

Develop a training plan



Training provider series: Planning an income oriented short training course

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Published by: PNG EOSDP
Written & developed by: PNG EOSDP
Produced by: Uramina and Nelson Ltd.
ISBN: 9980-937-14-9
National Library Service of Papua New Guinea

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Introduction

This module is part of a series on planning an income oriented short course. It has been written for individuals or groups interested in organising and delivering training for people with income earning ideas. In particular, this book targets:

- training providers
- community leaders
- NGOs
- church groups
- individuals with some training experience.



What does income oriented mean?



It means thinking about ways to make some money

Learning outcome



What's a learning outcome?

It's a statement which indicates what you should be able to do after you have read through the module and completed the activities



The learning outcome for this module is as follows:

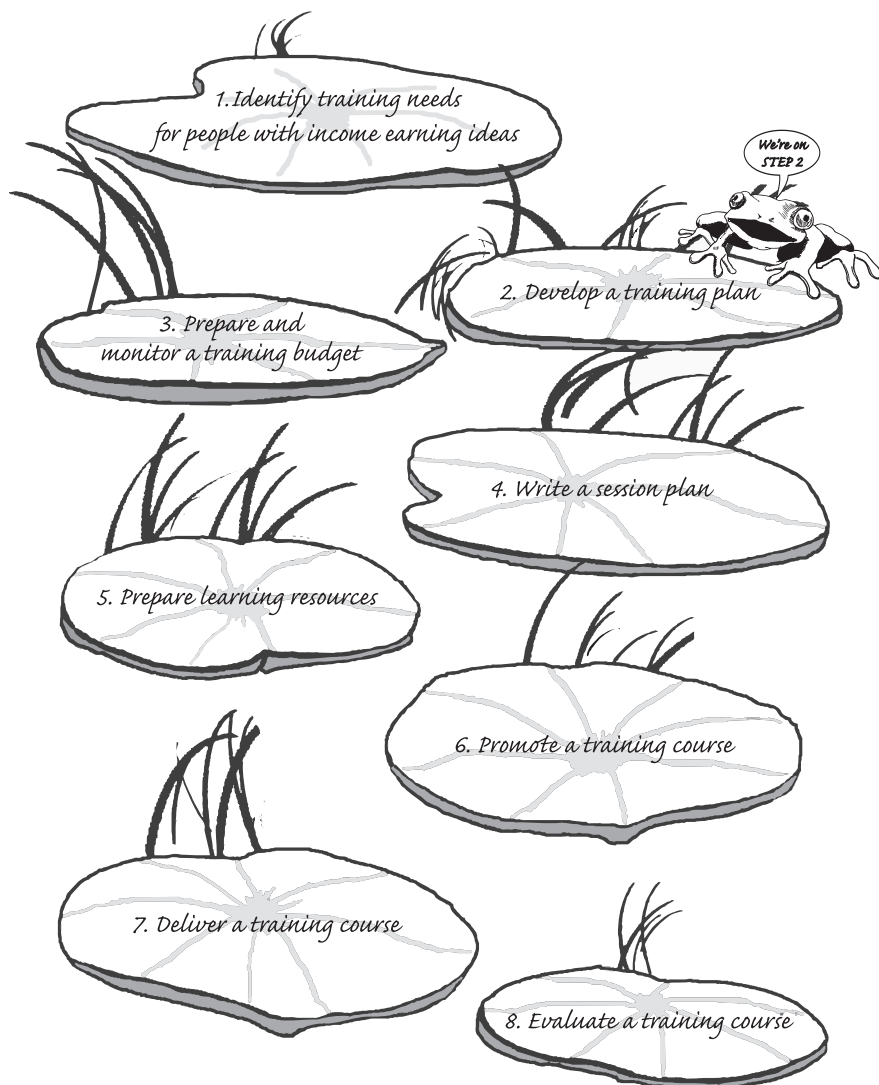
"At the end of this module you should be able to develop a training plan for an income oriented short training course using the formats provided."



"At the end of this module you should be able to **develop a training plan** for an income oriented short training course, using the formats provided." It is only a guide for you to build on.

Planning an income oriented short training course

To plan an income oriented short training course you should follow a step by step process. There are eight steps and each step is explained in a module with the same title. The steps are shown below. Developing a training plan is the second step in this process.



Why do I need a training plan?

A training plan helps you to:

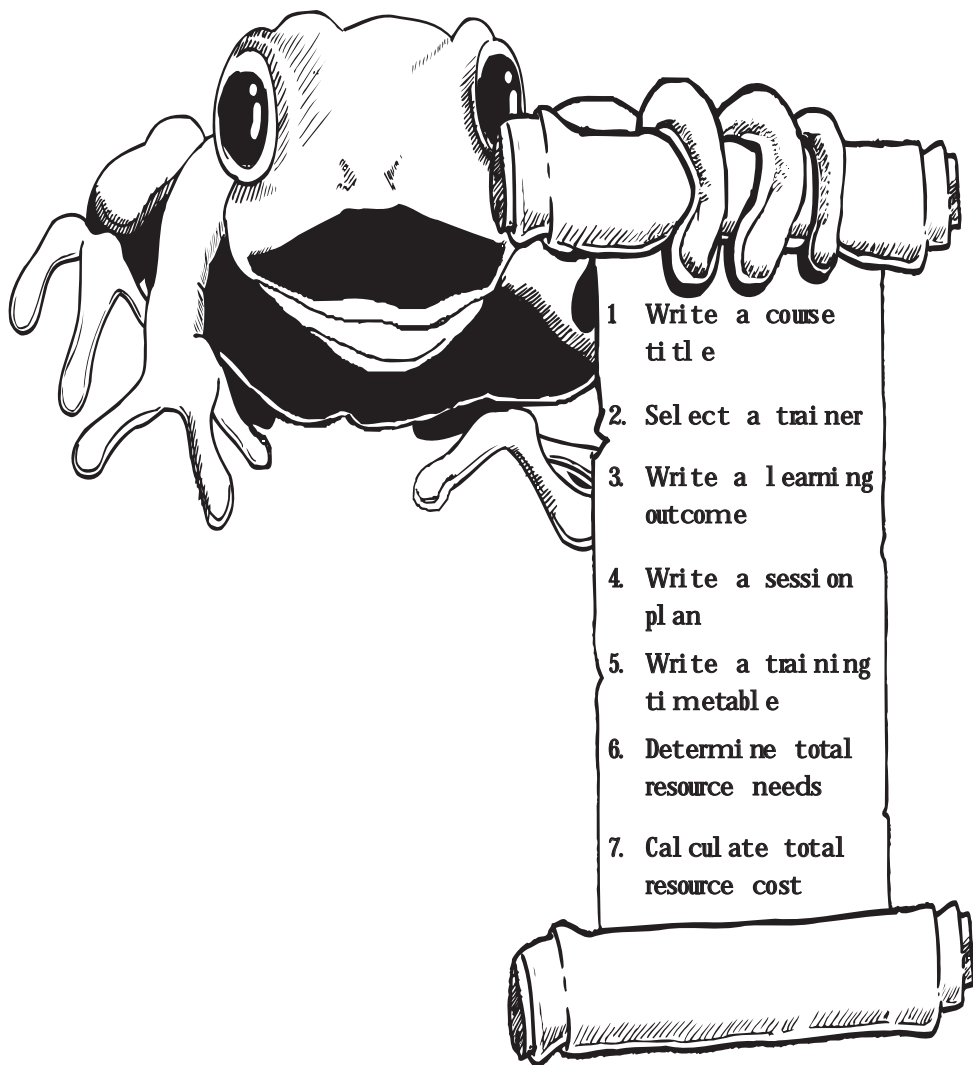
- organise the training course
- record the details of the training course
- apply for funding to run the course.

Before you can develop a training plan you first have to identify training needs for people with income earning ideas. Training needs might include jam making, cabbage growing or school uniform sewing. Identifying training needs is covered in detail in the module, *Identifying training needs, for people with income earning ideas*. The training plan is what you need to do to deliver training to meet these needs.



How do I develop a training plan?

To develop a training plan it is important to follow these seven steps.



- 1 Write a course title
2. Select a trainer
- 3 Write a learning outcome
- 4 Write a session plan
5. Write a training timetable
6. Determine total resource needs
7. Calculate total resource cost



Write a course title

The training course title should be a statement that describes what the course is about. It must be consistent with the identified income earning idea.

Example

If the income earning idea was to make mango jam and sell it at the local market to earn an income, the course title could be:

Making mango jam to improve your income

Use this checklist when writing a course title.

Course title checklist	
The course title is specific	✓
The course title is marketable	✓
The course title is consistent with the identified income learning idea	✓

Good examples of course titles

Sewing a meri blouse to earn an income

Baking bread to make a profit

Growing cabbages for the local market

Making jam to increase your income

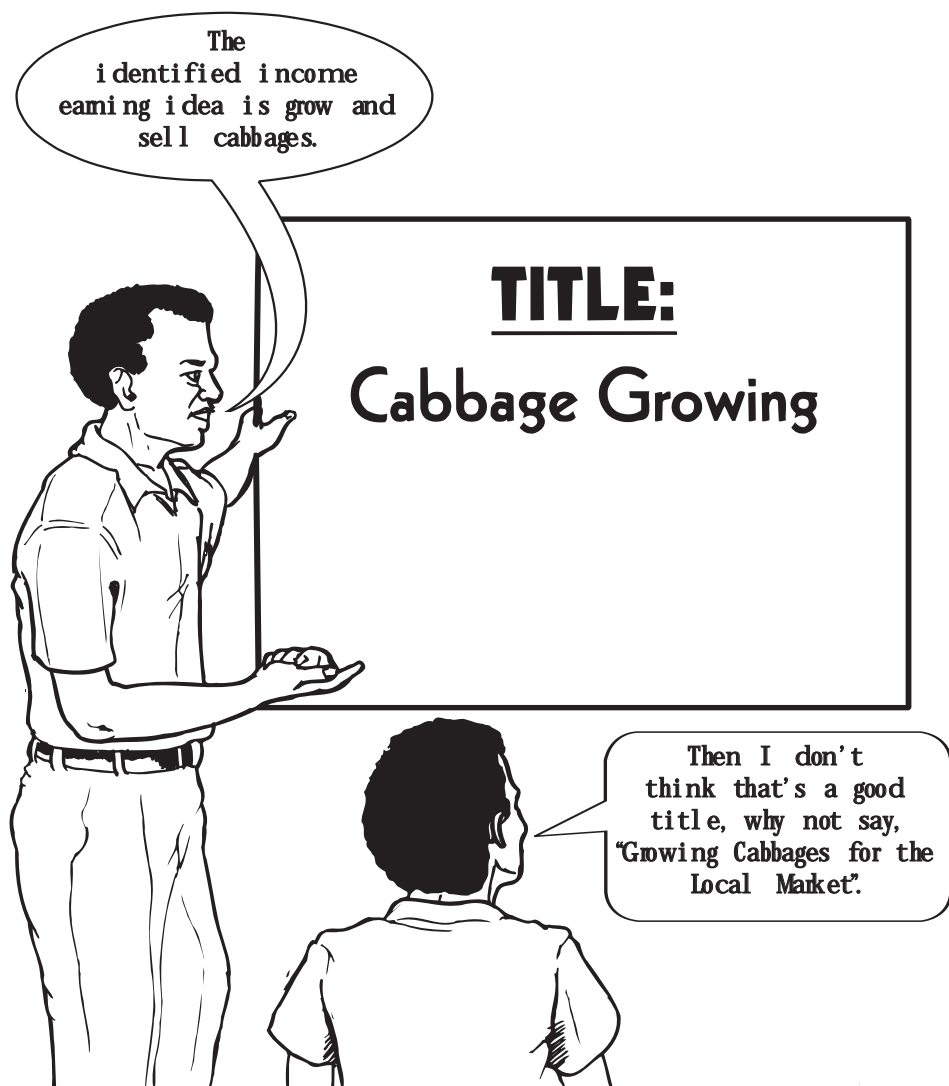
Bad examples of course titles

Aids awareness (not income earning)

Basic carpentry (too general, not consistent with income earning idea and hard to market)

Cabbage gardening (too general and hard to market)

Basic marketing (too general, not consistent with income earning idea and hard to market)





Activity

Use the checklist to re-write the examples of bad titles on page 7. Choose an income earning idea you have identified in your community and write it in the table below. Then write a course title.

INCOME EARNING IDEA	COURSE TITLE



2

Select a trainer

If you want the training to be successful you must choose a good trainer.



What is a good trainer like?

The following checklist has been designed to rate potential trainers. Give each person a rating from 1-5. This is only a guide and should be adapted to suit each course.

The following example could be used to select a trainer for a jam making course.

KEY	
Rating	Criteria
1	Poor
2.	Average
3.	Good
4.	Very good
5.	Outstanding

CRI TERI A	RATI NG (CI RCL E YOU R CHOI CE)				
EXPERI ENCE	1	2	3	4	5
Technical experience (has made jam before) Training experience (has run training before)					
QUALI FI CATI ONS	1	2	3	4	5
Has completed a train the trainer course					
KNOWLEDGE	1	2	3	4	5
Technical knowledge (has knowledge for jam making recipes and food hygiene) Knowledge of local community					
SKI LLS	1	2	3	4	5
Technical skills (able to make good quality mango jam) Training skills (able to train a group of people, to communicate and provide helpful feedback)					
Total rating (minimum of 4) (maximum of 20)					
Trainers fee	You should always consider the trainers fee as part of your selection process				



Activity

Use this checklist to design a checklist to select a trainer for your training course.



Write a learning outcome

A learning outcome is a statement that tells the trainees what they should be able to do at the end of the training course. It must be consistent with the course title.

Example

For the course title *Making mango jam to improve your income*, the learning outcome might be:

At the end of this training course trainees should be able to make mango jam to sell at the local market.

Use this checklist when writing a learning outcome.

Learning outcome checklist	
The learning outcome has a verb	✓
The learning outcome is measurable	✓
The learning outcome is consistent with the course title	✓

Good examples of learning outcomes

Course title: *Sewing a meri blouse to earn an income*

Learning outcome: *At the end of the course trainees should be able to sew a meri blouse for sale at the market using a manual sewing machine.*

Course title: *Chopping firewood for the local community*

Learning outcome: *At the end of the course trainees should be able to chop firewood for household use with hand tools.*

Course title: *Baking bread to make a profit*

Learning outcome: *At the end of the course trainees should be able to bake bread in a drum oven and know how to sell it in the community.*

Bad examples of learning outcomes

Course title: *Making mango jam to improve your income*

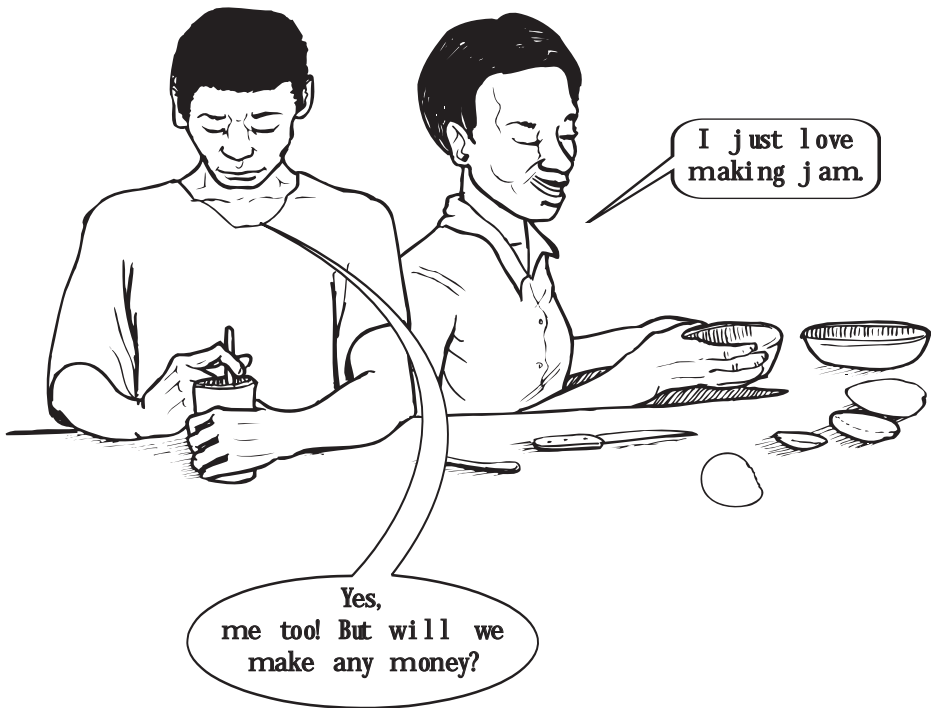
Learning outcome: *At the end of the course trainees should be able to know the basic steps to make mango jam.*

Course title: *Sewing a meri blouse to earn an income*

Learning outcome: *At the end of the course trainees should be able to understand how to sew a meri blouse.*

Course title: *Baking bread to make a profit*

Learning outcome: *Be aware of how bread making can be profitable.*





Activity

Use the checklist to re-write the bad examples of learning outcomes on page 13. Write your course title in the table below. Then write a learning outcome for the course.

Use the checklist to help you.

COURSE TI TLE	LEARNI NG OUTCOME



Write a session plan

What is a session plan? A session plan is the notes used by the trainer during training. The session plan includes all of the information needed by the trainer including content, resources and timing.

The content should be organised so that it gives the training session structure and to ensure information is covered in a way that helps trainees to learn.

How do I write a session plan? Follow these steps:

- a) List tasks
- b) List steps for each task
- c) Write instructions for quality and safety
- d) List training resources needed for each task
- e) Allocate times for training each task.

a) List tasks

The learning outcome states what trainees must be able to do as a result of the training. To organise the training list the tasks that must be done to achieve the learning outcome. An income oriented short training course would normally have no more than five tasks.

Example

Learning outcome:

At the end of this training course trainees should be able to make mango jam.

Tasks:

1. Sterilise the jars
2. Prepare the ingredients
3. Cook the fruit mixture
4. Package and label the fruit
5. Sell the jam.

Use this checklist when listing tasks for your training course.

Task checklist	
Tasks must include a verb	✓
Tasks are measurable	✓
Tasks are necessary to achieve the learning outcome	✓
Tasks are listed in a logical order	✓

Bad examples of tasks:

1. Jam recipes
2. Basic book keeping
3. The history of jam

These are bad examples because they:

- do not contain a verb
- are not measurable
- are not necessary to achieve the learning outcome.



Activity

Write the learning outcome in the space provided, then list the tasks for your training course.

Learning outcome:

Tasks
1.
2.
3.
4.
5.



Activity

Turn to the session plan format in **Appendix B** and write in the tasks.

b) List steps for each task

For each task list the steps that must be followed to complete the task.

Example

Learning outcome:

At the end of this training course trainees should be able to make mango jam.

Tasks	Steps
1. Sterilise the jars	1.1 Select jars
	1.2 Wash the jars and lids
	1.3 Put the clean jars and the lids on a rack in a pot with clean water
	1.4 Put pot on the stove and bring the water to a boil
	1.5 Stand sterilised jars on a drying rack to air dry

Use this checklist when writing the steps for each task.

Step checklist	
Steps begin with a verb	✓
Steps are measurable	✓
Steps are necessary to complete the task	✓
Steps are listed in a logical order	✓

For a complete list of steps for each task in the jam making course refer to the session plan in **Appendix A** at the end of these notes.



Activity

Turn to the session plan format in **Appendix B** at the end of these notes and write in the steps for each task.

c) Write instructions for quality and safety

When training someone to do something you must instruct them how to:

- perform the tasks safely
- produce good quality

Example

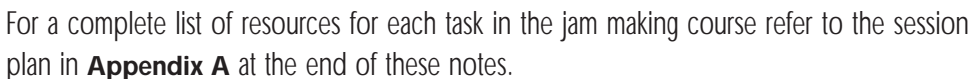
Tasks	Steps	Quality	Safety
1. Sterilise the jars	1.1 Select jars	Jars must be glass Use recycled jars as this reduces the cost Inspect the jars carefully If jars are cracked or chipped the jam will spoil	Be careful of cuts from broken glass
	1.2 Wash the jars and lids		
	1.3 Put the clean jars and the lids on a rack in a pot with clean water		
	1.4 Put pot on the stove and bring the water to a boil	Boil jars for 10 minutes	Be careful of burns from hot water
	1.5 Stand sterilised jars on a drying rack to air dry	Wash hands before handling sterilised jars	



Turn to the session plan format in **Appendix B** at the end of these notes and write instructions for quality and safety for each task.

What training materials do I need to list? Training materials include those items you need to run the training including:

- raw materials
- equipment
- tools
- learning materials such as a work book or handouts
- stationery items such as chalk, whiteboard pens, pins for pin board
- whiteboards, chalkboards, charts, posters, overhead projector.

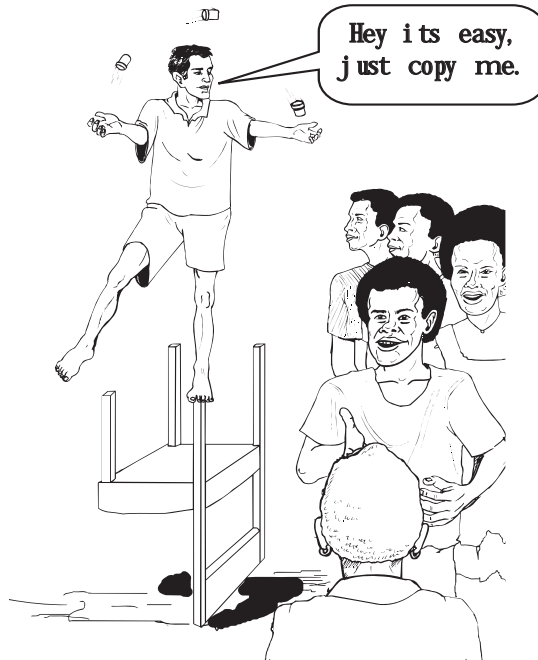


Turn to the session plan format in **Appendix B** at the end of these notes and write in the resources needed for each task.

e) Allocate time for training each task

How do I know how much time to allocate? Remember you are working out how much time you need to teach someone these tasks. When you are training you need to allow time:

- to demonstrate to the trainees how to do what you want them to do
- for the trainees to practice what you are teaching them.



Example

In the mango jam making course time has been allocated for:

- The **trainer to demonstrate** to the trainees how to
 1. sterilise the jars
 2. prepare the ingredients
 3. cook the fruit mixture
 4. package and label the fruit
- The **trainees to practice** doing each of these things.

For a completed session plan for the jam making course with allocated times for each task refer to the example in **Appendix A** at the end of these notes.



Activity

Turn to the session plan format in **Appendix B** at the end of these notes and allocate times for each task.

5



Write a training timetable

Why do I need a training timetable? A timetable helps you to show how the training course will be organised. It shows what tasks will be covered in the training each day.

Follow these steps:

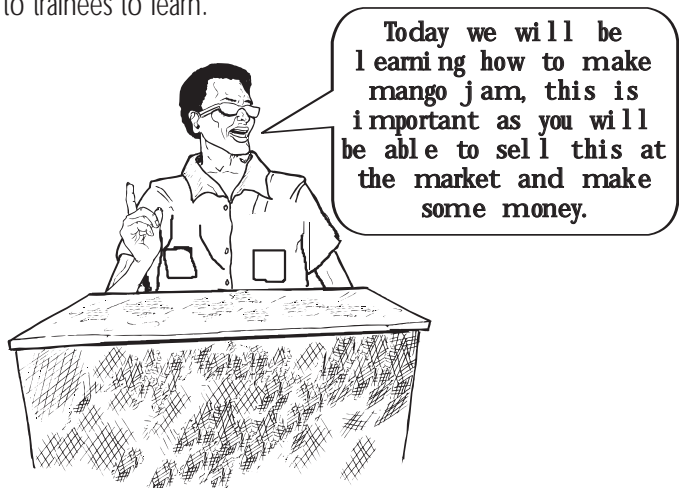
- a) Decide which day of the week the training course should start.
- b) Decide what time of the day training should start and finish.
- c) Add in times for breaks such as lunch, and morning and afternoon tea.
- d) Add an introduction into each day's program.
- e) Transfer the steps you plan to cover from session plan for each day of training using the times allocated to each from your session plan.
- f) Add a conclusion at the end of each day's program.

What is an introduction and conclusion?

Introduction

Begin each day of training with an **introduction**. As a guide you should allow about 15 minutes for an introduction. In your introduction you should:

- outline what you are going to be doing during the training
- tell the trainees the learning outcome
- provide motivation to trainees to learn.



Conclusion

End each day of training with a conclusion. As a guide you should allow about 15 minutes for a conclusion. In your conclusion you should:

- summarise the main points covered during the training
- remind trainees of the learning outcomes
- give trainees some feedback.
- tell the trainees what training is next.

Today we learned how to make mango jam, just remember that it is important to make sure the jam mixture is thick.



Example

Refer to **Appendix C** for an example of a training timetable for the jam making course.



Activity

Refer to the blank training timetable in **Appendix D** and complete a training timetable for your training course.

6



Determine total resource needs

You have already listed raw materials, equipment, tools and learning materials on your session plan. To complete the resource list you will need to consider the following and add them to the resource list.

- raw materials
- equipment
- tools
- learning materials
- marketing
- professional staff (trainer)
- transport and travelling
- training venue
- refreshments.

Marketing

Some examples of marketing expenses are:

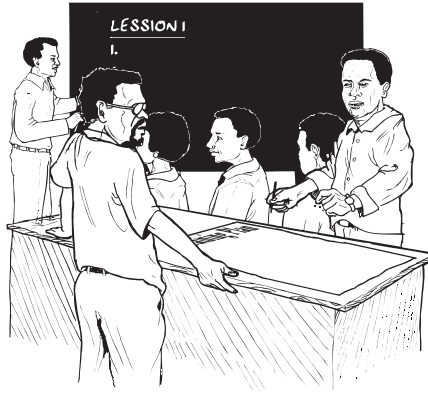
- marketing materials such as brochures or flyers
- toksave
- contacting people in your network.



Professional staff

Professional staff expenses include:

- wages of trainers
- wages of assistant trainers and administration staff.



Transport and travelling

Transport and travelling expenses may be incurred by the training provider and the trainees.

Examples include:

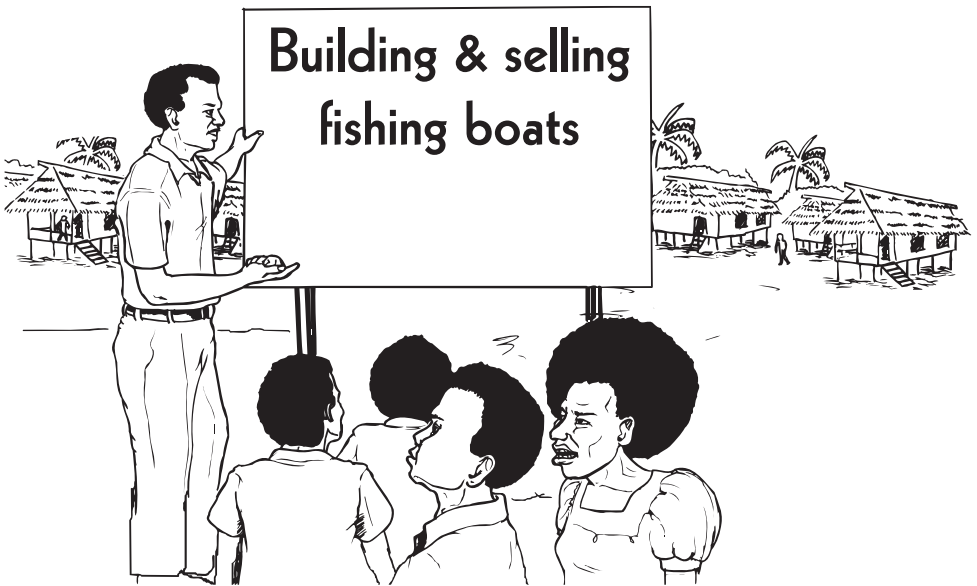
- vehicles hire
- fuel
- bus fares



Training venue

This includes any hire fees for use of the training venue. Also included in this expense item are the following items because they are used as part of the training venue.

- Electricity
- Fuel
- Water
- Firewood.



Refreshments

Refreshments include any food and drink provided during the training course.



Example

Refer to **Appendix E** for an example of a resource list for the jam making course.



Activity

Refer to the blank resource list in **Appendix F** and list the resources you need for each day of the training.

7



Calculate total resource costs

To calculate resource costs there are a number of things you need to do. Follow these steps.

- Transfer the total resources required into the left hand column (expense item) of the table on page 33.
- Write the quantity required for each resource.
- Add in the cost per unit.
- Multiply the cost per unit by the quantity required to calculate the total cost of each resource.
- Total the amounts in this column to determine the total cost of resources for the training course.



The following example shows how total resource costs are calculated for the mango jam making course.

Total resource cost
Title of training course: Making mango jam to improve your income
Training course duration: 7.5 hours
Number of participants: 15

Expense item	Quantity required	Unit Cost	Total budget expense per expense item
1. Marketing			
A4 flyer	20	50t	K10
		Total	K10
2. Professional staff			
Trainer	1	Set fee	K30
		Total	K30
3. Transport and travelling			
			Nil
		Total	Nil
4. Raw materials			
Mangos	80 Mangos	1K	K80
Sugar	16 Pkts	K5	K50
Water		Nil	Nil
Lemons	20 lemons	50t	K15
		Total	K145
5. Equipment			
Wood stove	8	Nil	Nil
Pots	16	Nil	Nil
Jars with lids	80	Nil	Nil
Cutting boards	8	Nil	Nil
Measure cups	3	Nil	Nil
		Total	Nil

Expense item	Quantity required	Unit Cost	Total budget expense per expense item
6. Tools			
Wooden spoons	15	Nil	Nil
Tongs	5	Nil	Nil
Knives	15	Nil	Nil
		Total	Nil
7. Learning materials			
Workbooks	16	Nil	Nil
		Total	Nil
8. Training venue			
Venue hire			
Firewood	14 bundles	K5	K70
Electricity	10 units	K 1	K10
		Total	K80
9. Refreshments			
Morning tea		Set catering cost	K30
		Total	K30
Total resource cost			K295



Activity

Complete the table below to calculate the total cost for the course you are working on.

Total resource cost
Title of training course:
Training course duration:
Number of participants:

Expense item	Quantity required	Unit Cost	Total budget expense per expense item
1. Marketing			
		Total	
2. Professional staff			
		Total	
3. Transport and travelling			
		Total	
4. Raw materials			
		Total	
5. Equipment			

Expense item	Quantity required	Unit Cost	Total budget expense per expense item
		Total	
6. Tools			
		Total	
7. Learning materials			
		Total	
8. Training venue			
		Total	
9. Refreshments			
		Total	
Total resource costs			

Conclusion

The training plan is a document that records all of the details you need to run a successful training course. The process of putting the plan together will help you to think about all of the essential details of the training that need to be organised to ensure the training course achieves the results you expect. Having a record like this makes it much easier to run future training courses because much of the planning is already done.

A training plan is also essential if you want to apply for funding to help you run the training as you will have to supply this information as part of the application process as evidence that you are organised.



This module is a guide to help you to develop a training plan. Every trainer has their own way of training. Use the formats as a guide and adapt them. We hope this book will give you some ideas.

Assessment checklist

The following checklist will be used to assess your ability to develop a training plan.

Assessment criteria for developing a training plan

1. The course title

- Is specific ☐
- Is marketable ☐
- Is consistent with the identified income earning idea ☐

2. The trainer

- The selection of trainer for the course was based on appropriate selection criteria ☐
- The selection criteria is documented ☐
- Results of the selection process are documented ☐

3. The learning outcome

- Includes a verb ☐
- Is measurable ☐
- Is consistent with the course titl. ☐

4a. The session plan includes tasks

- The tasks begin with a verb ☐
- The tasks are measurable ☐
- The tasks are necessary to achieve the learning outcome ☐
- The tasks are listed in a logical order ☐

4b. The session plan includes steps for each task

- The steps begin with a verb ☐
- The steps are measurable ☐
- The steps are necessary to complete the task ☐
- The steps are listed in a logical order ☐

Assessment criteria for a training plan

4c. Quality and safety

The session plan includes details about how to ensure quality and safety for each task.

☐

4d. Training resources

The session plan includes resource requirements for each task

☐

4e. Timing

The session plan has time allocated to each task

☐

Allocated times allow for the trainer to demonstrate the task and for trainees to practice

☐

5. Training timetable

The timetable lists tasks to be covered on each day of training

☐

Time allocated to tasks consistent with the session plan

☐

The timetable includes a 15 minute introduction at the start of each day of training

☐

The timetable includes a 15 minute conclusion at the end of each day of training

☐

6. Total resource needs

Training resources required for each day's training are consistent with the session plan

☐

Additional resources required to support training are listed including:

Marketing

☐

Professional staff

☐

Transport and travelling

☐

Training venue

☐

Refreshments

☐

7. Total resource costs

The exact quantity of each resource is listed in the required format ☐

The cost per unit for each resource is listed in the required format ☐

The cost for each resource is calculated in the required format ☐

Total resource costs for the training course are calculated in the required format ☐

Appendix A: Session plan for jam making course

Session plan

Course title: Making mango jam to improve your income

Learning outcome: At the end of the course you should be able to make mango jam to sell at the local market

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods and practice.
60 mins	1. Sterilise the jars.	1.1 Select jars.	Jars must be glass. Use recycled jars as this reduces the cost.	Cuts from broken glass	Glass jars with lids.	Demonstration and practice.
		1.2 Wash the jars and lids.	Inspect the jars carefully. If jars are cracked or chipped the jam will spoil.	Burns from hot water	Clean water (for washing jars).	
		1.3 Put the clean jars and the lids on a rack in a pot with clean water.			Large pot (for sterilizing jars).	
		1.4 Put pot on the stove and bring the water to a boil.	Boil jars for 10 minutes.		Wire rack (to put on the bottom of large pot).	
		1.5 Stand sterilised jars on a drying rack to air dry.	Wash hands before handling sterilised jars.		Kitchen towels (for drying jars).	

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
75 mins	2. Prepare the ingredients.	2.1 Select fruit.	Choose high quality fruit. If you use overripe or poor quality fruit, the entire batch can be ruined.	Wear protective clothing (apron, hair net, rubber gloves). If no rubber gloves are available, wash hands before and after food handling.	Mangoes (amount depends on quantity of finished product) Use ratio 5:6:1. For 5 cups mango pulp, add 6 cups of sugar, and the juice of 1 lemon.	Demonstration and practice.
		2.2 Wash fruit.	Wash fruit in clean water. If the water is not clean, you will have to find some way to purify it. Never wash mangoes in hot water Hot water makes mangoes go soft too soon.	Falls (wet, slippery floor).	Basket or other container. Knife, clean, cold water, bowl or colander, kitchen towel.	
		2.3 Peel and slice fruit.	Make sure the pieces are the same size. Remove all stones, seeds, and pits. Put the fruit in a clean bowl. Use wooden, clay, plastic, stainless steel, or enamelled bowls and utensils only. Copper, brass, or iron bowls will react with the citric acid in the fruit and spoil the jam.	Cuts from using knives.	Sharp knife. Bowl. Cutting surface.	

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		2.4 Crush fruit.	Crush the fruit pieces with a clean masher (mortar and pestle) or fruit press.	Bruises (from improper use of pestle).		
		2.5 Add sugar, lemons and pectin.	Sugar helps preserve the jam for a long time. The amount of sugar will depend on the sweetness of the fruit. You can extract pectin from the peels of the mangoes; just boil the peels in water. The sticky pectin will float to the top of the water. This should be done ahead of time. To avoid possible contamination and food poisoning, keep work area absolutely clean.		Bowl. Measuring cups. Storage container (for sugar). Lemon. Mango peels (if making pectin –optional step). Measuring spoons. Large wooden spoon. (for stirring ingredients).	

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
120 mins	3. Cook the fruit mixture.	3.1 Bring the fruit to the boil.	Start to cook the jam as soon as the fruit has been washed, stoned, and cut up. It is not good to prepare the fruit and leave it until you come back from the field. The fruit will lose its good colour and flavour. Boil to concentrate the sugar to the right level.	Risk of burns. Wear protective net, clothing (apron, hair rubber gloves). If no rubber gloves are available, wash your hands for at least 30 seconds.	Large pot. Fruit mixture. Wooden spoon with long handle (for stirring mixture). Kitchen towel . Stove (wood, gas, electric, charcoal).	Demonstration and practice.
		3.2 Stir mixture.	Stir the mixture constantly so it does not burn. This is important because jams burn easily if you don't keep stirring.		Table spoon or ladle (for testing consistency and taste). Extra sugar and lemon (for correcting taste).	
		3.3 Test the mixture.	The jam is ready when it is thick enough by taking spoonful and leaving it to cool. If the surface of a the jam wrinkles when you push it with a finger, the jam is ready. If its not thick enough, leave it to cook a little longer.			
		3.4 Remove the mixture from the heat.	After heating you may want to do a taste test to make sure the jam has a good flavour.			

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
60 mins	4. Package and label the jars.	4.1 Put jam into jam jars.	Use a funnel to pour the hot jam into the hot very containers until they are full. Filling the jars to the top keeps the air out. Keeping the air out will make the jam keep a long time.	Wear protective net, clothing (apron, hair rubber gloves). If no rubber gloves are available, wash your hands for at least 30 seconds before and after food handling.	Glass jars with lids. Labels. Glue. Scissors. Fabric.	Demonstration and practice.
		4.2 Seal the jars.	Make sure that the lids on your jars are sealed properly. If any air gets into the jar, the jam will spoil quickly. Use only new screw or push-on lids, or paraffin wax to seal the jars. Let the jars cool down.	Risk of burns from hot jam and cooking utensils.	Rubber bands. Sealing (paraffin) wax.	
		4.3 Label the jars.	Labels help to identify and decorate the containers. Decorative labels or a circle of bright fabric tied over the lid can attract customers.			
		4.4 Store the jam.	Store the jars in a cool, dark, well- ventilated place. The jam will keep for many months.			

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
60 mins	5. Sell the jam.	5.1 Cost the jam.	Calculate the cost of all of the ingredients needed to make the jam. Calculate the total cost of making the jam, including fuel and electricity costs.		Paper and pens or pencils.	Demonstrate and practice.
		5.2 Price the jam.	Decide on the amount of profit you want to make from selling the jam and add this on to the cost of making it. Check that the amount you want to sell the jam for is a price the market will pay. You don't want to try and sell the jam for a much higher price than others are selling the same product for.			Demonstrate and practice.
		5.3 Market the jam.	Make up a sign to display at the market to tell people about the jam that you are selling.			

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		5.4 Sell the jam.	Make eye contact with customers and smile. Be prepared to tell them about your jam. Be helpful as this will encourage them to buy the jam. Make sure you have enough change to give to customers if they need it when they are buying the jam.			Role plays showing how to approach and speak to customers at the market. Practice counting money and handing out.
		5.5 Manage your money carefully.	Make sure that the money from selling the jam is kept securely so it is not lost or stolen. It is a good idea to bank the money you have made or use it to buy ingredients to make more jam for sale.			Explanation and discussion.

Appendix B: Blank session plan

Session plan

Course title:

Learning outcome:

[illegible]

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	1.	1.1				
		1.2				
		1.3				
		1.4				
		1.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	2.	2.1				
		2.2				
		2.3				
		2.4				
		2.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	3.	3.1				
		3.2				
		3.3				
		3.4				
		3.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	4.	4.1				
		4.2				
		4.3				
		4.4				
		4.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	5.	5.1				
		5.2				
		5.3				
		5.4				
		5.5				

Session plan

[illegible]

Appendix C: Training timetable for the jam making course

Training timetable

Course title: Making mango jam to increase your annual income

Number of trainees: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00am				Introduction			
8:30am				Sterilise jars			
9:00am							
9:30am				Prepare the ingredients			
10:00am							
10:30am				Morning tea			
11:00am				Cook the Fruit mixture			
11:30am							
12:00pm							

Training timetable

Course title: Making mango jam to increase your annual income

Number of trainees: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12:30pm				Lunch			
1:00pm				Package and label the fruit			
1:30pm							
2:00pm				Sell the jam			
2:30pm							
3:00pm				Conclusion			
3:30pm				Finish			
4:00pm							
4:30pm							
5:00pm							

Training timetable

Course title: Making mango jam to increase your annual income

Number of trainees: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:30pm							
6:00pm							
6:30pm							
7:00pm							
7:30pm							
8:00pm							

Appendix D: Blank training timetable

Training timetable

Course title:

Number of trainees:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00am							
8:30am							
9:00am							
9:30am							
10:00am							
10:30am							
11:00am							
11:30am							
12:00pm							

Training timetable

Course title:

Number of trainees:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12:30pm							
1:00pm							
1:30pm							
2:00pm							
2:30pm							
3:00pm							
3:30pm							
4:00pm							
4:30pm							
5:00pm							

Training timetable

Number of trainees:

Course title:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:30pm							
6:00pm							
6:30pm							
7:00pm							
7:30pm							
8:00pm							

Appendix E: Resource list for the jam making course

Resource requirements per week

Course title: Making mango jam to improve your income

Number of trainees: 15

Resources	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly resource total
1. Marketing	20 A4 flyer and program to hand out to trainees					
2. Professional staff				1 trainer		1 trainer
3. Transport and travelling				PMV fare for trainer		PMV fare for trainer
4. Raw materials				80 Mangos 16 Pkts Sugar 20 lemons		80 Mangos 16 Pkts Sugar 20 lemons
5. Equipment				8 Wood stoves 16 Pots 80 Jars with lids 8 Cutting boards 3 Measure cups		8 Wood stoves 16 Pots 80 Jars with lids 8 Cutting boards 3 Measure cups
6. Tools				16 Wooden spoons		16 Wooden spoons

Resource requirements per week

Course title: Making mango jam to improve your income

Number of trainees: 15

Resources	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly resource total
				5 Tongs 16 Knives		5 Tongs 16 Knives
7. Learning materials				16 Workbooks 15 bundles firewood		16 Workbooks
8. Training venue						
9. Refreshments				Morning tea Cakes, coffee, tea milk		Morning tea Cakes, coffee, tea, milk

Appendix F: Blank resource list

Resource requirements per week

Course title:		Number of trainees:				
Resources	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly resource total
1. Marketing						
2. Professional staff						
3. Transport and travelling						
4. Raw materials						
5. Equipment						
6. Tools						

Resource requirements per week

Number of trainees:

Course title:

Resources	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly resource total
7. Learning materials						
8. Training venue						
9. Refreshments						

