SET
Skills for Employment Tanzania

Training Guide

Basic Cookery

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DISCLAIMER

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Swisscontact

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

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

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

Introduction to Trainers

This **Basic Cookery Course** is designed to equip participants, especially young women and economically disadvantaged youth, with practical skills in food preparation and cooking. It focuses on creating economic opportunities through small-scale cooking businesses, enabling participants to generate income and support their families. The course emphasizes the use of **locally available ingredients** and affordable equipment, making it accessible to those in rural and peri-urban areas.

The course primarily targets participants with **limited formal education,** particularly young mothers and out-of-school youth. By providing practical, hands-on training, learners will develop the confidence to cook various dishes, understand kitchen safety, and manage food hygiene.

This 10-day program combines **theory and practical sessions** to cover essential topics such as kitchen practices, basic cooking methods, cost calculation, pricing, and customer service. By the end of the course, learners will have the knowledge and skills to run small food businesses and cater to local markets. The course is designed to be flexible, adaptable, and relevant to the specific needs of the community.

This training offers a pathway to **self-employment** and an opportunity for young people to improve their livelihoods by building sustainable cooking businesses.

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Course information

Training Objectives

This training will equip participants to provide popular dishes for sale to the public. They could also potentially participate in secondary, related economic activities such as:

- Wholesale producer of foods/meals for sale by a third party e.g. a catering company
- Drinks supplier to other caterers: e.g. fruit juices
- Yoghurt producer/supplier to individual consumers or hotels

Learning Outcomes

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

1. Establish a small commercial cooking business from which to generate income.
2. Cook a range of dishes following safe and hygienic practices, to meet customer demands and tastes.
3. Plan a dish option for simple menu choices.
4. Cost and price items for selling.
5. Promote their business with simple marketing tools.

Training Plan

Training model: Brief interactive lessons followed by practical cooking demonstrations of popular dishes after which learners make these dishes in small groups.	
Optional internship: recommended 6 weeks' placement with a food production vendor/caterer to further practice and learn additional dishes	
Practical: 70%	**Theory: 30%**
Group size	Maximum 25 trainees divided into 5 smaller groups for practical sessions
Training location	This training may be delivered in urban, peri-urban and rural areas.
Training venue	Different venues may be sourced based on what is available in the target area. Options include facilities at existing training providers or schools, community halls or other suitable venues, including restaurants.
Course duration	This course requires 10 days (10 days x 6 hours per day = 60 hours) of training which includes both classroom-based and practical training delivery. It may be offered in different ways such as full time or part time.

Trainee profile	This training is open to any learners, but the content was developed for youth with low income and education levels in mind.
Attendance:	80% needed for certification

Course Content

Course content:	Theory hours	Practical hours	Week
Module 1: Introduction	2	1	Week 1
Module 2: Kitchen Practice	3	3	
Module 3: Cooking facilities	3	3	
Module 4: Ingredients and preparation methods	3	3	
Module 5: Vegetables and salads	2	7	
Module 6: Protein and starch	4	14	Week 2
Module 7: Costing and Pricing	2	1	
Module 8: Serving Food	1	2	
Module 9: Customer service & Marketing	1	2	
Total 57 hours (3 extra hours on last day for recap, catch-up or assessment)	**21**	**36**	**60**

Assessment

Optional Assessment: There may be two assessment points, being at the end of each week of training consisting of both classroom and practical checkpoints:

1. **Week 1 assessment:** Short progress test questions (may be verbal); practical test e.g. how to measure ingredients, identification test ID test of kitchen equipment or ingredients such as spices and flavourings.
2. **Week 2 (final) assessment:**
   - **Theory:** final, short theory test questions to test knowledge and understanding, may be verbal or written,
   - **Practical:** small meal or dish, with costing and pricing, and all preparation and hygiene principles followed. Cost for this must be added to the budget.

Training Programme

The training programme below may be followed to present this basic cookery course.

Interactive 'theory' based lessons with product and equipment demonstrations and activities	**Practical lessons:** Demonstration and practice of making a range of basic dishes.

Day	Morning	Afternoon
1	**M1: Introduction**	**M2: Kitchen practice**
2	**M2: Kitchen practice**	**M3: Cooking facilities**
3	**M3: Cooking facilities**	**M4: Ingredients & Preparation Methods**
4	**M4: Ingredients & Preparation Methods**	**M5: Vegetables and Salads**
5	**M5: Vegetables** and Salads (theory) Demo and practice: • Green leafy dish • Peas and carrots	**M5: Vegetables** and Salads(theory) Demo and practice: • Cabbage and tomato • Kachumbari
6	**M6: Protein Dishes: Beef** Make stew: demo and practice	**M6: Protein Dishes: Beef theory** (while stew is cooking) Make kachumbari if not enough time on day 5
7	**M6: Protein Dishes: Beans** (Theory) Cook beans Catch up on any outstanding topics	**M6: Protein Dishes:** Beans (demo and practice) Demo and practice: Make Maharage
8	**M6: Starch Dishes:** (theory) Demo and practice: • Make chips	**M6: Starch Dishes** (theory) Demo and practice: Make rice
9	**M7: Costing and pricing**	**M8: Serving food**
10	**M9: Customer service & simple marketing**	Recap, catch up, assessment

Day 1: Training Guide: Introduction and Kitchen Practice

Module 1: Introduction

Topic	Time	Training Instructions	Resources
1.1 Characteristics of a cook	30 min	**Activity 1: Brainstorm and discussion** 1. Explain that to be a successful cook requires certain characteristics. 2. Ask learners if they can identify what characteristics and skills, they should have to be successful in this activity. 3. Answers may include: • **Personal characteristics:** » Time management: working quickly » Well organised » Hard working • **Physical and health:** » Good health and energy » Clean; good personal hygiene • **Business skills:** » Good with people » Communication skills » Sales skills for direct selling » Numeracy	• Board and markers

1.2 Personal hygiene	60 min	**Activity 2: Brainstorm on Personal Hygiene** 1. Explain that people who make food for the public to eat must follow good personal hygiene practices. 2. Brainstorm what these are and write up the answers onto a board or flipchart sheet. 3. Use colour markers to cluster them into the following themes. Answers should include the following: : • **Body hygiene:** bathe/wash daily, teeth, hair, nails, deodorant • **Clothes/dress:** closed shoes, apron, hair covering, gloves for handling processed food, mask • **Hand washing:** how and when to wash hands; wall notice of how to wash hands up at the handwash station • **Personal habits:** sneezing, coughing, not touching hair, nose, face, hair, etc. • **Personal presentation :** to customers: neat, tidy, clean 4. Discuss the Do's and don'ts for personal hygiene in cooking. **Activity 3: Poster Drawing on Personal Hygiene** 1. Divide learners into groups of 5 2. Provide a sheet of flipchart paper and drawing materials to each group. 3. Instruct them to draw a poster showing the basic elements of personal hygiene. 4. Allow 20 minutes for drawing. 5. Each group must select someone to present their poster to the larger group. 6. Other groups can comment on whether they have covered all elements. 7. The trainer can also facilitate comments and provide comments or ask for points of clarification. 8. After all the presentations, the group must collectively decide which poster is the 'best' (in terms of nicely presented and good information) and that team gets a small prize such as a bag of sweets or some type of crispy snack.	• Flipchart paper • Drawing materials: wax crayons; coloured marker pens • Small team prize

1.3 Business licensing and tax	45 min	**Activity 4: Guest Speaker** 1. Explain the benefits of registering or licensing their small businesses 2. Arrange for a guest speaker from the local council to come and talk to the learners about business registration procedures and requirements. 3. 3Explain the important steps to officialise the business based on the info graphic in the TM: **Registration, licensing and certification processes:** • **Business registration** with BRELA (Business Registration and Licensing Agency) • **Business licencing from the local council (not necessary for micro-enterprises – but registration/licence would be needed if applying for any small loans/finance, or product certification)** • **Tax registration** with the Tanzania Revenue Authority (TRA) • **Evaluation of the producer** by SIDO (Small Industry Development Organisation) • **Product certification** with the Tanzania Bureau of Standards (TBS)	
1.4 Health regulation and certification	45 min	**Activity 5: Guest Speaker** 1. Explain that businesses that make food for the public to eat must be approved to do so by the health authorities of the district council. 2. Arrange for a guest speaker from the local council to come and talk to the learners about health regulation and certification	

Module 2: Kitchen Practice

Topic	Time	Training Instructions	Resources
2.1 Kitchen safety	60 min	**Activity 6: Demonstration** 1. Explain the importance of safety when cooking, especially due to the use of blades, hot oil, flames and other dangers. 2. Demonstrate the following: • Careful handling of cutting equipment: knives, slicers • Types of PPE and how to use each: dress one of the learners up with the PPE • Correct storage and use of chemicals • Keep floors dry • Separation of electrical equipment from water	• Knives • **PPE:** gloves, closed shoes, hair covering, aprons, mask
	60 min	**Activity 7: Demonstration: First Aid kit and simple first aid procedures** 1. Explain the importance of a first aid kit… not having basic first aid supplies when they are needed can be very risky. 2. Demonstrate a very simple, home-made first aid kit: a plastic container with lid containing disinfectant, plasters, dressings/gauze, burn ointment, painkillers e.g. paracetamol 3. Show and explain each item and show how to use them to treat simple injuries like cuts and burns, and splashes in the eye (oil, chemical) 4. Explain the importance and procedure for regular checking and restocking. 5. Explain that natural remedies may be used for injuries: honey for burns	• **First aid kit:** Small plastic container with basic First Aid items: disinfectant, plasters, dressings/gauze, burn ointment, painkillers e.g. paracetamol

2.2 Food hygiene	80 min	Explain what bacteria are and how they grow and spread, and the risks they pose in cookery. **Activity 8: Relay Game: Hygiene in Basic Cookery** 1. **Divide the group into small teams (2–3 people per team).** 2. **Prepare hygiene-related cards:** Each card has a simple action or scenario written on it (e.g., "Wash hands after sneezing," "Cover food to protect from flies," "Clean spills immediately"). Print from the Resources section at end of TG. 3. **Set up a hygiene relay race:** Teams will take turns drawing a card, reading it aloud, and **acting out the scenario** in front of the group or explaining why it's important for cooking and catering. 4. **Team discussions:** After each action is performed, discuss briefly why it's important. For example, if the card says, "Cover food," ask the team to explain how covering food helps prevent contamination and why it's important when making food and meals. Explain **further if they do not know.** 5. **Hygiene checklist:** At the end of the game, give each team a simple **hygiene checklist** (pictures with words) to reinforce the key hygiene practices	• Resources section at end of TG • Relay Cards or pieces of paper with hygiene practices written on them as per examples given. • Hygiene checklist

Day 2: Training Guide: Cooking Practices and Facilities

Module 2: Kitchen Practice

Topic	Time	Training Instructions	Resources
2.3 Measurements	30 min	Explain metrication and measurement in mass and volume, and that different ingredients will be measured differently. **Activity 9: Demonstration & Practice: Measuring ingredients** 1. Demonstrate how to use the different measuring utensils and equipment by measuring and weighing different ingredients. » Measuring cups » Measuring spoons » Weighing scale » Flour, sugar, water. Provide time for learners to practice measuring different items and guide them where needed.	• Measuring cups • Measuring spoons • Weighing scale • Flour, sugar, water
2.4 Maandalizi ya kupika	50 min	**Activity 10: Demonstration** 1. Demonstrate all the activities needed to prepare for a cooking session: » Heat source with the necessary fuel » Assembling equipment » Preparing cooking tins: greasing, lining » Assembling ingredients » Waste container » Basin with warm soapy water for washing and to clean-as-you-go.	• Demonstration area • Heat sources • Cooking equipment • Measuring equipment • Basin with warm soapy water for washing and clean-as-you-go

2.5 Clean as you go	30 min	**Activity 11: Demonstration: Clean as you Go** 1. Show learners the activities for 'clean as you go » Cleaning basin with clean, soapy water » Closing and covering ingredients after use » Putting ingredients away after use » Cleaning up spills » Wiping counters » Cleaning equipment after use » Throwing waste items away into a waste bowl or bin	• Basin with clean, soapy water • Clean dishcloth • Ingredient containers • Waste bowl or bin
2.6 Time planning	30 min	**Activity 12: Storytelling: Time Planning** 1. Read the story below to the learners. If there are two trainers, each one can take part i.e. Mariam and Neema. 2. Once finished, ask what they have learned about: » The importance of time planning » Strategies/methods for good time planning	• Story below and in the Resource Section**: Activity 12**

Mariam's Catering Time Plan

Mariam is a small caterer in Tanzania. Every day, she prepares delicious local dishes like pilau, chapati and grilled fish for lunch, which she serves at 1:00 p.m. sharp. Her customers know they can count on her meals being ready on time, hot and fresh. But this didn't happen by accident—it took careful time planning to make everything work perfectly.

One morning, Mariam's friend Neema came by and noticed how busy the kitchen was. Mariam was chopping vegetables, while pots were simmering on the stove. "Mariam, how do you make sure all these dishes are ready at the same time?" Neema asked. Mariam smiled and explained, "It's all about planning, Neema. I can't just start cooking randomly. I have to think about what takes the longest time and start with that."

Time Planning for Meal Preparation

1. **Starting with Long-Cooking Dishes**
   Mariam explained that she always started with dishes that take the longest time to cook, like the pilau rice. "Pilau needs about an hour to cook and get all the flavours right. So, I start with that first and leave it on low heat while I work on the other dishes," she said.
2. **Using Cooking Time Wisely**
   While the pilau was cooking, Mariam used that time to chop vegetables and prepare ingredients for the grilled fish and chapati. "This way, I don't waste any time. If I wait until the pilau is done before starting on the other dishes, I'll be late."
3. **Coordinating Finishing Times**
   "I also plan so that all the dishes are done around the same time," Mariam continued. "For example, I know that chapati needs about 20 minutes to prepare, so I start rolling and cooking them when the pilau is almost ready. This way, everything finishes together at 12:45 p.m., giving me enough time to pack and serve everything hot by 1:00 p.m."

Why Time Planning is Important

Neema was impressed. "But why is it so important to finish everything at the same time?" she asked.

Mariam replied, "If I finish one dish too early, it might get cold and lose its taste. If I finish too late, customers will have to wait, and they may go somewhere else. Good time planning means all my dishes are ready, fresh, and hot at exactly the right time."

Mariam's Time Planning Practices

- **Set Timetables:** Mariam sets a timetable for each dish to know when to start and finish each one.
- **Multitasking:** While one dish is cooking, she prepares the next dish to save time.
- **Avoiding Delays:** Mariam makes sure she has all her ingredients ready and equipment in place before starting, to avoid delays.

By following her time plan, Mariam ensures her customers always get the best service. Every day at 1:00 p.m., without fail, her tasty dishes are ready for lunch, and her happy customers keep coming back for more.

2.7 Reading recipes	40 min	**Activity 13: Recipe Interpretation** 1. Hand out copies of the recipe of choice. 2. Go through the recipe with the learners drawing their attention to the different elements of the recipe: • Prep and cooking time • Number of portions or servings • Cooking/cooking temperature • Ingredients • Method	• Sample of a recipe: Beef stew may be the best one as it is the first real recipe that will be used.

Module 3: Cooking Facilities

Topic	Time	Training Instructions	Resources
3.1 Venue/Location for cooking and selling	60 min	**Activity 14: Debate: Where is the best place to sell cooked food?** 1. Divide the group into two teams. 2. **Team 1** must come up with reasons why cooking and selling cooked dishes directly from home is a good choice. 3. **Team 2** must come up with reasons why cooking at home but selling from a different place (they must give examples) is a good choice. 4. Give the teams 5 minutes to prepare their arguments and to appoint a speaker. 5. Each team gets 3 minutes to present their arguments. Afterwards, facilitate a short agreement on the pros and cons for selling at home or at a different location. • Explain that now they know these, they can decide where to sell their items as best suited to their own circumstances.	Flipchart paper and markers if they need, otherwise they can write notes on notepads and speak from that.
3.2 Managing Water	60 min	**Discuss the importance of using clean water for cooking and cleaning.** • Access to clean water; inlets or taps • Storage of clean water **Activity 15: Demonstration: Purifying Water** 1. Demonstrate settling and filtering water using a settling and filtering method: allow dirty water to settle in a bucket, then carefully pour it into another clean container (bucket or basin) through a few layers of clean cloth, without disturbing the sediment on the bottom. 2. Demonstrate how to use Water Guard tablets to purify water: follow the package instructions. 3. Stress the importance of using the right dilution or ratio of tablets to water. 4. Explain how to store clean water to ensure it does not get contaminated: covered or sealed.	Dirty water Clean cloths Clean water bottles or bucket Water Guard tablets

3.3 Stoves	60 min	Discuss the options for cooking equipment and the pros and cons of each taking into consideration environmental impacts: • **Charcoal stove** (alternative charcoal use) • **(Matawi stoves** (fuel and cost saving: SNV project if accessible). • **Open fire:** may build a cement/concrete stove, wood-saving design. • **Electricity** **Activity 16: Calculate the Saving** 1. Take the learners through a calculation of how much money they would save by using a more fuel-efficient stove. 2. If fuel cost TZS 10,000, and 40% was saved, then they would save TZS 4,000 3. Identify the cost of alternative charcoal, and how much money they would save if they only used 40% of the normal amount to cook a dish.	

Day 3: Training Guide: Ingredients and Preparation Methods

Module 3: Cooking Facilities

Topic	Time	Training Instructions	Resources
3.4 Basic equipment and utensils	60 min	**Activity 17: Identification test and demonstration** 1. On a table or clean floor, lay out a selection of equipment that is needed for cooking 2. Put a small number next to each item. 3. Give each learner a sheet of paper and ask them to write numbers along the left margin. 4. Instruct them to try to identify each of the items laid out and write their name and their use on their sheet of paper. 5. Give them 10 minutes to do this. 6. After 10 minutes, starting with number 1, ask them what they think the item is. 7. Make it fun like a TV quiz. If they identify it correctly, they get a point; if they understand and have noted its use in cooking, they get another point. 8. Go around asking and explaining, demonstrating where possible what all the items are. 9. At the end, ask who got the highest number of points, and give them a small prize e.g. some wrapped sweets.	**Examples of:** • Cooking equipment: cooking tins, pans, whisk, measuring cups and spoons, etc. • Storage containers with tight lids • Cleaning equipment and materials
3.5 Washing up facility	30 min	**Activity 18: Demonstrate Washing Up Area** 1. Explain the importance of a washing up area and to use it not only for Clean as you Go but also after cooking and service. 2. Demonstrate how it should be set up 3. Show how clean it should be kept ensuring that the dishes and equipment are properly cleaned and not contaminated 4. Show a rubbish bin close by to scrape any plate waste or waste materials into.	• Washing basin • Dishcloths • Scourers • Detergent

3.6 Storage facilities	40 min	**Activity 19: Demonstration with Explanation** 1. Explain the importance of proper storage for different types of ingredients. Include: » Storage principles » Rules for storage areas 2. Storing perishable foods, non-perishable foods (dry goods) and non-food items 3. Demonstrate the different storage principles like covering, putting into containers, and marking items with the names of the item and date. **Activity 20: Demonstration First in First Out (FIFO)** 1. Set out a few packets or tins of ingredient items. Make sure you have some of the same items with different 'Best Before/Use By' dates. 2. Hand an item to each learner and ask them to identify and read out the 'Best Before' date on the packaging. 3. Ask them to line up the items, from oldest to newest on the table. 4. Cluster the items by type, if possible, e.g. milk cartons. 5. Demonstrate and explain that items with older best before dates must be used first, before fresher items, to prevent waste and losing money.	• Storage principles • Rules for storage areas • Storing perishable foods, non-perishable foods (dry goods) and non-food items Samples of food packaging with "Best Before' or 'Use by' dates on them. The packets do not have to be full. Empty tins will do, so long as they have dates on them. Empty milk cartons are a good example, or food tins e.g. tomatoes or other tinned food.

3.7 Kitchen waste	50 min	**Introduction to managing waste** 1. Ask learners what types of waste they may produce when they are cooking, and how they will dispose of such waste. Answers should include: • **Types of waste:** » general kitchen waste e.g. food packaging, » oil bottles for recycling; reuse as water storage bottles » organic waste e.g. potato peels as compost or animal feed » used cooking oil **Activity 21: Game: Sort and dispose of waste correctly** 1. **Prepare waste cards or use real items of waste:** Create cards or pieces of paper that show different types of waste commonly produced when cooking (e.g. oil bottles, food packaging, eggshells, food scraps). See sheet in the Resources section 2. **Set up disposal areas:** Create three labelled bins or areas • **Organic waste** (e.g. compost, animal feed) • **Recyclable waste** (e.g. oil bottles, plastic packaging) • **General waste** (for burning or municipal collection) 3. **Activity:** • Hand each learner or team a waste card or an item of waste • Ask them to run or walk to the appropriate disposal area and place the waste in the correct bin. For example, potato peels go into "Organic waste" and plastic packaging into "Recyclable waste." **Group discussion:** After all the cards have been sorted, briefly discuss why each waste type goes into its designated bin and how properly sorting waste helps with hygiene, safety, and environmental protection.	Waste cards or items **"Waste Sorting " activity:** 1. **Organic Waste::** • Eggshells • Vegetable skins/peels • Banana peels • Meat or fish trimmings 2. **Recyclable Waste:** • Empty oil bottles • Plastic packaging from ingredients • Cardboard boxes or paper packaging • Metal cans 3. **General Waste:** • Plastic wrappers (e.g., flour or sugar bags, plastic bags) • Used paper towels or napkins • Food packaging that cannot be recycled Burnt or spoiled food that cannot be used or composted

Module 4: Ingredients and Preparation Methods

Topic	Time	Training Instructions	Resources
4.1 Oil	60 min	**Activity 22: Demonstrate and Discuss Fats and Oils** 1. Show examples of fats and oils used in cooking (Prestige and/or Kimbo) 2. Explain the role of fats and oils in cooking. 3. Explain when to use a fat (solid) and when to use an oil in different recipes/dishes 4. Explain the best storage conditions and why these are important.	• **Oils: types** e.g. sunflower and palm oil (Korie) • **Flashpoint:** danger and oil fires; how to put an oil fire out. **Identify when oil is spent:**
4.2 Flavourings	60 min	**Activity 23: Demonstration and tasting of flavourings** 1. Use the range of flavourings (herbs, spices, vinegar, sweeteners, prepared flavourings) that will be used in making the dishes on this course. 2. Put a little of each item onto a tray, saucers/small plates. 3. Add bottles of prepared sauces such as chilli sauce. 4. Let the learners identify and name each one if they know it. 5. Show and explain each one and let the learners taste them where possible	• Herbs, spices, vinegar, sweeteners, prepared flavourings • Small plates or tray • Teaspoons
4.3 Preparation methods	60 min	Briefly explain that there are different techniques used in cookery. These include Cleaning and washing • Trimming off bad sections, fat, sinew • Peeling/skinning: minimise waste • Chopping/cutting Holding prepared items before cooking. Mention what they are without going into too much detail. Explain that during the practical sessions, they will learn more about these and will practice how to do them.	

Day 4: Training Guide: Ingredients & Preparation Methods | Vegetables

Module 4: Ingredients and Preparation Methods

<table>
<tr><th>Topic</th><th>Time</th><th>Training Instructions</th><th>Resources</th></tr>
<tr>
<td>4.4 Cooking methods</td>
<td>90 min</td>
<td>
Explain that there are four main cooking methods that will be used when catering. These are:

Frying (shallow and deep)
Grilling
Stewing
Boiling

Activity 24: Cooking Method Flashcards

Make a card each for the cooking methods, then more cards with dish names on them. Ideas include:
<table>
<tr><th>Frying</th><th>Grilling</th></tr>
<tr><td>Fried Fish
Maharage ya Nazi (Beans in Coconut Sauce)
Sambusa
Vitumbua</td><td>Nyama Choma (Grilled Meat)
Mishkaki (Skewered Meat)
Grilled Fish (Samaki Choma)
Kuku Choma (Grilled Chicken)</td></tr>
<tr><th>Stewing</th><th>Boiling</th></tr>
<tr><td>Mchicha Stew
Ndizi Nyama (Banana and Meat Stew)
Mchuzi wa Samaki (Fish Stew)
Maharage (Bean Stew)</td><td>Boiled Cassava (Muhogo wa Kuchemsha)
Boiled Sweet Potatoes (Viazi Vitamu)
Pilau
Biryani
Makande (Boiled Maize and Beans)</td></tr>
</table>

The cards reflect cooking methods and typical Tanzanian dishes made with these methods.
Hand out the flashcards randomly to learners.
They must sort the cards into groups with the right cooking method.

</td>
<td>Flashcards: make your own.</td>
</tr>
</table>

4.5 Menu planning consider-ations	90 min	Explain the basics of planning nutritious and balanced meals when catering, then run the activity to illustrate the idea. **Activity 25: Menu planning** 1. **Preparation:** • Cut the coloured cardboard or paper into triangle shapes. » **Green** triangles represent vegetables/side dishes (e.g., mchicha, kachumbari). » **Yellow** triangles represent starches (e.g., rice, potatoes, ugali). » **Brown** triangles represent proteins (e.g., beef, chicken, fish, beans). 2. **Labelling and Decoration** • Write the names of different food items on each triangle. For example, label a brown triangle "Chicken" and another "Fish." Do the same for the other categories. 3. **Creating a Balanced Plate:** • On a large sheet of paper, draw a big circle to represent a plate. Divide the circle into three equal sections. Each section will hold one type of food: protein, starch, and vegetable/side dish. 4. **Hands-On Learning:** • Place all the food triangles in a pile in the centre of the table. • Ask the learners to create a complete meal by choosing one triangle from each category (e.g., choose a "Chicken" triangle for protein, a "Rice" triangle for starch, and a "Mchicha" triangle for vegetables). 5. **Menu Combination Exercise:** • Have each learner create different meal combinations by selecting different triangles. • For example: » **Meal 1:** Fish + Ugali + Mchicha. » **Meal 2:** Chicken + Potatoes + Kachumbari. » **Meal 3:** Beans + Rice + Tomato Salad.	• Coloured cardboard or paper (green, yellow, and brown). • Scissors. • Marker pens. • A large sheet of paper or cardboard to represent a meal plate. • Laminated pictures or illustrations of food items (e.g., beans, fish, chicken, ugali, rice, mchicha, kachumbari). • Glue or tape.

		6. **Discussion:** • Ask learners to discuss the different combinations they created and why they chose those particular items. • Discuss the importance of including each component (protein, starch, and vegetable) in every meal to create balanced nutrition. 7. **Activity Wrap-Up:** • Have learners glue or tape their triangles onto the "plate" drawn on the large paper to create visual menus. • Display the plates around the room and have a brief discussion on how these balanced meals contribute to health and customer satisfaction.	

Day 5: Training Guide: Vegetables

Module 5: Vegetables and Salads

Topic	Time	Training Instructions	Resources
5.1 Vegetables	90 min	Give a short lesson on vegetables, fruit and salads and the types and quality points of each. Show pictures of the different items (photos) or actual examples of fresh items. If possible, also show examples of poor quality – bruised, browning, wilted, shrivelled items to compare. **Activity 26: Demonstration and Practice Vegetable Dishes** 1. Demonstrate one by one how to make each of the following dishes. • Green leafy dish • Peas and carrots • Cabbage and tomato 2. Divide the learners into 5 groups. Once you have demonstrated a dish, each group must make the dish. 3. Then do the next dish until all dishes are demonstrated and practiced. 4. During practice sessions, circulate to support and guide the learners. 5. Present and taste all the dishes after the practical sessions.	**Vegetables:** • Range of vegetables available locally: pictures/photos or actual examples. • Have some bad quality/ old, shrivelled examples as well Ingredients and equipment to make the 3 vegetable dishes: 6 times the recipes
5.2 Salads	90 min	**Activity 26: Demonstration and Practice salad** 1. Discuss salads and show salad ingredients in relation to: • Ingredients • Quality points when buying show good and bad quality points e.g. wilting, rotting • Handling and storage: keep cool; wash in clean water before using 2. Demonstrate how to make kachumbari. 3. Divide the learners into 5 groups. Once you have demonstrated a dish, each group must make the dish.	• Salad ingredients for demonstration and to make 6 batches of kachumbari

Day 6: Training Guide: Protein Dishes: Beef

Module 6: Protein dishes: Beef

Topic	Time	Training Instructions	Resources
6.1 Animal protein: beef	180 min	**Activity 27: Demonstration and Practice Beef Stew** 1. Demonstrate how to make beef stew. 2. Divide the learners into 5 groups. Once you have demonstrated the dish, each group must make beef stew. 3. While the stew is cooking, cover the 'theory' regarding meat/beef cookery 4. Discuss meat, particularly beef and show stew ingredients in relation to: » Cuts and price of beef » Quality points of meat » Handling and storage of meat » Preparation of meat for cooking » Cooking method: stewing » Common dishes: beef pilau; beef stew, ndizi nyama, grilled steak	**Beef stew ingredients and equipment for 6 batches**

Day 7: Protein dishes: Beans

Module 6: Protein dishes: Beans

Topic	Time	Training Instructions	Resources
6.2 Vegetable protein: beans	90 min	**Activity 28: Demonstration and practice: Beans** 1. Discuss beans as a protein source, and explain the following: » Types of beans » Cooking to soften » Cooking into a dish 2. Demonstrate how to make beans. 3. Divide the learners into 5 groups. Once you have demonstrated the dish, each group must make maharage.	**Beans ingredients and equipment to make 6 batches.**

Day 8: Training Guide: Starch Dishes

Module 6: Starch Dishes

Topic	Time	Training Instructions	Resources
6.3 Starch	90 min	**Activity 29: Demonstration and practice Starch Dishes** 1. Discuss starch dishes as a main component of meals and explain the following: • Quality points, equipment, preparation and cooking methods for » Ugali » Potatoes » Rice » Ndizi 2. Demonstrate one by one how to make each of the following dishes. » Rice » Chips 3. Divide the learners into 5 groups. Once you have demonstrated a dish, each group must make the dish. . 4. Then do the next dish until both dishes are demonstrated and practiced. 5. During practice sessions, circulate to support and guide the learners. 6. Present and taste the dishes after the practical sessions.	**Equipment and ingredients to make 6 batches of rice and 6 batches of chips/fried potatoes.**

Day 9: Training Guide: Costing and Pricing | Food Service

Module 7: Costing and Pricing

Topic	Time	Training Instructions	Resources
7.1 Recipe costing	180 min	**Activity 30: Calculations and Costing** Calculate the full and portion cost of a recipe for food for 8 people. Use a template 1. **Product costing** • Provide the ingredient costs for the learners as well as costs for utilities or fuel. • Using these costs, and the costing template, they must calculate the cost of a recipe, using the costing sheet template provided. • They must calculate/agree on a selling price 2. **Start-up budget** • Provide the costs of the equipment needed for making different kinds of foods. • Add the cost of making one batch. • Add these together to calculate the startup costs for such a business activity.	• **Costing sheet:** • **Prices of ingredients**
7.2 Sales prices	180 min	**Activity 31: Determine Selling Prices** 1. Show how to price items for sale by using the product cost from the previous activity and dividing it by the number of portions to get a portion cost. 2. From this, determine the selling price, using a template, determine the sales price for the cake (as a whole or per slice) in activity 1.	

Module 8: Food Service

Topic	Time	Training Instructions	Resources
8.1 Portioning	180 min	Introduce the following topics and then run the activity: • **Determine standard portion sizes** • **Control serving sizes** • **Standard portions:** » **Meat dishes** » **Starch** » **Vegetable side dishes** **Activity 32: Portioning Tools and Practice** 1. **Introduction and Explanation:** • Explain why portion control is important: to ensure consistency, control costs, and avoid waste. 2. **Create Portioning Tools:** • Use local items like cups, spoons, and small bowls as portioning tools. • Use these tools to measure standard portions. For example: » 1 cup of rice or ugali » ½ cup for vegetable dishes » Small plate or bowl for meat portions 3. **Demonstration of Portion Sizes:** • Show the learners how much each portion should look like using the tools. • Measure and scoop portions for each food group using the tools: » **Meat Dish:** Fill the small plate or bowl halfway with meat. » **Starch:** Fill the marked cup with cooked rice or ugali to the top. » **Vegetable Side:** Use half a cup or small bowl for vegetable dishes like mchicha or salads.	• Plastic cups (for starches like rice or ugali) • Small bowls (for vegetables) • Small plates or bowls (for meat portions)

		4. **Practice with Learners:** • Allow each participant to practice scooping standard portions using the tools. • Ask them to repeat until they can do it confidently and consistently. 5. **Discussion:** • Discuss how using standard portions helps to avoid over-serving or under-serving. • Emphasise that these portions can be adjusted for different customers (e.g., children's meals vs. adult meals). 6. **Take-Home Tip:** • Encourage learners to create their own portioning tools at home using cups and bowls that they have, marking them as needed.	
8.2 Serving	180 min	**Activity 33: Brainstorm and Discussion** 1. Given the previous activity, ask learners what types of equipment they will need to serve meals. These can be meals that are eaten on-site or takeaways. 2. Write the answers on the board and discuss each one with them. 3. Ensure that they come up with serving utensils, dishes for presenting the dishes, as well as service ware (plates, bowls) and eating utensils.	

Day 10: Training Guide: Customer Service & Marketing

Module 9: Customer Service & Marketing

Topic	Time	Training Instructions	Resources
9.1 Customer Service	180 min	**Activity 34: Role Play: Bad and Good Customer Service** **Part 1: Demonstration of bad customer service** 1. Present a little role play where you are the vendor, and you ask some of the learners to come and 'buy' your meals. 2. Be rude to them when they come to your 'shop'. 3. Ignore them, talk on your phone, be rude, etc. Generally, demonstrate very bad customer service. 4. After a few minutes of this, ask the group what they thought of the way you as the vendor treated your customers. 5. Agree on the principles of good customer service being: • Friendly and helpful; smiling • Confidence and personality in customer interactions • Polite language, greeting and conversation • Answering phone properly: business name, proper greeting • Answering and returning calls quickly • Consistent availability of product of the correct quality • Asking customers for feedback on products and service level: quality, flavour, packaging, availability • Acceptance of feedback: both positive and negative • Product delivery on request	• Basic friendly service skills • Simple selling skills • Serving staff: presentation and hygiene, courtesy, friendly • Customer feedback: ask

9.2 Simple Marketing	120 min	**Activity 35: Explanation and Demonstration** 1. Give a lesson on the guidelines of good marketing signage, 2. Show examples of different business signs (use photos) and marketing materials including logo design and business name. 3. Ask learners to identify which ones are most attractive or effective in terms of information provided, design, size, etc. 4. Together, agree on the principles of design or presentation of good marketing tools. **Activity 36: Simple Business Marketing Practice** 1. Provide some simple drawing materials and plain white paper 2. Learners must each come up with a name for their business, an idea for a logo and a business sign. 3. They should also use a A5 size card as a 'canvas' to draw a simple business card with their business name, own name and other relevant details. Discuss using social media to market their business or get customers to share their use of the products with other potential customers.	• Examples of simple marketing materials: photos of business signs, leaflets/flyers, business cards, use of logos. • Paper and drawing materials

Facilities

Theory training: a space where trainees can sit and listen to simple lessons. If possible, desks/tables may be provided such as in a school classroom or village community hall.

Practical training venue: this may be conducted indoors or outdoors. Basic requirements are for fresh, clean water, surfaces on which to work, charcoal stoves with charcoal, and cooking equipment as listed below. One set of equipment is needed for the trainer for demonstration purposes, and 5 additional sets are required for 5 groups to each produce the demonstrated dish.

Mobile training options should be considered to transport the equipment to different locations and deliver training at venues in various areas.

The following resources are needed for this course:

Training Resources

Activity 8: Relay Cards

Washing hands with soap before cooking.	Covering food to protect it from dust and pests.
Keeping animals away from the kitchen.	Ensuring children don't sneeze or cough near food.
Storing food properly in sealed containers.	Cleaning the surfaces and floors regularly.
Wearing clean aprons while cooking	Cleaning utensils between tasks
Using gloves when handling ready-to-eat food	Ensuring good ventilation in the kitchen
Disposing of waste properly	Sneeze or cough into your elbow

Activity 8: Hygiene Checklist

Hygiene Practice	Am I doing this?
1. Wash hands before and after cooking	
2. Keep cooking areas clean	
3. Cover food to protect from dust and flies	
4. Keep animals out of the kitchen	
5. Store ingredients in sealed containers	
6. Clean floors regularly	
7. Use clean water for cooking and washing	
8. Wear clean clothes and tie back hair	
9. Do not cook if sick	
10. Dispose of waste properly	
11. Keep snacks covered during transport and selling	
12. Wear gloves or use tongs when handling snacks for sale	

Activity 12: Time Planning Story

Mariam's Catering Time Plan

Mariam is a small caterer in Tanzania. Every day, she prepares delicious local dishes like pilau, kachumbari and grilled fish for lunch, which she serves at 1:00 p.m. sharp. Her customers know they can count on her meals being ready on time, hot and fresh. But this didn't happen by accident—it took careful **time planning** to make everything work perfectly.

One morning, Mariam's friend Neema came by and noticed how busy the kitchen was. Mariam was chopping vegetables, while pots were simmering on the stove. "Mariam, how do you make sure all these dishes are ready at the same time?" Neema asked.
Mariam smiled and explained, "It's all about planning, Neema. I can't just start cooking randomly. I have to think about what takes the longest time and start with that."

Time Planning for Meal Preparation

1. **Starting with Long-Cooking Dishes**
   Mariam explained that she always started with dishes that take the longest time to cook, like the pilau rice. "Pilau needs about an hour to cook and get all the flavours right. So I start with that first and leave it on low heat while I work on the other dishes," she said.
2. **Using Cooking Time Wisely**
   While the pilau was cooking, Mariam used that time to chop vegetables and prepare ingredients for the grilled fish and kachumbari. "This way, I don't waste any time. If I wait until the pilau is done before starting on the other dishes, I'll be late."
3. **Coordinating Finishing Times**
   "I also plan so that all the dishes are done around the same time," Mariam continued. "For example, I know that chapati needs about 20 minutes to prepare, so I start rolling and cooking them when the pilau is almost ready. This way, everything finishes together at 12:45 p.m., giving me enough time to pack and serve everything hot by 1:00 p.m."

Why Time Planning is Important

Neema was impressed. "But why is it so important to finish everything at the same time?" she asked.
Mariam replied, "If I finish one dish too early, it might get cold and lose its taste. If I finish too late, customers will have to wait, and they may go somewhere else. Good time planning means all my dishes are ready, fresh, and hot at exactly the right time."

Mariam's Time Planning Practices

- **Set Timetables:** Mariam sets a timetable for each dish to know when to start and finish each one.
- **Multitasking:** While one dish is cooking, she prepares the next dish to save time.
- **Avoiding Delays:** Mariam makes sure she has all her ingredients ready and equipment in place before starting to avoid delays.

By following her time plan, Mariam ensures her customers always get the best service. Every day at 1:00 p.m., without fail, her tasty dishes are ready for lunch, and her happy customers keep coming back for more.

Activity 12: Waste Cards

Egg shells	Milk bottles
Fruit & Veg peels	Meat trimmings
Empty oil bottle	Plastic packaging from ingredients
Cardboard boxes or paper packaging	Metal cans
Plastic wrapping	Used paper towels
Food packaging that cannot be recycled	Burnt or spoiled food that cannot be used or composted

Activity 30: Costing Sheet

Recipe:		Portion size:		
Quantity produced:		Portions:		
Ingredient	Quantity	Purchase quantity	Purchase cost per unit	Ingredient cost
Other Costs				
Fuel/energy				
Cleaning				
Labour/time				
			Total cost	
			Cost per portion (total cost ÷ number of portions)	