

INSTITUTE OF ADULT EDUCATION

**SYLLABUS FOR SKILLS BASED TRAINING ON ENHANCING
PRODUCTION OF VALUE ADDED ON FISH PRODUCTS**



INTERGRATED POST PRIMARY EDUCATION

IPPE

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PRODUCTION OF VALUE ADDED ON FISH PRODUCTS**



**INTERGRADED POST PRIMARY EDUCATION (IPPE)
INSTITUTE OF ADULT EDUCATION**

Institute of Adult Education,
S.L.P. 20679,
Dar es Salaam,
Tanzania.

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Haki zote zimehifadhiwa. Hairuhusiwi kuiga, kunakili, kupiga chapa au kutoa kitabu hiki katika mifindo
wote bila idhini ya Taasisi ya Elimu ya Watu Wazima.

PREFACE

Production of this syllabus on Enhancing Production of Value Added Fish Products for Out of School Youth was successful due to efforts of the Institute of Adult Education and Skills Development Fund. This is an important tool that will serve various youth groups who missed chance to study in a formal education system. Skills provided through this syllabus will enable learners to process various fish products and operate enterprises dealing with value added fish products and hence, promote income generation and economic growth.

Preparation of this syllabus is oriented on learner centric approaches, which focus on active involvement in teaching and learning process as well as enabling acquisition of required skills for fish processing and selling fish products.

ACKNOWLEDGEMENT

Development of this syllabus was a result of efforts of various experts inside and outside the Institute of Adult Education (IAE). The Director of the Institute of Adult Education extends his thanks for their contribution in producing this document. Special thanks are directed to Skills Development Fund for their financial support. Nevertheless, we thank the Director of Institute of Adult Education, Dr. Michael W. Ng'umbi, for supervision and coordination of this work. Also, IAE extends thanks to the following persons who participated in writing and editing this syllabus:

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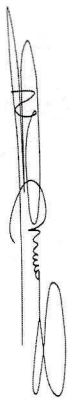
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ABBREVIATIONS

SDF	Skills Development Fund
IAE	Institute of Adult Education
FETA	Fisheries Education and Training Agency



GENERAL INFORMATION

Introduction

This module is set to provide basic enhancing skills for out of school youths and young mothers, particularly in fishing related economic zones. It focuses on Fish Handling, Processing, Preserving as well as Adding Value. The module also centres on enhancing business marketing skills among young people to meet demand for national as well as global demands.

As a developing country, Tanzania is facing many challenges related to provision socio-economic skills among young people. Young people in Tanzania are powerful agents and key stakeholders to support the country's efforts toward building an industrial and middle income status by 2025, but they lack required knowledge, skills and attitude as they try to tap into their locally available resources.

The skills development is operationalized by Training-Learning Tasks (TLT), which are results based oriented with clear indicators to weigh out qualitative and quantitative achievement levels. Therefore, this module, which reflects a "place based curriculum" aims at putting young people's skills to real work situations on fish processing and marketing activities so as to improve their productivity while achieving their sustainable livelihoods.

In increasing the scope of this module, it is practically supported by module two, namely, **Application of Supportive and Responsive learning** to the target participant. Such core skills are considered the corner stone for effectiveness in performing respective identified economic activity. Therefore, they are directly related to occupation or the real work situation of **Fish Processing and Marketing**.

The set up of the module equips the participant with Integrative Aspects of Knowledge, Skills and Attitudes. Therefore, it enhances the participant to operate the enterprise competently.

Also the set up of modules one and two apparently indicates aspects of interdependence and complementarities of the Planned Training Package.

1. Goal

In the real work situation of performing the fish processing and marketing enterprise confidently and effectively, the owner is competently applying handling skills for maintaining fish quality, processing skills for producing different fish products, preserving skills for prolonging shelf life to reach customers at a distance, producing fish value added product skills for meeting demand for categorized customers and marketing for distributing value added product skills according to customers' demand(s).

2. Objectives

After learning through this syllabus, the learner shall be able to perform the following:

- To analyse concepts related to fish processing (value addition),
- To describe traditional as well as modern fish processing methods,
- To produce different value added fish products,
- To establish fish processing enterprises, and
- To apply business management skills on **processed fish enterprises**.

3. Learning Outcomes

After learning through this syllabus, learner shall have the following competencies:

- Would apply fish handling techniques,
- Would become good processors of various fish products,
- Would produce fish products with increased shelf life, and
- Would manage process fish products enterprises.

4. Teaching and Learning Methods

This syllabus has suggested various teaching and learning methods, which intend to engage students in the centre of learning. It will enable the learner to acquire appropriate skills, which will allow to process and market fish products as well as improve their incomes and general national economic development.

5. Learning and Assessment

Learners shall be gauged by both formative and summative assessments. Formative assessment will include daily, weekly and monthly measure, which will be conducted through oral questions, portfolio, projects and written tests. Summative assessment will be conducted at the end of training by the Institute of Adult Education and it will be administered by using the following criteria:

Distribution of scores will be as follows:

a) Continuous Assessment

i) Participation	10
ii) Practical	40
iii) One written test	10
b) Final examination	<u>40</u>
Total	100

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MODULE ONE: CORE SKILLS IN FISH PROCESSING

1. GENERAL DEMONSTRABLE TRAINING SKILLS

Application of basic enhancing core skills in fish processing.

1.1 Focused Main Skills

- 1.1.1 Applying fish handling skills for maintaining quality of fish products,**
- 1.1.2 Processing fish for producing various fish products,**
- 1.1.3 Preserving fish products for prolonging shelf life, and**
- 1.1.4 Determining proper technique(s) for producing value added fish products.**

1. TRAINING - LEARNING MAIN SKILLS AND TASK/PRACTICAL ASSIGNMENT FRAMEWORK

S/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
1.1.1	Applying Fish Handling Skills For Maintaining Quality of Fish Products i) Creating Hygienic Environments Related to Fish Processing and Marketing					

S/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	<p>a) Sources of Contamination (how sea food can be contaminated).</p> <p>b) Hygienic Design (how hygienic design criteria can be used to reduce contamination during handling).</p> <p>c) Origin of bacterial infection(s) in seafood (environmental routes).</p> <p>d) Common materials used for construction in food industry.</p> <p>e) How to manage fish post-harvest losses.</p>		<ul style="list-style-type: none"> • Lectures • Brainstorming • Demonstration • Interviews • Integrative practical assignments • Field visits • Inviting experienced guest speakers. 	<ul style="list-style-type: none"> • Flip charts • White board • Video 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	ii) Cleaning fish products to remove blood and impurities a) Preparing materials. b) Washing fish to remove dirt and sand. c) Putting fish in clean containers.		<ul style="list-style-type: none"> • Demonstration • field visit • integrative • practical assignment 	<ul style="list-style-type: none"> • flip chart • white/ chalk board • video • Real objects. • Flip sheet 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview
	iii) Applying fish quality control and efficient work flow a) Raw material freshness. b) Processing temperature. c) Fat stability. d) Hygiene. e) Traceability. f) Safety: <ul style="list-style-type: none"> - Plastic basin. - Wooden boxes. - Meshed boxes. 		<ul style="list-style-type: none"> • Discussion • Case study • Demonstration • Lectures • Debates • Dramatization • Role play • Hands on practice 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects 		<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
iv)	<p>Applying the basic standard operating procedures and regulations related to fish processing</p> <p>a) Possession of legal applicable documents.</p> <p>b) Application of food standards.</p> <p>c) Application of fisheries law and regulation guiding fish quality in Tanzania.</p>		<ul style="list-style-type: none"> • Inviting experienced guest speaker • Discussion • Interview • Debate • Lectures • Case study • Written/ Oral case study 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview
v)	<p>Sorting fish according to species, size and quality</p> <p>a) Sorting fish by species.</p> <p>b) Sorting fish by size.</p> <p>c) Sorting fish by quality.</p>		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Role play • Interview • Discussion • Lectures 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	vi) Cleaning fish products to remove blood and impurities a) Preparing materials. b) Washing fish to remove dirt and sand. c) Putting fish in clean containers.		<ul style="list-style-type: none"> • Demonstration/return demonstration • Role play • Lectures • Discussion • Integrative practical assignment 	<ul style="list-style-type: none"> • Flip chart • White board/ B/board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview
1.1.2	Processing Fish to Produce Various Products		<ul style="list-style-type: none"> • Demonstration/Return demonstration • Role play • Lectures • Discussion • Integrative practical assignment 	<ul style="list-style-type: none"> • Flip chart • White board/ B/board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	<p>i) Processing fish for obtaining required products</p> <p>a) Scaling fish:</p> <ul style="list-style-type: none"> - Start scale up to edges - Scale the collar - Start to cut - Cut gills. <p>b) Gutting fish:</p> <ul style="list-style-type: none"> - Remove guts - Scrape liver - Snip gills - Remove the gills <p>c) Spitting fish.</p> <p>d) Filleting fish:</p> <ul style="list-style-type: none"> - Gather tools - Cut towards tails - Slice around ribs 					

s/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	e) Cutting fish: <ul style="list-style-type: none"> - Gathering tools for cutting fish. - Cutting fish into suitable pieces. f) Dripping fish products for reducing quantity of water: <ul style="list-style-type: none"> - Put fish in dripping racks. - Preparing fish for further processing. 					

S/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
1.1.3	Preserving Fish Products for Prolonging Shelf Life		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Role play • Case study • Integrative practical assignment • Field visit • Inviting experienced guest speaker • Interview • Discussion • Lectures 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	i) Controlling loss of fish quality for realizing good products a) Avoid Physical damage. b) Avoid Chemical reaction. c) Inhibit Microbial spoilage.					
	ii) Preparing salt for adding taste and preservation Understanding factors affecting salt uptake a) Preparing brine solution b) Apply salting methods		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Role play • Interview • Discussion • Lecturette • Integrative practical assignment. 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	iii) Apply preservation techniques for prolonging shelf life of fish products a) Determining traditional methods <ul style="list-style-type: none"> - Sun drying - Solar tent drying - Smoking - Salting - Air drying b) Apply modern methods <ul style="list-style-type: none"> - Frying. - Cooking/boiling, canning, frying. - Freezing/cooling/ Refrigeration. - Irradiation. 		<ul style="list-style-type: none"> • Demonstration/Return demonstration • Role play • Case study • Brainstorming • Inviting guest speaker • Field visit • Lectures • Discussion • Interview • Integrative practical assignment. 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector • Real objects 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	iv) Packaging fish products for storage and selling a) Understand criteria for selection of packaging materials: - Selecting materials for packaging. - Pack and label to provide information to consumers. - Preserving packed product to maintain shelf life.		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Discussion • Role play • Case study • Interview • Lectures • Integrative practical assignment. 	<ul style="list-style-type: none"> • Flip chart • White/ b/ board • Video • Real objects • Projector • Real objects • Cards • Charts. 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
1.1.4	<p>Applying Proper Technique for Producing Value Added Fish Products</p> <p>i) Smoking Process</p> <p>a) Cleaning the smoking kiln to remove dust, ashes and remaining of used saw dust and charcoal.</p> <p>b) Arrange the dripped fish on racks in a kiln in a way that they don't touch each other.</p> <p>c) Setting fire in the kiln and let the wood burn.</p> <p>d) Controlling fire at smouldering rate preliminary smoking at 30°C for 1 hour.</p> <p>e) Intensify fire in the kiln by raising temperatures up to about 80°C until fish is golden in colour.</p>		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Role play • Case study • Inviting experienced guest speaker • Field visits • Discussion • Lectures • Integrative practical assignment 	<ul style="list-style-type: none"> • Flip chart • White/ B/ board • Video • Real objects • Projector • Project 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	<p>f) Intensify the heat to about 100° c using growing charcoal instead of growing. Leave smoked to cool in the kiln while charcoal is quenching by itself.</p> <p>g)</p>					
	<p>ii) Fish dry Salting process</p> <p>a) Prepare plastic or aluminium tray and place it in clean surface.</p> <p>b) Calculating the amount of salt of the total weight of fish.</p> <p>c) Sprinkling layer of salt at the bottom surface.</p> <p>d) Laying first layer of split fish cut side up.</p> <p>e) Sprinkling another layer of salt over the fish and lay another layer of fish cut side down. Then distribute another of salt on top.</p>		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Role play • Case study • Inviting experienced guest speaker • Field visit • Discussion • Lectures • Integrative practical assignment. 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	<p>f) Alternating layer of fish and salt in the same way- flesh to flesh and skin to skin.</p> <p>g) Restock fish after 24 hours top layer becoming the bottom layer. Adding more salt if declined.</p> <p>h) Drying the salted fish under the sun.</p> <p>i) Weigh and pack into well labelled container.</p> <p>iii) Frying process</p> <p>a) Preparing material and equipments.</p> <p>b) Boiling cooking oil in the frying pan.</p> <p>c) Deeping fish in boiling oil and frying to obtain golden colour.</p> <p>d) Taking the fried fish off the frying pan for cooling.</p>		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Inviting experienced guest speaker • Field visit • Interview • Lecturette 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	e) Pack well in a well labelled container.		<ul style="list-style-type: none"> • Discussion • Integrative practical assignment. 			
	iv) Producing fish ball a) Preparing apparatus and materials. b) Mixing fish fillet with spices. c) Grinding the mixture. d) Shaping the mixture into ball shape. e) Tossing the balls in a boiling oil to achieve golden colour. f) Pack well into appropriate package.		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Inviting experienced guest speaker • Interview • Discussion • Lecturette • Integrative practical assignment 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
v)	Producing Fish Finger					
a)	Collecting apparatus and materials		<ul style="list-style-type: none"> • Demonstration/ Return demonstration 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board 	<ul style="list-style-type: none"> • Log book for reflection 	<ul style="list-style-type: none"> • Skill test
b)	Mincing fish.		<ul style="list-style-type: none"> • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Video • Real objects 	<ul style="list-style-type: none"> • Portfolio • SSAF 	<ul style="list-style-type: none"> • Simulation
c)	Preparing bread crumbs for mixing		<ul style="list-style-type: none"> • Interview • Discussion • Lecturette 	<ul style="list-style-type: none"> • Projector 		<ul style="list-style-type: none"> • Interview
d)	lemon juice and salt. Sprinkling mixture of bread crumbs over the shaped stick.		<ul style="list-style-type: none"> • Integrative practical assignment 			
e)	Deeping the fingers into butter for making them looking brown.					
f)	Remove from the cooking oil and let the oil to drain.					
g)	Pack well.					

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	<p>vi) Producing Fish Samosa/pie</p> <p>a) Mixing fish mince with mixed spice, onions, powdered paper and salt.</p> <p>b) Shallow frying the mince mixture.</p> <p>c) Preparing a baking flour paste mixed with baking powders, freshwater and dibble oil.</p> <p>d) Cutting the paste into pieces as per required size.</p> <p>e) Preparing paste sheet from the cut pieces of the paste.</p> <p>f) Coating the prepared sheet with dry backing flour.</p> <p>g) Putting three table spoon of fried mixture onto the paste sheet.</p>		<ul style="list-style-type: none"> • Demonstration/Return demonstration • Inviting experienced guest speaker • Interview • Discussion • Lecturette • Integrative practical assignment. 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	<p>h) Closing the sheet such that mince mixture is housed into the closed sheet.</p> <p>i) Deep frying the closed sheets to golden colour.</p> <p>j) Pack the finished product into proper container.</p>					
	<p>vii) Producing Fish cake</p> <p>a) Peeling the potatoes, boil and mashing them.</p> <p>b) Boiling fish and separate flesh from bones.</p> <p>c) Grinding fish flesh into paste.</p> <p>d) Mixing the two mixture, add salt and a well beaten egg homogenize properly.</p> <p>e) Preparing bread crumbs.</p>		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Integrative practical assignment • Inviting experienced guest speaker • Interview • Discussion • Lecturette 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	<p>f) Tossing in bread crumbs and frying to attain golden colour.</p> <p>g) Remove from the fryer and let the oil to drain.</p> <p>h) Pack well.</p> <p>viii) Producing Fish sausage</p> <p>a) Mincing raw fish and blending with fats, onions, pepper and wheat flour as a binder.</p> <p>b) Filling the required amount into a moulder to get shape.</p> <p>c) Cooking for 1 and 1/2 hours.</p> <p>d) Letting the product to cool.</p> <p>e) Pack in a well labelled container.</p>		<ul style="list-style-type: none"> • Demonstration/ Return demonstration • Integrative practical assignment • Inviting experienced guest speaker • Interview • Discussion • Lectures 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
ix)	Producing Fish meal					
a)	Cooking fish in boiling water for 30 minutes.		• Demonstration/ Return demonstration	• Flip chart • White board/ B/ board	• Log book for reflection	• Skill test • Simulation
b)	Cooling boiled fish for 10 minutes and draw surface water.		• Integrative practical assignment	• Video • Real objects • Projector	• Portfolio • SSAF	• Interview
c)	Picking the flesh from bones.		• Inviting experienced guest speaker			
d)	Pressing flesh for 10 minutes and collect press liquor.		• Interview			
e)	Storing press cake in air tight container waiting for stick water.		• Discussion • Lectures			
f)	Heating the liquor to 90°C and centrifuge to remove floating oil. The resultant is called stick water.					
g)	Adding the concentrated stick water to the press cake.					
h)	Drying and crushing the press cake.					
i)	Weigh and pack into labelled containers.					

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	x) Producing Fish silage a) Mincing raw fish, fish parts or fish waste. b) Adding inorganic acid to lower the pH to 4. c) Mixing thoroughly using stirrer.		<ul style="list-style-type: none"> • Demonstration/ Return demonstration. • Integrative practical assignment. • Inviting experienced guest speaker • Interview • Discussion • Lectures 	<ul style="list-style-type: none"> • Flip chart • White board/ B/ board • Video • Real objects • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • SSAF 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

1.5 General Reflection and Remarks

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1.6 Training – Learning Main Skills Performance Indicators Framework

S.N	Training – Learning Main Skills	Performance Indicators for Effective Assessment, Monitoring and Evaluation Process
4.1.1	Applying fish handling skills for maintaining quality of fish products	Fish handling skills for maintaining quality of fish products are correctly applied
4.1.2	Processing fish for producing various fish products	Various fish products are correctly prepared and produced
4.1.3	Preserving fish products for prolonging shelf life	Fish preservation techniques for prolonging shelf life are properly applied
4.1.4	Determining proper techniques for producing value added fish products	Fish value added products are correctly prepared and produced

MODULE TWO

APPLICATION OF SUPPORTIVE AND RESPONSIVE LEARNING SKILLS IN FISH PROCESSING

1. Introduction

This module is strategically set to complement **module one** which covers **Application of Basic Enhancing (core) Skills in Fish Processing and Marketing**.

It provides Supportive and Responsive Learning Skills as added qualities that give room for the owner of the **Planned Enterprise** to overcome some challenges and ultimately, achieve the desired mission.

Supportive Skills are acquired through covering five Training Competence Areas, namely, **Entrepreneurship, Customer Care, Communication, Branding and Marketing**. Through each, the main skills are developed to guide the training process and its outcomes.

Responsive Learning Skills are embedded to allow the owner of the Enterprise build and sustain culture of **Self-Directed and problem-solving learning**.

Therefore, they change mindset and lay grounds for LIFE LONG LEARNING and LEARNING HOW TO LEARN as part and parcel of life of the initiated enterprise. In this module, the combined practice of providing quality guidance service using Guidance Tools together with conducting assessment using Integrative Assessment methods lead to programme target groups as an outcome possesses both qualities. There will be quality of **mastering** the enterprise as well as a **pleasant** personality to cope with different stakeholders in different situations.

1. General Demonstrable Skills

In the real work situation of performing the fish processing and marketing enterprise confidently and effectively, the owner is competently applying entrepreneurial skills for becoming creative as well as attain customer care skills for providing quality customer care service, communication skills for communicating courtesy with different stakeholders, branding skills for justifying registration of products and ownership, and marketing skills for publicizing the products as well as convincing and reaching customers.

2.1 TRAINING COMPETENCE AREA ONE: ENTREPRENEURSHIP

- 2.1.1 Focused Main Skills**
- 2.1.1 Applying basic concepts related to entrepreneurship in fish processing and marketing;**
- 2.1.2 Organizing fish processing enterprise;**
- 2.1.3 Applying marketing Skills for promoting processed fish products; and**
- 2.1.4 Managing fish processing business.**

1. TRAINING/LEARNING MAIN SKILLS AND TASKS/PRACTICAL ASSIGNMENT FRAMEWORK

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.1.1	<p>Applying Basic Concepts Related to Entrepreneurship in Supporting Fish Processing and Marketing:</p> <p>i) Applying basic concepts related to entrepreneurship in fish processing and marketing</p> <p>a) Entrepreneurship, b) Entrepreneur, c) Enterprise.</p> <p>ii) Developing entrepreneurship traits for becoming assertive in performing fish processing enterprises</p> <p>a) Identify Personal Entrepreneurship Competences (PECs) b) Improving weak PEC's.</p>		<ul style="list-style-type: none"> • Lectures • Discussion • Brainstorming • Case study • Self assessment 	<ul style="list-style-type: none"> • Flipchart • White/black Board • projector 	<ul style="list-style-type: none"> • Log book for reflection 	<ul style="list-style-type: none"> • Oral question
			<ul style="list-style-type: none"> • Lectures • Role play • Demonstration • Discussion 	<ul style="list-style-type: none"> • Flipchart • Sweets • projector 	<ul style="list-style-type: none"> • Log book for reflection 	<ul style="list-style-type: none"> • Oral question • Role play

S/N	Training -Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	iii) Demonstrating positive attitude towards valuing the established fish processing enterprise a) Actionable plan for fish processing enterprise development		<ul style="list-style-type: none"> • Lectures • Case study • Discussion • Role play • Group work 	<ul style="list-style-type: none"> • Flipchart • White/black Board • projector 	<ul style="list-style-type: none"> • Log book for reflection • Students self assessment form 	<ul style="list-style-type: none"> • Oral question • Simulation exercise
	iv) Comparing advantages and disadvantages of Wage and Self employment for making rational decision a) Compare entrepreneurship and intrapreneurship.		<ul style="list-style-type: none"> • Lectures • Discussion • Case study • Invite experience Guest speaker • Brainstorming. 	<ul style="list-style-type: none"> • Flipchart • White/black Board • projector 	<ul style="list-style-type: none"> • Log book for reflection • Students self assessment form 	<ul style="list-style-type: none"> • Oral question • Simulation exercise

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.1.2.	Organizing Fish Processing Enterprises					
	i) Generating business ideas and applying them in organizing fish processing enterprise Enhance creativity in establishing fish processing enterprise.		<ul style="list-style-type: none"> • Lectures • Discussion • Brainstorming • Gallery work • Invite experience • Guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • projector 	<ul style="list-style-type: none"> • Log book for reflection • Students self assessment form 	<ul style="list-style-type: none"> • Oral question/Interview • Simulation exercise • Written exercise
	ii) Analyzing business ideas for making an appropriate interpretation in undertaking fish processing enterprise a) Micro screening or SWOT analysis of identified ideas		<ul style="list-style-type: none"> • Lectures • Discussion • Invite experience • Guest speaker • Field visit 	<ul style="list-style-type: none"> • Flipchart • White/black Board • projector 	<ul style="list-style-type: none"> • Log book for reflection • Students self assessment form • Portfolio 	<ul style="list-style-type: none"> • Oral question/Interview • Written knowledge test • Project

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	iii) Using identified opportunities in promoting and sustaining fish processing Enterprise a) Pre-feasibility study of the identified enterprise		<ul style="list-style-type: none"> • Lectures • Brainstorming • Discussion • Project • Role play • Field visit • Case study 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Students self assessment form 	<ul style="list-style-type: none"> • Competence test • Skill test
	iv) Preparing a rational business plan for guiding the implementation of planned fish processing Enterprise a) Understand of components of business plan b) Identify and prepare start up costs.		<ul style="list-style-type: none"> • Lectures • Discussion • Invite experienced guest speaker • Gallery work • Demonstration • Field visit • Integrative Practical Assignment • Group work 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Real object • Sample of a business plan • Template of a business plan 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
v)	Comparing Small and Medium Enterprise for establishing the proper required fish value added enterprise.		<ul style="list-style-type: none"> Lectures Discussion Gallery walk Field visit 	<ul style="list-style-type: none"> Flipchart White/black Board Projector 	<ul style="list-style-type: none"> Log book for reflection portfolio 	<ul style="list-style-type: none"> Oral questioning/ Interview Competence test
vi)	<p>Categorizing types of business ownership for making rational decision(s) on selecting the appropriate type of ownership</p> <p>a) Business formalization process</p> <p>b) Understand different legal and regulatory compliance patterns.</p>		<ul style="list-style-type: none"> Lectures Discussion Field visit Case study Gallery walk Inviting experienced guest speaker 	<ul style="list-style-type: none"> Flipchart White/black Board Projector Video Sample of written case study 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	<ul style="list-style-type: none"> Oral questioning/ Interview Competence test

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.1.3	Applying Marketing Skills For Promoting Processed Fish Products i) Applying basic concepts of market and marketing for making rational decision(s) on determining location, price, types of promotion strategies and categorizing product for specific market (4Ps) a) Product b) Price c) Promotion d) Place/physical evidence e) People f) Process.		<ul style="list-style-type: none"> • Lectures • Discussion • Field visit • Case study • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.1.4	Sales and Marketing i) Marketing research a) Conducting marketing research b) Analysing market research c) Check of factors affecting demand and supply and how to mitigate.		<ul style="list-style-type: none"> • Lectures • Discussion • Field visit • Case study • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • Oral questioning/ Interview • Competence test
	Product development a) Branding b) Packaging and labelling c) Sells and distribution d) Cost of sales and pricing e) Customer services.		<ul style="list-style-type: none"> • Lectures • Discussion • Field visit • Case study • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • Oral questioning/ Interview • Competence test

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.1.5	Managing Fish Processing Business i) Assessment of sources of capital for making right decision(s) according to the requirements of the planned business a) Identify various sources of business finance b) Analyse strategies on how to access business finance c) Identify criteria to access business from external sources		<ul style="list-style-type: none"> • Lectures • Discussion • Field visit • Case study • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • Competence test • Project assignment • Oral questioning/ Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	ii) Applying leadership skills in working with human resources and economic resources in fish processing enterprise a) Understand role of the manager b) Business communication: Interpersonal communication and organizational structure.		<ul style="list-style-type: none"> • Lectures • Discussion • Field visit • Case study • Gallery walk • Inviting experienced guest speaker • Gig saw fish 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training - Learning Main Skills and Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
iii)	<p>Using different books used for proper keeping business records</p> <p>a) Concept of record keeping and its importance</p> <p>b) Record keeping practice, rules and tools</p> <p>c) List of basic books and other records to be kept by business.</p>		<ul style="list-style-type: none"> • Lectures • Discussion • Field visit • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview
iv)	<p>Building culture of managing time for increasing productivity as per market requirements</p> <p>a) Tools for productivity at work place SSS/ SMEs</p> <p>b) Different waste management in business</p>		<ul style="list-style-type: none"> • Lectures • Discussion • Case study • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Oral questioning/ Interview • Project

2.1.6 General Reflection and Remarks

2.1.7 Training – Learning Main Skills and Tasks: Performance Indicators

S/N	TRAINING – LEARNING MAIN SKILLS	PERFORMANCE INDICATORS FOR EFFECTIVE ASSESSMENT MONITORING AND EVALUATION PROCESSES
1.2.1	Applying basic concepts related to entrepreneurship in fish processing and marketing	Basic concepts related to entrepreneurship in fish processing and marketing are correctly applied
1.2.2	Organizing fish processing enterprise	Enterprise for processed fish is correctly organized
1.2.3	Applying marketing components for promoting processed fish products	Marketing components for promoting processed fish products are properly applied
1.2.4	Managing fish processing business	Fish processing business is properly managed

2.2 TRAINING COMPETENCE AREA TWO: CUSTOMER CARE FOCUSED MAIN SKILLS

- 2.2.1 Applying skills in provision of customer service for maintaining customers in fish processing enterprises,
- 2.2.2 Applying ICT skills in designing attractive advertisements in familiarizing customers about fish products and marketing,
- 2.2.3 Classifying methods for handling customers for determining reasonable prices and retaining the number of customers,
- 2.2.4 Categorizing customer complaints and determining the best solutions for maintaining their positive attitudes of customer towards fish processing enterprises, and
- 2.2.5 Conducting evaluation and making use of results for maintaining trust and improving the fish processing enterprises.

1. TRAINING - LEARNING MAIN SKILLS AND TASKS/ PRACTICAL ASSIGNMENT FRAMEWORK

SN	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Material	Guidance Tools	Remarks
2.2.1	<p>Applying Skill In Provision of Customer Service for Maintaining Number of Customers in Fish Processing Enterprises.</p> <p>i) Identifying types of customers for undertaking selling and marketing in fish processing enterprises a) Selling point display for fish products</p> <p>ii) Classifying ethics for provision of proper quality services to customers.</p> <p>iii) Applying major skills of customer services for retaining number of customers in fish processing enterprise. a) Customer data base management</p>		<ul style="list-style-type: none"> • Lecture/short lecture • Brainstorming • Case study • Demonstration 	<ul style="list-style-type: none"> • Projector • Video 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	
			<ul style="list-style-type: none"> • Lecture • Role play • Gallery walk • Interview 	<ul style="list-style-type: none"> • Charts • Projector • Real object 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	
			<ul style="list-style-type: none"> • Lecture • Field visit • Demonstration • Inviting experienced guest speaker. 	<ul style="list-style-type: none"> • Projector • Flip chart • White board 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	

SN	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Material	Guidance Tools	Remarks	
2.2.2	Applying ICT Skills in Designing Attractive Advertisement in Familiarizing the Customers about Fish Products and Marketing a) Understand of ICT in business b) ICT tools applicable in business marketing c) Challenges of ICT in business		<ul style="list-style-type: none"> • Lecture • Brainstorming • Integrative • practical assignment • Demonstration • Group work 	<ul style="list-style-type: none"> • Flip sheet • Projector • White board • Real objects • Flip chart • ICT tools, e.g., TV, Radio, mobile phones and Smartphone 	<ul style="list-style-type: none"> • Flip sheet • Projector • White board • Real objects • Flip chart 	<ul style="list-style-type: none"> • Log book for reflection Portfolio 	
	i) Determining the best use of mobile phones and social media in handling customers by designing good advertisements of fish processed products in fish enterprises.		<ul style="list-style-type: none"> • Lecture • Brainstorming • Integrative practical assignment • Demonstration 	<ul style="list-style-type: none"> • Flip sheet • Projector • White board • Real objects • Flip chart 	<ul style="list-style-type: none"> • Log book for reflection Portfolio 		

SN	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Material	Guidance Tools	Remarks
2.3.1	<p>Classifying Methods of Handling Customers for Determining Reasonable Prices and Retaining the Number of Customers.</p> <p>i) Determining customers' demand in undertaking fish processing business.</p> <p>ii) Applying methods of handling different customers in fish processing and marketing for the aim of retaining their numbers.</p>		<ul style="list-style-type: none"> • Lecture • Flip chart • Projector • White board 	<ul style="list-style-type: none"> • Charts • Flip charts • Projector • Video 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	

SN	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Material	Guidance Tools	Remarks
	iii) Setting strategies for pricing fish products based on the types of market you are targeting		<ul style="list-style-type: none"> • Lecture • Discussion • Panel group discussion • Brain storming • Demonstration • Inviting Guest Speaker. 	<ul style="list-style-type: none"> • Flip sheets • Real object • Projector 		

SN	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Material	Guidance Tools	Remarks
2.4.1	<p>Categorizing Customer Complaints and Determining the Best Solution for Maintaining their Positive Attitudes of Customer Towards the Fish Processing Enterprises</p> <p>i) Assessing the best way in dealing with customers complaints and determining the best solution for maintaining positive attitude for customers.</p> <p>ii) Integrating methods for converting complaints into fish processing enterprises opportunity for maintaining customers.</p>		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Demonstration 	<ul style="list-style-type: none"> • Flip chart • Projector • Video • White board 		
			<ul style="list-style-type: none"> • Lecture • Brain storming • Case study • Integrative practical assignment. • Field visit • Inviting guest speaker 	<ul style="list-style-type: none"> • Projector • White board • Cards • Charts • Real objects 		

SN	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Material	Guidance Tools	Remarks
2.5.1	<p>Conducting Evaluation and Making Use of Results for Maintaining Trust and Improving the Fish Processing Enterprises.</p> <p>i) Constructing techniques can be used in maintaining trust and improving fish processing enterprises</p> <p>ii) Designing feedback planning tools for getting response in retaining customers in fish enterprises.</p>		<ul style="list-style-type: none"> • Lecture • Brain storming • Discussion • Gallery walk • Integrative Practical Skill 	<ul style="list-style-type: none"> • Projector • White board • Video • Flip chart • Flip sheet 		

2.3 Training Competence Area Three: Communication

Focused Main Skills

- 2.3.1: Applying speaking skills for communicating with customers in processing and marketing enterprise,
- 2.3.2 Utilizing listening skills for providing appropriate responses in fish processing and marketing enterprise, and
- 2.3.3 Applying writing skills for sharing information fish in fish processing and marketing enterprise.

1. TRAINING-LEARNING MAIN SKILLS AND TASKS (PRACTICAL ASSIGNMENT) FRAME WORK

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
2.3.1	Applying Speaking Skills for Communicating with Customers in Processing and Marketing.					

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
	<p>i) Conducting Communication With Different People (Elevator pitch)</p> <p>a) Turning a small talk with a person into sales opportunity pitching for successes</p> <p>b) Applying an approachable, friendly way talking to any situation</p> <p>c) Building trust and exposure through a simple friendly conversation</p>		<ul style="list-style-type: none"> • Lecture • Simulation • Demonstration • Role play • Brain storming • Case study • Peer tutoring 	<ul style="list-style-type: none"> • Video • Flip charts • Flip sheets • Projector • Charts 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
	(ii) Communicating With Customers About Fish Processing Through Non Verbal Communication a) Code of dressing/ wearing style b) General cleanness - Utensils - Environment					
	(iii) Negotiating For Fish processing & Marketing More Successful a) Negotiating effectively using - Right words - Timing - Right facts - Remain confident		<ul style="list-style-type: none"> • Lecture • Simulation • Demonstration • Role play • Brain storming • Case study • Peer tutoring 	<ul style="list-style-type: none"> • Video • Flip charts • Flip sheets • Projector • Charts 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form • Skill test • Simulation • Interview 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
	b) Securing better terms of value added fish products <ul style="list-style-type: none"> - Make a list of product features - List actual benefits of using the products - List how those benefits make your customers' life better. 		<ul style="list-style-type: none"> • Flip chart • Flip sheet • Discussion • Charts. 			

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
	<p>iv) Presenting in Different Situations Ideas & Complaints Related to Fish Processing & Marketing</p> <p>a) Encouraging and persuading in different situations, e.g., complains about the products</p> <p>b) Apologizing with customers by using polite language.</p>		<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Brain storming • Case study 	<ul style="list-style-type: none"> • Video • Flip charts • Flip sheets • Charts • Cards • Projector 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
2.2.1	<p>Applying Listening Skills for Communicating with Customers in Fish Processing and Enterprise</p> <p>T/Learning Task:</p> <p>i) Handling Conflicts for Managing Different Clients In Undertaking Fish Processing & Marketing</p> <p>a) Handling different clients, e.g., difficult, stubborn and hard to work with</p> <p>b) Managing adverse situations</p> <p>c) Communicating under pressure confidently.</p>		<ul style="list-style-type: none"> • Peer tutoring • Lecture • Discussion • Simulation • Demonstration • Role play • Brain storming • Case study 	<ul style="list-style-type: none"> • Cards • Video • Charta • Flip charts • Flip sheets 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
	ii) Debating With Clients & Fellow Producers on Value Added Fish Products a) Presenting ideas with greater strength and clarity to customers b) Discussing alternative options in a productive and respective setting c) Discussing with client about fish processing and marketing in ethical manner.		<ul style="list-style-type: none"> • Lecture • Debating • Simulation • Dramatization • Demonstration • Role play • Brain storming • Case study 	<ul style="list-style-type: none"> • Video/CD • Flip charts • Flip sheets • Cards • Charts 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
45	iii) Leading and Mediating in Situation Which May Lead to Conflicts & Misunderstanding in Issues Related to Fish Processing & Marketing a) Instilling confidence, trust and passion about products b) Achieving and maintaining a powerful image of products through every day messages		<ul style="list-style-type: none"> • Lecture • Discussion • Inviting experienced guest Speaker • Demonstration • Role play • Brain storming • Case study • Simulation 	<ul style="list-style-type: none"> • Flip charts • Flip sheets • Cards • Charts • Video/CD 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
2.3.1	<p>Utilizing Writing Skills For Providing Appropriate Responses in Fish Processing And Marketing Enterprise: T/Learning Task:</p> <p>i) Preparing an Advertisement Related to Value Added Fish Products Constructing direct and concise advertisements</p> <p>a)</p>		<ul style="list-style-type: none"> • Lecture • Gallery work • Demonstration • Role play • Brain storming • Case study • Dramatization • Project • Integrative Practical Assignment. 	<ul style="list-style-type: none"> • Video/CD • Black/whiteboard • Flip charts • Flip sheets • Projector • Cards • Real objects 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form • Portfolio 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
	ii) Composing Clear SMS Related to Value Added Fish Product a) Stating ideas clearly with minimal opportunities for misinterpretation b) Categorizing audience/ customers before developing messages - Environment - Education - Faith - Producers - Consumers		<ul style="list-style-type: none"> • Peer tutoring • Lecture • Demonstration • Role play • Brain storming • Case study • Project • Integrative Practical Assignment 	<ul style="list-style-type: none"> • Video/CD • Flip charts • Flip sheets • Real objects • Cards • Charts 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form • Portfolio 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/Resources	Guidance Tools	Integrative Assessment Methods
	iii) Sharing Information Related to Value Added Fish Products a) Designing messages for enhancing clear interpretation b) Establishing networking for increasing access of sharing information with other producers and customers c) Selecting appropriate means of sharing information and getting feedback timely:		<ul style="list-style-type: none"> • Peer tutoring • Lecture • Inviting experienced guest speaker • Demonstration • Role play • Brain storming • Case study • Project • Integrative Practical Assignment 	<ul style="list-style-type: none"> • Video/CD • Real objects • Cards • Charts • Flip charts • Flip sheets 	<ul style="list-style-type: none"> • Log book for reflection • Students' self assessment form • Portfolio 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

SN	T/L Main Skills And Tasks	Duration	Participatory Methods	Facilitation Materials/ Resources	Guidance Tools	Integrative Assessment Methods
	<ul style="list-style-type: none"> - Letter - What's up - Instagram - Twitter - Email - Sms - Face book - Blogs - LinkedIn 					

2.3.2. GENERAL REFLECTION AND REMARKS

1. 2.3.3 TRAINING- LEARNING SKILLS PERFORMANCE INDICATORS FRAME WORK

SN	Training -learning main skills	Performance indicators for effective assessment, monitoring and evaluation process
1	Applying speaking skills for communicating with customers in fish processing and marketing enterprise	Speaking skills for communicating with customers in fish processing and marketing enterprise correctly applied
2	Utilizing listening skills for providing appropriate response in fish processing and marketing enterprise	Speaking skill for providing appropriate response in fish processing and marketing enterprise is correctly applied
3	Applying writing skills for sharing information in fish processing and marketing enterprise	Writing skills for sharing information on in fish processing and marketing enterprise correctly applied

2.4: Training Competence Four: Product Branding

Focused Main Skills

- 2.4.1 Applying basic concepts related to branding for fish packaging and labelling
- 2.4.2 Classifying fish products and strategic decisions in undertaking value added fish enterprise.
- 2.4.3 Constructing information related to Branding identity appearing on packed fish product.
- 2.4.4 Establishing the mechanism of Quality Control basing on fish processing procedures.
- 2.4.5 Tracing fish processing for controlling Quality of the Products.

2.4.6 Developing the fish labelling components for indicating details of value Added fish product.

Training – Learning Main Skills and Tasks/Practical Assignment Frame Work

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
2.4.1	Applying Basic Concepts Related to Branding for Fish Packaging and Labelling.					
	i) Interpreting basic concepts related to value added fish products in fish processing a) Branding b) Labelling c) packaging		<ul style="list-style-type: none"> • Lecture • Brain storming • Discussion • Demonstration • Role play • Gallery walk • Case study • Projects 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Real objects • Pictures 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student Self-Assessment Form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
2.4.2	<p>Classifying Fish Products And Strategic Decisions In Undertaking Value Added Fish Enterprise.</p> <p>i) Determining product classification related to consumer products in fish processing enterprise</p> <p>a) Products purchased frequently and immediately</p> <p>b) Products bought less frequently</p> <p>c) Higher priced products</p> <p>d) Low priced products.</p>		<ul style="list-style-type: none"> • Lecture • Brain storming • Discussion • Demonstration • Role play • Gallery walk 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student Self-Assessment Form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
	ii) Determining strategic decisions for differentiating the product of the entire enterprise from other competitive products. a) Differentiating items of the entire enterprise: - Product features - Style and design. - Delivery mode		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Demonstration • Case study • Invite Experienced Guest Speaker 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Real objects • Written case studies 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student Self-Assessment 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
2.4.3	<p>Constructing Information Related t Branding Identity Appearing on the Packed Fish Product.</p> <p>i) Assessing the characteristics of good Quality products in fish processing according to;</p> <p>a) user, b) culture, c) personality, d) attribute, e) benefits and value of fish products. f) Origin of the fish (lake, sea/ocean or cultivated)</p>		<ul style="list-style-type: none"> • Lecture • Inviting Experienced Guest Speaker • Discussion • Demonstration • Gallery walk 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards • Real objects • Pictures 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection 	<ul style="list-style-type: none"> • Interview • Simulation

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
2.4.4	Establishing Mechanisms for Quality Control Basing on Fish Processing Procedures.					
	i) Developing indicators of Good Manufacture Practice (GMP) of fish product in fish processing enterprise. a) Prepare Standard Operating Procedure (SOP) for each prerequisite for GMP		<ul style="list-style-type: none"> • Lecture • Inviting Experienced Guest Speaker • Discussion • Demonstration • Project • Integrative practical assignment 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student Self-Assessment Form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
	ii) Assessing the Good Hygienic Practice of fish products in its processing stage (GHP) in fish processing enterprise. a) Fish safety b) Fish suitability c) Sanitation practices		<ul style="list-style-type: none"> • Lecture • Field visit • Inviting Experienced Guest Speaker • Discussion • Demonstration • Integrative practical assignment. 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student self-assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
	iii) Interpreting Hazards Analysis and Critical Control Point (HACCP) in fish processing enterprises. a) Food safety assurance to build safety into fish products b) Practical application of HACCP principles in fish processing enterprises.		<ul style="list-style-type: none"> • Lecture • Field visit • Inviting Experienced Guest Speaker • Discussion • Demonstration • Gallery walk 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student self-assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
2.4.5	<p>Monitoring Fish Processing Procedures for Controlling Quality of Products.</p> <p>i) Monitoring and Controlling movement of fish into different stages:</p> <p>a) Production, b) Processing and c) Distribution</p>		<ul style="list-style-type: none"> • Lecture • Inviting Experienced Guest Speaker • Discussion • Demonstration • Jig saw • Gallery walk • Integrative practical assignment. 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student self-assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
	ii) Assessing measures of controlling fish products to and from customers in fish enterprise. a) Recall measures b) Withdrawal measures		<ul style="list-style-type: none"> • Lecture • Inviting Experienced Guest Speaker • Discussion • Demonstration • Gallery walk • Integrative practical assignment. 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student self-assessment form 	<ul style="list-style-type: none"> • Skill test • Simulation • Interview

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
2.4.6	<p>Developing Fish Labelling Components for Indicating Value Added Fish Product.</p> <p>i) Applying compulsory particulars to appear on labelling of fish product stuffs</p> <p>a) Name under which product is sold</p> <p>b) List of ingredients</p> <p>c) Net weight of product</p> <p>d) Address of owner products</p> <p>e) Establishment number</p> <p>f) Country of origin</p> <p>g) Country of packaging</p> <p>h) Bar code</p> <p>i) Date of manufacture</p> <p>j) FAO area</p>					

S/N	Training- Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrative Assessment Methods
	k) Expiry date l) Storage conditions m) Batch Number/Lot Number.		<ul style="list-style-type: none"> • Lecture • Inviting Experienced Guest Speaker • Discussion • Demonstration • Gallery walk • Field visit • Jig saw • Integrative practical assignment • Apprenticeship 	<ul style="list-style-type: none"> • Charts • Flip chart • Flip sheet • Projector • White board • Video • Cards • Pictures • Real objects 	<ul style="list-style-type: none"> • Portfolio • Log book for reflection • Student Self-Assessment Form 	

2.4.7 General Reflection and Remarks

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2.4.8 Training-Learning Main Skills Performance Indicators Framework

S/N	Training-Learning Main Skills	Performance Indicators for Effective Assessment, Monitoring and Evaluation Processes
2.4.9.1	Applying basic concepts related to branding for fish packaging and labelling	Basic concepts related to branding for fish packaging and labelling are correctly applied
2.4.9.2	Classifying fish products and strategic decisions in undertaking value added fish enterprises	Fish products and strategic decisions in undertaking value added fish enterprise is well classified
2.4.9.3	Constructing information related to Branding identity appearing on the packed fish product.	Information related to branding identity appearing on the packed fish product is correctly constructed
2.4.9.4	Establishing the mechanism of Quality Control basing on fish processing procedures	Quality control mechanism based on fish processing procedures is correctly established
2.4.9.5	Tracing fish processing for quality controlling of Products	Quality control for the fish Products is well traced.
2.4.9.6	Developing the fish labelling components for indicating the value added fish product	Fish labelling components for indicating value added fish products properly developed

2.5 COMPETENCY AREA FIVE: MARKETING

FOCUSED MAIN SKILLS

- 2.5.1 Analysing market mix for fish value added products
- 2.5.2 Classifying suitable markets for selling fish value added products
- 2.5.3 Applying marketing techniques

TRAINING – LEARNING MAIN SKILLS AND TASKS/PRACTICAL ASSIGNMENT FRAME WORK

S/N	Training -Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.5.1	<p>Analyzing Marketing Mix Components for Fish Processed Products.</p> <p>i) Classifying fish value added products</p>		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	ii) Assessing the price of fish value added products		<ul style="list-style-type: none"> Lecture Discussion Field visit Case study Gallery walk 	<ul style="list-style-type: none"> Flipchart White/black Board Projector Video Sample of written case study 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	<ul style="list-style-type: none"> Skill test Project assignment Oral questioning/ Interview
	iii) Creating promotion mechanisms of fish value added production		<ul style="list-style-type: none"> Lecture Discussion Role play Gig Saw Fit Gallery walk Inviting experienced guest speaker 	<ul style="list-style-type: none"> Flipchart White/black Board Projector Video Sample of written case study 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	<ul style="list-style-type: none"> Skill test Project assignment Oral questioning/ Interview

S/N	Training -Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	iv) Determining markets for selling fish value added products		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Case study • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • competence • Project assignment • Oral questioning/ Interview • Written knowledge
2.5.2.	Applying Marketing Techniques for Promoting Fish Processed Products					
	i) Controlling quality of fish value added products		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Case study • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	ii) Categorizing materials for proper packaging of fish value added product		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Case study • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview
	iii) Creating E-marketing techniques promotion of fish value added products		<ul style="list-style-type: none"> • Lecture • Discussion • Portfolio • Case study • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio • Student self Assessment Form (SSAF) 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training -Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.5.3	<p>Classifying Suitable Market For Selling Fish Processed Products</p> <p>i) Classifying market segmentation for processed fish value added products.</p>		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Case study • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training -Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	ii) Identifying personality of customers for selling fish value added products.		<ul style="list-style-type: none"> Lecture Discussion Role play Case study Inviting experienced guest speaker 	<ul style="list-style-type: none"> Flipchart White/black Board Projector Video Sample of written case study 	<ul style="list-style-type: none"> Log book for reflection Portfolio Student self Assessment Form (SSAF). 	<ul style="list-style-type: none"> Project assignment Oral questioning/ Interview Written Knowledge test
	iii) Assessing value of product for setting price for fish value added products		<ul style="list-style-type: none"> Lecture Discussion Field visit Case study Inviting experienced guest speaker 	<ul style="list-style-type: none"> Flipchart White/black Board Projector Video Sample of written case study 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	<ul style="list-style-type: none"> Competence test Project assignment Oral questioning/ Interview

S/N	Training - Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
2.5.4.	Determining Cost And Price of Fish Value Added Products for Rational Profit Making					
	i) Analyzing costs for production of fish value added products		<ul style="list-style-type: none"> • Lecture • Discussion • Field visit • Case study • Gallery walk • Inviting experienced guest speaker 	<ul style="list-style-type: none"> • Flipchart • White/black Board • Projector • Video • Sample of written case study 	<ul style="list-style-type: none"> • Log book for reflection • Portfolio 	<ul style="list-style-type: none"> • Skill test • Project assignment • Oral questioning/ Interview

S/N	Training -Learning Main Skills And Tasks	Duration	Participatory Training Methods	Training Resources/ Materials	Guidance Tools	Integrated Assessment Methods
	ii) Determining prices for processed fish value added products		<ul style="list-style-type: none"> Lecture Discussion Field visit Case study Gallery walk Inviting experienced guest speaker 	<ul style="list-style-type: none"> Flipchart White/black Board Projector Video Sample of written case study 	<ul style="list-style-type: none"> Log book for reflection Portfolio 	<ul style="list-style-type: none"> Project assignment Oral questioning/ Interview

General Reflection and Remarks

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2.4.9 Training-Learning Main Skills Performance Indicators Frame Work

S/N	Training – Learning Main Skills	Performance Indicators For Effective Assessment Monitoring And Evaluation Processes
2.5.1	Analyzing marketing mix components for fish processed products	Marketing mix components for fish processed products are properly analyzed
2.5.2	Applying marketing techniques for promoting fish value added products	Marketing techniques for promoting fish value added products are correctly applied
2.5.3	Classifying suitable markets for selling fish value added products	Suitable markets for selling fish value added products are properly classified
2.5.4	Determining cost and price of fish value added products for rational profit making	Cost and price of fish value added products are correctly determined for rational profit making

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