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Skills for Employment
Tanzania

Trainer Guide

Small Scale Baking

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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 that have the a potential to offer (self-)employment opportunities. These are agriculture/agribusiness, and other rural trades or services.

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

Introduction to the Small-Scale Baking Course

This **Small-Scale Baking Course** is designed to equip participants, especially young women and economically disadvantaged youth, with practical skills in baking to generate income and support their families. Participants will learn how to produce a variety of baked goods using locally available ingredients and affordable equipment.

The course primarily targets participants from rural and peri-urban areas with low formal education. It focuses on young mothers and out-of-school youth, providing them with the skills and knowledge needed to start small businesses in their communities.

The course emphasizes **hands-on learning**, with 70% of the training dedicated to practical baking exercises. Participants will learn not only how to bake various products but also how to manage costs, price their goods, and market their baked products effectively. By the end of the course, participants will have the confidence and ability to produce high-quality snacks and other baked items for sale in local markets.

This is a 10-day training programme, with both theory and practical sessions covering key topics like hygiene in baking, ingredient sourcing, equipment uses, and baking techniques for items such as bread, buns/skonzi, chapati, mandazi, biscuits, cake and vitumbua. Participants will also explore basic business skills to help them sustain their baking enterprises. The course is designed to be flexible and adaptable based on local preferences and market needs.
This training offers a pathway to self-employment and an opportunity for young Tanzanians to improve their livelihoods by building sustainable baking businesses.

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Course information

Training Objectives

This training will equip participants to produce baked goods for sale to the general public. They could also potentially participate in secondary, related economic activities such as:

- Supplier of bakery supplies to other small bakers.
- Training others to bake – individuals or groups

Learning Outcomes

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

1. Bake a small range of baked goods from which to generate income.
2. Cost and price items for selling.
3. Serve customers.
4. Manage income and expenses; and
5. Promote business with simple marketing tools.

Training Plan

Training model: Interactive lessons followed by practical baking demonstrations of four different baked items after which participants make the baked items in small groups.	
Practical: 70%	**Theory: 30%**
Group size	Maximum of 25 trainees divided into 5 smaller groups for practical sessions with 2 trainers.
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. • Trainers will take all the required equipment and materials/ ingredients to the training venue.
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 participants, but the content was developed with youth with low income and education levels in mind.
Attendance:	80% needed for certificate of attendance

Course Content

Course content:	Theory hours	Practical hours	Week Assessment
Module 1: Introduction	3		Week 1: up to and including Module 6: bread and buns
Module 2: Baking practices	4	3	
Module 3: Bakery facilities	3	3	
Module 4: Ingredients	3	3	
Module 5: Baking Techniques	1	7	
Module 6: Baked goods	2	14	Week 2: From Module 6: maandazi to end of Module 8
Module 7: Costing and Pricing	2	1	
Module 8: Service and marketing	2	2	
Total contact time	**20**	**40**	

Note: the theory time includes demonstrations and explanations of equipment, materials, etc. before doing the practical bakery/processing of the baked goods

Assessment

The emphasis is on practical assessment to ensure that trainees acquire practical skills needed to produce baked goods.

1. **Practical, formative assessment:** trainees may be signed off on their competence to produce the different baked goods during the practical sessions.
2. **Final summative assessment:** trainees may write a short theory test at the end of the course. **M6: Baked goods:** Bread and buns

Training programme

The training programme below may be followed to present this basic baking course. A degree of flexibility of baked items is factored in, considering the location of the training and local preferences. **Options:** depending on the village or location, some communities prefer chapati to bread. In this case, swap out bread making for chapati making. This must be determined with the target group during the soft skills training so that the bakery trainers can prepare to take the correct equipment and ingredients. Biscuits may also be replaced by vitumbua (fried rice cakes) which requires a vitumbua pan

Interactive 'theory' based lessons with product and equipment demonstrations and activities	**Practical lessons:** Demonstration and practice of making and packaging baked items

Day	Morning	Afternoon
1	**M1: Introduction**	**M2: Baking Practice**
2	**M2: Baking practice**	**M3: Bakery facilities**
3	**M4: Ingredients**	**M5: Baking techniques**
4	**M5: Baking techniques**	**M6: Baked goods:** bread and buns intro and techniques
5	**M6: Baked goods:** Bread and buns **Demo and practice:** Bread or chapati	**M6: Baked goods:** Bread and buns **Demo and practice:** Buns/Skonzi
6	**M6: Baked goods:** Mandazi Demo and practice	**M6: Baked goods:** Mandazi Demo and practice
7	**M6: Baked goods:** Biscuits/vitumbua Demo and practice	**M6: Baked goods:** Biscuits/ vitumbua Demo and practice
8	**M6: Baked goods:** Cake Demo and practice	**M6: Baked goods:** Cake **Demo and practice:** finishing techniques
9	**M6: Baked goods:** Cake **Demo and practice:** finishing techniques	**M6: Baked goods:** Cake **Demo and practice:** finishing techniques
10	**M7: Costing and pricing**	**M8: Service and marketing**

Day 1: Trainer Guide: Introduction and Baking Practices

Module 1: Introduction

Topic	Time	Training Instructions	Resources
1.1 Characteristics of a good baker	45 min	**Activity 1: Brainstorm and discussion** 1. Explain that to be a successful baker requires certain characteristics. 2. Ask learners if they can identify what characteristics and skills, they should have to be successful in this activity. 3. Write the answers on the flipchart or board Answers may include: **Personal:** » 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 skills	Board and markers
1.2 Personal hygiene	45 min	**Activity 2: Brainstorm on Personal Hygiene** 1. Explain that people who bake items for sale must follow good personal hygiene practices. 2. Brainstorm what these are and write up the answers on a board or flipchart sheet. 3. Use colour markers to cluster them into the following themes. Answers should include the following:	Dk 45

Topic	Time	Training Instructions	Resources
		• Body hygiene: bath/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 food processing (reference to Training Manual 1.2) **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. 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	Flipchart paper Drawing materials: wax crayons; coloured marker pens Small team prize

Topic	Time	Training Instructions	Resources
1.3 Licensing	30 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. Explain the important steps to formalise 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 licensing from local council (not necessary for micro enterprises – but registration/licence would be needed if applying for any small loans/finance, or for product certification) • Tax registration with Tax Registration Authority (TRA) • Evaluation of the producer by SIDO (Small Industry Development Organisation) • Product certification with Tanzania Bureau of Standards (TBS) • Health certification for foods for sale to the public	**Note:** Invite a guest speaker in good time – at least a week before the training. Explain to them exactly what you want them to tell your learners.
1.4 Health regulation and certification	60 min		

Module 2: Baking practices

Topic	Time	Training Instructions	Resources
2.1 Hygiene in baking	45 min	Explain what bacteria are and how they grow and spread, and the risks they pose in bakery. **Activity 5: Relay Game: Hygiene in Bakery** 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 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 baking operations. 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 baking. • Explain further if they do not know. 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** • Cards or pieces of paper with hygiene practices written on them as per examples given. • Hygiene checklist

Topic	Time	Training Instructions	Resources
2.2 Safety in baking	60 min	**Activity 5: Demonstration** 1. Explain the importance of safety when baking, 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
		Activity 6: 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

Day 2: Trainer Guide: Introduction and Baking Practices

Module 2: Baking practices

Topic	Time	Training Instructions	Resources
2.3 Preparation for baking	60 min	**Activity 7: Demonstration** 1. Demonstrate all the activities needed to prepare for a baking session: • Oven or heat source with the necessary fuel • Assembling equipment • Preparing baking tins: greasing, lining • Assembling ingredients • Waste container	Demonstration area Oven/jiko Baking tins/pans/ pot Measuring equipment Basin with warm soapy water for washing and clean-as-you-go
2.4 Time planning	60 min	**Activity 8: Storytelling** 1. Read the story below to the learners. 2. Once finished, ask what they have learned about: • Sales times • Maximise oven heat • Business hours	Story below and in the Resource Section: **Activity 8**

The Secret to Asha's Bakery Success

Asha was a small home baker in a village in Tanzania. Every morning, she woke up at 5 a.m. to start baking fresh loaves of bread and sweet Maandazi for her community. Asha's kitchen was small, and she relied on a single oven. But everyone in the village knew they could get their favourite treats from her right at 7 a.m. before heading off to work or school.

One day, Asha's friend Jamila came to visit and asked her why she always baked at the same time each day. "Wouldn't it be easier to bake whenever you felt like it?" Jamila suggested.

Asha shook her head and smiled. “It’s all about timing, Jamila,” she explained. “My customers have become used to finding fresh bread right at 7 a.m., and if I start baking later, they’ll have to wait or buy from someone else. Consistency is important for sales; people like knowing they can rely on me at a specific time.”

Asha continued, “Also, I maximise oven heat by baking multiple batches together, which saves me a lot of firewood/charcoal/electricity/gas. If I baked at random times, I’d have to keep reheating the oven, and that would cost more. Plus, during business hours, people know I am open from 6 a.m. to 2 p.m. So, if I want to maximise sales, I need to make sure everything is ready for the rush hours.”

Jamila nodded thoughtfully. “That makes sense, Asha. I can see how sticking to a schedule helps your business.”

“And one more thing,” Asha added. “If I bake at different times every day, it will confuse my customers. They won’t know when to come for fresh bread, and I could lose them to competitors. Producing items at the same time every day helps build a routine, both for me and my customers. It’s like telling them, ‘You can trust me to have what you need, every morning, without fail.’”

Jamila smiled and said, “I see why your bakery is so popular. It’s not just about the taste, but also the reliability!”

With that, Asha returned to her baking, carefully setting the dough in the preheated oven. The aroma of fresh bread filled the air, and as always, by 7 a.m., she had a steady line of happy customers waiting outside her door.

2.5 Clean as you go	45 min	**Activity 9: Demonstration** 1. Show participants 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

Topic	Time	Training Instructions	Resources
		Introduction to managing waste 1. Ask learners what types of waste they may produce when they are baking, 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 10: 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 baking (e.g. oil bottles, food packaging, eggshells, food scraps). See sheet in 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."	3 labels for the waste collection Waste cards or items: **"Waste Sorting "** activity: **1. Organic Waste:** • Egg shells • Fruit skins/ peels • Banana peels **2. Recyclable Waste:** • Empty oil bottles • Plastic packaging from ingredients **3. General Waste:** • Plastic wrappers (e.g., flour or sugar bags, plastic bags) • Used paper towels or napkins • Food packaging that cannot be recycled.

Topic	Time	Training Instructions	Resources
			• Burnt or spoiled food that cannot be used or composted.
		• **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.	
2.6 Quality control	45 min	• **Activity 11: Storytelling** 1. Read the story below to the learners. 2. If there are 2 trainers, each one can play a part and read the lines for Asha and Musa) 3. Once finished, ask what they have learned about: • The importance of quality control • The how to implement quality control of baked goods: Standard recipes, careful measurements, same cooking times.	• What is quality control and why is it important • Practices and elements to maintain quality of baked goods

Activity 11: Storytelling: Asha's Quest for Quality

After perfecting her baking routine, Asha noticed something important—some days her Maandazi were lighter and fluffier than others, and sometimes the crust of her bread was a little too hard. While her customers never complained, Asha knew she needed to ensure her products were consistently of high quality. She decided to focus on quality control to make her small business even better.

One morning, she gathered her ingredients, laid them out on the kitchen table, and thought about the principles of quality control. "Quality control means making sure every loaf of bread and each Maandazi is exactly as good as the last one," she said to herself. "If I can maintain the same taste, texture, and appearance every day, my customers will know they can always count on me."

Quality Control Principles and Importance

She remembered something she had read in a baking guide: quality control is about setting standards and monitoring each step of production to meet those standards. It involves everything from choosing the right ingredients to using the correct baking temperatures and times. For Asha, it meant that she needed to pay attention to every detail:

1. **Consistency in Ingredients and Measurement:**

Asha ensured she used the same high-quality flour, sugar, and yeast every day. She measured ingredients precisely, using the same cup for flour and the same scale for weighing butter. She knew that even a slight variation in measurement could change the texture or taste of her products.

2. **Temperature Control:**

She checked the temperature of her oven regularly. "If the oven is too hot, the crust will burn before the bread is cooked inside. If it's too cool, the bread won't rise properly," she reminded herself. To prevent this, she invested in a small oven thermometer and always preheated the oven for the same amount of time.

3. **Baking Time and Techniques:**

Asha paid close attention to baking times, setting a timer for each batch. She made sure to use the same techniques each time she kneaded her dough, folded her pastries, or mixed her Maandazi batter. Consistency in these small details helped her maintain the quality of each product.

4. **Visual and Sensory Inspection:**

As her items came out of the oven, Asha inspected them visually checking for even colour, the right shape, and size. She then took a small sample to taste and feel the texture. If something seemed off, she made a note of what might have gone wrong and adjusted her next batch accordingly.

Why Quality Control is Important

One day, her younger cousin Musa, who was learning to bake, asked her, "Asha, why do you spend so much time making sure everything is perfect?"

Asha smiled and explained, "Quality control is like making a promise to my customers. When they buy my bread or Maandazi, they expect it to taste and look the same way every time. If I deliver inconsistent products, they might lose trust in me and go elsewhere. Also, quality control helps reduce waste. If I make a bad batch, I must throw it away, and that's not good for business."

Musa nodded, understanding the importance of maintaining quality. "So, it's not just about selling the most items; it's about making sure every item is the best it can be?"

"Exactly," Asha said. "When I'm consistent, I keep my customers happy, and happy customers come back. It's also a matter of pride for me. I want my baked goods to be the best, not just good."

"Exactly," Asha said. "When I'm consistent, I keep my customers happy, and happy customers come back. It's also a matter of pride for me. I want my baked goods to be the best, not just good."

Practices and Elements to Maintain Quality of Baked Goods

To maintain the quality of her baked goods, Asha followed several practices:

- **Using Fresh Ingredients:** She made sure to buy fresh ingredients weekly and stored them properly t maintain their quality.
- **Standardised Recipes**: Asha wrote down standardised recipes for all her products and followed the precisely each time.
- **Proper Storage:** After baking, she cooled the items at room temperature and stored them in airtight containers to keep them fresh longer.
- **Regular Cleaning:** Asha cleaned her kitchen and equipment thoroughly every day to avoid cross-co tamination and ensure food safety.

From that day onward, Asha's focus on quality control paid off. Her Maandazi and bread were always pe fect, and her customers appreciated the consistent quality of her products. By maintaining high standards Asha not only enhanced her reputation but also ensured the continued success of her small baking busi- ness.

Module 3: Bakery facilities

Topic	Time	Training Instructions	Resources
3.1 Location of premises	60 min	**Activity 12: Debate: Where best to sell baked goods?** 1. Divide the group into two teams. 2. Team 1 must come up with reasons why baking and selling baked items directly from home is a good choice. 3. Team 2 must come up with reasons why baking 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 Premises and facilities for baking and selling	45 min	**Activity 13: Brainstorm: Premises and facilities** 1. Ask the learners if they have been to a small bakery. 2. What premises and facilities did they see at such bakeries? 3. As they name these, write each item up on the board. 4. Once done, explain each one in more detail as to why they need these and any guidelines on: • Baking premises • Selling/serving points • Transport	Flipchart or board with writing materials

Topic	Time	Training Instructions	Resources
		• **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.	
3.3 Equipment	60 min	**Activity 14: Identification test and demonstration** 1. On a table or clean floor, lay out all the equipment that is needed for baking 2. Put a small number next to each item. 3. Give each learner a sheet of paper and ask them to write numbers down the left margin. 4. Instruct them to try to identify each of the items laid out and write their name and their use on their sheet of paper. 5. Give them 10 minutes to do this. 6. After 10 minutes, starting with number 1, ask them what they think the item is. 7. Make it fun like a TV quiz. If they identify it correctly, they get a point; if they understand and have noted its use in baking, they get another point. 8. Go around asking and explaining, demonstrating where possible what all the items are. At the end, ask who got the highest number of points, and give them a small prize e.g. some wrapped sweets.	**Examples of**: • Baking equipment: baking tins, pans, whisky, measuring cups and spoons, etc. • Storage containers with tight lids • Cleaning equipment and materials

Topic	Time	Training Instructions	Resources
3.4 Storage	45 min	Discuss and explain basic storage principles related to bakery ingredients. **Activity 15A: Demonstration FIFO** 1. Set out a few packets or tins of ingredient items. Make sure you have some of the same item 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 BB dates must be used first, before fresher items, to prevent waste and losing money.	Samples of food packaging with "Best
3.5 Washing up facility	30 min	Remind learners about washing up as discussed in the 'Clean as you Go' discussion and demonstration. Stress the importance of clean, preferably hot, soapy water for cleaning baking items properly	

Day 3: Trainer Guide: Ingredients and Techniques

Module 4: Ingredients

Topic	Time	Training Instructions	Resources
4.1 Flour	30 min	Discuss flour as the most important ingredient in baking. **Activity 15B: Demonstrate the effect of gluten** 1. Make a batch of scone dough. 2. Divide the dough in 2, 3. Develop gluten in one half by kneading or overmixing it. 4. Make and bake the scones, noting which maybe different shapes or glaze them differently. 5. Once baked, the learners must evaluate and compare the texture of the two half batches.	Scone ingredients for 1 batch, equipment and oven.
4.2 Raising agents	40 min	Discuss and explain what raising agents are and show examples of baking powder and yeast **Activity 16: Baking Powder Tasting** 1. Show the container of baking powder. 2. Give each learner a tiny pinch to taste 3. Each learner must taste a pinch of baking powder. It is unpleasant! 4. Caution them that adding too many makes baked goods taste unpleasant. Emphasise that they must follow the recipe and correct amount.	Baking Powder Yeast

Topic	Time	Training Instructions	Resources
4.3 Fats and oil	30 min	**Activity 17: Demonstrate and Discuss Fats and Oils** 1. Show examples of fats and oils used in baking (Prestige and/or Kimbo) 2. Explain the role of fats and oils in baking. 3. Explain when to use a fat (solid) and when to use an oil in different baked products 4. Explain the best storage conditions and why these are important	• **Fats and oils used in baking:** » Butter and margarine (Prestige) » Vegetable oil
4.4 Eggs	40 min	Explain the role of eggs in baking, and the types and sizes of eggs available **Activity 18: Demonstration: testing the freshness of a whole egg** 1. In front of the learner, put one of the eggs into each of the glasses of water. 2. One should float and one should sink. 3. Ask the learners to guess which one is fresh and why one would sink or float. 4. The fresh one should sink, and the old one should float. 5. Explain about the air sack in eggs getting larger as the egg ages, leading to it being able to float. 6. Crack each egg onto a plate: show the difference in the viscosity of the egg white and the plumpness of the yolk between the fresh and older eggs.	• A fresh egg, a much older egg, 2 glasses of water, 2 white side plates.
4.5 Liquid	60 min	Explain the role of liquids in baked products, including: • Types of liquids used in baking: » Water » Milk • Storage of milk for best product quality.	

Topic	Time	Training Instructions	Resources
4.6 Sugar	40 min	Explain the role of sugar in baked products, the types of sugar and storage of sugar for best product quality. **Activity 19: Demonstration of sugar** 1. Show examples of different types of sugar used in baking: 2. Mix a half a teaspoon of active dry yeast into 2 glass bowls or glasses and add a little warm water to both. 3. To one add about 2–3 grams of sugar. 4. Leave for 10 mins then look if there is any difference.	• Small samples of white sugar, brown sugar, caster sugar and icing sugar. • 2 glasses half full of warm water • 1 teaspoon of yeast
4.7 Flavourings	60 min	**Activity 20: Demonstration and tasting: Baking flavourings** 1. Show and discuss a range of flavourings used in baking. 2. Allow learners to taste vanilla essence – it is not pleasant and should be used in small quantities as it is concentrated. 3. Allow learners to taste cocoa powder – it is bitter – it needs to be used with sugar when making cakes and biscuits. 4. Ask learners what other flavours they think can be used in baked goods.	Small quantities • Salt

Module 5: Baking Techniques

Topic	Time	Training Instructions	Resources
5.1 Measure-ments	45 min	Explain metrication and measurement in volume, and that different ingredients will be measured differently. **Activity 21: 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. 2. Provide time for learners to practice measuring different items and guide them where needed.	• Measuring cups • Measuring spoons • Weighing scale • Flour, water
5.2 Reading recipes	60 min	**Activity 22: 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 • No of portions or servings • Cooking/baking temperature • Ingredients	• Sample of a recipe: bread recipe or chapati recipe (this is the first item they will make)

Day 4: Trainer Guide: Baking techniques and Introduction to Bread

Module 5: Baking Techniques

Topic	Time	Training Instructions	Resources
5.3 Baking techniques	75 min	Briefly explain that there are different techniques used in baking different baked goods. • Creaming • Beating • Whisking • Stirring 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.	Samples of food packaging with "Best

Module 6: Bread and buns

Topic	Time	Training Instructions	Resources
6.1 Bread and buns	240 min	**Activity 23: Demonstration and Practical for making bread or buns** Demonstrate the following: 1. Preparing to bake bread/buns: assembling ingredients and equipment; preparing the oven or heat source 2. Preparing bread/buns tins or trays 3. Measuring ingredients 4. Methods of mixing and making bread/buns 5. Baking or cooking bread/buns 6. Cooling and presenting the item for sale. 7. Divide learners into 5 groups; each group works together to make a batch of bread or buns. 8. Circulate and guide/help/support the learners while they are doing their practical.	Bread or buns recipe ingredients x 6 Bread and buns making equipment

Day 5: Trainer Guide: Bread and scones

Module 6: Bread and buns

Topic	Time	Training Instructions	Resources
6.1 Bread and buns	240 min	**Activity 23: Demonstration and Practical for making bread or buns** Demonstrate the following: 1. Preparing to bake bread/buns: assembling ingredients and equipment; preparing the oven or heat source 2. Preparing bread/buns tins or trays 3. Measuring ingredients 4. Methods of mixing and making bread/ buns 5. Baking or cooking bread/buns 6. Cooling and presenting the item for sale. 7. Divide learners into 5 groups; each group works together to make a batch of bread or buns. 8. Circulate and guide/help/support the learners while they are doing their practical.	Ingredients and equipment for making chapati.

Chapati

Topic	Time	Training Instructions	Resources
6.2 Chapati	60 min	Present an interactive lesson that discusses the following: • Ingredients for basic chapati • Equipment for making chapati • Method for making chapati: » Shaping » Frying • Quality points for good chapati	Ingredients and equipment for making chapati.
	180 min	**Activity 24: Demonstration and Practical for making chapati** Demonstrate the following: 1. Preparing to make chapati: assembling ingredients and equipment; preparing the heat source 2. Preparing frying pan for chapati 3. Measuring ingredients 4. Methods of kneading and rolling chapati 5. Frying chapati 6. Presenting chapati for sale. 7. Divide learners into 5 groups; each group works together to make Chapati. 8. Circulate and guide/help/support the learners while they are doing their practical.	Chapati recipe ingredients x 6 Chapati making equipment

Day 6: Maandazi

Maandazi

Topic	Time	Training Instructions	Resources
6.3 Maandazi	60 min	Present an interactive lesson that discusses the following: • Difference between bread, scones and maandazi • Ingredients for maandazi • Equipment for making maandazi • Method for making maandazi: » Shaping » Frying • Quality points for good maandazi	Ingredients and equipment for making maandazi.
	210 min	**Activity 25: Demonstration and Practical for making maandazi** Demonstrate the following: 1. Preparing to make Maandazi: assembling ingredients and equipment; preparing the oven or heat source 2. Measuring ingredients 3. Methods of mixing the dough 4. Shaping, cutting and rising the dough 5. Frying maandazi 6. Cooling and presenting maandazi for sale. 7. Divide learners into 5 groups; each group works together to make a batch of Maandazi. • Circulate and guide/help/support the learners while they are doing their practical.	Maandazi recipe ingredients x 6 Maandazi making equipment: frying maandazi

Day 7: Trainer Guide: Biscuits

Biscuits

Topic	Time	Training Instructions	Resources
6.4 Biscuits	60 min	Present an interactive lesson that discusses the following: • Ingredients for basic biscuits • Equipment for making biscuits • Types of biscuits • Biscuit flavours • Method for making biscuits: » Creaming • Shaping biscuits • Quality points for good biscuits • Finishing methods for biscuits	Ingredients and equipment for making biscuits
	180 min	**Activity 26: Demonstration and Practical for making biscuits** Demonstrate the following: 1. Preparing to make biscuits: assembling ingredients and equipment; preparing the oven or heat source 2. Preparing bread tins 3. Measuring ingredients 4. Making basic biscuit dough with variety of flavours (trainer demo basic flavour, each group adds a variation flavour e.g. ginger, cinnamon, cocoa). 5. Cooling and presenting the item for sale. Divide learners into 5 groups; each group works together to make a batch of biscuits. 6. Circulate and guide/help/support the learners while they are doing their practical. 7. Afterwards, group to taste and compare the biscuits – flavour, texture, appearance.	Biscuit recipe ingredients x 6 Biscuit making equipment

Vitumbua

Topic	Time	Training Instructions	Resources
6.5 Vitumbua	45 min	Present an interactive lesson that discusses the following: • Ingredients for vitumbua • Equipment for making vitumbua • Method for making vitumbua • Quality points for good vitumbua	Ingredients and equipment for making vitumbua
Vitumbua making	105 min	**Activity 27: Practical cookery for making vitumbua** Demonstrate the following: 1. Preparing to make vitumbua: assembling ingredients and equipment; preparing the stove 2. Preparing vitumbua pan 3. Measuring ingredients 4. Methods of mixing and making vitumbua batter 5. Cooking vitumbua 6. Cooling and presenting vitumbua for sale. 7. Divide learners into 5 groups; each group works together to make a batch of vitumbua. 8. Circulate and guide/help/support the learners while they are doing their practical.	Vitumbua recipe ingredients x 6 Vitumbua making equipment

Day 8: Training Guide: Cake

Cake

Topic	Time	Training Instructions	Resources
6.6 Cake	60 min	Present an interactive lesson that discusses the following: • Ingredients for basic cake • Equipment for making cake • Types/flavours of cake • Method for making cake: creaming • Quality points for good cake	Ingredients and equipment for making cake

Topic	Time	Training Instructions	Resources
Cake baking	300 min	Activity 28: Practical cookery for cake making Demonstrate the following: 1. Preparing to make basic sponge cake: assembling ingredients and equipment; preparing the stove 2. Preparing cake tins 3. Measuring ingredients 4. Methods of mixing and making cake batter 5. Baking the cake 6. Cooling the cake. 7. Divide learners into 5 groups; each group works together to make a sponge cake. 8. Circulate and guide/help/support the learners while they are doing their practical. 9. Afterwards, compare the cakes to each other – the size, colour, the shape into which they have risen.	Basic sponge cake recipe ingredients x 6 Additional flavours: Cake making equipment

Day 9: Trainer Guide: Cake

Cake

Topic	Time	Training Instructions	Resources
6.7 Finishing Cakes	150 min	• Discuss the different methods and frostings that can be used to finish baked goods. • Finishing techniques: • Dusting biscuits: icing sugar, cinnamon, cocoa • Drizzling and dipping biscuits: glace icing • Icing: butter icing	Icing sugar; butter/ Prestige/ Kimbo Bowl, spoons, piping bag and nozzles, palette knife, plates or cake boards

Topic	Time	Training Instructions	Resources
	240 min	**Activity 29: Demonstration and Practice: Finishing Biscuits and Cakes** 1. Demonstrate different finishing techniques for baking different products: • Dusting biscuits with icing sugar and cinnamon • Glace icing for biscuits: drizzling and dipping • Buttercream for cakes 2. Demonstrate how to make icing; how to fill piping bags and how to pipe decoration onto cakes. 3. Each learner group must ice/decorate biscuits and the cake that they baked by making icing and applying the icing decoratively.	Bread or buns recipe ingredients x 6 Bread and buns making equipment
6.8 Packaging	120 min	**Activity 30: Practical 'Show and tell' and discussion** 1. Show packaging options for cake and baked goods: boxes, packets and trays. 2. Show a range of product labels from different packages. 3. Ask the learners to identify which information is common on all the labels. 4. What information is on some labels and not on others. 5. Facilitate a discussion where the learners agree on what information should be on a product label 6. Write these all up on the board or flipchart and make sure they all write them down. **Activity 31: Design a product label** 1. Provide some simple drawing materials and plain A5 white paper 2. Learners must each come up with a label design for their chosen product. The label must include all the information that they agreed to in the previous activity.	Collection of product packages with labels

Day 10: Trainer Guide: Costing & Pricing; Service & Marketing

Module 7: Costing and Pricing

Topic	Time	Training Instructions	Resources

7.1 Shopping / buying	45 min	Discuss and explain the following:
		• Ensure quality of ingredients when shopping (this affects the quality of the finished product and its market appeal)
		• Negotiation skills: haggling for prices; asking for discounts
		• Buying in bigger quantities for better unit prices (e.g. the price per kg for flour is lower when buying 5kg than 1kg)
		• Hygienic transport of shopping: covered, dry
		
		Activity 32: Comparing prices
		1. Ask learners what they know of basic prices for the following commodities:
		  • Flour
		  • Sugar
		  • Oil
		  • Eggs
		  • Margarine (Prestige, Kimbo)
		2. Write these up on the board and check if everyone thinks the prices are the same. They may not be this will demonstrate that different suppliers sell products at different prices.
		3. Explain about 'shopping around' for different items at the best price but warn them not to spend money on transport that may end up being more expensive than the money saved between prices.
			Board and writing materials

7.2 Recipe costing	45 min	**Activity 33: Calculations and Costing** Calculate the full and portion cost of a recipe for a cake for 8 portions. Use a template	• Costing sheet: • Prices of ingredients

Topic	Time	Training Instructions	Resources
		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 batch, and what the cost per bag is, including package and label. • They must calculate/agree on a selling price **2. Start-up budget** • Provide the costs of the equipment needed for making baked goods. • Add the cost of making one batch. • Add these together to calculate the startup costs for such a business activity.	
7.3 Sales prices	90 min	**Activity 34: Determine Selling Prices** 1. Show how to price items for sale by using the product cost from the previous activity, divide it by the number of portions to get a portion cost. 2. From this, determine the selling price, using a template, determine sales price for the cake (as a whole or per slice) in activity 1.	
7.4 Handling money	60 min	Discuss money with reference to the following: • Keep records on expenses/costs and income • Cash float for change • Security with money • Pesa/ transactions • Village Savings and Loan Association (VSLA) groups for savings **Activity 35: Income and Expenses** 1. Using the board, demonstrate how to keep track of money coming in and going out. 2. Give some realistic figures for sales (of any item) and expenses such as ingredients, transport and fuel. 3. Show how to keep a simple cash float.	

Module 8: Service and marketing

Topic	Time	Training Instructions	Resources
8.1 Service and sales	60 min	**Activity 36: 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 baked items. 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 at 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 .	Icing sugar; butter/ Prestige/ Kimbo Bowl, spoons, piping bag and nozzles, palette knife, plates or cake boards

Topic	Time	Training Instructions	Resources
		Part 2: Role plays on good customer service 6. Divide the learners into groups of 4. Once must act as the vendor and the others as individual customers . 7. Play out a few scenes where the customer is buying baked goods from the vendor. 8. The vendor must demonstrate all the principles of good customer service (as agreed). 9. After a few minutes they must rotate the role \ of vendor, so each one has a turn. 10. In the groups they must give feedback and coach each other to be friendly, customer-oriented snack vendors. Trainer must circulate, observe and coach as needed.	
8.2 Simple marketing	120 min	**Activity 37: 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 38: 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.	• Examples of simple marketing materials: photos of business signs, leaflets/ flyers, business cards, use of logos. • Paper and drawing materials

		4. Discuss using social media to market their business or get customers to share their use of the products with other potential customers.	

Training Resources

Activity 5: 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 6: 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 8: Storytelling: Asha's Bakery Success

The Secret to Asha's Bakery Success

Asha was a small home baker in a village in Tanzania. Every morning, she woke up at 5 a.m. to start baking fresh loaves of bread and sweet Maandazi for her community. Asha's kitchen was small, and she relied on a single oven. But everyone in the village knew they could get their favourite treats from her right at 7 a.m. before heading off to work or school.

One day, Asha's friend Jamila came to visit and asked her why she always baked at the same time each day. "Wouldn't it be easier to bake whenever you felt like it?" Jamila suggested.

Asha smiled and shook her head. "Timing is everything, Jamila. My customers are used to fresh bread at 7 a.m. If I'm late, I lose them to someone else. Reliability is my biggest selling point; if they can't count on the time, they won't count on me."

Asha continued, “Also, I maximise oven heat by baking multiple batches together, which saves me a lot of firewood. If I baked at random times, I’d have to keep reheating the oven, and that would cost more. Plus, during business hours, people know I am open from 6 a.m. to 2 p.m. So, if I want to maximise sales, I need to make sure everything is ready for the rush hours.”

Jamila nodded thoughtfully. “That makes sense, Asha. I can see how sticking to a schedule helps your business.”

“And one more thing,” Asha added. “If I bake at different times every day, it will confuse my customers. They won’t know when to come for fresh bread, and I could lose them to competitors. Producing items at the same time every day helps build a routine, both for me and my customers. It’s like telling them, ‘You can trust me to have what you need, every morning, without fail.’”

Jamila smiled and said, “I see why your bakery is so popular. It’s not just about the taste, but also the reliability!”

With that, Asha returned to her baking, carefully setting the dough in the preheated oven. The aroma of fresh bread filled the air, and as always, by 7 a.m., she had a steady line of happy customers waiting outside her door.

Activity 10: Waste Cards

Egg shells	**Milk bottles**
Fruit scraps or peels	**Banana peels**
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**

Item	Unit	Qty	Cost/Unit	Total
Equipments				
			Total Equipment	
Consumables				
			Total Consumables	
Other costs				
Business registration				
Utilities (water, charcoal/fuel)				
Marketing Materials (flyers, signage, etc.)				
			Total Other costs	
Grand Total				