have other commitments in terms of their daily routine. If this labour market is to be made accessible for target groups unable to engage in full-time employment this could only be achieved by division of labour or rescheduling.

Training to manufacture basic goods would appear to make little sense for target groups in the rural informal sector, for example, when marketing is a problem because the place of production is too far from the sales market. Thought must be given here to whether reliable planning of coordinated collective marketing might solve the problem of long transport distances.

To enable such access to labour and goods markets for specific target groups we need to try out different ways of organising work in line with local conditions and impart these in training.

Curriculum planners must weigh up the given training (institutional) conditions, the target group context and the requirements of the labour and goods markets in relation to target group needs. They need to grasp the interaction between the labour and goods markets and target group needs and monitor it to improve employment relevance.

| Table 3.1 Curriculum concept: drying fruits and vegetables | |
|---|---|
| Setting up the general conditions for a curriculum concept | |
| <p>• Target group (Conclusions from worksheet 1.3)</p> | |
| <u>Age group:</u> | mixed age group, 20 -55 years old |
| <u>Composition by gender:</u> | mixed |
| <u>Social origin:</u> | rural |
| <u>Prior school education:</u> | literacy, primary graduates |
| <u>Work experience:</u> | learning from other groups, family and relevant organisations |
| <u>Prospects:</u> | self-employment getting employed in a small scale enterprise |
| <p>• Labour and goods market (Conclusions from worksheet 1.4)</p> | |
| <u>Current situation:</u> | large post-harvest losses demand for dried vegetables and fruits, especially when not freshly available unequal division of labour |
| <u>Prospects:</u> | potential to expand to regional markets to develop from micro enterprises to small enterprises change division of labour patterns |
| <p>• Needs of the target group in relation to labour and goods market:</p> | |
| | most will have to find self-employment organisational competences are important as people may have to cater for further away markets problems of transport need to be tackled need for a broad range of basic competences, including entrepreneurial competences need to be imparted communication skills and further general education |

Table 3.2 Curriculum concept: drying fruits and vegetables

Curriculum outline

- **Teaching and learning areas** (Conclusions from worksheet 1.4 and 2.1):
 - dried food processing techniques
 - entrepreneurial skills
 - hygiene and sanitation
 - nutrition value
 - post harvest management and food security
 - gender sensitisation/awareness
 - marketing skills
 - communication skills

- **Features (main characteristics) of concept:**
 - production centred training
 - attachment in enterprises or small formation in production units in a community centre
 - field work to demonstrate environmental damages
 - monitoring and evaluation support throughout the project (also after the training is finished)

Table 3.3 Curriculum concept: drying fruits and vegetables

| Training (institution) organisation | |
|---|--|
| Training location: | community centres |
| Training duration: | 2 weeks four times a year |
| Other formal conditions: - Scope of competencies (Trade / Occupation) - Entrance qualification - Testing / Certification - Theory and practice composition | local techniques of vegetable and fruit drying literacy/primary school education certificate of attendance food and nutrition aspects personal and food hygiene education selection of raw materials construction of appropriate equipment selection and use of packaging material food processing, preservation, packaging and storage technologies |
| - Fees | participants will be required to bring some raw materials |

Table 3.1.1 Curriculum concept: bakery products

Setting up the general conditions for a curriculum concept

- **Target group** (Conclusions from worksheet 1.3)

| | |
|--------------------------------|--|
| <u>Age group:</u> | above 18 years old |
| Composition by gender: | women |
| <u>Social origin:</u> | rural and urban with low socio-economic status |
| <u>Prior school education:</u> | general education, adult literacy |
| <u>Work experience:</u> | untrained in food processing skills, unemployed, family and casual labour experience |
| <u>Prospects:</u> | self-employment |
| | improve socio-economic living conditions through employment generation |

- **Labour and goods market** (Conclusions from worksheet 1.4)

| | |
|---------------------------|---|
| <u>Current situation:</u> | limited variety of bakery products market saturation of particular varieties seasonal consumption of bakery substitutes poor packaging inappropriate handling |
| <u>Prospects:</u> | there is a potential for selling a larger variety of bread, to revive traditional ingredients |

- **Needs of the target group in relation to labour and goods market:**

there is a demand for larger varieties of bakery products and a need for skills improvements in view of income generation and self-employment; enhanced communication and organisation skills can improve the infrastructure, e.g. transport, storage

Table 3.2.1 Curriculum concept: bakery products

| Curriculum outline |
|---|
| <ul style="list-style-type: none">• Teaching and learning areas (Conclusions from worksheet 1.4 and 2.1):<ul style="list-style-type: none">production of bakery productstechnical know how including different food processing technologiesproduct developmentnutritionwork organisation and managemententrepreneurship trainingbusiness management skills (book keeping, pricing, etc. • Features (main characteristics) of concept:<ul style="list-style-type: none">production centred training at institutions and community centresfield visits to other food processing enterprises, wholesalers, package manufacturers etc. |

Table 3.3.1 Curriculum concept: bakery products

| Training (institution) organisation | |
|---|---|
| Training location: | Tanzania Food and Nutrition Centre - Mikocheni |
| Training duration: | 1 week courses (currently offered on request) |
| Other formal conditions: | |
| - Scope of competencies (Trade / Occupation) | baking organising marketing |
| - Entrance qualification | literacy |
| - Testing / Certification | oral questions during practical baking sessions certificate of attendance |
| - Theory and practice composition | introduce good processing unit operations baking packaging hygiene product evaluation, nutrition values marketing |
| - Fees | modest course fees |

| Table 3.1.2 Curriculum concept: juices | |
|--|--|
| Setting up the general conditions for a curriculum concept | |
| <ul style="list-style-type: none"> • Target group (Conclusions from worksheet 1.3) | |
| <u>Age group:</u> | young single mothers, 16 - 22 years old |
| <u>Composition by gender:</u> | girls |
| <u>Social origin:</u> | urban, low socio-economic status, from divorced families |
| <u>Prior school education:</u> | secondary school drop outs on different levels |
| <u>Work experience:</u> | untrained and unemployed |
| <u>Prospects:</u> | to impart knowledge and skills that will enable them to be self-employed or employed; give them a feeling of being accepted by society |
| <ul style="list-style-type: none"> • Labour and goods market (Conclusions from worksheet 1.4) | |
| <u>Current situation:</u> | high demand for fruit juices equipment is available need for good quality need for hygienic packaging |
| <u>Prospects:</u> | locally produced juices can meet customer demands |
| <ul style="list-style-type: none"> • Needs of the target group in relation to labour and goods market: | |
| | generating income for the young mother's families availability of good quality juices in the market |

| Table 3.2.2 Curriculum concept: juices | |
|---|--|
| Curriculum outline | |
| <ul style="list-style-type: none"> • Teaching and learning areas (Conclusions from worksheet 1.4 and 2.1): fruit selection, handling and processing entrepreneurship training hygiene and sanitation communication skills | |
| <ul style="list-style-type: none"> • Features (main characteristics) of concept: young mothers will be given the opportunity to reintegrate into society and to gain self-sufficiency and independence through income generating activities | |

| Table 3.3.2 Curriculum concept: juices | |
|---|---|
| Training (institution) organisation | |
| Training location: | at Temeke training school (UMATI) |
| Training duration: | short courses in various processing skills |
| Other formal conditions: | |
| - Scope of competencies (Trade / Occupation) | production of quality juices and marketing |
| - Entrance qualification | at least primary education |
| - Testing / Certification | certificate of participation |
| - Theory and practice composition | combination of theory and practice production handouts demonstrations exercises case studies field assignment, etc. |
| - Fees | nominal fees |

Looking at the two different group results, we could in fact see that already seemingly small differences in target groups and market observation have led to different emphases in the curriculum concept. UMATI/Temeke, for example, the disadvantaged social background of the target group has an impact on their possible work perspectives and subsequently the skills that need to be conveyed. For bakery products, the possible saturation of the local markets for common white bread has been observed, while a variety of other, even healthier ingredients could open new market niches if properly promoted. Such facts need to be taken into account by curriculum planners.

4. DESIGNING THE CURRICULUM

This phase describes the last planning steps for the systematic drafting of the individual curriculum which involves detailing and compiling the specific contents and methods. Target group specifics and gender aspects must be accounted for in all the components included in the curriculum.

The curriculum design is essentially based on the general socio-economic conditions and the factors determining its practical application. The curriculum work has so far achieved:

- target group described in detail
- labour and goods market described in detail
- training concept, including training areas
- features of curriculum inferred, including pedagogical aspects

Based on this work the curriculum design should contain recommendations on gender aspects, components of competences to be imparted, and methods.

Looking at the worksheets we were accounting for gender aspects when analysing the target group.

Criteria for defining the competence components can be drawn from

- scope of competences to be imparted
- the implications of our findings
- the training concept including the training areas

Competence components, thus can be broken down further to arrive at the respective training contents (content components).

Finally, criteria to define methodological component can be drawn from

- training location and duration and
- features of the curriculum concept.

1. General Idea of Curriculum Guidelines

2. General conditions

2.1 Geographic scope

Composition of planning team (see Chapter 1.1)

2.3 Analysis of Labour & goods market

2.4 Analysis of Target group

2.5 Analysis of Training Institutions

| | |
|------------|---|
| 3 | Curriculum concept |
| 3.1 | <p style="text-align: center;">Setting up the general conditions for a curriculum concept</p> <ul style="list-style-type: none"> • Target group (life context / prior education / prospects) • Labour & goods market (current situation / prospects) • Needs of target group in relation to labour and goods market |
| 3. | Structuring of curriculum concept |
| 3.2 | <ul style="list-style-type: none"> • Curriculum outline (teaching & learning areas / features of concept) |
| 3.3 | <ul style="list-style-type: none"> • Training organisation (location / duration / other formal conditions) |

| | |
|------------|--|
| 4. | Curriculum design |
| 4.1 | Competence and content components |
| 4.2 | <p>Pedagogic design</p> <p>-Brief general description</p> <p>-Didactic and methodological preparation</p> |
| 4.3 | <i>Learn & work tasks</i> |

Table 4.1 Curriculum design: drying fruits and vegetables

| Competence and content components | | |
|--|---|--|
| Occupation / Trade: <i>drying fruits and vegetables</i> | | |
| Field of competence | Competence components³ | Content components |
| Industrial-technical / craft competence | <ul style="list-style-type: none"> – to be able to construct and use adequate dryers – select appropriate products for processing – process dried vegetables and fruits – use adequate packaging material | <ul style="list-style-type: none"> – select the right material for construction – maintain properly – select appropriate raw materials – processing techniques tailored to individuals – knowledge about available packaging materials and techniques – choice of labelling – overview about quality requirements |
| Environmental competence | <ul style="list-style-type: none"> – use of clean production modes – be aware of environmental damages and consequences for people's health | <ul style="list-style-type: none"> – hygienic processing procedures – food waste management |
| Organisational competence | <ul style="list-style-type: none"> – maximum efficiency of work frequencies – ensuring safety at work | <ul style="list-style-type: none"> – planning, organising and execution of work processes – safety precaution – first aid skills |
| Entrepreneurial competence | <ul style="list-style-type: none"> – knowledge of small business management – knowledge of product marketing | <ul style="list-style-type: none"> – management needs of resources – business management – marketing skills – product promotion and advertising – credit application and credit management |
| Further general education | <ul style="list-style-type: none"> – to read and write and to use simple arithmetic – to be able to communicate | <ul style="list-style-type: none"> – basic reading and writing knowledge – basic arithmetic – communication skills |

| | | |
|----------------------------|---|--|
| Creative competence | <ul style="list-style-type: none"> – to develop packaging design – to extend the product range – to penetrate new markets – to adapt new technologies | <ul style="list-style-type: none"> – product development techniques – market observation techniques – sourcing of adequate inputs – experimenting with new recipes |
| Human competence | <ul style="list-style-type: none"> – building self-efficiency | <ul style="list-style-type: none"> – participatory approaches e.g. group work, field excursions – communication skills |
| Social competence | <ul style="list-style-type: none"> – group dynamics – gender awareness | <ul style="list-style-type: none"> – networking – problem solving strategies |

| |
|---|
| Table 4.2 Curriculum design: drying fruits and vegetables |
| Pedagogic design |
| <ul style="list-style-type: none"> • Brief general description: <p>Vegetable and fruit drying by using by applying methods of sun drying, salting, blanching, smoking and storage.</p> <ul style="list-style-type: none"> • Didactic and methodological preparation: <ul style="list-style-type: none"> – demonstration of the involved processing procedures – demonstration of solar dryers and their maintenance – field visits to survey marketing – excursions to evaluate the cleanliness of production and to reflect measures of environmental protection – visits to health and local trade officers – use of visual aids |

Table 4.1.1 Curriculum design: bakery products

| Competence and content components | | |
|---|--|--|
| Occupation / Trade: <i>bakery products</i> | | |
| Field of competence | Competence components³ | Content components |
| Industrial-technical / craft competence | <ul style="list-style-type: none"> – to be able to use improved equipment and tools – to apply various baking techniques – make optimal use of the available technologies | <ul style="list-style-type: none"> – select appropriate equipment – organise the production process – be informed about the available packing techniques – overview about quality requirements |
| Environmental competence | <ul style="list-style-type: none"> – disposal of waste , e.g. water and residuals – be environmental friendly, e. g. be aware of fuel effective baking methods | <ul style="list-style-type: none"> – food waste management – hygienic food processing procedures |
| Organisational competence | <ul style="list-style-type: none"> – work planning, including maximum efficiency in work frequency and labour protection | <ul style="list-style-type: none"> – planning, organising and executing of work processes – safety precaution – first aid skills |
| Entrepreneurial competence | <ul style="list-style-type: none"> – small business management – marketing skills | <ul style="list-style-type: none"> – simple book/record keeping and accounting – product promotion and advertisement |
| Further general education | <ul style="list-style-type: none"> – knowledge of simple arithmetic – personal hygiene | <ul style="list-style-type: none"> – basic arithmetic – communication skills |
| Creative competence | <ul style="list-style-type: none"> – to extend the product range – to penetrate new markets – to adapt new technologies | <ul style="list-style-type: none"> – product development techniques – market observation techniques – sourcing of adequate inputs |
| Human competence | <ul style="list-style-type: none"> – time management and communication – building self-efficiency | <ul style="list-style-type: none"> – time management – participatory approaches e.g. group work, field excursions |
| Social competence | <ul style="list-style-type: none"> – group dynamics – gender awareness | <ul style="list-style-type: none"> – networking – reflecting social role patterns |

| Table 4.2.1 Curriculum design: bakery products | |
|--|--|
| Pedagogic design | |
| <ul style="list-style-type: none"> • • Brief general description: • Didactic and methodological preparation: <ul style="list-style-type: none"> – demonstration of baking procedures – demonstration of machines, tools, equipment – field visits to similar food processing enterprises – follow up, monitoring and evaluation – use of visual aids – gathering of market information – availability of first aid kit and demonstration of first aid | |

| Table 4.1.2 Curriculum design: juices | | |
|--|---|---|
| Competence and content components | | |
| Occupation / Trade: Juices | | |
| Field of competence | Competence components | Content components |
| Industrial-technical / craft competence | <ul style="list-style-type: none"> – to be able to use and maintain equipment – to choose the right fruits for processing – to produce good quality fruit juices – to pack and store adequately | <ul style="list-style-type: none"> – selecting the proper equipment – using and maintaining the equipment – organisation of fruit juice making – different packaging means and techniques – labelling – overview about quality requirements |
| Environmental competence | <ul style="list-style-type: none"> – using clean production procedures – be aware of environmental hazards and consequences for public health – be environmental friendly | <ul style="list-style-type: none"> – hygienic production procedures – personal hygiene and sanitation – fruit- and packaging waste management |

| | | |
|-----------------------------------|---|---|
| Organisational competence | / | / |
| Entrepreneurial competence | <ul style="list-style-type: none"> – how to start a business – small business management – how to make a business plan | <ul style="list-style-type: none"> – motivation to start a business – formulation of business ideas – validation of the idea by market investigations – identification of resources – negotiation to start the business – functional areas in business such as financial management, book keeping, production management, marketing – different aspects of business planning |
| Further general education | <ul style="list-style-type: none"> – the use of the most popular languages in the country | <ul style="list-style-type: none"> – communication skills in Swahili and English |
| Creative competence | <ul style="list-style-type: none"> – to penetrate new markets – advertising – ability to deal with competition | <ul style="list-style-type: none"> – market research techniques – promotion techniques |
| Human competence | <ul style="list-style-type: none"> – to feel confident – to act independently – be sensitive towards others – individual time management – communication | <ul style="list-style-type: none"> – extra curricular activities such as music sports etc. – concept of participatory approach and cooperation – time management and planning – communication skills |
| Social competence | <ul style="list-style-type: none"> – to feel accepted in society – to function in groups – to change individual behaviour pattern according to general social agreements | <ul style="list-style-type: none"> – extra curricular activities – group dynamics – networking – problem solving strategies |

Table 4.2.2 Curriculum design: *juices*

| Pedagogic design | |
|---|--|
| <ul style="list-style-type: none"> • Brief general description: / | |
| <ul style="list-style-type: none"> • Didactic and methodological preparation: | |
| 1. Introduction: | personal hygiene and sanitation theory and practise |
| 2. Use and care of equipment: | choice, use and maintenance, cleaning and storage in both theory and practice |
| 3. Juice making: | introduction, discussion guided by questions leading to juice making |
| 4. Demonstration: | production procedures enriched with explanations |
| 5. Practical work by the trainees | |
| 6. Packing skills: | observation visits, overview on observation results, choice of the appropriate packages, demonstration and practice on how to pack |
| 7. Entrepreneurship: | Definition of terms through brainstorming, summarising characteristics of entrepreneurs, work with trainees' examples business starting process, question and answer |
| 8. Small business areas: | cover function areas in business such as financial-, production-, marketing-, personal management by discussion, lectures close to their production activity, role playing, field visits, case studies, group work |
| 9. Business plan: | explain procedures and different aspects exercise/practice to make a business plan |
| 10. Practical language course | |
| 11. Extra curricular activities | games, music, films, sports, etc. |

4.3 Learn and Work Tasks

Via learning work tasks different competences (industrial-technical, entrepreneurial, social, etc.) can be acquired at the same time. So itemising individual competences as learning objectives in a curriculum should not be confused with scheduling. A time scale can be set for learning work tasks, however. They can also be treated as curricular modules to enable the before outlined development process with tasks being added and other, redundant ones possibly abandoned. This avoids the drafted curriculum ossifying into a kind of monument, getting out of date and losing touch with employment trends.

The learn and work tasks are:

- to be developed by teachers and trainers
- to be carried out by trainees independently

The core elements is:

- a planned, realistically performed, and reflected work process.

Learn and work tasks form a methodological structure that allow self-reliant skill acquisition (learning processes).

The tasks are bound to a training cycle

1. preparatory phase: introduction, explanation, etc.
2. independent performance of the learn and work task
3. reflection and systematisation.

| Table 4.3 Curriculum design: drying fruits and vegetables |
|--|
| Learn & work task |
| <p>Occupation / Trade: <i>drying fruits and vegetables</i></p> <ul style="list-style-type: none"> • Task: Select proper raw materials, chose a way of processing them and sell. Observe market reaction. Enquire about local and international markets (at AMKA, TCCD) • Stressing / main points: <ul style="list-style-type: none"> – availability of suitable raw materials – processing of raw material under clean condition – maintaining the nutrients – reflecting means of advertising • Content components: <ul style="list-style-type: none"> – evaluation of quality of the raw material – practising processing skills – gather market information from relevant organisations • Attachments (drawings, work-/information sheets, etc.): |

Table 4.3.1 Curriculum design: bakery products

Learn & work task

Occupation / Trade: *bakery products*

• **Task:**

As there is a demand for a variety of baking products, especially on local markets: chose to process a good quality bakery product which meet customer demand; calculate the price.

• **Stressing / main points:**

- selection of suitable inputs (raw materials)
- quality assurance and hygiene
- environmental awareness
- marketing strategies/techniques
- baking techniques/procedures

• **Content components:**

- use of appropriate equipment
- evaluation/selection of raw material
- practising processing procedures for bakery production
- elements of food and nutrition
- personal hygiene
- understanding the importance of product packaging and labelling
- estimation and calculation of materials, labour input, transport and energy costs

• **Attachments (drawings, work-/information sheets, etc.):**

Table 4.3.2 Curriculum design: juices

| Learn & work task |
|---|
| Occupation / Trade: Juice making |
| <ul style="list-style-type: none">• Task:<p>There is high demand for good fruit juices. Form into small groups, make juice according to customer demand and sell. Keep in mind your results of market observations and apply adequate marketing techniques.</p>• Stressing / main points:<ul style="list-style-type: none">– process under clean conditions– select suitable raw materials– practise labelling– marketing techniques• Content components:<ul style="list-style-type: none">– use of right equipment e.g. stainless steel– evaluation of the quality of raw materials e.g. ripeness, damages, etc.– practice processing skills– understand the quality impact of packaging and labelling• Attachments (drawings, work-/information sheets, etc.): |

5. CURRICULUM DEVELOPMENT - A Supplement to PROJECT PLANNING

Recapping that the curriculum planning team was made up of representatives from NGOs and institutions already involved in training activities for both vocational and entrepreneurship skills as well as of experts in food and nutrition and various technological aspects, the group had a genuine interest to translate their newly developed curricula into action. In view of high demand for employment opportunities, especially for women, many small training providers urge to change or broaden their programmes. As of now, the courses provided are mainly in tailoring which offers only limited chances for income generation due to declining market demands. Therefore the involved organisations and institutions wanted to grasp the opportunity to discuss their proposals and seek cooperation with VETA and GTZ in a 2 days planning workshop.

It has been understood that in order to enhance the employment chances for micro- and small scale producers it will be necessary to create a system of well coordinated support measures, entailing elements of basic education, vocational training, and small enterprise promotion. However, experience with according projects is still at its infant stage. Therefore, curriculum development may not be requested in view of an already existing well evaluated training initiative but rather becomes part of a broader planning cycle for promoting small enterprise development. In this case the applied methods of curriculum work are complementary to the process of project planning and implementation as the approach includes surveys and analyses of all effecting framework conditions.

5.1 Training Project Proposals

The major challenge for the providers, after developing their own local curriculum concept, was to realistically match it with their institution's individual capacity, to calculate initial investments and running costs, to link and coordinate with each other and with VETA, and to formulate their needs for support. All in all there were 6 organisations/institutions presenting 8 project proposals for training in bakery production, making juices, jams and chutneys, drying fruits and vegetables, and baby food production.

5.1.1 Short presentation of the different projects

TFNC: Baking projects

| | |
|---------------------|--|
| Target group | Mainly women, at least standard 7 |
| Duration | 2 weeks courses for 5-10 trainees |
| Activities | Baking, promote the use of sweet potatoes, cassava |
| Fees | According to product |
| Staff | Sufficiently trained in food and nutrition |
| Needs | Business management skills, marketing research |

| | |
|-------------------|---|
| Facilities | Though there is a place available in Micocheni and Ocean Road, there is need for: <ul style="list-style-type: none"> • Bread slicing machine • Baking ovens • Refrigerator |
|-------------------|---|

TFNC: Baby food flour (see also Annex III)

| | |
|---------------------|---|
| Background | There are baby food providers in the market but the quality is of the baby food is not good. Therefore they want to make flour from cereal grains |
| Target group | Men and women, employed or unemployed retrenchees, with at least primary education |
| Equipment | Solar dryers can be locally produced |
| Training in | Selection, drying, mixing, packaging, marketing, bookkeeping |
| Duration | 2 weeks (simple test), 5-10 people |
| Facilities | Have rooms and even a laboratory for quality control |
| Need | <ul style="list-style-type: none"> • Small hammer mill • Extruder |
| Suggestion | Promote the nutrition value also for pregnant women and the population in general |

Bacawa: fruit and vegetable drying

| | |
|-----------------------------|---|
| Target group | Village women who are growing vegetables, but they lack skills in processing, drying vegetables |
| Training place | Community centre |
| Training of trainers | <ul style="list-style-type: none"> • Need expert on processing skills • Enlightenment on technologies |
| Suggestion | Inputs into the horticultural production may be needed (helps also to reduce costs) |

YWCA: Juice, jam and chutney making

| | |
|---------------------------|--|
| Current activities | <ul style="list-style-type: none"> • Development of women, children and youth • Run vocational centres and hostels |
| Future activities | Juice, jam and chutney making |
| Location | At YWCA headquarters and the YWCA canteen |
| Start | <ul style="list-style-type: none"> • Staff training • How to equip ? • Create a pool of trainers • Get some income |
| Future activities | <ul style="list-style-type: none"> • Work in other groups/ branches • Create awareness • Inject business skills |
| Needs | <ul style="list-style-type: none"> • Some of the equipment • Netting • Processing and packaging skills |

Taaluma Women group: fruit processing

| | |
|------------------------|--|
| Activities | Fruit processing, packaging, storage |
| Target group | Madale project, young men and women who are growing fruit, watermelon and vegetables |
| Training needs | <ul style="list-style-type: none"> • Processing skills: use and construction of simple dryers • Marketing skills • Horticulture improvement |
| Transport | Is organised in groups |
| Role of Taaluma | <ul style="list-style-type: none"> • Facilitator of certain training implements • Netting with other groups: AMKA, OICT,... |

Taaluma Women Group: Bakery products

| | |
|---------------------|--|
| Target group | House wives, with 4 to 10 children, literate |
| Activities | Training and monitoring target group |
| Needs | Training of trainers |

Temeke: Juice making and bakery products

| | |
|---------------------|---|
| Target group | Young single mothers, those who completed the hotel management course but were unsuccessful to find a job |
| Activities | Juice making, baking cookies |
| Location | They can rent a room for 15000 TSh a month |
| Needs | <ul style="list-style-type: none">• Equipment• Training for trainers: processing, marketing |
| Objectives | <ul style="list-style-type: none">• To get an income for the centre• To get some income for the girls• To have a place for practical attachment, which otherwise would cost 10 000 TSh per head |
| Problems | Shortage of teachers |
| Suggestion | Study the reasons about unemployment of the graduates in hotel subjects, try to modify the curriculum accordingly and integrate a follow up for the trainees, discuss your ideas with VETA/GTZ |

Red Cross: Juice making

| | |
|-----------------------|---|
| Training place | Red Cross headquarters |
| Target group | Men and women between 18 and 35 years old minimum Standard 7 |
| Needs | <ul style="list-style-type: none">• Training for trainers• Equipment |

Most of the organisations were able to relate their project ideas very closely to the curricula developed by them. Recalling the step by step procedure of compiling the curriculum design, all ideas can be summarised in that very same model of methodological approach (cf. page 31).

| |
|---|
| 1. General Idea of Curriculum Guidelines |
|---|

2. General Conditions

2.1 Geographic scope: local/regional

Composition of planning team: NGOs with close contacts to the target groups, expertise in vocational training, food and nutrition, entrepreneurship, adapted technology, and packaging

2.3 Labour & goods market
demand for processed food

2.4 Target group
Unemployed youth, women

2.5 Training Inst.
small local NGOs, TFNC

| | |
|-------------|--|
| 3. | Curriculum Concept |
| 3.1 | <p>Setting up the general conditions for a curriculum concept</p> <p>Women and girls with little or no income, often in specifically difficult social situations shall be trained in food-processing in order to enhance their (self-)employment opportunities. The target groups have identified needs to raise their income for their own well being and that of their families. At the same time there are untapped market opportunities and demand for processed food products, also on low cost investment levels. The target groups are generally low educated but it can be expected that the training will enable them to provide the necessary quality and health standards.</p> |
| 3.2. | <p>Structuring of curriculum concept</p> <p><i>teaching & learning areas:</i> bakery production, making juices, jams and chutneys, drying fruits and vegetables, and baby food production</p> |
| 3.3 | <p><i>features of concept:</i> sort self-contained tasks, practice centred learning, location suited to tasks (small NGO centres, community centres, in the field)</p> |

| | |
|------------|--|
| 4. | Curriculum Design |
| 4.1 | <p>Competence and content components</p> <p>food processing techniques and technology, safety and hygiene, business management, entrepreneurship, packaging and storage, policy and regulations, environmental awareness, communication</p> |
| 4.2 | <p>Pedagogic design</p> <p>the target group context forms the starting point for all competencies to be imparted. Training is: production centred, linking various learning topics via learning and work tasks, use of local resources and tools, group work, excursions etc., participation on content, follow ups</p> |

4.3

Learn & work tasks

will be designed according to given examples by the trainers, they will be continuously modified and exchanged according to market observation and target group needs

The proposals can be grouped into 3 different training models:

1. A cycle of related but independent short courses lasting 1 - 3 weeks (if need be even in different shifts) where a frequency of learn and work tasks will be offered in a rotating system (YWCA, Red Cross, TFNC). Trainees can enter the cycle at any given course and may come back for others according to their individual time schedule and training desires. The model is especially suited for target groups with only limited time or low concentration capacity (women with household obligations, farmers, unemployed, etc.). - The advantage for the provider is to remain in contact to at least some of the trainees and is thus able to observe their market success and failure. Learn and work tasks can be modified or exchanged accordingly.
2. Longer term training lasting 6 month - 2 years for target groups with additional education or specific social needs (youths, school drop-outs, teenage mothers, street children etc.). A range of learn and work tasks going from simple to more complex activities will be offered. Those can integrate important further educational components. There will be time for extra curricular activities (UMATI).
3. Interval training, where a set of different learn and work tasks will be taught at different times to the same group of people leaving room for the recipients to practice what they have learned in between (BACAWA, TAALUMA). Successful training can be accounted for as a first phase leading to a second one. While the first phase can be entered with no vocational knowledge, the next one requires either the participation in the phase before or equivalent experience on the labour market (BACAWA).

Both last models would have a potential to eventually offer preparation for trade tests. However, the major focus will remain on skill transmission with immediate market value.

The training modes, the organisations/institutions embarked upon are:

1. Centre based, but strongly production oriented i.e. conducting work in own production units and/or placements in enterprises (YWCA, TFNC, Red Cross, BACAWA, UMATI)
2. Community based in community centres and directly in the field (BACAWA)
3. Enterprise based, cooperatives are trained directly at their production places (TAALUMA)

In order to benefit larger groups of disadvantaged youths, young adults, and women, vocational training with an integrated education component (which addresses lower level school graduates and drop-outs) will need to be extended with the objective of improving their employment opportunities in the labour market and their possibilities for qualified independent work in the small scale enterprise sector. It is necessary to catch up on general education as a part of the basic skills training in order to be able to transfer understanding for technical connections as well as to equip trainees to, subsequently, set up their own livelihoods.

5.2 Support Needs of the Envisaged Training Providers

As food-processing is becoming a new training issue, it was not astounding that all envisaged providers were articulating nearly identical needs for start up support: capital to be invested in

tools, equipment, and machines as well as training of trainers in all issues concerning the field at hand. Only one institution (TFNC) owned at least some necessary equipment and only one NGO was in need for more trainers (UMATI).

The organisations felt confident about their own implementation capacity and will try to take over all running costs. However, one has to bare in mind that training is a socio-economic investment and cannot be self-sustainable as a profit oriented private enterprise. That is to say, that it was agreed upon that all trainees will have to pay some fees but due to the low economic status of the envisaged target groups, this can only be a small token. At places, where the training model entails a production unit some more costs can be recovered. However, the quality of production and the efficiency of organisation, again, cannot be the same like in a profit oriented enterprise as it lies in the nature of training to still make mistakes.

For these reasons, small training providers will need to continue to seek financial support either from donors or government. However, the involved organisations have already proved to be able to promote their activities and raise some support from churches and international NGOs. A lot of them work with volunteers who contribute to relatively low running cost. Still, it will be necessary to further scrutinise all long term financial possibilities.

5.2.1 Estimates about Initial Financial Support

It was agreed that it would be necessary to adequately address the varying socio-economic and educational backgrounds of specific target groups such as school leavers, single mothers etc. This would not only include different choices on training sites, time allocation, and additional training components (general education, legal rights, etc.) but also influence the choice of technology.

The training must account for the machinery and tools actually available and the technical aptitude of the learner. The wide gap in technology standards within the country also has to be catered for. The requirements for industrial work processes and craft activities differ in complexity and this has been reflected in different grades of complexity in curricula.

A first calculation of initial investments for tools (see Annex III) and equipment which was done according to some price lists of available adapted technologies has shown that costs will average between \$2,000 and \$5,000. These costs will need to be double checked both with other offers and the suitability as regards the training concept.

5.2.2 Training of Trainers

The major constraints of working on any level of skill transference is the lack of qualified teachers/instructors. The organisations/institutions felt that the training of their own trainers is crucial for their success. Only if they them-selves are trained sufficiently, can they act as future multipliers for further training initiatives. Therefore, special efforts will be needed to build the capacity of trainers/instructors to fulfil the practical requirements of vocational skills training as well as to identify people with appropriate competences already embarking on similar activities.

The ideal training strategy is a holistic approach where on the one hand, the whole spectrum of inter-related technical/practical skill demands specific to a particular region could be met and, on

the other hand, all entrepreneurial, managerial and organisational competences could be instilled in an integrated manner.

Accordingly, the objectives of training are to create opportunities for young people and adults to acquire competences and to raise performance standards on all levels. Thus the concept of vocational education aims at imparting specialised skills and knowledge and instilling social and political attitudes and behaviour patterns essential for successful economic activities by people engaged in industrial employment, family or small businesses, or subsistence work.

However in order to achieve this it will be necessary to get the various expertise in all areas influencing (self-)employment success. At the same time it must be understood as a means to join some loose ends. In this sense, the training of trainers can also become a concerted effort to more clearly identify the cross-relationship of all factors influencing the world of work and thus could contribute to the design of respective integrated learn and work tasks.

5.3 Needs for Cooperation and Networking

The workshop participants agreed that it was important to continue building functional cooperation and co-ordination mechanisms as regards both the providers amongst each other and between the organisations and VETA.

The analysis of the labour and goods market has shown that there is high demand for the above products in Dar es Salaam Region. The food processing capacity in the country is still extremely low. Thus, many fresh foods get spoiled while most of the processed product are imported. These facts show the importance of enhancing the competence level in all food processing areas.

However, training alone will not suffice to promote food processing activities. Other measures to foster small enterprise development such as help to start a business, counselling, credits, follow up services, etc. will be needed. In addition, the lack of capacity as regards administrative as well as technical skills, and poor coordination with other organisations and institutions may easily stand in the way of training success.

The survey results have shown that the introduction of sustainable projects which could broaden the chance for many people to find employment and self-employment niches on a micro- and small scale level is facing many, yet, unsolved problems which cannot be tackled by individual small training providers alone.

5.3.1 The Role of VETA

VETA's role is to facilitate the development of VET in order to provide equitable access to quality training which responds to actual needs. It will provide guidance and encourage and promote the process of improving and diversifying the delivery of training, through

- decision on scope and range of skill transference at national, provincial and district levels
- support of optimum utilisation of available resources
- support of adequate teacher and instructor training measures
- monitoring, evaluation and support of ongoing activities

- reflection of ways and means for quality assurance
- support of appropriate curriculum development and related training of teachers and instructors

These should be geared towards networking the ongoing activities, a continuous assessments of local labour market demands and individual needs, the further development and exchange of curricula, capacity building of teachers and instructors, etc.

Emphasis was put on continuous market surveys and product development. Aside some necessary surveys, an important asset will be to build a back and forth information flow between all stake holders. As training for the micro and small scale sector should be complementary to and coordinated with other measures (follow-ups and monitoring, credits, etc.) these would not only be promoting the sector's development and growth but also give the trainers a much better insight of what realistically might hamper according developments.

Furthermore, food preservation and processing skills as well as packaging techniques were given a priority. Especially, when intending to cater for larger markets, it will be a prerequisite to find better solutions for packing the products safely and attractively. In a long run, cooperation should be sought with larger industry for possibilities of bulk purchase or even subcontracting.

5.3.2 The Role of Training Providers

Vocational as well as basic education and training are implemented by a large range of training providers. These are seen to have the responsibility for developing their own programmes in accordance to the regulation framework and to the national development targets.

Thus, implementers should have the autonomy and flexibility, within the vocational education strategy guidelines for:

- preparation of course planning
- administration of the allocated budgets
- purchase and maintenance of the necessary equipment and teaching aids
- staff management
- insurance of the quality and relevance of the training provided

GLOSSARY OF TERMS IN CURRICULAR WORK⁹

Ability

aspect of ↑competence: capability to act independently and take initiative

Behaviour pattern

aspect of ↑competence: set of social strategies needed to do business, work in teams, make contact with other people, etc.

Competence

is the sum of all intersecting and interrelated aspects of ↑abilities, ↑behaviour patterns, ↑knowledge and ↑skills.

- **Business** - methods of economic practice such as costing and calculation, accounting, financial planning.
- **Creative** - the capability to express oneself artistically, through design/organisation, innovation and/or in an original way
- **Entrepreneurial** - depending on the size and complexity of an enterprise comprises ↑business and ↑organisational competence as well as marketing, including dealing with customers
- **Environmental** - active awareness of environmental issues
- **Human** - individual facility to influence living and environmental conditions (development of the personality)
- **Leadership** - leading people in the sense of acceptance, organisation and control
- **Managerial** - directing an enterprise by planning, making basic decisions, controlling, etc.
- **Organisational** - denotes production sequence, ↑work organisation, dealing with personnel
- **Social** - capability to live and work together with other people, irrespective of their social status
Socio-cultural competence - capability to live and work together with other people, irrespective of their social status and cultural background
- **Specialised** - capability to perform a certain activity or parts of it.

Concept

idea underlying an apprenticeship or a programme

Consumer goods industry

collective term for industrial sectors manufacturing disposables usually for consumption and not production, in particular foods and beverages

Curricular work

tasks facing curriculum planners, for example development, further development, modification, application, evaluation, etc.; understood as an ongoing process.

Curriculum

A systematic training guide. Accounting for the general conditions, the ↑competences imparted (training concept) and the didactic and methodological preparation (pedagogic design) are selected for specific ↑target groups. The form and scope are designed in line with the general

⁹ All terms are defined according to usage in the Handbook for Curricular Work.

conditions and the target groups. The target group context, prior education and the requirements of the ↑labour and ↑goods markets are brought into relation with each other.

- **Curriculum concept:** compilation of the different components of the competences to be imparted with the related contents and methodology. These three factors are combined in typical learning work tasks.

Design

(rough) draft, first version

Economic sectors

the different economic sectors include the formal, informal and subsistence sectors, which cannot, however, be clearly demarcated from each other. The formal and informal sector and the informal and subsistence sectors are each closely bound up with each other.

Education

planned, purposive development of mental, social and cultural competences

- **General school** - knowledge and social values imparted by schooling; not a direct preparation for an occupation
- **Vocational (training)** - ↑training

Employment

all activities contributing to direct earned income or subsistence

- **Formal** - describes employment relations in the ↑formal economic sector regulated by legal provisions.
- **Informal** - describes unprotected employment relations in the informal sector not actually regulated by legal provisions (both ↑self-employment and ↑wage labour)
- **Subsistence** - ↑(subsistence) work

Employment market

↑labour market

Formal sector (also *modern* -)

↑economic sector where the ↑activities are regulated and protected by formal social institutions

Gender: "Gender roles/identity"

The term 'gender' denotes socially defined individually learnt and recurrently renegotiated 'female' and 'male' roles. Gender roles are largely assigned by the social, cultural and economic organisation of a society and prevailing religious, moral and legal value systems. 'Female' and 'male' roles can differ greatly from one society to another and even within a society there are significant differences depending on whether the individual stems from a well-off or poor family, is married or unmarried, young or old or belongs to a certain ethnic group or religion. Unlike the socially determined gender relations, a person is born with a biological 'sex' which is (usually)¹⁰unalterable."¹¹

General conditions

all factors affecting a set of facts

Goods market

supply of and demand for goods and services available accounting for product quality

Informal sector

10 Author's note

11 Osterhaus, Juliane und Walter Salzer, Genderdifferenzierung im Projektzyklus, Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, Eschborn 1995, p. 8

describes the ↑economic sector where people earn their livelihood in small or micro enterprises with very little financial and material resources. It comprises trade and transport as well as production and services including servicing with informal activities also performed by family members, apprentices or also paid manpower. These activities are not regulated or protected by formal social institutions, although the same or similar activities in the formal sector are subject to regulations in the same society.

Inter-occupational-field

an entire field of activity or action as required by participation in the economy. Inter-occupational-field pertains both to ↑partial qualifications, ↑mono-occupations and ↑occupational fields and includes imparting competences relevant to several occupational fields, such as marketing, entrepreneurial aspects, management and environmental protection, etc.

Knowledge

aspect of competence: all background information pertaining to activities

Labour market

supply of and demand for manpower, including both formal and informal employment

Learning method

planned way to acquire ↑competences

- ***Passive*** - uncritical accumulation of contents conveyed via authoritarian teaching methods
- ***Participatory*** - active involvement in the learning process

Learn and work task

describes a congruent set of contents and methodological components geared to the labour and/or goods markets

Literacy

extent to which people have been enabled to read and write

Market analysis

determination and assessment of the ↑sales, ↑labour and ↑goods markets by studies and observation

Market niche

an opening in the market to sell certain products or services that has not been or not fully utilised

Market situation

actual state of the ↑sales, ↑labour and ↑goods market

Means of production

tools and machinery used in production/services

Methodology

theory of teaching methods; contents must be brought into line with target group needs

Occupation

major activity (gainful employment) of the individual based on the interaction of various ↑competences and through which he/she participates in economic life

- ***Classical*** - a longstanding, imported occupation, though affected by modernisation
- ***Modern*** - an occupation reshaped by new technological developments; the term already connotes ↑occupational fields or ↑inter-occupational-field activities
- ***Mono-*** defined by a set of clearly demarcated and typical activities compiled in an ↑occupational profile
- ***Traditional*** - an occupation indigenous to a given country

Occupational field

activities beyond a classical ↑occupational profile usually defined in relation to a material, for example metal (locksmith-toolmaker) wood (joiner, carpenter).

Product quality

quality and condition of a product or service; not an objective criterion of evaluation; depends on relationship between technological standard, tradition, customer expectations, etc.

Product range

supply of different products and services or differently designed products and services with the same function

Production

denotes the manufacture and modification (repair and maintenance) of a product or provision of a service

Production location

place where production takes place or services are provided (out of doors, workshop, factory, etc.)

Qualification

knowledge, skills and abilities of a person defined according to certain achievement requirements in the formal education system or formal sector. Qualification comprises merely abstract achievement criteria as these requirements are not seen in relation to life and work.

Sector context

in line with the ↑sector guidelines, curricular work embraces all ↑economic sectors (formal, informal, subsistence). The sector context requires that training courses are designed in line with target group needs and conditions and geared to real employment situations with a view to subsequent ↑wage labour, ↑self-employment or ↑subsistence work.

Skills

aspect of competence: all methods and techniques related to activities

Subsistence sector

the economic sector where people work and produce for their own livelihood and to support their family. No direct income is earned in the subsistence sector though an indirect contribution is made to family income via own work and barter in the (village) community. Most activities in the subsistence sector are agricultural, but craft activities are quite possible.

Target group

social group at which a measure (for example training) is aimed. Descriptive features of a target group are social origin, prior school education, work experience, age, gender, etc.

- **Indirect** - social group that benefits from a measure although not directly addressed (e.g. trainers, teachers)

Target group specifics

the context, needs and prospects of the target group as the starting point for development cooperation

Technique

all the objects (tools, equipment, machinery, etc.), measures and methods applied in ↑work and ↑production

Technology input

input, condition and age of materials, machinery and tools

Technology

science of technical production processes, i.e. the extraction and/or processing of raw materials and materials to technical products. Technology is also the term used for the method in a certain manufacturing process and the sum of all technical facilities.

Training

imparting ↑competences to prepare people for subsequent employment

Vocational training

aims at imparting specialised skills and knowledge and instilling social and political attitudes and behaviour patterns essential for successful economic activities by people engaged in dependent employment, self-employment or subsistence work

Vocational training cooperation

development cooperation in vocational training

Work context

comprises means of production, object of work (product) and ↑work organisation (work method). The work context stands in relation to the whole field of activity (↑production, distribution, coordination, etc.).

Work organisation

purposive regulation of activities (work sequences)

Work

purposive interaction between people and their natural, socio-cultural and economic environment to secure their survival

- **Income generating** - earning money through self-employment or by employing others
- **Self-employment:** activities performed at own liability and on own account
- **Skilled** - performed by persons who have passed an examination either following an apprenticeship or after several years in a government approved occupation (a term pertaining to the formal sector)

Primary skilled work: skilled labour in production

Secondary skilled work: skilled labour in servicing (↑servicing)

- **Subsistence-** unpaid work for own needs and/or to support the family which makes an indirect contribution to monetary income, as expenditure is reduced through own labour
- **Wage labour:** dependent employment paid for by an employer

Categorisation of food products:

| | |
|--------------------------------------|--|
| Dairy products | <ul style="list-style-type: none">– fresh milk and cream– ULT milk and cream– yoghurt cheese– butter– ghee |
| Fruits and vegetable products | <ul style="list-style-type: none">– jams, jellies, marmalade– pickles, chutneys– juice, cordial– fermented drinks– sauces, chillies, paste– dried vegetables and fruits |
| Fish products | <ul style="list-style-type: none">– fresh fish, fillets– dried, smoked, canned, or frozen fish– fish snacks |
| Meat and poultry products | <ul style="list-style-type: none">– fresh meat– dried, smoked, canned, or frozen meat– sausage, ham, bacon– dressed and frozen chicken– eggs |
| Oil seed products | <ul style="list-style-type: none">– cooking oil– pastes (peanut butter etc.)– dried or roasted seeds– coconut milk, cream, grated, or desiccated |
| Cereal products | <ul style="list-style-type: none">– flour, starch– baby food– fermented drinks– pastes– pop corn |
| Tubers and root products | <ul style="list-style-type: none">– chips and crisps– flour, starch– pastes |
| Bakery products | <ul style="list-style-type: none">– bread– cakes and cookies |
| Grain legumes | <ul style="list-style-type: none">– Soya milk– Soya flour– dried and milled products– canned products |

.....male fem.
!___!

!___!

Questionnaire for Small Food Processing Enterprises

1) What items do you produce?

.....

2) How long have you been doing this? !___!

3) Do you own this business? yes no
!___!

!___!

4) Do you carry out any other activities to make a living? yes no
!___!

!___!

If yes, what kind?

5) How many month a year are you involved in this food processing business? !___!

6) How many hours a day? !___!

7) Where do you do the processing?

At home..... yes no
!___!

!___!

At other places

8) Are you working alone? yes no
!___!

!___!

| | | |
|---------------------|-------|-------|
| <u>If no</u> , | male | fem. |
| with family members | !___! | !___! |
| friends | !___! | !___! |
| employees | !___! | !___! |
| other | !___! | !___! |

9) How do you reward people working with you? (Or, how are you being rewarded?)

in cash yes no
!___!

!___!

In kind yes no
!___!

!___!

regularly..... yes no

!___!
 Depending on sales..... yes no
 !___!
 !___!
 Share the profit..... yes no
 !___!
 !___!
 other..... yes no
 !___!
 !___!

10) What equipment do you use?.....

11) Is there any other equipment you would like to get? yes no
 !___!
 !___!
If yes, what kind?.....

 Why can't you get it?

12) Do you purchase raw materials and inputs? yes no
 !___!
 !___!
If yes, do you always buy from the same suppliers? yes no
 !___!
 !___!
 Is the supply regularly? yes no
 !___!
 !___!
 If no, give reasons

Are prices reasonable? yes no
 !___!
 !___!

13) Do you process your own crops? yes no
 !___!
 !___!
If yes, how much do you need for your own consumption?.....

14) What are your production activities (such as cleaning the food, grinding ,cooking, drying, select special spices, etc.). Please try to describe.

.....
.....
.....
.....
.....

15) If you are not working alone, do you all fulfil the same tasks? yes no
!___!

!___!

If no, describe!.....
.....
.....
.....

16) How do you store your products? Do you use special packaging?

.....
.....
.....
.....

17) What kind of transport do you use? (on food (head pan), by car, taxi, bus, etc.)

.....

18) Do you need to cover long distances? yes no
!___!

!___!

19) How much does the transport cost you a week?.....

20) Can you think of any activity involved in your business you would like to improve?

..... yes no
!___!

!___!

If yes, why/how?.....
.....
.....

21) Do you take any safety and hygiene precautions? yes no
!___!

!___!

If yes, in which way?
.....
.....

22) Are you able to sell everything? yes no
!___!
!___!

23) If you had a chance to produce more, do you think you could find enough customers?
..... yes no
!___!
!___!

24) Can you think of any food items people ask for but they are hard to find on the
market? yes no
!___!
!___!
If yes, which ones?.....

25) How many years did you go to school?!___!

26) Did you get any school leaving certificate? yes no
!___!
!___!
If yes, which?

27) Did you receive any training? yes no
!___!
!___!
If yes, where?
How long?.....!___!

28) How old are you now? !___!

29) Did you get help to start your business? yes no
!___!
!___!
If yes, what kind, by whom?
.....

30) Has your living situation improved since you run this business? yes no
!___!
!___!
If yes, how
.....

31) Do you belong to any associations? yes no
!___!

!___!

If yes, which ones?

What benefit do you have from being a member?

.....

.....

.....

Observation Sheet

Looking at the location of the enterprise

Is it in an area with a lot of people around ? yes no
!__!__!

Are there other enterprises in the neighbourhood ? yes no
!__!__!

If yes, of the same kind? Yes no
!__!__!

Looking at the enterprise itself

Is it a permanent place ? yes no
!__!__!

Please describe

.....

.....

.....

.....

Is the production place and the selling place the same? yes no
!__!__!

What do you think about the equipment (for example: is there enough, is it worn out, etc.)

.....

.....

.....

.....

.....

What do you think about the equipment (for example: is there enough, is it worn out, etc.)

.....

.....

.....

.....

.....

How are the hygiene conditions?

.....
.....

Is there electrical supply? Yes no
!__!!__!

Is there water supply? Yes no
!__!!__!

Communication

Were there customers coming while you were there? Yes no
!__!!__!

If yes, how many and how were they treated?
.....
.....
.....

If there were workers/helpers, how was the relationship amongst each other?
.....
.....
.....
.....

Please add anything you feel that is important!
.....
.....
.....
.....
.....
.....

..... male fem.
!___! !___!

Questionnaire for Food Stores, Restaurants, Small Hotels or Guest Houses

1) What kind of processed food items do you sell/use?

.....
.....

2) Which of those sell best?

.....
.....

3) Is there a shortage of any of these items? yes no
!___! !___!

If yes, which ones?.....

.....

4) Which of your items are imported?.....

.....

5) Do you think some of these items could be produced locally? yes no
!___! !___!

If yes, which ones?.....

.....

Could it be produced more cheaply? yes no
!___! !___!

Explain!.....

.....

.....

6) If there were any small local producers processing food would you sell their items?

..... yes no
!___! !___!

Proposals for Baby Food

Estimated Costs of Equipment (Group Work Results)

2.1. Baking products - Red Cross / YWCA/ Umati

| | | | | |
|-----|------------------------------|-----|----|----------------------|
| 1. | Electrical oven cooker | | 1 | 800 000 |
| 2. | Food mixer - big | | 1 | 400 000 |
| 3. | Food mixer - small | | 1 | 250 000 |
| 4. | Big mixing bowls | | 4 | 40 000 |
| 5. | Palate knives | | 4 | 8000 |
| 6. | Pastry cutter | | 4 | 8000 |
| 7. | Biscuit cutter | | 4 | 8000 |
| 8. | Cake baking trays (pat tins) | | 4 | 80 000 |
| 9. | Cake tins (round) | set | 1 | 50 000 |
| 10. | Cake tins (square) | set | 1 | 50 000 |
| 11. | Cake tins (star) | set | 1 | 50 000 |
| 12. | Pastry baking trays | set | 1 | 100 000 |
| 13. | Cooking racks | | 4 | 100 000 |
| 14. | Bread tins | | 24 | 24 000 |
| 15. | Scures | | 12 | 24 000 |
| 16. | Cake cooking chain shelves | | 1 | 800 000 |
| 17. | Cake stand | set | 3 | 900 000 |
| 18. | Cake decorating | set | 3 | 15 000 |
| 19. | Wooden spoons | | 4 | 4000 |
| 20. | Pastry boards | | 6 | 12 000 |
| 21. | Cupboard | | 1 | 400 000 |
| | Total | | | 4 001 000 TSh |

2.2. Fruit juice - Red Cross- YWCA- Umati

| | | | | |
|-----|-------------------------|--|----|---------|
| 1. | Refrigerator | | 1 | 500 000 |
| 2. | Pulp mill | | 1 | 300 000 |
| 3. | Blender | | 4 | 400 000 |
| 4. | Squeezer | | 12 | 24 000 |
| 5. | Electrical cooker | | 1 | 350 000 |
| 6. | Electrical kettle | | 2 | 100 000 |
| 7. | Heater | | 2 | 100 000 |
| 8. | Refractometer | | 1 | 200 000 |
| 9. | Wine making equipment | | | 450 000 |
| 10. | Plastic containers: | | | |
| | - buckets | | 4 | 20 000 |
| | - dust bin | | 2 | 16 000 |
| | - measuring jug | | 4 | 24 000 |
| | - basin | | 4 | 12 000 |
| | - bowls | | 6 | 6 000 |
| | - ingredient containers | | 6 | 12 000 |
| 11. | Glasses | | 24 | 24 000 |
| 12. | Big sauce pan | | 3 | 120 000 |
| 13. | Strainers | | 4 | 6 000 |
| 14. | Knives | | 12 | 10 000 |
| 15. | Spoons | | 12 | 10 000 |

| | | | |
|-----|-----------------|----|------------------|
| 16. | Kitchen clothes | 12 | 20 000 |
| 17. | Mops/ brooms | 4 | 20 000 |
| 18. | Ceiling fan | 2 | 100 000 |
| 19. | Packages | | 600 000 |
| 20. | Labels | | 300 000 |
| | Total | | 3 620 000 |

2.3. Fruit juice - Taaluma Women group

| | | | |
|-----|------------------------------|--|------------------|
| 1. | Blender (commercial) | | 400 000 |
| 2. | Strainers | | 50 000 |
| 3. | Pulp mill | | 300 000 |
| 4. | Refractometer | | 200 000 |
| 5. | Refrigerator (2) | | 1000 000 |
| 6. | Charcoal stove | | 100 000 |
| 7. | Packages | | 100 000 |
| 8. | Preservatives | | 80 000 |
| 9. | Knives, basins, buckets, ... | | 100 000 |
| 10. | Boxes (5) | | 250 000 |
| 11. | Bicycle (5) | | 250 000 |
| 12. | Weighing balance | | 100 000 |
| | Total | | 2 900 000 |

2.4. Bakery - Taaluma Women group

2.4.1. Bread

| | | | |
|----|------------------------|--|------------------|
| 1. | Charcoal oven | | 140 000 |
| 2. | Dough kneading machine | | 3000 000 |
| 3. | Cooking Metal trays | | 100 000 |
| 4. | Packaging | | 100 000 |
| | Total | | 3 340 000 |

2.4.2. Cakes and biscuits - Taaluma Women group

| | | | |
|----|-----------------------|--|---------------|
| 1. | Cake tins round (10) | | 3000 |
| 2. | Cake tins star (10) | | 2500 |
| 3. | Cake tins square (10) | | 2000 |
| 4. | Cake tray (5) | | 20 000 |
| 5. | Biscuits tray | | 20 000 |
| | Total | | 41 000 |

| | |
|---|------------------|
| Total Bakery products: 3 340 000 + 41000 | 3 381 000 |
|---|------------------|

2.5. Baby flour making- TFNC

| | | | |
|----|--|--|------------------------------|
| 1. | Hammer mill (size 35) at 12 HP electric motor | | 800 000 |
| 2. | Flour mixer (handle 10-15kg) | | 300 000 |
| 3. | Malting equipment with lid (germination)- stainless steel- 15- 20 kg | | 400 000 |
| 4. | Packaging- sealing | | 50 000 |
| 5. | Weighing machine or scale (5-10 kg) | | 100 000 |
| 6. | Grading sieves (size separators) | | 100 000 |
| 7. | Extruder for legumes e.g. soybean cooking | | 1 500 000 |
| | Total | | 3 350 000 = 5400 US\$ |

2.6. Baking products - TFNC

| | | | | |
|-----|--|-----|-----|------------------|
| 1. | Electrical oven | | 1 | 300 000 |
| 2. | Big food mixer | | 1 | 400 000 |
| 3. | Small food mixer | | 1 | 250 000 |
| 4. | Weighing scale | | 1 | 100 000 |
| 5. | Slicing machine | | 1 | 100 000 |
| 6. | Big mixing bowls | | 2 | 20 000 |
| 7. | Pastry cutters | | 2 | 4 000 |
| 8. | Biscuits cutters | | 2 | 6 000 |
| 9. | Cake baking trays | | 2 | 40 000 |
| 10. | Cake tins (round) | set | 1/2 | 25 000 |
| 11. | Cake tins (square) | set | 1/2 | 25 000 |
| 12. | Cake tins (star) | set | 1/2 | 25 000 |
| 13. | Pastry baking trays | set | 1/2 | 25 000 |
| 14. | Cooling racks | | 2 | 50 000 |
| 15. | Bread tins | | 12 | 12 000 |
| 16. | Cake cooling shelf | | 1 | 400 000 |
| 17. | Cake stand | | 2 | 300 000 |
| 18. | Cake decorating set | | 2 | 10 000 |
| 19. | Wooden spoons | | 2 | 2 000 |
| 20. | Pastry boards | | 2 | 4 000 |
| 21. | Cupboard | | 1 | 400 000 |
| 22. | Scuress | | 6 | 12 000 |
| | Total | | | 2 510 000 |
| | + 10% in addition (maintenance,...) | | | 251 000 |
| | Final total | | | 2 761 000 |

2.7. Drying vegetables and fruits (solar drying, sundrying, smoking, hot air blowing) - BACAWA

| | | | | |
|-----|--|-----|----|------------------|
| 1. | Solar dryer | | | 500 000 |
| 2. | Blowers - Battery (motorcar) | | | 300 000 |
| 3. | Packaging material (Simba plastic) | | | 100 000 |
| 4. | Sealing machine | | | 70 000 |
| 5. | Labelling machine | | | 50 000 |
| 6. | Packing wood boxes | | 10 | 50 000 |
| 7. | Rope | | | 1000 |
| 8. | Local motor for pounding | | 2 | 20 000 |
| 9. | Buckets | | 5 | 15 000 |
| 10. | Mats | | 10 | 30 000 |
| 11. | Cooking pots | set | 1 | 45 000 |
| 12. | Firewood stove | | 5 | 16 500 |
| 13. | Saw dust stove | | 2 | 12 000 |
| 14. | Wheelbarrow | | 2 | 120 000 |
| 15. | Knives | set | 1 | 7 000 |
| 16. | Scissors | | | 7 000 |
| 17. | Cleaning materials | | | 20 000 |
| | Total | | | 1 443 500 |
| | 10% in addition (maintenance,...) | | | 144 350 |
| | Final total | | | 1 587 850 |

Tatedo list

1. Training of trainers (TOT) (Group Work Results)

1.1. Group 1

| | |
|-----------|--|
| 1. | What training inputs are needed ? |
| | <ul style="list-style-type: none"> - Processing technology - Quality control e.g. hygiene <ul style="list-style-type: none"> ■ entrepreneurship e.g. marketing and selling techniques, ■ costing and pricing, record keeping of financial management for micro-business - Packaging |
| 2. | Who could provide those ? |
| | <p>2.1. Providers of equipment and technical know-how:</p> <ul style="list-style-type: none"> - TaTEDO - TFNC - SIDO - TIRDO - CARMATEC - SUA - IPI <p>2.2. Entrepreneurship:</p> <ul style="list-style-type: none"> - OICT <p>2.3. Packaging:</p> <ul style="list-style-type: none"> - AMKA - SIDO <p>2.4. Processing technology:</p> <ul style="list-style-type: none"> - project trainers <p>2.5. Coordination of the project</p> <ul style="list-style-type: none"> - VETA |
| 3. | How many trainers should be trained ? |
| | - two of each organisation |
| 4. | How could we group them ? |
| | - 3 groups: juice and jams, bakery products, drying fruit and vegetables |
| 5. | How to convert the TOT into implementable training activities/ enable ? trainers to formulate learn and work tasks |
| | - Qualified trainers should impart their acquired skills to their institutions. They may get assistance from other trainers. |
| 6. | Who will be coordinating and evaluating the process? |
| | - VETA Dar Es Salaam Region |

1.2. Group 2

| | |
|-----------|--|
| 1. | What training inputs are needed ? |
|-----------|--|

| | |
|-----------|---|
| | <p>1.1. Food technology: food technology, food processing technology, choice of equipment, cleaning and maintenance, safe food processing and preservation, simple quality management, storage and handling (packaging)</p> <p>1.2. Food safety and hygiene: personal hygiene, food hygiene, microbiology, sanitation, waste and pest control, food quality, food poisoning, food born micro-organisms</p> <p>1.3. Food policy and regulations: role of the informal sector, food policies, regularly framework, communication with informal sector, teaching methodology</p> <p>1.4. Business management pricing, marketing strategies, advertising, product development</p> |
| 2. | Who could provide those ? |
| | <ul style="list-style-type: none"> - TFNC, SIDO, TaTEDO, SUA, IPI, MOH, AMKA, TIRDO can provide food processing knowledge and technology, food safety and hygiene, policy and regulations - OICT, Business centre can provide business management training |
| 3. | How many trainers should be trained ? |
| | <ul style="list-style-type: none"> - Each NGO/ institution should train 2 people for each product (juice, bakery,...) - If the NGO/institution will arrange the training on their own place, 10 trainers will be trained |
| 4. | How could we group them ? |
| | - According to the product to be processed (bakery, juice, vegetable drying) |
| 5. | How to convert the TOT into implementable training activities/ enable trainers to formulate learn and work tasks ? |
| | <ul style="list-style-type: none"> - By preparing a relevant syllabus in modules, manuals, handouts - By theory and practice teaching - By field attachment - Group discussions - Netting |
| 6. | Who will be coordinating/ evaluating the process ? |
| | - VETA/GTZ will be coordinator. They choose representatives from the NGO's or institutions concerned. |

1.3. Group 3

| | |
|-----------|---|
| 1. | What training inputs are needed ? |
| | <ul style="list-style-type: none"> - Procedures of drying fruit and vegetables and fruit processing (hygiene, choice of good raw materials, how to manufacture, use and maintain of equipment, quality assurance, packaging,...) - Small scale management skills (planning, budgeting, marketing, bookkeeping,...) - Teaching methodology |
| 2. | Who could provide this ? |
| | <ul style="list-style-type: none"> - Experts with theoretical and practical knowledge on food processing: AMKA, HORTIMATI, SUA, TFNC, IPI, CAMATEC,... - Small scale management training: OICT |
| 3. | How many trainers should be trained ? |
| | - We like to train a group of 10 core trainers for both organisations |
| 4. | How could we group them ? |
| | - For certain subjects we can work in 1 group (hygiene, small scale business,...). For the procedures of food processing we should work in different groups. |
| 5. | How to convert the TOT into implementable training activities/ enable trainers to formulate learn and work tasks ? |

| | |
|-----------|---|
| | <ul style="list-style-type: none"> - We like to follow almost the same procedure as in the curriculum development (emphasise combination theory and practice). - In addition we will offer methods of how to do it with the specific target group |
| 6. | Who will be coordinating and evaluating the process ? |
| | <ul style="list-style-type: none"> - Certain members of the organisations who will participate in the TOT will be responsible for coordination/ monitoring/ review,... - Collaboration with VETA |

OICT LIST

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| | |
|---|--|
| 10. LINUS GEDI | UNIDO/SIDO INTEGRATE TRAINING PROGRAMME FOR WOMEN ENTREPRENEURIAL DEVELOPMENT P.O. BOX 2476 DSM TEL 151383, EMAIL SIDE |
| 11. MICHAEL M. BASHEKE 12. PERCY MASCHIMBA | TFNC, P.O. BOX 977 DAR ES SALAAM TEL: 780378/9 |
| 13. STEPHEN E. MATEE | AMKA, LUTHER HOUSE (3RD FLOOR), SOKOINE ROAD P.O. BOX 2897 DSM TEL: 22872/114261 FAX 114261 |
| 14. J.R. NKONDOKAYA 15. MARIA NGOWI 16. MR. FINIAS B. MAGESSA | VETA, HEAD OFFICE BOX 2849 DSM TANZANIA TRADITIONAL ENERGY DEVELOPMENT AND ENVIRONMENT ORGANISATION (TATEDO) PO BOX 32794 DAR ES SALAAM TEL./FAX.: 74400 E-MAIL: TATEDO@RAHA.COM. |
| 17. MRS. CONSOLATHA J. MHAIKI | SOKOINE UNIVERSITY OF AGRICULTURE FACULTY OF AGRICULTURE SOIL SCIENCE DEPARTMENT PO BOX 3008 TEL.: 3999, FAX.: 3259 |
| 18. MRS. STIGMATA CHILLA TENGGA (FREELANCE CONSULTANT FOOD TECHNOLOGIST) 19. BERNADETHA NDUNGURU | PO BOX 21975 DAR ES SALAAM TEL.: 71357 (PRIVATE) 0812 787831, FAX.:75913 VETA DSM REGION, BOX 40274 DSM CHANG'OMBE ROAD TEL: 862583/862652 |
| 20. SUSANNA ADAM | GTZ P.O. BOX 1519 DSM TEL NO. 26912/115901/1159030 FAX NO. 116504 |
| 21. PETRA JOHNSON | GTZ AND VETA, DSM AS ABOVE MOBILE 0812 788134 |

