

Guide for the Development of Employment-Oriented Non-Formal Vocational Skills Training Curricula



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DISCLAIMER

This guide is a product of the Skills for Employment Tanzania (SET) Project, Phase II (2022-2026), funded by the Swiss Agency for Development and Cooperation (SDC) through the Embassy of Switzerland in Tanzania. The project aims to enhance opportunities for gainful (self-)employment and poverty reduction among vulnerable young Tanzanians. It focuses on improving access to, as well as relevance and quality of, vocational skills development for youth aged 15-24, including young mothers.

SWISSCONTACT – WE CREATE OPPORTUNITIES

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

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

Swisscontact employs an Inclusive Systems Development (ISD) approach which considers the limits and opportunities of the existing vocational skills development system. SET 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, SET applied a participatory approach which involves joint action planning with partners.

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1 Introduction

This guide is designed to assist community-based training providers, NGOs, cooperatives, and development partners to identify skills needs in various informal settings, and to develop short, practical, non-formal vocational skills training curricula in response to those needs.

It is important to note that this guide is not intended for use for formal vocational training or for curricula governed by the Ministry of Education, Science and Technology (MoEST). Rather, it supports the **development of flexible, low-cost training opportunities for economic inclusion**, particularly for youth and women who may not have access to formal schooling or certification pathways.

These short, skills-based trainings do not offer national certification. The focus is entirely on building practical ability, ensuring participants gain the immediate skills needed to get a job or start a small business.

Training is typically delivered through local practitioners (such as experienced farmers, salon owners, bakers, fish farmers, or beekeepers) in practical settings like community spaces, farms, village sheds, or market spaces. It is grounded in the real-world experience of people already earning a living from these trades.

Examples of the kinds of income-generating activities supported by non-formal training include:

- Raising chickens for meat or eggs in a local chicken house
- Operating a home-based crispy snack business (e.g. frying tambi or groundnut snacks)
- Growing and grafting fruit tree seedlings for sale
- Providing hair braiding and makeup services
- Making mandazi, buns, or simple cakes in a bakery
- Drying and packaging local spices like ginger or cardamom
- Farming vegetables for local markets or small-scale supply contracts
- Starting a basic fishpond operation for local sales

These trainings typically range from 5 days to a maximum of 6 months and are designed to be accessible to learners with minimal education, literacy, or previous exposure to training. They are built around the idea that practical, hands-on skills, delivered in a way that respects local culture and economic realities, can open doors to new livelihoods and greater household resilience. **These technical vocational skills trainings should if possible be complemented by work-based learning opportunities (e.g. internships, field attachments) and always also be accompanied by soft and life skills training and self-employment support**, including facilitating access to finance and workspace, formalization of businesses, and linkages to relevant market actors. These parts of the training are not covered in this guide.

The overall vocational skills development approach supports Tanzania's national goals for youth and women's economic empowerment, but operates alongside the formal education system, not within it. It offers a grassroots method for growing skills from the ground up.

2 What is Non-Formal Training?

Non-formal training refers to structured learning that takes place **outside of the formal education and training system**. It is planned, purposeful, and organised, but it is not part of a national curriculum and does not lead to national qualifications.

This type of training is especially useful in rural and informal contexts where people may not have access to schools or technical colleges but still need to develop practical skills to earn a living.

Key characteristics of non-formal training

- **Short in duration** – often between 5 days and some months depending on the type of training and skills needed but never more than 6 months
- **Delivered in local, available, practical settings** – such as community halls, operating businesses (e.g. bakery, nursery or fish farm), local workshops
- **Taught by experienced local practitioners** – such as chicken farmers, hairdressers, or bakers
- **Focused on “learning by doing”** – with less theory and more practice
- **Accessible to all** – including those who cannot read or write well, or who have not completed school
- **Not formally certified** – but may include a basic attendance or completion certificate

Non-formal training helps people learn what they need to know in order to start or improve a small business or participate in income-generating activity. It often focuses on simple, repeatable techniques that can be applied immediately using locally available tools and resources.

Examples of non-formal training include:

- A 10-day course on how to make and package crispy snacks like tambi, mandazi, popcorn, or fried banana slices
- A short programme in raising broiler chickens and mixing home-made feed
- Basic training in hair braiding, and applying makeup for weddings
- Learning how to grow vegetables and manage a small plot for market sales
- Step-by-step training in how to produce mango or avocado trees for a fruit nursery
- A short course in simple fishpond management and harvesting techniques
- Training in cleaning, drying, grinding, and packaging local spices for sale

Non-formal training does not compete with the formal education system. Instead, it fills a different role by helping people gain practical, income-earning skills in a short time and with minimal barriers to entry. It complements national goals for job creation and poverty reduction by working from the ground up – close to communities, homes, and small businesses.

3 Who is Non-Formal Training For?

Non-formal training is designed for people who need to build practical income-generating skills quickly – often outside of the school system or formal employment sector. It is particularly valuable for groups who are excluded from formal education or training, or who need flexible, low-cost opportunities to improve their livelihoods.

Tanzania faces significant challenges in youth employment. While official estimates suggest relatively low unemployment rates, vulnerable employment stands at 92% of total employment and the vast majority of young people work in the informal sector, which accounts for over 90% of employment (NBS,2025). This reflects limited access to formal jobs, as well as widespread underemployment and low-income work. Non-

formal training therefore provides a practical and immediate way to equip young people, and others in similar situations, with the skills to start earning an income for themselves and their families.

Targeted people for the training curriculum content typically include:

- **Youth who are school-dropouts** and need to find ways to earn money
- **Young women in rural areas** who want to start small home-based businesses such as hairdressing, snack production, or vegetable gardening
- **Out-of-school young mothers** who need income to support themselves and their children
- **Older adults and people with low literacy levels** who learn best through demonstration and practice rather than written instruction
- **Community-based organisations and cooperatives** that want to train their members in practical and productive livelihood skills

These individuals may not need formal certification—they need **skills that work**, delivered in a way that is easy to understand, affordable to access, and immediately applicable to real-world income generation.

This type of training does not require school certificates, exams, or reading and writing skills. It is open to anyone who wants to **learn by doing**, and who is willing to apply those skills to generate income for themselves or their family.

4 What Makes Non-Formal Training Different?

Non-formal training sits between **formal education** and **informal learning**. It is structured and purposeful like formal education, but it is flexible, community-based, and not governed by national curricula or qualifications.

How it differs from formal training

Formal Training	Non-Formal Training
Based on national curricula	Locally designed, based on community needs
Delivered by accredited institutions	Delivered by experienced practitioners and community trainers
Requires entry qualifications or school levels	Open to anyone, regardless of education level
Leads to national qualifications and certificates	May offer attendance or completion certificates only
Theory-heavy with exams	Practice-heavy with demonstrations and hands-on activities
Requires classrooms, equipment, and formal settings	Can take place in homes, farms, markets, or community spaces

Non-formal training does not aim to replace formal TVET or education programmes. Instead, it offers a more accessible option for people who are not in school or not able to attend formal training due to cost, distance, age, or academic barriers.

For example:

- A formal course in poultry production might take 6 – 12 months and include veterinary theory, feed analysis, and marketing studies. A non-formal chicken farming course may last 8 – 9 weeks part time and focus on building a chicken house and raising a batch of one-day old chicks until they are ready to sell to the market.

- A formal cookery programme might teach dozens of recipes and culinary terms. A non-formal basic cookery course might teach about ten recipes using local ingredients and equipment like charcoal stoves.

How it differs from informal learning

Informal learning happens naturally, through daily life, observation, and trial and error. While this is valuable, it can be slow or limited to what someone sees around them. Non-formal training speeds up learning by bringing in a trainer, demonstrating better methods, and encouraging questions and practice in a focused way.

For example:

- A young woman who has always watched her aunt fry mandazi might not know how to cost ingredients or package for sale. A short non-formal training adds those new elements.
- A farmer who has always planted mangoes from seed may not know about grafting. A short nursery skills training teaches this improved method.

Non-formal training is fast, practical, relevant, and responsive. It helps learners take a step forward in improving their income and production—starting from what they already know and adding skills that make a difference immediately.

5 What Makes a Good Non-Formal Training Curriculum?

A good non-formal training curriculum is simple, practical, and focused on results. It must be designed with the end goal in mind: helping the learner earn a living from a specific skill as soon as possible. It focuses on doing, making/producing, growing, fixing, or selling something, and doing it better, more efficiently and more profitably than before.

Key features of a good non-formal training curriculum:

1. Focuses on a real income opportunity

The training must respond to a clear local demand. This could be a popular product (like fried snacks), a growing market (like fruit seedlings), or a service that people are already paying for (like hair braiding and makeup).

2. Short and focused

Most programmes last 5 days to some months but less than 6 months and focus only on the essential skills needed to get started. It is better to teach a few things well than many things poorly.

3. Hands-on and practical

Learners must actively practice what they are learning—cooking, planting, braiding, packaging, mixing feed—rather than sitting through long lectures.

4. Taught by someone who does the work

Trainers should be real practitioners—someone who already earns a living from the skill and can show how it works in real life.

5. Taught in a familiar environment

Training often happens in community halls, backyards, sheds, farms, salons, or local kitchens—where learners feel comfortable and the setting reflects their future work environment.

6. Accessible to all learners

This includes people with little formal education, low literacy levels, or other barriers. Language should be simple, materials visual, and content culturally relevant.

7. Built around local materials and resources

Training should use what learners already have or can easily afford—basic cooking pots, charcoal stoves, plastic seedling trays, basic packaging, or locally available ingredients.

8. Focused on how to earn income

A good programme does not stop at skill. It includes costing, pricing, recordkeeping, and how to find or keep customers—even in basic ways.

Examples:

- In a 10-day snack-making course, participants learn to make five different products, calculate their cost, package them attractively, and test-selling them in a local market.
- In a short hairdressing course, young women practise hair treatments, braiding, plaiting, and basic makeup on each other while discussing how to charge for services in their community.
- In a seedling nursery course, trainees learn how to prepare soil, plant seeds, graft, care for, water, and sell orange and mango trees to local farmers during planting season.

The key success factor is this: by the end of the training, the learner should be able to start working or earning right away, even at a small scale.

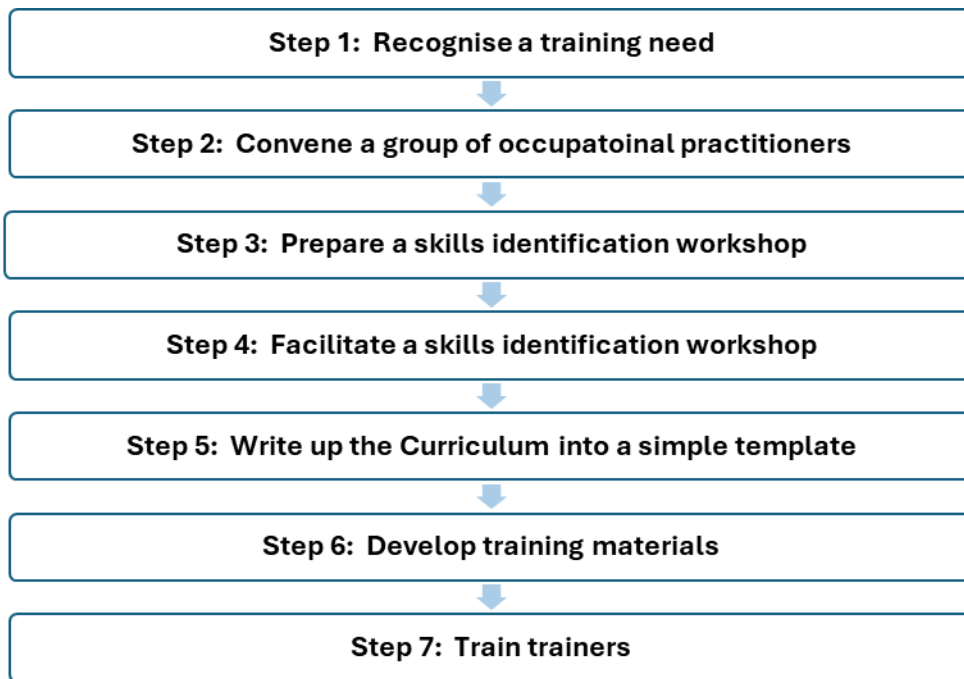
6 How Do You Develop a Non-Formal Vocational Skills Training Curriculum?

A clear step-by-step process helps ensure that non-formal vocational skills training programmes are practical, relevant, and easy to implement. This approach supports the Competency-Based Training (CBT) model that the Tanzanian government is promoting for skills development.

Once priority skills have been identified, the next step is to design the training curriculum or guideline. This should be done in collaboration with occupational practitioners – people who earn a living by doing the work in the local context, such as bakers, hairdressers, fish farmers, or craftspeople depending on the identified skill.

These practitioners are not academic experts, but their real-world experience ensures that the training is rooted in reality, reflects local conditions, and focuses on the essential skills learners need to generate income.

The following steps outline how to design a non-formal vocational skills training curriculum that meets local needs using a hands-on, community-based model:



6.1 Step 1: Recognise a training need

A non-formal vocational skills training curriculum should begin with a clear local opportunity to generate income. A training need exists when a skill is needed in a community, but there is no accessible or affordable way for people—especially youth or women—to learn it.

Look for situations where:

- Demand for a product or service is rising
- Local supply is limited or inconsistent
- Youth or women are interested in filling the gap
- The skill can be learned and started with few resources

Training needs often emerge due to market shifts, population growth, new technologies, or government policies.

How to identify training needs in a community

Start by listening to the community. The most effective training responds to what people are already doing, what they want to improve, and what opportunities exist nearby. Avoid importing outside ideas that may not fit the context.

Use these simple methods to find out what skills are needed:

- **Community meetings and focus groups:** Ask residents what small businesses are working and what skills they wish they had.
- **Informal interviews in markets or workplaces:** Speak with traders, farmers, youth, and shopkeepers. What are people struggling to supply? What do customers ask for?

- **Observation:** Watch what people already do: growing food, making snacks, fixing things, and ask what skills could improve their income.
- **Engage local groups:** Women’s groups, youth associations, and cooperatives often know what their members need.
- **Consult government or NGO programmes:** Align with local government authorities and their development plans related to energy, farming, food security, or livelihoods.
- **Monitor local trends:** New tools, products, or services often signal emerging skills needs.
- **Get feedback from past trainees or employers:** Find out what worked, what was missing, and what would help others succeed.

Examples of common training needs:

- Hairdressing and salon services for rural or low-cost clients
- Growing and selling orange flesh sweet potatoes (OFSP)
- Producing and packaging snacks like chips, tambi, and popcorn
- Making home bakery products like buns, mandazi, or cakes
- Small-scale fish farming for local sale
- Drying and processing spices such as ginger or cardamom
- Makeup and nail care for local weddings and events
- Basic motorcycle servicing where bodabodas are common
- Grafting and nursery production for fruit tree sales

These types of short, practical training programmes help people earn income quickly, whether through self-employment or by joining an existing business.

6.2 Step 2: Convene a group of occupational practitioners

Once a skills gap has been identified, find four to six people who already earn income from that activity locally and are therefore currently doing that job. These are *occupational practitioners* who can help identify what needs to be taught in a course that will address the identified need. These could be people from the local community, or people from further away, who know and understand the skill and can collectively identify the specific duties, tasks and skills needed in the occupation.

Examples of such experts varies but the people identified must have practical experience in the occupation. Examples of such people include:

1. **Skilled tradespeople/practitioners:** Individuals experienced in practical work such as local goods, products and services.
2. **Local business owners and entrepreneurs:** Entrepreneurs with hands-on experience in managing small businesses or retail services.
3. **Experienced farmers and agricultural workers:** People with knowledge in farming techniques, crop management, or agricultural tools.
4. **Government extension officers:** Officers who work directly with farmers or small businesses can provide valuable insights into current policies, technical knowledge, and industry standards for various sectors.

5. **Trainers and educators in vocational skills:** Professionals who teach practical skills in small NGOs, schools, training centres, or through informal apprenticeships.

These types of experts bring practical experience and local knowledge, which are essential for designing relevant training programmes tailored to local skills gaps. It is highly recommended that the members of this group have functional literacy as the process that will be facilitated is on written cards, and on a curriculum template that they must be able to read and follow.

Invite these experts to attend a facilitated workshop where they will contribute to the definition of the skills areas of need which can be turned into a non-formal vocational skills training curriculum.

What If Occupational Practitioners Expect Payment?

In many communities it may not be realistic to expect skilled local practitioners to volunteer their time for free. Most are self-employed or run small businesses, and time away from their income-generating work has a real cost. This must be respected, planned for and budgeted.

Strategies When Experts Expect Payment or Compensation

1. Plan to pay small stipends

- Include modest payments in your budget for local experts who help identify skills and support training.
- These payments should reflect local rates—not formal salaries—but show appreciation for their time and knowledge.
- Example: A home baker helping develop a community bakery course might receive a daily stipend equivalent to a day's sales.

2. Offer practical compensation

Where cash is not available, consider compensating with:

- Travel allowance or airtime
- A meal or food parcel
- A tool or supply voucher relevant to their business
- Transport home with training vehicle
- Be open and respectful—discuss options and agree clearly.

3. Involve local partners or associations

- Work through existing savings groups, producer cooperatives, or youth clubs who may already support their members' time for training activities.
- This helps create a shared sense of purpose and strengthens local ownership.

4. Provide future benefit opportunities

Even when compensation is provided, also highlight future value:

- Priority access to future training or business support
- Possible use of training materials in their own businesses
- Recognition in the community or by local leaders

5. Build relationships

- Once trust is built and practitioners see the value, they may be more open to future participation with fewer expectations.
- Start small, deliver value, and honour all commitments.

When Experts Do Volunteer – Keep the Principles

If some experts are willing to help without payment, still follow best practices:

- Thank them publicly and acknowledge their contributions in the documents developed
- Share outcomes and feedback
- Include them in follow-up events

The ideal number of participants in such a practitioner group is eight, or not more than twelve.

6.3 Step 3: Prepare a skills identification workshop

Design a short, focused two-day workshop that allows practitioners to share what they do, how they do it, what tools they use, and the steps they follow to earn income.

The workshop preparation and processes include:

Step	Action
1	Research existing courses on the skill or occupation
2	Workshop preparation: prepare a presentation for the workshop introduction
3	Arrange workshop logistics: date, place, time, transport, refreshments
4	Invite participants: maximum 12

Step 1: Research

Start by conducting online search for similar programmes, focusing on those in developing countries and comparable contexts. Try to find examples from Tanzania, if possible, but programmes from other African countries or Asia/Southeast Asia are also valuable. Prioritise programmes that align closely with the needs of your target group. For instance, courses from Ghana would likely be more relevant than those from countries like Australia or the USA, as they share similar socio-economic conditions, market demands and challenges.

Step 2: Workshop Preparation

Develop a presentation with the following content:

1. **Introduction and welcome** of the participants including their background and expertise
2. Workshop **objectives**
3. **International benchmarking:** Write up one slide for each of the online courses you found, briefly presenting the content. Link to the document or website that contains this information. This provides a starting point for the non-formal vocational skills training curriculum development and kicks off ideas on how the training curriculum may look once it is developed.

Examples of international benchmarking slides from different occupations:

Small Poultry Farmer
ASCI: India



1. Prepare and maintain accommodation for poultry birds
2. Handle poultry birds in poultry sheds
3. Provide feed and water for birds
4. Maintain health of birds at poultry farm
5. Harvest eggs and meat from the birds
6. Maintain post harvest cleanliness
7. Build entrepreneurship and marketing skills
8. Record keeping
9. Safety, hygiene and sanitation of a poultry farm



Chicken farming

ASARECA:
Potato chips: West and East Africa



1. Peeling and Washing Potatoes
2. Cutting/ Slicing
3. Frying
4. Seasoning
5. Packing & Labelling
6. Storage and Transportation
7. Quality Assurance
8. Hygiene Management



Snack Making

Dark and Lovely:
African ethnic hairdressing: SA



1. Department, PR, Advertising, etc.
2. The composition of hair
3. Scalp and hair health
4. Hair typology
5. Shampooing, conditioning and treatments
6. Massage techniques
7. Chemical applications
8. Styling techniques: up styling, commercial styling, bridal, avant garde and high fashion styling
9. Introduction to cutting
10. Barbering
11. Cutting skills
12. Natural hair care
13. Braiding and weaving
14. Basic makeup application



Hairdressing

Small-scale Tilapia pond farming- Ghana



1. Introduction to pond fish farming
2. Selecting suitable site for your farm
3. Pond design and construction
4. Bringing fingerlings to your pond
5. Feeds and feeding
6. Pond management
7. Biosecurity measures and fish health management
8. Harvesting and marketing your fish
9. Good farm management practices
10. Business management and planning



Fish farming

4. Workshop process slides

Develop slides that will guide the different steps of the process:

- Name the skill/set of skills/– what should the course be named for good market recognition? Keep the name simple and easy to recognise and understand.
- What skills and knowledge are needed for the course?

Name our course

What name shall we give to our course?

Hairdressing

Hair and makeup services

Other?

Identify Curriculum Topics

Divide a page in half. One side write the knowledge needed for raising poultry, and on the other side, the activities for chicken production.

Knowledge	Activities

Step 3: Arrange workshop logistics

- **Venue:** identify a suitable venue that is accessible to participants. The venue must have a large wall space to work on, and tables where the group can sit facing the wall in a U-shaped seating arrangement.
- **Refreshments:** arrange for water, tea/coffee and lunches for the two days.
- **Equipment:** laptop and projector
- **Materials:** The following materials are needed for the non-formal vocational skills training curriculum development process:
 - Flipchart paper and different coloured permanent markers
 - Coloured A5 cards (2 colours): cut A4 sheets in half.
 - Tape or Blu Tack/Prestick (reusable adhesive)

6.4 Step 4: Facilitate a skills identification workshop

The workshop should be facilitated to produce the following outcomes:

1. An agreed title or name for the occupation, skill or course
2. A brainstormed list of skills and knowledge of the occupation
3. A structured occupation chart listing the key topics and subtopics to be covered in the training of the occupation
4. A more detailed curriculum based on the occupation chart topics and subtopics.

Here is a simple facilitation process to follow, using the slides:

1. Course name:

- Present this slide and open a discussion on what the course should be called.
- Go back to the international benchmarking and note what the course has been called in other countries. Use these as ideas.
- Consider what would be recognised locally.
- Agree on what to call the course.

Name our course swisscontact

What name shall we give to our course?

Hairdressing Hair and makeup services Other?

2. Non-formal training programme topics:

- Present the slide and ask participants to divide a page in half.
- On one side they must write the knowledge needed for the occupation or skill, and on the other side, the activities for the occupation and skill.
- Give them 10 minutes to do this.

Identify Curriculum Topics swisscontact

What must trainees know?

- Foundation of knowledge needed to successfully operate a chicken farming business

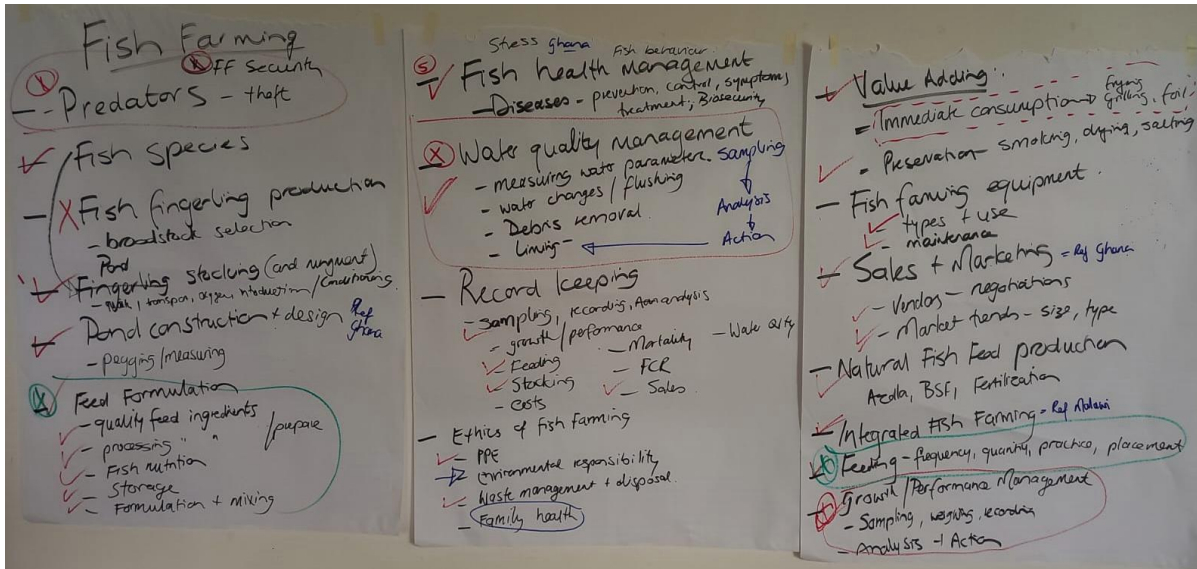
What must they be able to do?

- Activities within chicken farming that they must be able to execute.

3. Capture responses:

- Go around the group and ask each person to read out the first item on their list.
- Write these up on a flipchart sheet.
- If items are duplicated, make a star next to where it is written to indicate that it is mentioned by more than one person. Put as many stars as the topic is mentioned.

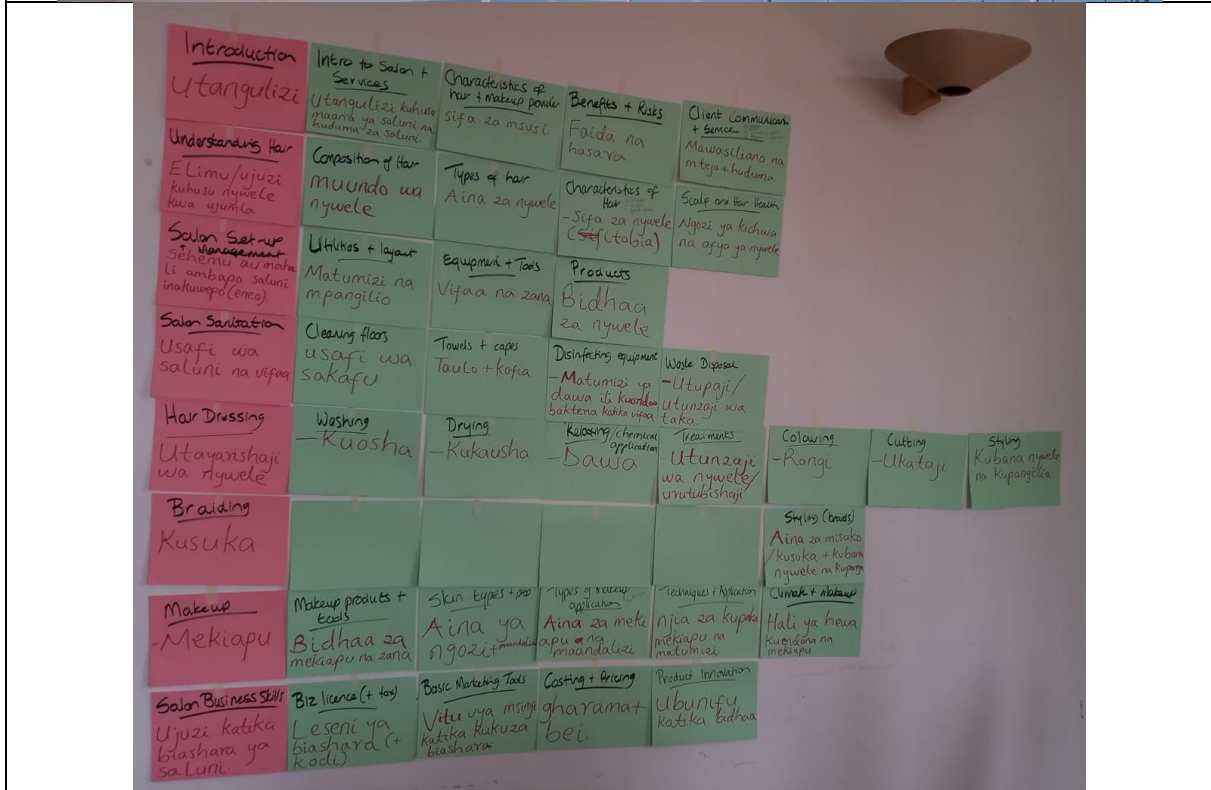
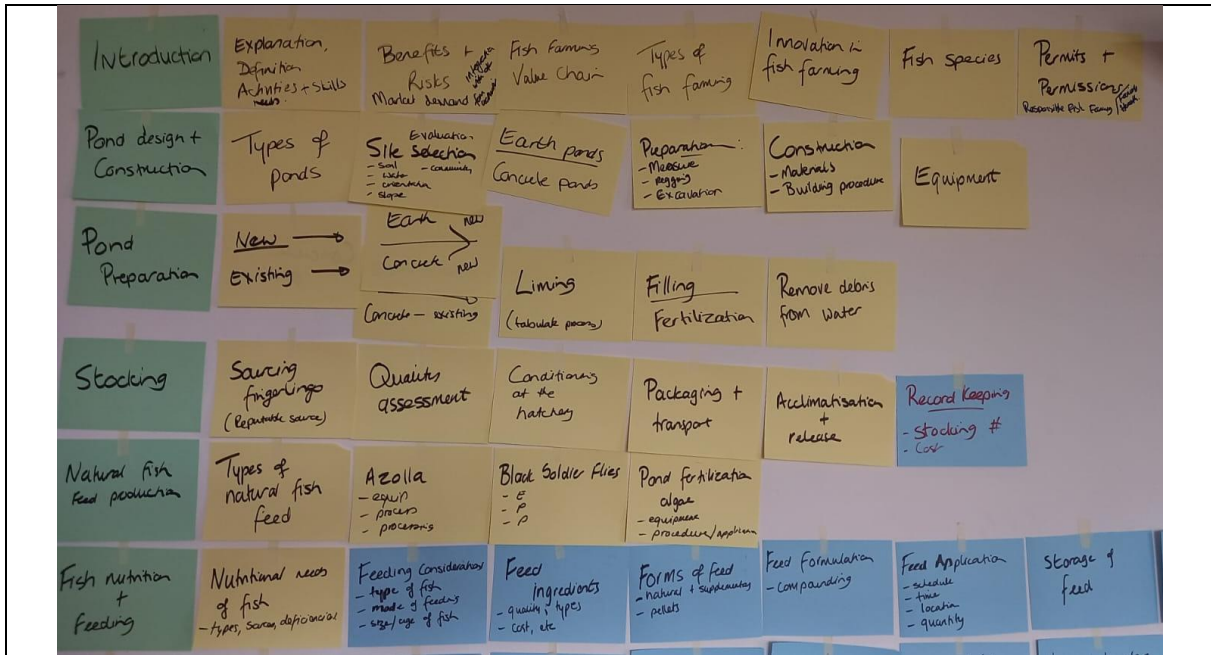
- Go around the group, again and again, collecting all their knowledge and skills answers onto a number of sheets until all their ideas are captured.
- Post these on the wall to be able to see them all together.



Stop check: Go back to the international benchmarking slides or courses to see if there are any things they may have missed. Add if needed.

Develop the Occupation Chart: Topics and Subtopics

- Ask the experts to look at the combined lists and identify what the starting point may be for a course.
- Select a card colour: the main topics will be in one colour, and the sub-topics will be in another colour.
- Write the starting point on the card and stick it up on the wall, quite high, and with lots of space to the right.
- Ask what the second main topic could be; write that on the same colour card and stick it below the first one.
- Facilitate a process where all the topics on the flipchart sheets get written up onto colour cards and put on the wall.
- This is a dynamic process – cards can be moved around, rewritten, removed, inserted until everyone is happy with the pattern. *This process takes several hours.*
- As each item from the flipchart paper is converted into a card, tick it off on the flipchart to keep track of what has been included and what remains.
- At the end, check that all the items on the flipchart sheet have been converted to cards.
- The wall of cards should look something like this:



Stop check: discuss the extent of the occupation – for example:

- Will broiler chicken farming include or exclude brooding and hatching?
- Will beauty salons also offer nail (manicure/pedicure) services?
- Will cattle fattening include buying animals, or just onboarding them on arrival at the feedlot?

This will influence the scope of the programme content.

Type the content from the cards into the curriculum chart: (Annex 1). Do this during a break or at the end of the day. This is the objective for Day 1 of the workshop.

Present it to the participants on a screen and check that everything is correct. If there are more comments, additions, revisions, then make them.

Fish Farming Curriculum Overview

Module	Topics						
Introduction to fish farming	Explanation, Definition Activities Skills needs	Reasons for fish farming: (benefits) <ul style="list-style-type: none"> Market demand for fish Integration with other farming activities Risks & Challenges	Fish Farming Value Chain	Types of fish farming	Innovation in fish farming	Fish species farmed in <u>TZN</u> : <ul style="list-style-type: none"> Tilapia Catfish 	Permits & permissions
	Responsible fish farming	Family health					
Pond design and construction	Types of ponds	Site evaluation and selection	Design and construction: Earth ponds Concrete ponds	Preparation: <ul style="list-style-type: none"> Measurement Pegging Excavation Filling	Construction: <ul style="list-style-type: none"> Materials Building procedure Fertilization (manure)	Equipment	
		Earth Concrete	Liming			Remove debris from water	
Pond preparation	New ponds	Earth Concrete					
	Existing ponds	Earth Concrete					
Stocking	Sourcing fingerlings	Quality assessment of fingerlings	Conditioning at the hatchery	Packaging and transport	Acclimatisation and release	Record keeping: <ul style="list-style-type: none"> Stocking Cost 	
Natural fish feed production	Types of natural fish feed	Azolla	Black Soldier Flies	Pond fertilization For algae growth			
Fish nutrition and feeding	Nutritional needs of fish	Feeding considerations	Feed ingredients	Forms of feed	Feed formulation	Feed application	Storage
Fish Farm Management	Water quality management	Fish handling practices	Growth performance management	Equipment maintenance and storage	Integrated fish farming	Waste management and disposal	Record keeping Health and safety in fish farming

6.5 Step 5: Write up the chart content into a simple curriculum template

Facilitator to do: populate the non-formal vocational skills training programme template (Annex 2) with the module titles. Each sub-topic from the non-formal training programme chart must be inserted into the non-formal vocational skills training curriculum template. This must be done in the evening between Day 1 and Day 2 of the workshop.

It should look like this:

Module 1: Introduction

Topic	Content	Time
1.1 About chicken farming	•	
1.2 Benefits and risks of chicken farming	•	
1.3 Poultry production in Tanzania	•	
1.4 Flock management (introduction/overview)	•	
1.5 Chicken production systems	•	
1.6 Farming groups	•	

Beam this unpopulated curriculum template up for all the participants to see. The facilitator will now work through this with the participants, adding the content to each subtopic. Continue with this process until all the modules are populated with detail that all the occupational participants agree on.

After several hours of work, the populated non-formal training curriculum will look like this:

▲ Module 1: Introduction

Topic	Content	Time
1.1 About chicken farming	<ul style="list-style-type: none"> ● The business of chicken farming: for sale and own consumption ● Objectives of chicken farming: broilers (meat) and layers (eggs) <ul style="list-style-type: none"> ○ Advantages and disadvantages ○ Choice between meat or egg farming ● Integration with other farming activities ● Responsibility of chicken farmers: to the community (public health), consumers, environment 	30 min
1.2 Benefits and risks of chicken farming	<ul style="list-style-type: none"> ● Benefits of chicken farming (why keep chickens) ● Risks of chicken farming 	30 min
1.3 Poultry production in Tanzania	<ul style="list-style-type: none"> ● The Tanzanian nutrition campaign includes the availability of chicken and eggs ● Poultry industry value chain: breeders, suppliers, farmers, market ● Scopes and opportunities in the poultry industry: breeder, supplier of chicks or feed, broker 	30 min
1.4 Flock management (introduction/overview)	<p>The role of the small poultry farmer and overall flock management activities:</p> <ul style="list-style-type: none"> ● Building and maintaining a chicken house ● Managing chicken health and diseases ● Providing nutrition through correct feeding ● Reproduction, incubation and hatching (optional) ● Brooding and rearing ● House cleaning and hygiene ● Record keeping 	30 min

Once the content has been captured in the curriculum document, the group must discuss and agree on the duration and training model of the non-formal vocational skills training curriculum. For example, will it be full time or part time; will it be tied to a particular production cycle such as the raising of a batch of fish or broiler chickens, etc. If there are existing skilled trainers in the group, their inputs would be useful here.

After the workshop the facilitator will insert this information at the beginning of the curriculum document including the learning objectives, all the module titles and any other information that the developer wants presented.

This initial curriculum development work will usually take two days to complete.

The curriculum for the non-formal vocational skills training programme must also list all items needed to deliver the training, including:

1. **Specialised technical equipment or facilities** e.g. a kitchen with equipment; an operating fish farm with equipment; a motorbike workshop with tools, etc.
2. **Consumable resources** e.g. fish food, ingredients for cooking, hair extensions for hairdressing, etc.,
3. **General training facilities** for the 'theory' training is needed, this should also be listed. e.g. room with seats, desks, flipchart or chalkboard.

The exact tools, equipment and resources lists are needed for planning and costing purposes.

If the practitioners are also needed to contribute to identifying and listing the equipment and materials for the course, this will take an additional day of workshopping. A faster and more cost-effective way to add the resource detail is to have a working session with just one or two of the occupational practitioners later to capture this information.

6.6 Step 6: Develop training materials

While not part of the direct curriculum development process, creating training materials is essential before the non-formal vocational skills training can be delivered. The training materials consist of two documents, both of which are intended to support the trainer by providing them with two critical elements: the content – ‘what to teach’, and the methodology – ‘how to teach’:

1. **Training manual:** the information that will be delivered during the course, e.g. types of fertilizer, hygiene in cookery, recipes, types of hair, information on spices, etc. This constitutes ‘**what**’ will be taught and can also be handed out to the participants of the training.
2. **Training guide:** this is step-by-step instructions to the trainer on ‘**how**’ to teach the content and includes a range of very practical learning strategies and activities. It also includes training resources such as simple case studies, flashcards, checklists or templates such as costing sheets and basic records sheets for recordkeeping relevant to the particular economic activity.

The training manual content can be written by any of the following, depending on the knowledge and skills of the workshop group and facilitator:

- Occupational **practitioners** (must have some computer skills)
- **Training providers** with the relevant expertise (usually have existing materials they can contribute)
- The course development **facilitator** (researches and collates content)

If the course development facilitator does not draft the technical content, then they should coordinate and manage the writers and the incoming content. They should assign topics to different people and follow up that they receive all the information, then collate it into the training manual

Process for developing training content

1. **Provide a template**
 - Use a standard format, such as MS Word, to ensure consistency.
2. **Assign modules and topics to writers** (members of the workshop team)
 - The facilitator or course coordinator should allocate content based on each writer’s expertise or interests.
3. **Manage the writing process**
 - Set deadlines
 - Follow up as needed if materials are not submitted

4. Collate the training manual

- Review all incoming materials to ensure it matches the curriculum and intent of the practitioner group
- Collate into the Training Manual template
- Format the template to ensure it is professionally presented

This approach ensures that the training materials are complete, high-quality, and ready for use in delivering the non-formal training curriculum.

6.7 Step 7: Train trainers

Ideally, the training should be offered by experts who know the topic well themselves so that they can confidently present the content and provide the best and most hands-on support to the learners. While practitioners may not have training skills, they will be supported by a detailed Training Guide, and a Training of Trainers (ToT) course that will give them the knowledge and skills of how to deliver that specific training.

Options for trainers:

- Current practitioners of the programme who are quite respected and successful in their field – for example the owner of a successful hair salon, fruit seedling nursery, fish farm and so on.
- Existing trainers in the field who may already be offering similar training.

Whoever is selected, they should attend a course that prepares them to deliver the training.

Deliver a three-day ToT course which covers the following:

- Background to the development of the curriculum
- Curriculum: content, duration, training model
- Training package (materials) for the non-formal vocational skills training course
- Training skills: how to run all the activities
- Introduction to the Training Manual and Training Guide, and how they work together with the curriculum
- Training resources needed
- Practice sessions where each trainer practices delivering a section of the training including both some 'theory' (knowledge-based content) and an activity.

The facilitator should coach and support the trainers during their practice sessions, and capture a brief evaluation of each trainer, making recommendations as to which trainers would be the most suitable for delivering the programme.

Supporting ongoing trainer development

Training should not end with the ToT. Trainers benefit from follow-up, mentoring, and opportunities to reflect and improve. Consider the following:

- **Follow-up visits or check-ins:** Observe trainers during the actual course delivery and provide feedback and encouragement.

- **Peer support groups:** Encourage trainers to stay in contact with each other to share challenges, tips, and updates.
- **Trainer reflection:** After each course, trainers can complete a short self-evaluation and collect feedback from trainees to help improve future delivery.
- **Refresher sessions:** Run short refresher or update sessions if the content changes, new methods are introduced, or gaps are identified.
- **Debriefings:** Hold debriefing sessions with the trainers to get their inputs with regards to what works or does not work in the training content or delivery and make improvements if needed.

This ensures a growing pool of capable local trainers who are confident, competent, and committed to high-quality delivery of non-formal training.

7 Conclusion

Non-formal vocational skills training curricula offer a powerful and practical way to build skills and livelihoods among youth, women, and other underserved groups. They are rooted in real-life work, driven by local needs, and delivered by people who already do the job successfully.

This guide provides a step-by-step process to design relevant, practical, and accessible training using a participatory approach. The involvement of occupational practitioners, focus on hands-on learning, and simple but structured tools allow for quick implementation without reliance on formal systems.

These programmes do not aim to replace formal education. Instead, they offer another path, one that is flexible, grounded in local realities, and focused on what people need to start earning an income.

With the right support, communities themselves can become the designers, trainers, and champions of practical skills development. By following this guide, training providers, NGOs, and local groups can help unlock the potential of their target group.

Annex 1: Non-Formal Training Curriculum Chart

Module	Topics

Annex 2: Non-Formal Training Curriculum Template

Course title	
Duration:	Contact time:
Practical: 0%	Theory: 0%
Trainee profile	•
Entry criteria	•
Previous experience	•
Learning Outcomes: by the end of this course, the learner will be able to:	
1. insert	
Course content:	
Module 1:	
Module 2:	
Module 3:	
Module 4:	
Module 5:	
Module 6:	
Module 7:	
Assessment: the emphasis is on practical workplace assessment to ensure that trainees acquire practical and applied skills for the job.	
<ol style="list-style-type: none"> Practical, formative assessment: a practical Assessment Logbook, lists the practical on-job assessments that have been included in the non-formal training curriculum. These will be signed off by the trainer in the workplace once the trainee has conducted the practical task to the satisfaction of the trainer. This is weighted at 60 – 70% of the total assessment mark. Final summative assessment: trainees will write a theory exam at the end of the course. This is weighted at 30 – 40% of the total assessment mark. 	

Curriculum

Module 1: <insert module name>

Topic	Content	Time
<insert topics from the coloured cards>		

Module 2: <insert module name>

Topic	Content	Time

