

## Cooperative Marketing Level – I



## TVET Curriculum Version-I Based on March, 2022, Version- 3 Occupational Standard

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## 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 is developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for **Cooperative Marketing Level I**. 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 Marketing -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 an **Cooperative Marketing Worker** 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 Marketing**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Develop Cooperative Understanding, Identify Cooperative Marketing Environment, Identify Consumer Buying Behavior, Understand and Undertake Cooperative Marketing, Gather Market Information, Deliver Service to Customers, Apply Agricultural Extension Service, Implement Agribusiness Marketing, Apply Basics of Human Nutrition Practices and Apply 5S Procedures in accordance with the performance criteria and evidence guide described in the OS.

### 1.3. Training Program Structure

Unit of competence	Sequences of Learning modules		Unit title	Nominal Duration (In Hours)
	Code	Title/ For Module name		
AGR CM1 01 0322 Develop Cooperative Understanding	AGR CM1 M01 0522	Coopérative Théories and Practices	<ul style="list-style-type: none"> <li>• Basic Concept of Cooperatives</li> <li>• Features of cooperatives</li> <li>• Role of Cooperatives</li> </ul>	72
AGR CM1 04 0322 Understand and Undertake Cooperative Marketing	AGR CM1 M02 0522	Cooperative Marketing	<ul style="list-style-type: none"> <li>• Concepts of Cooperative Marketing</li> <li>• Functions of cooperative marketing</li> <li>• Features of Cooperative marketing</li> </ul>	72
AGR CM1 02 0322 Identify Cooperative Marketing Environment	AGR CM1 M03 0522	Cooperative Marketing Environment	<ul style="list-style-type: none"> <li>• Overview of Marketing Environment</li> <li>• The Cooperative marketing environment</li> <li>• Cooperative marketing opportunity identification</li> <li>• Responding to the Marketing Environment</li> </ul>	48
AGR CM1 03 0322 Develop Understanding of Consumer Buying Behavior	AGR CM1 M04 0522	Consumer Buying Behaviour	<ul style="list-style-type: none"> <li>• Concept of consumers buying behavior</li> <li>• The buying process</li> <li>• Factors affecting consumers buying behavior</li> </ul>	48
AGR CM1 05 0322 Gather Market Information	AGR CM1 M05 0522	Market information Gathering	<ul style="list-style-type: none"> <li>• Overview of Market Information</li> <li>• Obtaining market data</li> <li>• Processing and analyzing market data</li> </ul>	48
AGR CM1 06 0322 Deliver Service to Customers	AGR CM1 M06 0522	Service Delivery	<ul style="list-style-type: none"> <li>• Overview of Customer and customer service</li> <li>• Customer needs identification</li> <li>• Customer service provision</li> <li>• Evaluation of Customer Service Delivery</li> </ul>	48

AGR CM1 06 0322	Apply Agricultural Extension Service	AGR CM1 M07 0522	Agricultural Extension Service	<ul style="list-style-type: none"> <li>• Understand the Concept and evolution of Agricultural Extension</li> <li>• Apply Extension methods and Approaches</li> <li>• Apply Agricultural Extension Communication and Facilitation for technology promotion</li> <li>• Conduct Training</li> </ul>	48
AGR CM1 07 0322	Implement Agribusiness Marketing	AGR CM1 M08 0522	Agribusiness Marketing	<ul style="list-style-type: none"> <li>• Understand concept of agricultural marketing</li> <li>• Understand concepts of agribusiness</li> <li>• Identify marketing targets for agricultural products</li> <li>• Implement marketing strategy</li> <li>• Establish contract farming</li> <li>• Apply agricultural marketing services</li> </ul>	48
AGR CM1 08 0322	Apply Basics of Human Nutrition Practices	AGR CM1 M09 0522	Basics of Human Nutrition	<ul style="list-style-type: none"> <li>• Identify Categories of agricultural foods items</li> <li>• Recognize malnutrition in the community</li> <li>• Identify the role of agriculture in nutrition</li> <li>• Demonstrate diversified Agricultural food production and consumption techniques</li> <li>• Perform proper handling and storage of agricultural food products</li> <li>• Document and report food production, consumption and difficulties</li> </ul>	48
AGR CM1 09 0322	Apply 5S Procedures	AGR CM1 M10 0322	5S Procedures	<ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Sort items.</li> <li>• Set all items in order</li> <li>• Perform shine activities</li> <li>• Standardize 5S.</li> <li>• Sustain 5S</li> </ul>	24

#### 1.4. Duration of the TVET-Program

The Program will have duration of **504 hours** including the in-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 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.	Basics of Cooperatives	36	24	12	72	
2.	Cooperative Marketing	36	24	12	72	
3.	Cooperative Marketing Environment	24	16	8	48	
4.	Consumer Buying Behaviour	24	16	8	48	
5.	Market information Gathering	24	16	8	48	
6.	Service Delivery	24	16	8	48	
7.	Agricultural Extension Service	24	16	8	48	
8.	Agribusiness Marketing	24	16	8	48	
9.	Basics of Human Nutrition Practices	24	16	8	48	
10.	5S Procedures	12	8	4	24	
<b>Total hour</b>		<b>252</b>	<b>168</b>	<b>84</b>	<b>504</b>	
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 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 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. 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%.

## 1.10. TVET Teachers Profile

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

### 1.11. 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.

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

		(if necessary)	(if necessary)	(if necessary)
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreters</li> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> <li>❖ Introduce new and relevant vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

<b>Assessment Methods:</b>				
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter</li> <li>❖ Use short and clear questioning</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader</li> <li>❖ (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers</li> <li>❖ Avoid essay writing</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration/Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use sign language interpreter</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Provide activity-based/ practical assessment method</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## 2. Learning Module Design

<b>Module Code and title</b>	<b>ARG CM1 M01 0522: Coopérative Théories and Practices</b>
<b>Nominal Duration :</b>	<b>72 Hrs</b>
<b>Module Description :</b> This module deals with skills, knowledge and attitude required to understand the values, internationally accepted principles, importance, functions, strategies and methods of cooperative.	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> <li>• Comprehend the concept of Cooperative</li> <li>• Differentiate Cooperatives</li> <li>• Explain the role of Cooperatives</li> <li>• Identify unique feature of cooperatives</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit one: Basic Concept of Cooperatives</b></p> <ol style="list-style-type: none"> <li>1.1. Meaning and definition of cooperative</li> <li>1.2. Evolution, thought and movement of Cooperative             <ol style="list-style-type: none"> <li>1.2.1 Cooperative’s development in the world</li> <li>1.2.2 Cooperative’s development in Ethiopia</li> </ol> </li> <li>1.3. Values and Principles of Cooperatives</li> </ol> <p><b>Unit two: Features of cooperatives</b></p> <ol style="list-style-type: none"> <li>2.1 Types and functions of cooperatives</li> <li>2.2 Levels of Cooperatives</li> <li>2.3 Unique characteristics of Cooperatives</li> <li>2.4 Cooperatives Vs other forms of businesses</li> <li>2.5 Legislative framework of Cooperatives</li> </ol> <p><b>Unit Three: Role of Cooperatives</b></p> <ol style="list-style-type: none"> <li>3.1 Objectives and Benefits of Cooperatives</li> <li>3.2 Advantages and Disadvantages of Cooperatives</li> <li>3.3 Rationale of establishing Cooperatives</li> <li>3.4 Factors affecting cooperatives</li> </ol>	



### 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

<b>Module Code and Title</b>	<b>AGR CM1 M02 0522: Cooperative Marketing</b>
<b>Nominal Duration:</b>	<b>72 Hours</b>
<b>Module Description:</b> This module covers skills, knowledge and attitude required to understand the concepts, functions, and features of cooperative marketing.	
<p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Clarify basic Marketing concepts</li> <li>• Differentiate Marketing and Selling</li> <li>• Distinguish Marketing mix elements</li> <li>• Identify marketing functions</li> <li>• Distinguish Cooperative Marketing</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit one: Concepts of Marketing</b></p> <ol style="list-style-type: none"> <li>1.1. Definitions and concepts of marketing</li> <li>1.2. Historical developments of marketing</li> <li>1.3. Market and marketing</li> <li>1.4. Marketing and Selling</li> <li>1.5. Marketing mix</li> <li>1.6. Scope of Marketing</li> </ol> <p><b>Unit Two: Functions of marketing</b></p> <ol style="list-style-type: none"> <li>2.1 Overview of marketing functions</li> <li>2.2 Classification of Marketing Functions</li> <li>2.3 Essential marketing functions and their roles</li> </ol> <p><b>Unit Three: Features of Cooperative marketing</b></p> <ol style="list-style-type: none"> <li>3.1. Overview and development of cooperative marketing</li> <li>3.2. Principles and objectives of Cooperative Marketing</li> <li>3.3. Unique features and roles of Cooperative marketing</li> <li>3.4. Cooperatives and other Marketing</li> </ol>	





### 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

- Describe the core concepts of marketing
- Identify market and marketing
- Describe the historical developments of marketing
- Differentiate marketing and selling
- Distinguish and discuss marketing mix elements
- Describe the scope of Marketing

#### 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

- Describe current status of cooperative marketing
- Identify and explain cooperative marketing principles and objectives
- Explain the unique features of cooperative marketing
- Differentiate cooperative and other marketing

<b>Module Code and Title</b>	<b>AGR CM1 M03 0522: Cooperative Marketing Environment</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This module covers skills, knowledge and attitude required to distinguish a market and marketing environment, identify marketing environment and recommend potential market entries for Cooperative's business.	
<p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the distinctions between marketing and market environment</li> <li>• Identify Cooperative markets</li> <li>• Select and employ Market information gathering tools</li> <li>• Describe the internal and external environmental factors</li> <li>• Identify cooperative market entry systems and challenges</li> <li>• Describe approaches to respond to the marketing environment</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit one: Overview of Marketing Environment</b></p> <ol style="list-style-type: none"> <li>1.1. Meaning and concept of Marketing Environment</li> <li>1.2. Distinctions between marketing and market environment</li> <li>1.3. Potential cooperative markets</li> </ol> <p><b>Unit Two: The Cooperative Marketing Environment</b></p> <ol style="list-style-type: none"> <li>2.1 Market information gathering tools</li> <li>2.2 Micro Environment</li> <li>2.3 Macro Environment</li> </ol> <p><b>Unit Three: Cooperative marketing opportunity identification</b></p> <ol style="list-style-type: none"> <li>3.1. Source of marketing opportunities</li> <li>3.2. Characteristics of good market opportunity</li> <li>3.3. Market Opportunities selection and Prioritization</li> </ol> <p><b>Unit Four: Responding to the Marketing Environment</b></p> <ol style="list-style-type: none"> <li>4.1. Market entry systems and challenges for Cooperatives</li> <li>3.1. Approaches to respond to the marketing environment</li> </ol>	

### Learning Methods:

- Lecture
- Group discussion
- Role play
- Case study
- Brainstorming

### Assessment Methods:

- Written test
- Oral questioning
- Observation in prepared checklist

### Assessment Criteria:

#### Unit one: Overview of Marketing Environment

- Meaning and concept of Marketing Environment
- Distinctions between marketing and market environment
- Potential cooperative markets

#### Unit Two: The Cooperative Marketing Environment

- Market information gathering tools
- Micro Environment
- Macro Environment

#### Unit Three: Cooperative marketing opportunity identification

- Source of marketing opportunities
- Characteristics of good market opportunity
- Market Opportunities selection and Prioritization

#### Unit Four: Responding to the Marketing Environment

- Market entry systems and challenges for Cooperatives
- Approaches to respond to the marketing environment

<b>Module Code and Title</b>	<b>AGR CM1 M04 0522: Consumer Buying Behavior</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge required to sort Consumers, identify buying process and identify Factors affecting consumers buying behavior to serve specific cooperative markets and specific needs.	
<p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Sort consumers</li> <li>• Distinguish consumers and business buyers</li> <li>• Identify consumers buying process</li> <li>• Identify factors affecting consumers buying process</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit One: Concepts of consumers buying behavior</b></p> <ol style="list-style-type: none"> <li>1.1. Consumer behavior an overview</li> <li>1.2. Terminologies in consumer behavior</li> <li>1.3. Nature and stages of consumers buying behavior</li> <li>1.4. Scopes of consumer behavior</li> <li>1.5. Consumers and business buyers</li> <li>1.6. Patterns of consumer behavior</li> </ol> <p><b>Unit Two: The buying process</b></p> <ol style="list-style-type: none"> <li>2.1. Types of consumer buying behavior</li> <li>2.2. Levels of consumer involvement</li> <li>2.3. Steps in buying process</li> </ol> <p><b>Unit Three: Factors affecting consumers buying behavior</b></p> <ol style="list-style-type: none"> <li>3.1. Psychological factors</li> <li>3.2. Social factors</li> <li>3.3. Personal factors</li> <li>3.4. Cultural factors</li> </ol>	



### Learning Methods:

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

### Assessment Methods:

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

### Assessment Criteria:

**During the assessment the evidence must show that the trainee.....**

#### **Unit 1: Concepts of consumers buying behavior**

- Describe the concept of Consumer behavior
- list stages of consumers buying behavior
- Elaborate Scopes of consumer behavior
- Differentiate Consumers and business buyers
- Discuss the Patterns of consumer behavior
- Describe Terminologies in consumer behavior

#### **Unit 2: The buying process**

- List Steps in consumer buying process
- Explain Levels of consumer involvement
- Differentiate Types of consumer buying behavior

#### **Unit 3: Factors affecting consumers buying behavior**

- List Psychological factors
- List Social factors
- List Personal factors
- List Cultural factors

<b>Module Code and Title</b>	<b>AGR CM1 M05 0522: Market information Gathering</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge required to identify market information objectives, define target markets, obtain data and report findings.	
<p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Describe Market Information objectives</li> <li>• Elaborate types and scope of Market Information</li> <li>• Identify sources of market information</li> <li>• Distinguish survey tools and data collection methods</li> <li>• Process and analyze market data</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit One: Overview of Market Information</b></p> <ol style="list-style-type: none"> <li>1.1. Concept and meaning of Target market</li> <li>1.2. Concept and meaning of Market Information</li> <li>1.3. Objectives Market Information</li> <li>1.4. Scope of Market Information</li> <li>1.5. Types of Market Information</li> <li>1.6. Types of Target market</li> <li>1.7. Demand and supply in the market system</li> </ol> <p><b>Unit Two: Obtaining market data</b></p> <ol style="list-style-type: none"> <li>2.1. Sources of market information</li> <li>2.2. Survey tools for market information</li> <li>2.3. Data collection methods</li> </ol> <p><b>Unit Three: Processing and analyzing market data</b></p> <ol style="list-style-type: none"> <li>3.1. Meaning and types of data processing</li> <li>3.2. Steps in data processing</li> <li>3.3. Data analysis and interpretation</li> </ol>	

**Learning Methods:**

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

**Assessment Methods:**

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

**Assessment Criteria:**

**During the assessment the evidence must show that the trainee.....**

**Unit One: Concepts of Market Information**

- ✓ Describe Concept and meaning of Target market
- ✓ Explain the meaning and definitions of Market Information
- ✓ List the objectives Market Information
- ✓ Describe the types and scope of Market Information
- ✓ List the types of Target market
- ✓ Distinguish Demand and supply

**Unit Two: Obtaining market data**

- ✓ List the sources of market information
- ✓ Identify survey tools for market information
- ✓ Describe data collection methods

**Unit Three: Processing and analyzing market data**

- ✓ Explain the meaning and types of data processing
- ✓ List the steps of data processing
- ✓ Analyze and interpret data

<b>Module Code and Title</b>	<b>AGR CM1 M06 0522: Service Delivery</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This module describes the skills and knowledge required to identify customer needs and wants, deliver service as per the need of a customer, monitor customer service provisions and sort out improvements in the provision of customer service.	
<p><b>Training Outcomes</b></p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish customer and customer service</li> <li>• Describe customer approaches</li> <li>• Assess and identify customer needs</li> <li>• Identify options for meeting customer needs</li> <li>• Elaborate ways in handling customer complaints</li> <li>• Collect customer feedback</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit One: Overview of Customer and customer service</b></p> <ol style="list-style-type: none"> <li>1.1. Concept and meaning of Service</li> <li>1.2. Meaning of Customer and customer service</li> <li>1.3. Principles of customer service</li> <li>1.4. Customer Approaches</li> </ol> <p><b>Unit two: Customer needs identification</b></p> <ol style="list-style-type: none"> <li>2.1. Meanings of customer needs, wants and demand</li> <li>2.2. Assessing customer needs</li> <li>2.3. Determining customer needs</li> </ol> <p><b>Unit Three: Customer service provision</b></p> <ol style="list-style-type: none"> <li>3.1. Classification of customer service delivery</li> <li>3.2. Establishing and maintaining rapport with customers</li> <li>3.3. Options for meeting customer needs</li> <li>3.4. Handling customer complaints</li> </ol> <p><b>Unit Four: Evaluation of Customer Service Delivery</b></p> <ol style="list-style-type: none"> <li>4.1. Obtaining customer feedback</li> <li>4.2. Improving the quality of customer service</li> </ol>	



### Learning Methods:

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

### Assessment Methods:

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

### Assessment Criteria:

**During the assessment the evidence must show that the trainee.....**

#### Unit One: Overview of Customer and customer service

- Explain the concept and meaning of Service
- Elaborate the Meaning of Customer and customer service
- List the Principles of customer service
- Demonstrate Customer Approaches

#### Unit two: Customer needs identification

- Explain the meanings of customer needs, wants and demand
- Assess and determine customer needs

#### Unit Three: Customer service provision

- Classify customer service delivery
- Establish and maintain rapport with customers
- Identify options for meeting customer needs
- Elaborate ways in handling customer complaints

#### Unit Four: Evaluation of Customer Service Delivery

- Obtain customer feedback
- Illustrate ways to improve customer service quality

<b>Module Code and Title</b>	<b>AGR CM1 M07 0522: Agricultural Extension Service</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge 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.	
<b>Training Outcomes</b> At the end of the module the trainee will be able to: <ul style="list-style-type: none"> <li>• Describe the Concept and Evolution of Agricultural Extension</li> <li>• Apply Extension Methods and Approaches</li> <li>• Apply Agricultural Extension Communication and Facilitation for Technology</li> <li>• Conduct Training</li> <li>• Record and Document Data</li> </ul>	
<b>Module Contents:</b>	
<b>Unit One: Concept and evolution of Agricultural Extension</b>	
<ol style="list-style-type: none"> <li>1.1. Concept of Agricultural extension</li> <li>1.2. Evolution and progress of agricultural extension</li> <li>1.3. Role of extension in agricultural development</li> <li>1.4. Importance of Agricultural extension</li> <li>1.5. Extension planning</li> </ol>	
<b>Unit Two: Extension methods and Approaches</b>	
<ol style="list-style-type: none"> <li>2.1. Extension methods</li> <li>2.2. Extension approaches</li> <li>2.3. Importance of extension methods and approaches</li> <li>2.4. Extension methods and approaches</li> </ol>	
<b>Unit Three: Agricultural Extension Communication and Facilitation</b>	
<ol style="list-style-type: none"> <li>3.1. Concept, principle and type of communication</li> <li>3.2. Communication barriers,</li> <li>3.3. Elements of communication</li> <li>3.4. Audio visual techniques</li> <li>3.5. Roles and characteristics of extension communicator</li> <li>3.6. Basic concept of facilitation</li> <li>3.7. Roles and responsibilities of a facilitator</li> <li>3.8. Conflict resolution skills</li> <li>3.9. Skills of a facilitator</li> </ol>	
<b>Unit Four: Conducting Training</b>	
<ol style="list-style-type: none"> <li>4.1. Conducting needs assessment</li> <li>4.2. Carrying-out preparation</li> <li>4.3. Training Implementation</li> <li>4.4. Evaluation</li> <li>4.5. Recording and Documenting Data</li> </ol>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> <li>• Case study</li> <li>• Demonstration</li> <li>• Brainstorming</li> </ul>
<b>Assessment Methods:</b>
<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Practical demonstration</li> <li>• Observation in prepared checklist</li> </ul>
<b>Assessment Criteria:</b>
<p><b>During the assessment the evidence must show that the trainee.....</b></p> <p><b>Unit One: Concept and evolution of Agricultural Extension</b></p> <ul style="list-style-type: none"> <li>☞ Elaborate Concept of Agricultural extension</li> <li>☞ Explain the Role of extension in agricultural development</li> <li>☞ Describe the Importance of Agricultural extension</li> <li>☞ Prepare Extension Plan</li> </ul> <p><b>Unit Two: Extension methods and Approaches</b></p> <ul style="list-style-type: none"> <li>☞ Explain Extension methods</li> <li>☞ Describe Extension approaches</li> <li>☞ Describe Importance of extension methods and approaches</li> </ul> <p><b>Unit Three: Agricultural Extension Communication and Facilitation</b></p> <ul style="list-style-type: none"> <li>☞ Elaborate the principles and types of communication</li> <li>☞ Explain barriers of Communication</li> <li>☞ Describe Elements of communication</li> <li>☞ Describe the Roles and characteristics of extension communicator</li> <li>☞ Elaborate basic concept of facilitation</li> <li>☞ Describe the Roles and responsibilities of a facilitator</li> <li>☞ Explain the skills required to resolve Conflict</li> </ul> <p><b>Unit Four: Conducting Training</b></p> <ul style="list-style-type: none"> <li>☞ Conduct needs assessment</li> <li>☞ Implement training</li> <li>☞ Carry out Evaluation</li> <li>☞ Record and Document Data</li> </ul>

<b>Module Code and Title</b>	<b>AGR CM1 M08 0522: Agribusiness Marketing</b>		
<b>Nominal Duration:</b>	<b>48 Hours</b>		
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge 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.			
<b>Training Outcomes</b> At the end of the module the trainee will be able to:			
<ul style="list-style-type: none"> <li>• Understand concept of agricultural marketing</li> <li>• Understand concepts of agribusiness</li> <li>• Identify marketing targets for Agricultural products</li> <li>• Implement marketing strategy</li> <li>• Establish contract farming</li> <li>• Apply Agricultural marketing services</li> </ul>			
<b>Module Contents:</b>			
<b>Unit One: Concept of agricultural marketing</b>			
<ol style="list-style-type: none"> <li>1.1. Concept of agricultural marketing</li> <li>1.2. Importance of agricultural marketing</li> <li>1.3. Roles of agricultural market</li> <li>1.4. Principles of agricultural marketing</li> <li>1.5. Marketing mix</li> <li>1.6. Types of market structure</li> </ol>			
<b>Unit Two: Concepts of agribusiness</b>			
<ol style="list-style-type: none"> <li>2.1. Concept of agribusiness</li> <li>2.2. Importance of agribusiness</li> <li>2.3. Roles of agribusiness</li> <li>2.4. Principles And Characteristic of agribusiness</li> <li>2.5. Dimension and structures of Agribusiness</li> </ol>			
<b>Unit Three: Marketing targets for agricultural products</b>			
<ol style="list-style-type: none"> <li>3.1. Marketing strategy</li> <li>3.2. Approaches of agricultural market</li> <li>3.3. Market Segment descriptors</li> <li>3.4. Agricultural marketing options</li> <li>3.5. Marketing plan</li> <li>3.6. Analyzing cost and benefit</li> </ol>			
<b>Unit Four: Implementing marketing strategy</b>			
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- 4.2. Preparing marketing Action plan
- 4.3. Resource for agricultural marketing

**Unit Five: Establishing 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

**Unit Six: Agricultural marketing services**

- 6.1. Types of Agricultural products
- 6.2. Conducting Need assessment
- 6.3. Develop Market strategies

**Learning Methods:**

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

**Assessment Methods:**

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

### Assessment Criteria:

During the assessment the evidence must show that the trainee.....

#### Unit One: Concept of agricultural marketing

- ☞ Describe the concept and importance of agricultural marketing
- ☞ Explain the roles of agricultural market
- ☞ List down the principles of agricultural marketing
- ☞ Elaborate marketing mix
- ☞ Describe the types of market structure

#### Unit Two: Concepts of agribusiness

- ☞ Describe the concept of agribusiness
- ☞ Explain the importance of agribusiness
- ☞ Describe the roles of agribusiness
- ☞ List down the principles and characteristic of agribusiness
- ☞ Explain the dimension and structures of Agribusiness

#### Unit Three: Marketing targets for agricultural products

- ☞ Describe Marketing strategy
- ☞ Explain the Approaches of agricultural market
- ☞ Describe Market Segment
- ☞ Explain the Agricultural marketing options
- ☞ Prepare Marketing plan
- ☞ Analyze cost and benefit

#### Unit Four: Implementing marketing strategy

- ☞ Elaborate Agricultural marketing functions strategy
- ☞ Prepare marketing action plan
- ☞ Identify and explain resource for agricultural marketing

#### Unit Five: Establishing contract farming

- ☞ Describe the concept and types of contract farming
- ☞ Illustrate models of contract farming
- ☞ Elaborate the steps and procedures of contract farming
- ☞ Identify and explain contract farming requirements
- ☞ Describe the contract farming systems

#### Unit Six: Agricultural marketing services

- ☞ Identify and explain the types of Agricultural products
- ☞ Conduct need assessment
- ☞ Develop market strategies

<b>Module Code and Title</b>	<b>AGR CM1 M09 0522: Basics of Human Nutrition</b>		
<b>Nominal Duration:</b>	<b>48 Hours</b>		
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge 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.			
<b>Training Outcomes</b> At the end of the module the trainee will be able to:			
<ul style="list-style-type: none"> <li>• Identify Categories of agricultural foods items</li> <li>• Recognize malnutrition in the community</li> <li>• Identify the role of agriculture in nutrition</li> <li>• Demonstrate diversified Agricultural food production and consumption techniques</li> <li>• Perform proper handling and storage of agricultural food products</li> <li>• Document and report food production, consumption and difficulties</li> </ul>			
<b>Module Contents:</b>			
<b>Unit One: Categories of agricultural foods items</b>			
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			
<b>Unit Two: Malnutrition in the community</b>			
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			
<b>Unit Three: The role of agriculture in nutrition</b>			
3.1. The role of agriculture for food Variety			
3.2. Contribution of agriculture sector in nutrition			
3.3. Nutrition sensitive agricultural practices			
<b>Unit Four: Diversified Agricultural food production and consumption techniques</b>			
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- 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

**Unit Five: Handling and storing 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

**Unit Six: Documenting and reporting 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
- Group discussion
- Role play
- Demonstration
- Brainstorming

**Assessment Methods:**

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



### Assessment Criteria:

**During the assessment the evidence must show that the trainee.....**

#### **Unit One: Categories of agricultural foods items**

- ☞ Describe the Terminologies and concepts in nutrition
- ☞ Identify Food groups, nutrient and their sources of balanced diet
- ☞ Explain Energy dense and nutrient dense food sources

#### **Unit Two: Malnutrition in the community**

- ☞ Describe the physical signs of malnutrition
- ☞ Elaborate forms, causes and consequences of malnutrition
- ☞ Explain Promoting measures to overcome malnutrition
- ☞ Making awareness creation programs

#### **Unit Three: The role of agriculture in nutrition**

- ☞ Describe the role of agriculture for food Variety
- ☞ Elaborate the contribution of agriculture sector in nutrition
- ☞ List and explain Nutrition sensitive agricultural practices

#### **Unit Four: Diversified Agricultural food production and consumption techniques**

- ☞ Explain the Importance of diet diversification
- ☞ Elaborate the Techniques of diversified food production
- ☞ Describe the Techniques of enhancing the nutrient content of foods
- ☞ Identify utensils and demonstrating cooking techniques
- ☞ Select and use PPE
- ☞ Prepare balanced and nutrient dense diet

#### **Unit Five: Handling and storing agricultural food products**

- ☞ Describe the Importance of hygiene
- ☞ Elaborate the storage facilities and supporting family holds
- ☞ Handle and store agricultural products
- ☞ Explain the methods and techniques of handling and storing agricultural products

#### **Unit Six: Documenting and reporting food production, consumption and difficulties**

- ☞ Document diversified food production and consumption activities
- ☞ Prepare report on difficulties happened in the processes

<b>Module Code and Title</b>	<b>AGR CM1 M10 0522: 5S Procedures</b>		
<b>Nominal Duration:</b>	<b>48 Hours</b>		
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge 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.			
<b>Training Outcomes</b> At the end of the module the trainee will be able to:			
<ul style="list-style-type: none"> <li>• Prepare for work</li> <li>• Sort items</li> <li>• Set all items in order</li> <li>• Perform shine activities</li> <li>• Standardize 5S</li> <li>• Sustain 5S</li> </ul>			
<b>Module Contents:</b>			
<b>Unit One: Preparing for work</b>			
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			
<b>Unit Two: Sorting items</b>			
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			
<b>Unit Three: Setting all items in order</b>			
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- 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

**Unit Four: Performing 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.

**Unit Five: Standardizing**

- 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

**Unit Six: Sustaining**

- 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.

### Learning Methods:

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

### Assessment Methods:

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

### Assessment Criteria:

**During the assessment the evidence must show that the trainee.....**

#### Unit One: Preparing for work

- ☞ Identify OHS requirements
- ☞ Prepare and use equipment
- ☞ Identify and check safety equipment and tools
- ☞ Prepare and use kaizen Board

#### Unit Two: Sorting items

- ☞ Prepare sorting plan
- ☞ Identify, Evaluate and place unnecessary items
- ☞ Record and quantify necessary items
- ☞ Report performance results

#### Unit Three: Setting all items in order

- ☞ Prepare plan and Perform cleaning activities
- ☞ Describe location/layout, storage and indication methods

#### Unit Four: Performing shine activities

- ☞ Preparing shining activities plan
- ☞ Implement shining activities

#### Unit Five: Standardizing

- ☞ Prepare standardizing plan
- ☞ Elaborate Preparation and implementation tools and techniques
- ☞ Implement standardizing

#### Unit Six: Sustaining

- ☞ Preparing and following plan
- ☞ Inspect the workplace specified standard
- ☞ Identify the situations and actions specified

### 3. Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	MoLS	25	1:1
2.	A Dynamic Theory of Cooperatives: The Link Between Efficiency and Valuation.	Evans, L., and G. Guthrie. 2006 Journal of Institutional and Theoretical Economics	5	1:5
3.	Cooperatives: An Economic and Management Perspective	W. Cobia and Bruce L. Anderson. 2016	5	1:5
4.	Basic marketing 19th Edition	2014 William D Perreault Jr Phd	15	1:2
5.	Role of Cooperatives in Improving Livelihood of Farmers on Sustainable Basis	Virendra Kumar, K. G. Wankhede, and H. C. Gena, American Journal of Educational Research, vol. 3,	5	1:5
6.	Cooperatives and Other Forms of Organizations	Coop Africa, 2010	15	1:2
7.	Cooperative Societies Proclamation 985/2009	The Federal Democratic Republic Of Ethiopia 2016 Federal Negarit Gazette	25	1:1
8.	Rural marketing 3rd edition	Ravindranath V Badi 2015	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1.	Lecture Room	5*5m	1	1:25
2.	Library	20*30m	1	1:250
3.	Cooperative lab	7*9m	2	1:25
<b>C. Consumable Materials</b>				
1.	Paper	A4	5rim	1:5
2.	Pen	Ball point	5	1:5
3.	Marker	Packet	25	1:1
4.	Duster	Packet	5	1:5
<b>D. Tools and Equipments</b>				
1.	Arm chair	54Cm *72 Cm *100Cm	25 Pcs	1:1
2.	Notice board	150*100 Cm	1 Pcs	1:25
3.	White board	240 Cm *120 Cm	1 Pcs	1:25
4.	Computer		5	1:5
5.	Printer		5	1:5
6.	Computer table		5	1:5
7.	Shelf		5	1:5
8.	LCD Projector		2	1:1

#### 4. Developers Profile

No	Name	Qualification (Level)	Field of Study	Organization/ Institution	Mobile number	E-mail
1	Bereket Habtamu	MBA	Marketing	Ardaita AVET College	0917859853	<a href="mailto:berekethabtamu2020@gmail.com">berekethabtamu2020@gmail.com</a>
2	Belayhun Kelilew	MBA	Marketing	Kombolcha/Wollo ATVET College	0913371306	<a href="mailto:belaykw@gmail.com">belaykw@gmail.com</a>
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