Cooperative Business Management
Level II

TVET Curriculum Version-I

Based on March, 2022, Version- III Occupational standard

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 conduct awareness creation for cooperatives, assess suitability for cooperatives business operations, conduct need assessment to establish new cooperative, assist cooperatives in community development, create linkage with cooperatives' stakeholders, perform basic accounting records, prepare plan for cooperative, Apply Agricultural Extension service for rural development and prevent and eliminate MUDA 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 CBM2 01 03 22: Conduct awareness creation for cooperatives

AGR CBM2 02 03 22: Assess Suitability for Cooperatives Business Operations

AGR CBM2 03 03 22: Conduct needs assessment to establish new cooperative

AGR CBM2 04 03 22: Assist cooperatives in community development

AGR CBM2 05 03 22: Create Linkage with Cooperatives' Stakeholders

AGR CBM2 06 03 22: Perform Basic Accounting Records

AGR CBM2 07 0322: Perform Saving and Credit Plan
AGR CBM2 08 03 22: Prepare Plan for Cooperative

AGR CBM2 09 03 22: Apply Agricultural Extension service for rural development

AGR CBM2 10 03 22: Prevent and Eliminate MUDA

1.4. Duration of the TVET-Program

The Program will have duration of ------hours including the on school/ 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 deliveryto ensure that trainees acquire practical and workplace experience.

S/N	Module title	TVET Institution training		Cooperative training	Total hours	Remark
		Theory	Practical			
1	Conduct awareness creation for cooperatives	30	8	4	42	
2	Business operation suitability assessment	30	8	4	42	
3	Cooperatives' work plan	25	19	4	48	
4	Cooperatives' Need Assessment	32	8	5	45	
5	Community development activity	35	8	5	48	
6	Perform basic accounting records	45	10	5	60	
7	Cooperatives Saving and Credit plan	30	10	5	45	
8	Cooperatives' stakeholders	40	10	4	54	
9	Agricultural Extension service	45	10	5	60	
10	MUDA	24	18	3	45	
	Total hour	366	109	44	489	

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 certificateafter 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 possesses 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		Module Units	Nominal Duration (In Hours)
		Module Code	ModuleName /**Title** –		
AGR CBM2 01 0322	Conduct awareness creation for cooperatives	**AGR CBM2 01 0522**	Awareness creation about cooperatives	• Overview of awareness Creation • Awareness Creation process • Monitoring and evaluation of awareness creation progress	42
AGR CBM2 02 0322	Assess Suitability for Cooperatives Business Operations	**AGR CBM2 02 0522**	Business operation suitability assessment	• Innovation of potential business ideas • Cooperative business opportunity utilization • Business opportunities access	42
AGR CBM2 08 0322	Prepare Plan for Cooperative	**AGR CBM2 03 0522**	Cooperatives' work plan	• Objective Setting • Preparation of plan and schedule • Implementation of work plan • Work activities monitoring • Work plans review and evaluation	48
AGR CBM2 07 0322:	Perform Saving and Credit Plan	**AGR CBM2040522**	Cooperative Saving and Credit Plan	• Current situation for Saving, Credit and investing • Risk management in Saving, Credit and Investing • Savings and Credit plan ofcooperatives • Implementation of cooperative savings and credit plan	45
AGR CBM2 03 0322	Conduct needs assessment to establish new	**AGR CBM2 05 0522**	Cooperatives' Need Assessment	• Data Collection. • Data Organization and analysis • Need identification and prioritization	45

	cooperative				
AGR CBM2 04 0322	Assist cooperatives in community development	**AGR CBM2 06 0522**	Community development activity	• Community needs • Cooperative capacity identification • Plan and Implementation	48
AGR CBM2 05 0322	Create Linkage with Cooperatives' Stakeholders	**AGR CBM2 07 0522**	Cooperatives' stakeholders	• Designing Stakeholders' participation • Communicating with Stakeholders • Work relationship establishment • Market linkage	54
AGR CBM2 060322	Perform Basic Accounting Records	**AGR CBM2 08 0522**	Basic Accounting Records	• Obtain source documents and Record business transaction on journal • Post to the ledger and prepare unadjusted trial balance • File and document financial record	60
AGR CBM2 09 0322	Apply Agricultural Extension service for Rural development	**AGR CBM2 09 0522**	Agricultural Extension service	• Promote the use of digital technology in Agricultural Extension • Understand Adult Learning • Learning Integrate Gender in Agricultural Extension • Recognize Indigenous Knowledge	60
AGR CBM2 10 0322	Prevent and Eliminate MUDA	**AGR CBM2 10 0522**	MUDA	• Prepare for work. • Identify MUDA and problem • Analyze causes of a problem • Eliminate MUDA and Assess effectiveness of the solution • Prevent occurrence of wastes and sustain operation	45

1.10.   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.

1.11.   TVET Teachers Profile

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

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Ministry of Labor and Skills

1.12. 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.

Learning Methods:				
For none impaired trainees	**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 ❖ provide tutorial support ❖ (if necessary)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support ❖ (if necessary)	❖ 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

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/Obse rvation	❖ 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	AGR CBM2 M01 0522 : Awareness Creation about Cooperatives
Nominal Duration :	42 Hours

Module Description : This **Module** deals with the skills, knowledge and attitude required to identify tools for creating awareness, perform awareness creation activities and review awareness creation progress so as to spread the thoughts and practices of Cooperatives to Community.

Training Outcomes

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

- Identify Awareness Creation Tools
- Perform Awareness Creation activities
- Review progress

Module Contents:

Unit one: Overview of awareness Creation

- Overview of Cooperative extension
- Methods and tools of awareness creation
- Awareness creation media

Unit two: Awareness Creation process

2.1 Target group identification

2.2 Methods of selecting medium of communication

2.3 Implementing promotional activities

Unite Three: Monitoring and evaluation of awareness creation progress

3.1 Methods of collecting feedback from audience

3.2 Performance evaluation of cooperative promoters

3.3 Evaluating effectiveness of medium of communication

3.4 Evaluating the performance of awareness creation process

3.5 Making adjustment/improvement

Learning Methods:
- Lecture   - Group discussion   - Demonstration   - Case study   - Brainstorming
Assessment Methods:
- Written test   - Oral questioning   - Presentation
Assessment Criteria:
Unit one: Overview of awareness Creation   - Identify overview of Cooperative extension   - Explain methods and tools of awareness creation   - Utilize awareness creation media   Unit two: Awareness Creation process   - Identify target group   - Identify methods of selecting medium of communication   - Implement promotional activities   Unite Three: Monitoring and evaluation of awareness creation progress   - Identify methods of collecting feedback from audience   - Promote performance evaluation of cooperative   - Evaluate effectiveness of medium of communication   - Evaluate the performance of awareness creation process   - Making adjustment/improvement

Module Code and Title	**AGR CBM2 M02 0522**: Business operation suitability assessment
Nominal Duration :	**42Hours**

Module Description : This module covers the knowledge, skills and attitude required to undertake cooperatives self-evaluation to determine potential of their business idea, business opportunity and market, whether identified business opportunities are realistic.

Training Outcomes

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

- Explore potential business ideas

- Assess gap in cooperative business opportunity utilization

- Access business opportunities, mentoring and advice for cooperatives

Module Contents:

Unit one: Innovation of potential business ideas

    1.1. Availability of products and services

    1.2. Sources of information for business opportunity

    1.3. Business opportunity information gathering

    1.4. Identification and determination of business opportunities

    1.5. Product and /or service provision methods

Unit Two: Cooperative business opportunity utilization

    2.1. Internal factors affecting opportunity utilization

      2.1.1. Personal factors

      2.1.2. Financial factors

      2.1.3. Leadership system

      2.1.4. Internal rules, regulations, and procedures

    2.2. External factors affecting opportunity utilization

      2.2.1. Social, cultural and political conditions

      2.2.2. Government policy

    2.3. Market demand and supply

Unit Three: Businessopportunities access

    3.1. Knowledge and skills gap identification

    3.2. Learning opportunities identification

    3.3. Selection of potential mentors and advisors

    3.4. Business opportunity maximization

Learning Methods:

- Lecture

- Group discussion

- Demonstration

- Role play

- Brainstorming

Assessment Methods:

- Written test

- Oral questioning

- Practical demonstration

- Observation in prepared checklist

Assessment Criteria

Unit one: Innovation of potential business ideas
- Identify products and services available thee required
- Identify sources of information to contact
- Gather business opportunity information
- Identify and determine business opportunities
- Explain product and /or service provision methods

Unit Two: Cooperative business opportunity utilization
- Describesinternal factors affecting opportunity utilization
- External factors affecting opportunity utilization
- Discuss how market demand and supply affect business opportunity utilization

Unit Three: Businessopportunities access
- Assess knowledge and skills gap of members
- Identify methods of providing/learning opportunities identification
- Select potential mentors and advisors
- Explain ways of business opportunity maximization

Module Code and Title	AGR CBM2 M03 0522: Cooperatives' work plan
Nominal Duration:	**48Hours**

- **Module Description**:This module covers the knowledge, skills and attitude required to set objectives, plan and schedule work activities, implement work plans, monitor work activities, and review and evaluate work plans and activities

Training Outcomes

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

- Set objectives
- Plan and schedule work activities
- Implement work plans
- Monitor work progress
- Review and evaluate work plans

Module Contents:

Unit One: Objective Setting

1.1 Organizational objective: meaning, types and importance

1.2 Relationship between organizational objectives and goals

1.3 Setting SMART objectives

1.4 Members participation in objective setting

Unit Two: Preparation of plan and schedule

2.1.Work plan: meaning and concept

2.2.Types of planning

2.3.Work plan element/contents

2.4.The Overall Flow of the Work Plan

Unit Three:Implementation of work plan

3.1 Identification of work methods and practices

3.2 Implementation of work plans

Unit Four: Work activities monitoring

4.1.Monitoring the implementation of activities

4.2.Report preparation and communication

4.3.Filing and documentation

Unit Five: Work plans review and evaluation
    5.1. Reviewing work plans, strategies and implementation

5.2. Adjustment of policies, objectives and processes
5.3. Organizational performance appraisal
5.4. Preparation & documentation of Performance appraisal report
5.5. Feedback & recommendations of performance appraisal

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: Objective Setting

- Define objectives by explaining its types and importance
- discuss SMART Objectives
- explain Support and commitment of team members

Unit Two: Preparation of plan and schedule

- Define and discuss the concept of work plan
- Explain types of planning
- Describe work plan contents
- Explain the overall flow of the work plan

Unit Three Implementation of work plan

- identify and explain work methods and practices
- discuss the implementation of work plans

Unit Four: Work activities monitoring

- explain the monitoring of work activities
- discuss observation and reporting of work activities
- state the filing and documentation of reports

Unit Five: Work plans review and evaluation

- explain review of work plans, strategies and implementation
- discuss hot to Adjust to policies, processes and activities based on review
- explain how to conduct organizational performance appraisal
- exhibit the preparation & documentation of Performance appraisal report
- discuss on the recommendations & Feedback of performance appraisal

Module Code and Title	ARG CBM2 M04 0522 : Cooperative Saving and Credit plan
Nominal Duration :	40Hours

Module Description : This Module describes the performance the knowledge, skills and attitude required to utilize a savings plan to achieve identified goals and includes understanding the role of the savings plan, the risk/return relationship and how to determine appropriate savings vehicles to maximize savings.

Training Outcomes

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

- ✓ Identify place of saving, credit and investing today
- ✓ Determine risk as it relates to saving, credit and investing
- ✓ Develop cooperatives savings and credit plan
- ✓ Implement cooperative savings and credit plan

Module Contents:

Unit one: Current situation for Saving, Credit and investing

1.1. Meaning and definition of Saving, Credit and investing
1.2. The role of saving and credit in cooperatives
1.3. The importance of financial goals
1.4. Attitude of saving, credit and investment in Ethiopia
1.5. Types of Saving and Credit practices in Cooperatives

Unit two: Risk management in Saving, Credit and Investing

2.1. Concept and meaning of risk and risk profile in Saving, Credit and Investing

2.2. Risk versus return in Saving and Credit plan

2.3. The impact of inflation on Saving, Credit and Investing

2.4. The difference of credit risk and others risks in cooperative

2.4.1. Define credit risk

2.4.2. Analyze other risks in cooperative

Unite Three: Savings and Credit plan ofcooperatives

3.1. Financial goal of saving and credit in cooperative
3.2. The calculation of money amount in saving and credit
3.3. Basic saving plan based on surplus income
3.4. Principles of budgeting towards savings goals
3.5. Types of financial product to maximize earnings on saving
3.6. Methods of saving and credit in cooperative

Unite Four: Implementation of cooperative savings and credit plan

4.1.   The concept of open account in saving and credit plan
4.2.   Role of budgeting and savings in establishing personal wealth
4.3.   The financial institutions and their saving products implementation
4.4.   Ways of controlling and evaluation of Cooperative members on saving and credit habit

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: Current situation for Saving, Credit and investing

4. Define Saving, Credit and investing
5.   Identify the role of saving and credit in cooperatives
6.   Explain importance of financial goals
7. Assess attitude of members towards saving, credit and investment
8. Differentiate types of Saving and Credit practices in Cooperatives

Unit two: Risk management in Saving, Credit and Investing

9. Define risk and risk profile

10. Identify risk versus return in Saving and Credit plan

11. Describe impact of inflation on Saving, Credit and Investing

12. Explain the difference of credit risk and others risks in cooperative

Unite Three: Savings and Credit plan ofcooperatives

- Identify the role of cooperative saving goals
- Quantified money amount in saving and credit

- Explain basic saving plan based on surplus income
- Describe principles of budgeting towards savings goals
- Discuss basic financial product options to maximize earnings on saving
- Identify ways of saving and credit plan in cooperatives

Unite Four: Implementation of cooperative savings and credit plan

o Define requirements to open an account
o Explain role of budgeting and savings in establishing personal wealth
o Implement financial institutions and their saving products
o Control and evaluate members' saving and credit habit

Module Code and Title	AGR CBM2 M05 0522:Cooperatives' Need Assessment
Nominal Duration:	**45Hours**

Module Description : This module applies to covers application of knowledge, skill and attitude to conduct need assessment by collecting, analyzing, interpreting data for prioritizing needs of the community.

Training Outcomes

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

- Perform Collection of data.
- Organize and analyze data.
- Identify and prioritize needs.

Module Contents:

UNIT ONE: Data Collection.
   1.1. Concepts of need assessment
   1.2. Need assessment in the formation of new coop
   1.3. Types and Sources of data
   1.4. Sample and sampling
   1.5. Sampling techniques and sample size
   1.6. Data Collection Methods
   1.7. Data collection tools
   1.8. Communication manner in data collection
UNIT TWO: Data Organization and analysis
   2.1. Data classification & organization.
   2.2. Data analysis
   2.3. Data interpretation.

UNIT THREE: Need identification and prioritization
   3.1 Listing and prioritizing of need

   3.2 Need assessment's output

   3.3 Assessment report

   3.4 Reporting the assessment for decision

Learning Methods:

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

Assessment Methods:

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

Assessment Criteria:

UNIT ONE: Data Collection.
- Discuss Concepts of need assessment
- Discuss the uses of need assessment in the formation of new coop
- Explain types and sources of data
- Distinguish Sample and sampling
- Elaborate sampling techniques and sample size
- Identify data Collection Methods
- List out data collection tools
- Summarize communication manner in data collection

UNIT TWO: Data Organization and analysis

- Classify and organize data
- Analyze data
- Interpret data

UNIT THREE: Need Identification and Prioritization
- List and prioritize needs
- List out needs
- Summarize the need assessment

Module Code and Title:	AGR CBM2 M06 0522: Community development activity:
Nominal Duration:	**48Hours**
Module Description :	This module covers the knowledge, skill and attitude, Identify and engages in social networks within the broad community; identify community development projects and Cooperative Potential of participation in community development projects to ensure maximum participation.

Training Out Comes
- Identify Community needs
- Identify cooperative capacity
- Plan and Implementation

MODULE CONTENTS:

Unit One. Community needs

1.1. Community development: Meaning and Definition

1.2. Community development principles

1.3. Importance of community needs

1.4. Communities' responsibilities in development

1.5. Community needs assessment methods and requirements

1.6. Explore community opportunities

Unit Two.Cooperative capacity identification

2.1. Cooperatives' potential assessment

2.2. Community needs verses cooperative potential

2.3. The role of cooperatives in community development

2.4. Community development process

Unit Three. Plan and Implementation

3.1. Community development planning

3.2. Facilitating budget allocation and utilization

3.3. Cooperative's participation process

3.4. Monitoring and evaluation implementation plan

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Project work
- Role play
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning

ASSESSMENT CRITERIA:

Unit One. Community needs

- Provide definition of community development
- Identify community development principles
- Discuss importance of community needs
- Identify responsibilities of communities' in development
- List out community need assessment methods and requirements
- Explore community opportunities

Unit Two. Cooperative capacity identification

- Assess cooperatives' potential
- Distinguish community needs verses cooperative potential
- Describe the role of the cooperative in community development
- Explain Community development process

Unit Three. Plan and Implementation

- Prepare community development plan
- Facilitate budget allocation and utilization
- Discuss cooperative's participation process
- Monitor and evaluate implementation plan

Module Code and Title:	AGR CBM2 M07 0522: Cooperatives' stakeholders :
Nominal Duration:	54Hours

Module Description:
This module describes knowledge, skills and attitude required for participation of stakeholder, communicate and create unified work relationship with stakeholders.

Training Out Comes
- Design stakeholders' participation strategy
- Communicate with stakeholders
- Establish unified work relationship
- Undertake market linkages

MODULE CONTENTS:
Unit One. DesigningStakeholders' participation
    1.1. Stakeholder: Meaning and definition
    1.2. Concept of participation strategy:
    1.3. Stakeholders' identification and analysis
    1.4. stakeholders   prioritization
    1.5. Stakeholders profile documentation
Unit Two.Communicating with Stakeholders

    2.1. Establish communication
    2.2. Stakeholders common interest identification
    2.3. Cooperation among cooperatives
    2.4. Linkage methodologies
Unit Three: Work relationship establishment

    3.1. Business agreements establishment
    3.2. Business rule and regulation system
Unit Four: Market linkage
    4.1. Market Linkage: Meaning and Definition
    4.2**.** Customer profiles updating
    4.3. Legal document preparation
    4.4. Negotiating and signing an agreement

Learning Methods:

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

Assessment Methods:

- Written test
- Oral questioning

ASSESSMENT CRITERIA:

Unit One. DesigningStakeholders' participation
- Define Stakeholder
- Explain the concept of participation strategy:
- Conduct Stakeholdersanalysis
- Describe stakeholders prioritization criteria
- Prepare stakeholders profile document

Unit Two.Communicating with Stakeholders
- Discuss communication establishment methods
- Identify stakeholders common interest
- Explain cooperation among cooperatives
- Describe linkage methodologies

Unit Three: Work relationship establishment
- Prepare and implement business agreements
- Describe business rule and regulation system

Unit Four: Market linkage
- Describe the concept of market linkage
- Prepare and update customer profiles
- Describe business legal document
- Differentiate negotiation and agreement

Module Code and Title	AGR CBM2 M08 0522: **Basic Accounting Records**
Nominal Duration	60 Hours

MODULE DESCRIPTION: This module covers the knowledge, skills, and attitudes required to Identify and produce source documents, record business transaction on journal, and post to the ledger, prepare unadjusted trial balance and file the document.

LEARNING OUTCOMES

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

LO1**.**Obtain Source Documents and Record Business Transaction on Journal

LO2. Post To the Ledger and Prepare Unadjusted Trial Balance

LO3. File And Document Financial Record

MODULE CONTENTS:

LO1. Obtain Source Documents and Record Business Transaction on Journal

    1.1.   Verifying Source Documents

    1.2.   Bases of Accounting

    1.3.   Concept of journal

    1.4.   Analyzing business transaction

    1.5.   Recording transaction on Journal

LO3. Post To the Ledger and Prepare Unadjusted Trial Balance

    2.1 Concepts of ledger

    2.2 Types of ledger

    2.3 Posting Information in appropriate ledger

    2.4 Preparing unadjusted trial balance

    2.5 Identifying and Correcting Errors in trial balance

LO3. File and document financial record

    3.1.Classifying and sorting financial documents

    3.2.Labelling file boxes

    3.3.Filling and documenting financial documents

LEARNING METHODS:

- Coopérative training
- Coopérative lab.
- Lecture and Discussion

- Démonstrations
- Rôle playing
- Project method

ASSESSMENT METHODS:

- Written test with Oral questioning
- Practical demonstration
- Project

ASSESSMENT CRITERIA:

LO.1 Obtain source documents and Record business transaction on journal

- Source document are obtained and verified
- Select appropriate accounting bases
- Determine the effect of transaction by using appropriate techniques
- Obtain approved Business transactions are identified.
- Types of account affected are determined based on the source documents
- Business transactions are recorded on journal based on rules, regulations, accounting standard and legislative body

LO.2 Post to the ledger and prepare unadjusted trial balance

- The beginning or opening balance of each account entered into ledger
- Information contained in journals are transferred/posted periodically in appropriate ledger
- balance of each account after all information posted are Extracted
- unadjusted trial balance is Prepared and the equality of debit and credit for a specific period determined
- Error in preparing trial balance is identified and corrected

LO.3 File and document financial record

- Financial documents are classified and sorted.
- Labeled file boxes are prepared based on organizational procedures.
- Financial documents are file and documented chronologically based on   their classification for audit purpose.

Module Code and Title	AGR CBM2 M09 0522**Agricultural Extension service**
Nominal Duration	60 Hours

MODULE DESCRIPTION: This module covers the knowledge, skills and attitudes required to promote the use of digital technology in agricultural extension, understand adult learning, integrate gender in agricultural extension and recognize indigenous knowledge.

LEARNING OUTCOMES

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

- Promote the Use of digital Technology in Agricultural Extension

- Understand Adult Learning

- Integrate Gender in Agricultural Extension

- Recognize Indigenous Knowledge

MODULE CONTENTS:

LO1. Promote the Use of Digital Technology in Agricultural Extension

      1.1.Using digital technology in Agricultural extension

      1.2.BuildingSkills in using digital technology

      1.3.Role of digital technologies in agricultural extension services

LO2. Understand Adult Learning

      2.1. Concept of adult learning

      2.2. Principles of adult learning

      2.3.Importance of adult learning in agricultural

      2.4. Adult learning methods

      2.5.role of adult learning

LO3. Integrate Gender in Agricultural Extension

      *3.1.*Concept of gender

      3.2.Creating gender awareness and sensitization

      3.3.Role of gender in agriculture

      *3.4.*Gender mainstreaming

LO4. Recognize Indigenous Knowledge

      4.1.Concept of indigenous knowledge

      4.2.characters of indigenous knowledge

4.3. promoting exchange of indigenous knowledge

4.4. importance of indigenous knowledge

4.5. controversial issues of the debate on indigenous knowledge

LEARNING METHODS:

- Lecture and Discussion
- Demonstration
- Simulation
- Roleplaying
- Community Service

ASSESSMENT METHODS:

- Quiz, Written test, Oral questioning, Written exam (assessment)
- Individual and group assignment
- Practical demonstration

ASSESSMENT CRITERIA:

LO.1. Promote the use of digital technology in Agricultural Extension

- The use of Digital technology in Agricultural extension is introduced to familiarize its importance
- Skills in using digital technology is built to strengthen agricultural extension services
- The role of digital technologies in agricultural extension services is understood to enhance agricultural development.

LO.2. Understand Adult Learning

- The concept of adult learning is understood to bring behavioral changes
- Principles of Adult learning is determined for the implementation of extension services
- The importance of Adult learning in Agricultural Extension is understood to enhance agricultural extension services
- Adult learning methods are understood to enhance the knowledge and skills of extension beneficiaries
- The role of adult learningis understood to allow farmers develop knowledge and skills

LO.3. Integrate Gender in Agricultural Extension

- The concept of genderis understood to provide inclusive agricultural extension services
- Gender awareness and sensitization is created to increase the contribution of gender in agricultural development

- The role of gender in agricultureis determined to enhance agricultural development.

- Gender mainstreaming is implemented for effective outcome of extension services

LO4.Recognize Indigenous Knowledge.

- The concept of indigenous knowledge is understood to strengthen the service of agricultural extension

- Characters of indigenous knowledge are understood to promote local experience

- Exchange of indigenous knowledge is promoted to enhance community development

- The importance of indigenous knowledge is understood to facilitate its contribution to the development processes.

- The controversial issues of the debate on indigenous knowledge are further studied to propose the urgent need, to document, learn, preserve, and exchange indigenous knowledge

Module Code and Title	**AGR CBM2 M10 0522: MUDA**
Nominal Duration	45 Hours

MODULE DESCRIPTION: This module covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized.

LEARNING OUTCOMES

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

- Prepare for work
- Identify MUDA and problem
- Analyze causes of a problem
- Eliminate MUDA and Assess effectiveness of the solution.
- Prevent occurrence of wastes and sustain operation

MODULE CONTENTS:

LO1 Prepare for work

   1.1. Using work instructions

   1.2. Reading and interpreting job specifications

   1.3. ObservingOHS requirements,

   1.4. Selecting appropriate material

   1.5. Identifying and checking safety equipment and tools.

LO2 Identify MUDA and problem

   2.1 Preparing plan of MUDA and implementing problem identification

   2.2 Causes and effects of MUDA

   2.3 Identifying and listing problems of kaizen process

   2.4 Using tools and techniques

   2.5   Identifying and measuring wastes/MUDA

   2.6 Reporting identified and measured wastes

LO3. Analyze causes of a problem

   3.1 Listing all possible causes of a problem

   3.2 Analyzing cause relationships using 4m1e

3.3   Identifying causes of the pro*b*lems

3.4   Selecting the root cause directly related to the problem

3.5   Listing all possible ways using creative idea generation

3.6   Testing and evaluating the suggested solutions

3.7   Preparing detailed summaries of the action plan

LO4. Eliminate MUDA and Assess effectiveness of the solution

4.1.   Preparing and implementing Plan of MUDA elimination.

4.2.   Adopting necessary attitude and ten basic principles for improvement

4.3.   Using tools and techniques to eliminate wastes/MUDA

4.4.   Reducing and eliminating Wastes/MUDA

4.5.   Identifying tangible and intangible results are.

4.6.   Comparing tangible results using various types of diagrams.

4.7.   Reporting improvements

LO5. Prevent occurrence of wastes and sustain operation

5.1.   Preparing and implementing MUDA prevention Plan.

5.2.   Preparing and discussing Standards for materials

5.3.   Preventing occurrences of wastes/MUDA

5.4.   Creating waste-free workplace using 5W and 1Hsheet.

5.5.   Doing the completion of required operation

5.6.   Facilitating the updating of standard procedures and practices

5.7.   Training and ensuring capability of the work team on the new Standard Operating Procedures (SOPs).

5.7 Delivering training on the new Standard Operating Procedures(SOPs)

Item No.	Category/Item	Description/ Specifications	Qty.	Recommended Ratio (Item: Trainee)
	List of Resource for Level I			
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	Basic cooperative aspects of cooperative organization and cooperative self-help promotion in developing countries	Aalfered W (1992)	5pcs	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
	Training and extension in the cooperative movement	Laidlaw A.R (2005)	5pcs	1:5
2.5	Gemba KAIZEN	2nd Edition Masaaki Imai	5 Pcs	1:5
2.6	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
2.7	Agricultural Extension in Developing Countries	Adams M. E., 1992 *Agricultural Extension in Developing Countries*		1:5
2.8	Agricultural Extension	FAO, …		1:5
3.	Journals/Publication/Maga	Published/unpublished		

		zines			
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

3. Developer's Profile

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1	GetahunGirma	MSc	Management	Ardaita College	0911569329	getahungrm@g mail.com
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