Cooperative Business Management

Level – I

TVET Curriculum Version-I

Based on March, 2022, Version- III Occupational standard

May, 2022

Addis Ababa, Ethiopia

Acknowledgements

Contents

Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for Cooperative Business Management **Level II.**

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills.**

1. TVET-Program Design

1.1. TVET-Program Title: Cooperative Business Management -Level I

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Cooperative Business Management** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Agriculture Sector** in the field of **Cooperative Business Management.**

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected Cooperatives theory and practices, Operation plan preparation, Cooperative legal Frame work, Deliver service to Cooperative Customers, Cooperative Marketing, Cooperative profile consolidation, Apply 5S Procedures, Apply Agricultural Extension Service, Implement Agribusiness Marketing , and Apply Basics of Human Nutrition Practices in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVET-PROGRAM TRAINING OUTCOMES

The expected outputs of this program are the acquisition and implementation of the following units of competences:

AGR CBM1 01 0322: Cooperatives theory and practices

AGR CBM1 02 0322: Operation plan preparation

AGR CBM1 03 0322: Cooperative legal Frame work

AGR CBM1 04 0322: Basic Concept of Accounting
AGR CBM1 05 0322: Cooperative Customer Service

AGR CBM1 06 0322: Cooperative Marketing

AGR CBM1 07 0322: Record management
AGR CBM1 08 0322: Apply 5S Procedures

AGR CBM1 09 0322: Apply Agricultural Extension Service

AGR CBM1 10 0322: Implement Agribusiness Marketing

AGR CBM1 11 0322: Apply Basics of Human Nutrition Practices

1.4. Duration of the TVET-Program

The Program will have duration of **273** hours including the on Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

S.No	Module title	TVET Institution training		Cooperative training	Total hours	Remark
		Theory	Practical			
1.	Cooperatives theory and practices	34	10	4	48	
2.	Operation plan preparation	31	10	4	45	
3.	Cooperative legal Frame work	34	10	4	48	
4.	Basic concept of Accounting	25	10	5	40	
5.	Cooperative Customer Service	24	8	4	36	
6.	Cooperative Marketing	34	10	4	48	
7	Record Management	34	10	4	48	
8	Apply 5S Procedures	10	15	10	35	
9	Apply Agricultural Extension Service	25	10	5	40	
10	Implement Agribusiness Marketing	32	8	5	45	
11	Apply Basics of Human Nutrition Practices	24	6	5	35	
Total hour		282	97	49	428	
Project work title					Maximum one week	

N.B. *The cooperative training time can be managed for implementations according to the context of the training environments of the institution.*

1.5. Qualification Level and Certification

Qualification is a formal certificate issued by an official agency in recognition to that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title. A qualification confers official recognition of value in the labour market and in further education and training. Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Certificate (I, II, III, IV, V) according to the level. The trainee will be awarded transcript and the institutional certificate after successfully completing all the modules in the level.

1.6. Target Groups

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7. Entry Requirements

In principle everyone should be able to access training based on the labor market. Hence the prospective participants of this program are any citizen who possess the entry requirement directive of the Ministry of Labor and Skills.

1.8. Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of training delivery is in the institution and co-operative training. Cooperative training is a model of training by the cooperation of enterprises/industries and TVET institutions whereby trainees spend much of their time in the enterprises/industries to acquire industrial knowledge, skills, experiences, and attitudes of the industrial environment and the remaining time in TVET institutions to acquire basic skills and theoretical concepts. Therefore, it is necessary to make the TVET sector more effective by strengthening a system of cooperative training accepted by the industry.

The program will employ different alternatives of cooperative training such as apprenticeships, internship and traineeship based on the nature of the occupation, location of the TVET institutions, and interest of the industry. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and

identified companies should have to take an agreement to co-operate with regard to the implementation of this program.

1.9. Training Program Structure

Unit of competence		Sequences of Learning modules		Unit title	Nominal Duration (In Hours)
		Code	Title/ For Module name –		
AGRCBM1 010322	Develop Understanding of Cooperative	**AGR CBM1 01 0522**	Cooperatives theory and practices	• Basic Concept of Cooperatives • Features of cooperatives • Role of Cooperatives	48
AGRCBM1020322	Prepare Operation Plan	**AGR CBM1 02 0522**	Operation plan preparation	• Scheduling routine work • Perform routine tasks • Review and Organize work performance	48
AGRCBM1040322	Apply Cooperative Laws	**AGR CBM1 03 0522**	Cooperative Legal Frame work	• Legal requirements in the formation of cooperatives • Cooperative law • Cooperative Legal framework	48
AGR CBM1 06 0322	Apply Basic Accounting	**AGR CBM1040522**	Basic concept of Accounting	• Awareness creation of basic accounting • Accounting equation • Record and maintain files	40
AGRCBM1030322	Deliver Service to Cooperative Customers	**AGR CBM1 05 0522**	Cooperative Customer Service	• Customer's approach • Cooperative customers' service needs • Service delivery	36
AGRCBM1060322	Develop Basic Understanding of	**AGR CBM1 06 0522**	Cooperative Marketing	• Concepts of Cooperative Marketing	48

	Marketing			• Functions of cooperative marketing • Features of Cooperative marketing	
AGRCBM1050322	Perform Record management	**AGR CBM1 07 0522**	Record Management	• Recording document • Maintain Documents • Record Preservation	45
AGRCBM1070322:	Apply 5S Procedures	**AGR CBM1 08 0522**	5S Procedures	• Prepare for work. • Sort items. • Set all items in order • Perform shine activities • Standardize 5S. Sustain 5S	35
AGRCBM1080322:	Apply Agricultural Extension Service	**AGR CBM1 09 0522**	Agricultural Extension Service	• Plan and prepare for welding work • Perform routine welding • Assure quality and clean up	40
AGRCBM1090322:	Implement Agribusiness Marketing	**AGRC BM1 10 0522**	Agribusiness Marketing	• Develop understanding of quality system • Sort needed items from unneeded • Set workplace in order • Shine work area • Standardize activities Sustain 5S system	45
AGRCBM1100322:	Apply Basics of Human Nutrition Practices	**AGR CBM1 11 0522**	Human Nutrition	• Identify Categories of agricultural foods items • Recognize malnutrition in the community • Identify the role of agriculture in	35

			nutrition
			• Demonstrate diversified Agricultural food production and consumption techniques

1.10. Qualification Level and Certification

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1.14. Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines.

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation. Therefore, a trainee is required to earn at least 60% to be theoretically qualified. This result should be 18% or more when converted to 30%. Regarding performance appraisal results, it must score at least 80% or at least 32% or more when converted to 40%. Must cooperate at least 80% out of 100% in cooperative training; When converted to 30%, it must register 24%.

1.15. TVET Teachers Profile

The trainers conducting this particular TVET Program are **B Level** and above who have satisfactory practical experiences or equivalent qualifications.

1.16. Training and Assessment methodology

The program is delivered using a variety of training methods. The table below shows training and assessment methodology for non-impaired trainees and with reasonable adjustment for impaired trainees. In addition, as per the nature of the module title the trainer can use recommended and possible training and assessment methodology.

For none impaired trainees	Learning Methods:			
	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points	❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points	❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees	❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees	❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up

		❖ provide tutorial support (if necessary)	❖ provide tutorial support (if necessary)	❖ provide tutorial support (if necessary
Group discussion	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly	❖ Introduce the trainees with their peers
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

Assessment Methods:				
Interview		❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension	❖ Speak loudly ❖ Using sign language interpreter if necessary	❖ Use written response as an option for the trainees having speech challenges
Written test	❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader ❖ (if necessary) ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension	❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.	❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/Observation	❖ Brief the instruction or provide them in large text ❖ Time extension	❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension	❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension	❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

2. Learning Module Design

Module Code and Title	ARG CBM1 M01 0522 : Cooperative Theory and practice
Nominal Duration :	48 Hrs

Module Description : This module deals with skills, knowledge and attitude required to understand the values, internationally accepted principles, importance, functions, strategies and methods of cooperative.

Training Outcomes

At the end of the module the trainee will be able to attain the following training objectives:

- Comprehend the concept of Cooperative
- Differentiate Cooperatives
- Explain the role of Cooperativesi
- Identify unique feature of cooperatives

Module Contents:

Unit one: Basic Concept of Cooperatives

   1.1. Meaning and definition of cooperative

   1.2. Evolution, thought and movement of Cooperative

      1.2.1   Cooperative's development in the world

      1.2.2   Cooperative's development in Ethiopia

   1.3. Values and Principles of Cooperatives

Unit two: Features of cooperatives

   1.17.   Types and functions of cooperatives

   1.18.   Levels of Cooperatives

   1.19.   Unique characteristics of Cooperatives

   1.20.   Cooperatives Vs other forms of businesses

   1.21.   Legislative framework of Cooperatives

Unite Three: **Role of Cooperatives**

   3.1. Objectives and Benefits of Cooperatives

   3.2. Advantages and Disadvantages of Cooperatives

   3.3. Rationale of establishing Cooperatives

   3.4. Factors affecting cooperatives

Learning Methods:
• Lecture
• Group discussion
• Demonstration
• Role playing
• Case study
• Brainstorming
Assessment Methods:
• Written test
• Oral questioning
• Presentation
Assessment Criteria:
Unite One: Basic concept of cooperative
• Elaborate meaning and definition of cooperative
• Explain the Evolution, thought and movement of Cooperative
• Identify historical development of cooperatives
• List Values and Principles of Cooperatives
Unite Two: Feature of Cooperatives
• Identify Types of cooperatives and their functions
• Explain Levels of cooperatives and their structural arrangements
• Identify Unique characteristics of Cooperatives
• Differentiates Cooperatives Vs other forms of businesses
• Understand Legislative framework of Cooperatives
Unite Three: Role of Cooperatives
• Explain Objectives and Benefits of Cooperatives
• Identify Advantages and Disadvantages of Cooperatives
• Describe Importance of establishing Cooperatives.
• Identify factors affecting cooperatives

Module Code and Title	AGR CBM1 M02 0522: Operation plan preparation
Nominal Duration :	45 Hours

Module Description : This module covers the knowledge, skills and attitude required to prepare routine work Schedule, perform routine tasks, review and organize work performance

Training Outcomes

At the end of the module the trainee will be able to:
- Prepare routine work schedule
- Perform routine tasks
- Organize and review work performance

Module Contents:

Unit one: Scheduling routine work

   1.1.   Routine work and schedule: meaning and definition

   1.2.   Routine work identification

   1.3.   Individual versus organizational work goals and plans

       1.3.1. Individual work goals and plans

       1.3.2. Organizational work goals and plans

   1.4.   Setting work *goals* and plans

   1.5.   Workload Prioritization, planning and implementation

Unit Two: Perform routine tasks

   2.1   Organizational requirements Versus timely task completion

   2.2   Factors affecting routine works

   2.3   Use of technology to perform routine tasks

   2.4   Task progress communication

Unit Three: Review and Organize work performance

   3.1.   Factors Affecting schedule of tasks

   3.2.   Work performance factors in cooperatives.

   3.3.   Methods of Monitoring and Evaluation of Routine tasks.

   3.4.   Opportunities of improvement in cooperation

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit one: Scheduling routine work

- Define Routine work and schedule
- Identify routine work
- Identify individual versus organizational work goals and plans
- Set work goals and plans
- Describe workload Prioritization, planning and implementation

Unit Two: Perform routine tasks

- Identify organizational requirements Versus timely task completion
- Describe factors affecting routine works
- Use technology to perform routine tasks
- Explain Task progress communication

Unit Three: Review and Organize work performance

- Describe factors Affecting schedule of tasks
- Identify work performance factors in cooperatives.
- Discuss methods of monitoring and evaluation of Routine tasks.
- Identify opportunities of improvement in cooperation

Module Code and Title	**AGR CBM1 M05 0522:** Cooperative Customer Service
Nominal Duration :	**36 Hours**

Module Description : This module covers the knowledge, skills and attitude required to identify cooperative members needs and establish contact with cooperative members-customers to deliver service. to cooperative customers the demanded services.

Training Outcomes

At the end of the module the trainee will be able to:

- Establish contact with cooperative customers
- Identify cooperative members needs
- Deliver service to customers/ members

Module Contents:

Unit one: Customer's approach

    1.1. Establishment of relationship with customers

    1.2. Utilization of effective communication

    1.3. Customer care

Unit Two: Cooperative customers' service needs

    2.1. Techniques of collecting cooperative customer's need

    2.2. Identification *and* prioritization of *customer's needs*

Unit Three: Service delivery

    3.1. Provision of prompt services

    3.2. Inform problems, delay and follow-up timely

    3.3. Maintain communication with customers.

    3.4. Complaint assessment and handling

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Role play
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Module Code and Title	AGR **CBM1 M04 0522: Cooperative Legal Frame work**
Nominal Duration :	**48 Hours**

Module Description : This Module covers knowledge, attitude and skills required to identify cooperative society law, feature of cooperative law, explain the basic concepts, role and functions of cooperative legal frameworks.

Training Outcomes
At the end of the module the learner will be able to:
- Identify Cooperative Legal framework
- Differentiate Cooperative Law
- Implement Cooperative Law

Training Outcomes
At the end of the module the learner will be able to:
➢ Identify cooperative society law
➢ Differentiate unique feature of cooperative law
➢ Apply Cooperative law
➢ Evaluate legal issues in cooperatives

MODULE CONTENTS:
Unit One. Cooperative Legal framework

1.1. Cooperative policy and law: meaning and definition

1.2. Historical development of cooperative laws and proclamation

1.3. Roles of cooperative legal system

1.4. Sources of cooperative law

Unit Two. Cooperative law

2.1. Unique feature of cooperatives law
2.2. Cooperative law verses other business laws
2.3. Hierarchy of cooperative law
2.4. Contents of cooperative law

Unit Three. Legal requirements in the formation of cooperatives

3.1. Legislative requirements
3.2. Cooperative formation process
3.3. Cooperative registration process
3.4. Rights and duties of members
3.5. Duties and responsibility of management and employees
3.6. Special privileges of cooperatives
    3.6.1. Tax exemption
    3.6.2. Audit *and inspection of cooperatives*
    3.6.3. Priorities of claim
    3.6.4. Benefits transfer
    3.6.5. Voting and transferring of share
3.7. Asset and funds management
3.8. Amalgamation, division and liquidation of cooperatives
3.9. Settlement of disputes

earning Methods:

- Lecture
- Group discussion
- Demonstration
- Role play
- Case study
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning

ASSESSMENT CRITERIA:

Unit One. Cooperative Legal framework

- Define cooperative policy and law
- Discuss historical development of cooperative laws and proclamation
- Explain Roles of cooperative legal system
- List sources of cooperative law

Unit Two. Cooperative law

- Describe Unique feature of cooperatives law
- Distinguish cooperative law verses other business laws
- Identify hierarchy of cooperative law
- Elaborate contents of cooperative law

Unit Three. Legal requirements in the formation of cooperatives

- Identify legislative requirements
- Explain cooperative formation process
- Describe cooperative registration process
- Mention rights and duties of members
- Identify duties and responsibility of management and employees
- Explain special privileges of cooperatives
- Conduct asset and funds management
- Distinguish amalgamation, division and liquidation of cooperatives
- Resolve disputes

- Lecture
- Group discussion
- Demonstration
- Field visit
- Brainstorming

understand the nature, concept, objectives of accountant and principles of basic accounting.

TRAINING OUTCOMES

At the end of the module the trainee will be able to:

- ➢ Create awareness about accounting
- ➢ Develop understanding of accounting equation
- ➢ Review record and maintain files

MODULE CONTENTS:

Unit One. awareness Creation of basic accounting

1.1. Meaning and nature of accounting

1.2. Objectives and roles of accounting

1.3. Accounting principles

1.4. Duty and responsibility of financial legislative body in Ethiopia

1.5. Types of accounting professions

1.6. Types of Financial statement

1.7. Differentiating bookkeeping and accounting

1.8. Steps of Accounting cycle

Unit Two. Accounting equation

2.1 Meaning and types of major accounts

2.2 Rules of debit and credit

2.3 Accounting equation

Unit Three. Record and maintain files

3.1 Check accuracy and completeness of record

3.2 Maintaining identified file

Assessment Methods:
- Written test   - Oral questioning   - Practical demonstration   - Observation in prepared checklist

Assessment Criteria:
Unit One. awareness Creation of basic accounting   - Explains Meaning and nature of accounting   - Identify objectives and roles of accounting   - Identify accounting principles   - List types of accounting   - Identify types of financial statement   - Differentia bookkeeping vs Accounting   - Identify steps of accounting cycle   **Unit Two. Accounting equation**   - Elaborate meaning and types of major accounts   - Describe Rules of debit and credit   - List Accounting equation   **LO3. Unit Three. Record and maintain files**   - Check accuracy and completeness of record   - Identify the recorded files

Module Code and Title	AGR CM1 M06 0522: Cooperative Marketing
Nominal Duration :	**48 hours**

Module Description : This module covers skills, knowledge and attitude required to understand the concepts, functions, and features of cooperative marketing.

Training Outcomes

At the end of the module the trainee will be able to:

- Clarify basic Marketing concepts

- Differentiate Marketing and Selling

- Distinguish Marketing mix elements

- Identify marketing functions

- Distinguish Cooperative Marketing

Module Contents:

Unit one: Concepts of Cooperative Marketing

    1.1. Definitions and concepts of marketing

    1.2. Market and marketing

    1.3. Historical developments of marketing

    1.4. Marketing and Selling

    1.5. Marketing mix

    1.6. Scope of Cooperative Marketing

Unit Two: Functions of cooperative marketing

    2.1 Overview of Cooperative Marketing functions

    2.2 Characteristics of Marketing function

    2.3 Types of Marketing function

Unit Three: Features of Cooperative marketing

    3.1. Current status of cooperative marketing

    3.2. Cooperative Marketing Principles

    3.3. Unique features of Cooperative marketing

    3.4. Cooperative and other Marketing

Learning Methods:

- Lecture
- Group discussion
- Role play
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Role play

Assessment Criteria:

Unit one: Concepts of Cooperative Marketing
- Understand the core concepts of marketing
- Identify market and marketing
- Understand the historic developments, role, nature and scope of marketing
- Differentiate marketing and selling
- Distinguish and discuss marketing mix elements

Unit Two: Functions of cooperative marketing
- Discuss the meaning and basic concepts of marketing function
- Identify and explain the characteristics of marketing functions
- Identify types of marketing function
- Apply marketing functions for the cooperative members' better performance

Unit Three: Features of Cooperative marketing
- Access Current status of cooperative marketing
- Identify and explain cooperative marketing principles
- Explain the unique features of Cooperative marketing
- Differentiate between Cooperative and other marketing

Module Code and Title	**ARG CBM1 M07 0522 : Record Management**
Nominal Duration :	45Hrs

Module Description : This module covers the knowledge, skills and attitude required to receiving record document from different types of cooperative members, production and service data are obtained from different cooperatives to record, maintain and preserve cooperative societies document

Training Outcomes

At the end of the module the trainee will be able to attain the following training objectives:

- Identify record document
- Maintain Documents

- Preserve records

Module Contents:

Unit one: Recording document

   1.4. Meaning and definition Recording documents

   1.5.   Procedures of recording documents

   1.6. Types of recording document

   1.7.   Types of data and information recording in cooperative societies

Unit two: Maintain Documents

   2.1.   Meaning of Maintain Documents

   2.2.   Duration of recording document

   2.3.   Categories of file name

   2.4.   Necessary equipment of maintaining documents

   2.5.   Life cycle of recoding documents

Unite Three: **Record Preservation**

       3.1 Meaning and Importance of Accessibility and traceability recorded documents.

       3.2 Security procedures for preserving documents

       3.3 Preservation of cooperative documents

       3.4 Updating and modification of cooperative documents.

       3.5 Procedure for disposal record documents

Learning Methods:
- Lecture   - Group discussion   - Demonstration   - Field visit   - Brainstorming
Assessment Methods:
- Written test   - Oral questioning   - Practical demonstration   - Observation in prepared checklist
Assessment Criteria:
Unit one: Recording document   - Define recording documents   - Identify procedures of recording documents   - Explain types of recording document   - Describe types of data and information recording in cooperative societies   **Unit two: Maintain Documents**   - Define Maintain Documents   - Discuss duration of recording document   - Describe Categories of file name   - Explain necessary equipment of maintaining documents   - Elaborate Life cycle of recoding documents   **Unite Three: Record Preservation**   - Discuss importance of Accessibility and traceability recorded documents.   - Identify security procedures for preserving documents   - Explain preservation of cooperative documents   - Differentiate Updating and modification of cooperative documents.   - List procedure for disposal record documents

Module Code and Title	AGR CBM1 08 0522: 5S Procedures
Nominal Duration	35 Hours

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required to apply 5S techniques to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Prepare for work
- Sort items.
- Set all items in order.
- Perform shine activities.
- Standardize 5S.
- Sustain 5S.

MODULE CONTENTS:

LO1. Prepare for work

  1.1. Using work instructions

  1.2. Reading and interpreting job specifications

  1.3. Observing OHS requirements

  1.4. Preparing and using equipment

  1.5. Identifying and checking safety equipment and tools

  1.6. Preparing and using kaizen Board

LO2. Sort items

  2.1 Preparing plan

  2.2 Performing cleaning activities

  2.3 Identifying all items in the workplace

  2.4 Listing necessary and unnecessary items

  2.5 Using Red tag strategy

  2.6 Evaluating and placing unnecessary items

  2.7 Recording and quantifying necessary items

  2.8 Reporting performance results

  2.9 Checking the necessary items

LO3. Set all items in order

3.1 Preparing plan.

3.2 Performing cleaning activities

3.3 Deciding location/layout, storage and indication methods

3.4 Preparing and using necessary tools and equipment.

3.5 Placing items in their assigned locations

3.6 Returning the items after use

3.7 Reporting performance results

3.8 Checking each item regularly

Lo4. Perform shine activities.

4.1 Preparing plan

4.2 Preparing and using necessary tools and equipment

4.3 Implementing shine activity

4.4 Reporting performance results.

4.5 Conducting regular shining activities.

LO5. Standardize.

5.1. Preparing and using plan.

5.2. Preparing and implementing tools and techniques

5.3. Following checklists and report

5.4. Keeping workplace

5.5. Avoiding the problems

LO6. Sustain

6.1. Preparing and following plan

6.2. Discussing, preparing and implementing tools and techniques

6.3. Inspecting the workplace specified standard

6.4. Cleaning up workplace

6.5. Identifying the situations and actions specified

6.6. Recommending improvements

6.7. Following checklists

6.8. Avoiding problems by sustaining activities.

ASSESSMENT CRITERIA:

LO.1 Prepare for work

- The work instructions are used to determine job requirements, including method, material and equipment

- Job specifications are read and interpreted following working manual.

- OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.

- Tools and equipment are prepared and used to implement 5S.

- Safety equipment and tools are identified and checked for safe and effective operation.

- Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.

LO.2 Sort items

- Plan is prepared to implement sorting activities.

- Cleaning activities are performed.

- All items in the workplace are identified following the appropriate procedures.

- Necessary and unnecessary items are listed using the appropriate format.

- Red tag strategy is used for unnecessary items.

- Unnecessary items are evaluated and placed in an appropriate place other than the workplace.

- Necessary items are recorded and quantified using appropriate format.

- Performance results are reported using appropriate formats.

- Necessary items are regularly checked in the workplace.

LO.3 Set all items in order

- Plan is prepared to implement set in order activities.

- General cleaning activities are performed.

- Location/Layout, storage and indication methods for items are decided.

- Necessary tools and equipment are prepared and used for setting in order activities.

- Items are placed in their assigned locations.

- After use, the items are immediately returned to their assigned locations.

- Performance results are reported using appropriate formats.

- Each item is regularly checked in its assigned location and order.

LO.4 Perform shine activities

- Plan is prepared to implement shine activities.

- Necessary tools and equipment are prepared and used for shinning activities.
- Shine activity is implemented using appropriate procedures.
- Performance results are reported using appropriate formats.
- Regular shining activities are conducted.

LO5. Standardize 5S

- Plan is prepared and used to standardize 5S activities.
- Tools and techniques to standardize 5S are prepared and implemented based on relevant procedures.
- Checklists are followed for standardize activities and reported to relevant personnel.
- The workplace is kept to the specified standard.
- Problems are avoided by standardizing activities.

LO6. Sustain 5S

- Plan is prepared and followed to sustain 5S activities.
- Tools and techniques to sustain 5S are discussed, prepared and implemented based on relevant procedures.
- Workplace is inspected regularly for compliance to specified standard and sustainability of 5S techniques.
- Workplace is cleaned up after completion of job and before commencing next job or end of shift.
- Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.
- Improvements are recommended to lift the level of compliance in the workplace.
- Checklists are followed to sustain activities and report to relevant personnel.
- Problems are avoided by sustaining activities.

Module Code and Title	AGR CBM1 M09 0522: Agribusiness Marketing
Nominal Duration	45 Hours

MODULE DESCRIPTION : This module covers the knowledge, skills and attitude required to Understand concept of agricultural marketing Understand concepts of agribusiness Identify marketing targets for Agricultural products Implement marketing strategy. Establish contract farming, and Apply Agricultural marketing services.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Understand concept of agricultural marketing
- Understand concepts of agribusiness
- Identify marketing targets for Agricultural products
- Implement marketing strategy
- Establish contract farming
- Apply Agricultural marketing services

MODULE CONTENTS:

LO1. Understand concept of agricultural marketing

1.1.   Concept of agricultural marketing

1.2.   Importance of agricultural marketing

1.3.   Roles of agricultural market

1.4.   Principles of agricultural marketing

1.5.   Marketing mix

1.6.   Types of market structure

LO2. Understand concepts of agribusiness

2.1   Concept of agribusiness

2.2   Importance of agribusiness

 2.3   Roles of agribusiness

 2.4   Principles And Characteristic of agribusiness

 2.5   Dimension and structures of Agribusiness

LO3.   Identify marketing targets for agricultural products

 3.1.   Marketing strategy

 3.2.   Approaches of agricultural market

 3.3.   Market Segment descriptors

 3.4.   Agricultural marketing options

3.5.   Marketing plan

3.6.   Analyzing cost and benefit

LO4. Implement marketing strategy

4.1.   Agricultural marketing functions strategy

4.2.   Preparing marketing Action plan

4.3.   Resource for agricultural marketing

LO 5. Establish contract farming

5.1.   Concept of contract farming

5.2.   Types of contract farming

5.3.   Models of Contract farming

5.4.   Steps and procedures of contract farming

5.5.   Contract farming requirements

5.6.   Contract farming systems

LO6. Apply agricultural marketing services

6.1. Types of Agricultural products

6.2. Conducting Need assessment

6.3. Develop Market strategies

LEARNING METHODS:

- Lecture and Discussion
- Demonstration
- Simulation
- Role playing

ASSESSMENT METHODS:

- Written test with Oral questioning
- Practical demonstration
- Project

ASSESSMENT CRITERIA:

LO.1 Create awareness about cooperative

- Concept of agricultural marketing is understood for Agricultural marketing
- Importance of agricultural marketing is understood to provide agricultural marketing services
- Roles of agricultural market-oriented service is identified and understood
- Principles of agricultural marketing and strategies are identified and understood
- Marketing mix is understood to implement agricultural marketing activities
- Types of marketing are understood and identified to implement the appropriate marketing services

LO. 2. Understand concepts of agribusiness

- Concept of agribusiness is understood for Agricultural marketing
- Importance of agribusiness is understood to provide agribusiness services
- Roles of agribusiness-oriented service is identified and understood
- Principles of agribusiness and strategies are identified and understood
- Characteristic of Agribusiness are understood to implement Agribusiness
- Dimension and structures of Agribusiness are understood and distinguished

LO.3. Identify marketing targets for agricultural products

- Marketing targets are identified for Agricultural products and services
- Approaches of agricultural market are understood for agricultural market product and service
- Segment descriptors are used to display the targets of agricultural market
- Strategic of agricultural marketing options are identified to develop agricultural marketing plan
- Business plans are prepared to perform cost and benefit analysis.

LO.4 Implement marketing strategy

- Agricultural marketing functions strategy is designed to perform agriculture business.
- Action plan is developed to implement Agricultural marketing strategies.
- Require resource are identified and coordinated to implement agricultural marketing
- Marketing mix is implemented according to the strategy Agricultural.

LO. 5. Establish contract farming

- Concept of contract farming
- Types of contract farming
- Models of Contract farming
- Steps and procedures of contract farming establishments
- Contract farming requirements
- Contract farming systems

Module Code and Title	AGR CBM M10 0522: Agricultural Extension
Nominal Duration	35Hours

MODULE DESCRIPTION: This module covers the knowledge, skills and attitudes required to understand the Concept and evolution of agricultural Extension, apply extension methods and Approaches, apply Agricultural extension Communication and facilitation for technology promotion, Conduct training and record and document data.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Understand the Concept and Evolution of Agricultural Extension
- Apply Extension Methods and Approaches
- Apply Agricultural Extension Communication and Facilitation for Technology Promotion
- Conduct Training
- Record and Document Data

MODULE CONTENTS:

LO1. Understand the Concept and evolution of Agricultural Extension

   1.1. Concept of Agricultural extension

   1.2. Evolution and progress of agricultural extension

   1.3. Role of extension in agricultural development

   1.4. Importance of Agricultural extension

   1.5. Extension planning

LO2. Apply Extension methods and Approaches

   2.1. Extension methods

   2.2. Extension approaches

   2.3. Importance of extension methods and approaches

   2.4. Extension methods and approaches

LO3. Apply Agricultural Extension Communication and Facilitation for technology promotion

   3.1. Concept**,** principle and type of communication

   *3.2. C*ommunication barriers,

   3.3. Elements of communication

   3.4. Audio visual techniques

   3.5. Roles and characteristics of extension communicator

   3.6. basic concept of facilitation

   3.7. Roles and responsibilities of a facilitator

3.8. Conflict resolution skills

3.9. skills of a facilitator

LO4. Conduct Training

4.1.Cconducting needs assessment

4.2 Carrying-out preparation

4.3. Conducting the implementation training

4.4. Carrying out Evaluation

4.5. Record and Document Data

LEARNING METHODS:
- Lecture and Discussion
- Demonstration
- Simulation
- Role playing
ASSESSMENT METHODS:
- Quiz, Written test, Oral questioning, Written exam
- Individual and group assignment
- Practical demonstration

ASSESSMENT CRITERIA:

LO.1. Understand the Concept and evolution of Agricultural Extension

- The concept of Agricultural ext*ension* is understood to gain relevant knowledge
- The evolution and progress of agricultural extension is expressed to understand the concept of Agricultural Extension
- The role of extension in agricultural development is understood to deliver effective extension services
- The importance of Agricultural extension is determined to have appropriate knowledge,
- Extension planning is understood to determine extension activities

LO.2 Apply Extension methods and Approaches

- Extension methods are understood to provide Extension services based on organizational standard, extension systems, extension strategy and extension guide lines
- Extension approaches are understood for implementation of extension services
- The importance of extension methods and approaches are understood for Agricultural extension service delivery
- Appropriate extension methods and approaches are applied to transfer agricultural technologies, based on organizational standard, extension systems, extension strategy and extension guide lines,

LO.3. Apply Agricultural Extension Communication and Facilitation for technology promotion

- The concept**,** principle and type of communication is understood to have good extension communication knowledge & skill
- Communication barriers are identified, understood and solved to undertake effective communication
- Elements of extension communication are defined and used to create positive environment for communication
- Audio visual techniques are understood to provide Agricultural Extension and communication delivery services
- Roles and characteristics of extension communicator are recommended to improve the communicator's performance
- The basic concept of facilitation is understood to improve facilitation skills
- The roles and responsibilities of a facilitator is applied to progress facilitation skills
- Conflict resolution skill is understood to enhance homogeneity

- The skills of a facilitator are applied for communication & technology promotion.

LO4. Conduct Training.

- Need assessment is conducted to provide appropriate training

- Preparation is carried-out to facilitate the training process

- Implementation is conducted to capacitate trainees based on organizational training guide line

- Evaluation is carried-out to understand the outcome

LO 5. Record and Document Data

- Data collecting formats are developed

- Appropriate data are collected and organized

- Collected and organized data are documented and reported

Module Code and Title	**AGR CBM1 11 0522:** Human Nutrition
NOMINAL DURATION	35 Hours

MODULE DESCRIPTION: This module covers the knowledge, skill and attitude required to categorize agricultural foods items, recognize malnutrition in the community, identify the role of agriculture in nutrition and contribute to the awareness creation of the community in utilization of agricultural products.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Identify Categories of agricultural foods items
- Recognize malnutrition in the community
- Identify the role of agriculture in nutrition
- Demonstrate diversified Agricultural food production and consumption techniques
- Perform proper handling and storage of agricultural food products
- Document and report food production, consumption and difficulties

MODULE CONTENTS:

LO1:Identify Categories of agricultural foods items

   1.1. Terminologies and concepts in nutrition

   1.2. Food groups, nutrient and their sources of balanced diet

   1.3. Origin and composition of food stuffs

   1.4. Energy dense and nutrient dense food sources

LO2:Recognize malnutrition in the community

   2.1. physical signs of malnutrition

   2.2. forms, causes and consequences of *malnutrition*

   2.3. Promoting measures to overcome malnutrition

   2.4. Making awareness creation programs

LO3: Identify the role of agriculture in nutrition

   3.1. The role of agriculture for food Varity
   3.2. Contribution of agriculture sector in nutrition
   3.3. Nutrition sensitive agricultural practices

LO4:Demonstrate diversified Agricultural food production and consumption techniques

   4.1. Importance of diet diversification

   4.2. Techniques of diversified food production

   4.3. Techniques of enhancing the nutrient content of foods

4.4. Identifying utensils and demonstrating cooking techniques

4.5. Selecting and using PPE

4.6. Balanced and nutrient dense diet preparation

LO5: Perform proper handling and storage of agricultural food products

5.1. Importance of hygiene

5.2. Storage facilities and supporting family holds

5.3. Handling and storing agricultural products

5.4. Methods and techniques of handling and storing agricultural products

LO6: Document and report food production, consumption and difficulties

6.1. Documenting diversified food production and consumption activities

6.2. Reporting difficulties happened in the processes

LEARNING METHODS:

- Lecture and Discussion

- Demonstration

- Role playing

- Group works

ASSESSMENT METHODS:

- Written test with Oral questioning

- Quiz's and assignment

- Practical demonstration

ASSESSMENT CRITERIA:

MODULE CONTENTS:

LO1:Identify Categories of agricultural foods items

- Basic terminologies and concepts in nutrition are identified and explained

- Food groups, nutrient and their sources of balanced diet are identified and explained

- Origin and composition of food stuffs are identified and described

- Energy dense and nutrient dense food sources are identified and explained

LO2:Recognize malnutrition in the community

- Physical signs of malnutrition are identified and explained

- Forms, causes and consequences of malnutrition in different groups of community are identified

- Measures to overcome malnutrition, importance of maintenance of adequate and balanced diet are promoted

- Contribution is made in elders, family heads and women awareness creation programs

LO3:Identify the role of agriculture in nutrition

- The role of agriculture as source of variety foods is recognized and promoted

- The contribution of agriculture sector in nutrition sensitive intervention is described

- Nutrition sensitive agricultural practices are identified and communicated as per the nutrition program guideline

LO4:Demonstrate diversified Agricultural food production and consumption techniques

- Importance of diet diversification is identified and discussed with family holds and community according to the program guideline

- Techniques of diversified food production are identified and demonstrated to farmers and family members

- Techniques of enhancing the nutrient content of family foods are assessed and implemented according to the program guideline and cultural requirements of the rural community

- Utensils are identified and cooking techniques demonstrated for specific agricultural products

- PPE are selected and used in accordance to OHS requirement and code of ethics

- Balanced and nutrient dense diet preparation is demonstrated using food stuff ingredients

LO5: Perform proper handling and storage of agricultural food products

- Importance of hygiene for nutrition is explained

- Storage facilities are identified and family holds supported in construction.

- Agricultural products are safely handled and store

- Methods and techniques of safely handling and storing agricultural products are demonstrated in accordance products requirement

LO6:Document and report food production, consumption and difficulties

- Diversified food production and consumption activities are documented

- Difficulties happened in the processes are reported to the respective authorities.

Required Resource for Level I				
Item No.	Category/Item	Description/ Specifications	Qty.	Recommended Ratio (Item: Trainee)
A.	*Learning Materials(Disability inclusive learning guide)*			
1.	TTLM	prepared by trainer/Ministry of Labor and skill	30 Pcs	1:1
2.	Reference Books			
2.1	International Hand book of cooperative law	Dente C., Antonio F. and Hagen H. (2013), *International Hand book of cooperative law*. Springer.	6pcs	1:5
2.2	Cooperation Principles, Problems and Practice	➢ T.N., Hajela, 1994. *Cooperation Principles, Problems and Practice, 6th Ed.* New Delhi, India; Konark Publishers Pvt.Ltd.	4pcs	1:5
2.3.	Co-operative Legal System	➢ Subramani, (2004), *Co-operative Legal System*, Ambo University	5pcs	1:5
2.4.	Ethiopian Negarit Gazeta	Cooperative proclamations no 147/1998, 274/2002,106/2004, 985/2009 E.C	15pcs	1:5
2.5	Rural marketing	RAVINDRANATH V BADI, (2015).*Rural marketing.* 3rd ed	5Pcs	1:5
2.6	Basic marketing	WILLIAM D. (2005) *Basic marketing.* 15th	5 Pcs	1:5
2.7	Applications in basic marketing	WILLIAM D.(2006) *Applications in basic marketing*	5pcs	1:5
2.8	Economics applications to agriculture and agribusiness	RANDAII D, (1997) .*Economics applications to agriculture and agribusiness.* 4th.ed.	5psc	1:5
2.8	Agribusiness management and entrepreneurship	MICHAEL E, (1994) .*Agribusiness management and entrepreneurship* 3rd. ed	5pcs	1.5
2.9	Service Nutrition.	ACTION CONTRE LA FAIM: May 2006 Les / *Service Nutrition.* Department Technique ACF-France,. Emilie de	5 Pcs	1:5

		Saint Pol		
2.10	The Management of Acute, Severe Malnutrition.	Pr. GOLDEN M. & GRELLETY May 2004.: The *Management of Acute, Severe Malnutrition* A suggested manual for. Draft 3.4,	5 Pcs	1:5
2.11	Family Nutrition Guide.	FAO (2004): Family Nutrition Guide. By Ann Burgess FAO Consultant with Peter Glasauer FAO Food and Nutrition Division, Rome	5 Pcs	1:5
2.12	Gemba KAIZEN	2nd Edition Masaaki Imai	5 Pcs	1:5
2.13	Concepts and Practices in Agricultural Extension in Developing Countries: A Source Book	Ananadayasekeram, P., *et al.* 2008. *Concepts and Practices in Agricultural Extension in Developing Countries: A Source Book*		1:5
2.14	Agricultural Extension in Developing Countries	Adams M. E., 1992 *Agricultural Extension in Developing Countries*		1:5
2.16	Agricultural Extension	FAO, …		1:5
3.	Journals/Publication/Magazines	Published/unpublished		
4	Web site	www.ica.coop/europe. www.ilo.org		

		B. Learning Facilities & Infrastructure		
1.	Lecture room	7*8m	1	1:25
2.	Cooperative lab/ business incubation center	105 – 180 m2 area Needed Per Trainee		
3.	Library	105 – 180 m2 area Needed Per Trainee	1	1:25
4.	Instructional Audio video	Library/classroom location	It depends	1:1
5.	Visual training Media	LCD, Laptops	1 Pcs	1:25
6.	Teaching boards	White board ,Flip chart ,Smart board	1 Pcs	1:25
7.	Arm chair	55 Cm *74 Cm *100Cm	25 Pcs	1:1
8.	Notice board	120*100 Cm	1 Pcs	1:25
9.	White board	240 Cm *120 Cm	1 Pcs	1:25
		C. Consumable material		
1.	marker	• Permanente • White board	4 Packet	1:25
2.	Flip chart		5 Pcs	1:5
		D. Tools and equipment		
1.	Computer	Desktop	18 Pcs	1:2
2.	Printer	A4 printer	1 Pcs	1:25
3.	Computer table	1.5*0.75m	9 Pcs	1:5
4.	Shelves	1.5*1m	2 Pcs	1:13

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Ministry of Labor and Skills

1. **DEVELOPERS PROFILE**

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