

## Cooperative Marketing

### Level – II



## TVET Curriculum Version-I

**Based on March, 2022, Version- 3 Occupational  
Standard**

May, 2022

Addis Ababa, Ethiopia

## **Acknowledgements**

The Ministry of Labor and skill wishes to thank and appreciation to MoLS leaders and experts, Regional Labor and skill/training Bureaus leader, experts, TVET College Deans, Instructors and industry experts who contribute their time and professional experience to the development of this Curriculum for cooperative marketing Program level II.

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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 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 Marketing 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 Marketing -Level II

### 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 Recommend cooperative products and services, Develop product knowledge, Perform basic cooperative marketing functions, Conduct cooperative Marketing Modalities, Handle warehouse operations, Perform Basic Accounting Records and Perform taxation in accordance with the performance criteria & 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 CM2 02 0322    Develop product knowledge	AGR CM2 M01 0522	Product Knowledge Development	<ul style="list-style-type: none"> <li>• Product knowledge</li> <li>• Converting product knowledge to benefits</li> <li>• Evaluating competitors' products</li> </ul>	48
AGR CM2 03 0322    Perform Basic Marketing Functions	AGR CM2 M02 0522	Basic Marketing Functions	<ul style="list-style-type: none"> <li>• Marketing functions</li> <li>• Elements of marketing functions</li> <li>• Assessment of performance of marketing functions</li> </ul>	48
AGR CM2 05 0322    Handle warehouse operation	AGR CM2 M03 0522	Warehouse operation	<ul style="list-style-type: none"> <li>• Overview of Warehousing</li> <li>• Warehousing Functions</li> <li>• Warehouse equipments</li> <li>• Inventory and stock control</li> </ul>	72
AGR CM2 04 0322    Conduct Cooperative marketing modalities	AGR CM2 MO4 0522	Cooperative Marketing Modalities	<ul style="list-style-type: none"> <li>• Cooperative marketing platforms</li> <li>• Evaluation and selection of marketing modality</li> <li>• Monitoring a marketing modality</li> </ul>	72
AGR CM2 01 0322    Recommend cooperative products and services	AGR CM2 M05 0522	Cooperative products and services	<ul style="list-style-type: none"> <li>• Products and services</li> <li>• Product characteristics and classification</li> </ul>	48

				<ul style="list-style-type: none"> <li>• Product recommendation</li> </ul>	
AGR CM2 01 0522	Perform Basic accounting Records	AGR CM2 M06 0522	Basic Accounting Records	<ul style="list-style-type: none"> <li>• Obtain source documents and Record business transaction on journal</li> <li>• Post to the ledger and prepare unadjusted trial balance</li> <li>• File and document financial record</li> </ul>	60
AGR CM2 04 0522	Perform Taxation	AGR CM2 M07 0522	Taxation	<ul style="list-style-type: none"> <li>• Identify and apply the role of taxation</li> <li>• Identify and apply direct tax</li> <li>• Identify and apply indirect tax</li> <li>• Identify and apply stamp duty tax</li> <li>• Manage tax liability</li> </ul>	45
<b><u>AGR CM2 08 0322</u></b>	Apply Agricultural Extension service for rural development	<b><u>AGR CM2 M08 0522</u></b>	Apply Agricultural Extension service for rural development	<ul style="list-style-type: none"> <li>• Promote the use of digital technology in Agricultural Extension</li> <li>• Understand Adult Learning</li> <li>• Learning Integrate Gender in Agricultural Extension</li> <li>• Recognize Indigenous Knowledge</li> </ul>	60
<b><u>AGR CM2 09 0322</u></b>	Prevent and Eliminate MUDA	<b><u>AGR CM2 M09 0522</u></b>	Prevent and Eliminate MUDA	<ul style="list-style-type: none"> <li>• Prepare for work.</li> <li>• Identify MUDA and problem</li> <li>• Analyze causes of a problem</li> <li>• Eliminate MUDA and Assess effectiveness of</li> </ul>	32

			<p>the solution</p> <ul style="list-style-type: none"> <li>• Prevent occurrence of wastes and sustain operation</li> </ul>	
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#### 1.4. Duration of the TVET-Program

The Program will have duration of **485 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.	Product Knowledge Development	24	16	8	48	
2.	Basic Marketing Functions	24	16	8	48	
3.	Warehouse operation	36	24	12	72	
4.	Cooperative Marketing Modalities	36	24	12	72	
5.	Cooperative products and services	24	16	8	48	
6.	Perform Basic Accounting Records	30	20	10	60	
7.	Perform taxation	23	12	10	45	
8.	Agricultural Extension service for rural development	30	20	10	60	
9.	Prevent and Eliminate MUDA	16	12	4	32	
Total hour		<b>197</b>	<b>243</b>	<b>162</b>	<b>485</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 II according to the level. The trainee will be awarded transcript and the institutional certificate after successfully completing all the modules in the level.

### **1.6. Target Groups**

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

### **1.7. Entry Requirements**

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

### **1.8. Mode of Delivery**

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

The program will employ different alternatives of cooperative training such as apprenticeships, internship and traineeship based on the nature of the occupation, location of the TVET institutions, and interest of the industry. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies should have to take an agreement to co-operate with regard to the implementation of this program.

### **1.9. 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 (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>AGR CM2 MO1 0522: Product Knowledge Development</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This unit describes the knowledge, skills and attitude required to develop product knowledge in preparation for the sales process.	
<b>Training Outcomes</b> At the end of the module the trainee will be able to: <ul style="list-style-type: none"> <li>• Acquire knowledge of products</li> <li>• Convert product knowledge to benefits</li> <li>• Evaluate competitors' products</li> </ul>	
<b>Module Contents:</b> <b>Unit One: Product knowledge</b> <ol style="list-style-type: none"> <li>1.1. An overview of a Product</li> <li>1.2. Product knowledge Information Sources</li> <li>1.3. Aspects of product knowledge             <ol style="list-style-type: none"> <li>1.3.1. product features</li> <li>1.3.2. product strength and weakness</li> <li>1.3.3. price, quality and safety</li> <li>1.3.4. product guarantee, warranties</li> <li>1.3.5. product support service</li> </ol> </li> </ol> <b>Unit Two: Converting product knowledge to benefits</b> <ol style="list-style-type: none"> <li>2.1. The meaning of buyer appeal</li> <li>2.2. Unique selling points of a product</li> <li>2.3. Determining buyer preferences</li> <li>2.4. Discussing product benefits</li> <li>2.5. Organizational policies as a selling point</li> </ol> <b>Unit Three: Evaluating competitors' products</b> <ol style="list-style-type: none"> <li>3.1. Competitors Product information sources</li> <li>3.2. Competitors Product Comparison</li> <li>3.3. Communicating product benefits</li> </ol>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</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 1: Product knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of a Product</li> <li>• Identify Product knowledge Information Sources</li> <li>• Understand Aspects of product knowledge <ul style="list-style-type: none"> <li>▪ Product features</li> <li>▪ Product strength and weakness</li> <li>▪ Price, quality and safety</li> <li>▪ Product guarantee, warranties</li> <li>▪ Product service support</li> </ul> </li> </ul> <p><b>Unit 2: Converting product knowledge to benefits</b></p> <ul style="list-style-type: none"> <li>• understand The meaning of buyer appeal</li> <li>• list the Unique selling points of a product</li> <li>• Determine buyer preferences</li> <li>• Discuss product benefits</li> </ul> <p><b>Unit 3: Evaluating competitors' products</b></p> <ul style="list-style-type: none"> <li>• Identify Competitors Product information sources</li> <li>• List product comparison basis</li> <li>• Communicate product benefits</li> </ul>



<b>Module Code and Title</b>	<b>AGR CM2 M02 0522: Basic Marketing functions</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This module covers the knowledge, skills and attitude required to perform marketing functions, explain elements of marketing functions and Assess of the performance of marketing functions.	
<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>• Identify marketing functions</li> <li>• Explain elements of marketing functions</li> <li>• Assess the performance of marketing functions</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit One: marketing functions</b></p> <p>1.1. Types of marketing functions</p> <p>1.2. The role of marketing functions</p> <p><b>Unit two: elements of marketing functions</b></p> <p>2.1. Buying and selling function</p> <p>2.2. The storage function</p> <p>2.3. Transport function</p> <p>2.4. Loading and packaging functions</p> <p>2.5. The standardization function</p> <p>2.6. Financing function</p> <p>2.7. Risk bearing and market information</p> <p><b>Unit three: Assessment of performance of marketing functions</b></p> <p>3.1 selections of appropriate feedback collecting tools</p> <p>3.2. Collecting feedback</p> <p>3.3. Making adjustments</p>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Brainstorming</li> </ul>
<b>Assessment Methods:</b>
<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questioning</li> <li>• Observation in prepared checklist</li> </ul>
<b>Assessment Criteria:</b>
<p><b>Unit One: marketing functions</b></p> <p>1.1. Identify types of marketing functions</p> <p>1.2. Explain the role of marketing functions</p> <p><b>Unit two: elements of marketing functions</b></p> <p>2.1. Buying and selling function</p> <p>2.2. The storage function</p> <p>2.3. Transport function</p> <p>2.4. Loading and packaging functions</p> <p>2.5. The standardization function</p> <p>2.6. Financing function</p> <p>2.7. Risk bearing and market information</p> <p><b>Unit three: Assessment of performance of marketing functions</b></p> <p>3.1 select appropriate feedback collecting tools</p> <p>3.2. Collect feedback</p> <p>3.3. Make adjustments</p>

<b>Module Code and Title</b>	<b>AGR CM2 M03 0522: Warehouse operation</b>
<b>Nominal Duration:</b>	<b>72 Hours</b>
<b>Module Description:</b> This module covers the skill, knowledge and attitude required to monitor warehouse operations and identify and report issues and possible improvements. It requires knowledge of different types of warehouses and their functions and organizational requirements.	
<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 concepts and definitions of warehousing</li> <li>• Identify the nature and importance of a warehouse</li> <li>• List down the types of warehouses</li> <li>• Explain the benefits of warehousing</li> <li>• Identify storage handling methods</li> <li>• Identify the purpose and types of materials handling equipment</li> </ul>	
<b>Module Contents:</b>	
<b>Unit one: Overview of Warehousing</b>	
1.4. Concepts and definitions of warehousing	
1.5. Nature and importance of a warehouse	
1.6. Types of warehouses	
1.7. Elements of warehousing	
1.8. Determining storage requirements	
1.9. Warehouse preparation planning	
<b>Unit Two: Warehousing Functions</b>	
2.1 Warehouse operations	
2.2 Documenting warehouse operations	
2.3 Roles and responsibilities of a warehouse manager	
2.4 Benefits of warehousing	
2.5 Storage handling methods based on characteristics of goods	
<b>Unit Three: Warehouse equipment</b>	
3.1. Purpose and types of materials handling equipment	
3.2. Product movement	
3.3. Product storage	
3.4. Storage systems	
<b>Unit Four: Inventory and stock control</b>	
4.1. Inventory and stock control principles	
4.2. Methods and processes for determining stock	
4.3. Inventory and stock control processes	
4.4. Methods of reordering	
4.5. Factors that impact reordering and stock control levels	



<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>• Brainstorming</li></ul>
<b>Assessment Methods:</b>
<ul style="list-style-type: none"><li>• Written test</li><li>• Oral questioning</li><li>• Observation in prepared checklist</li></ul>
<b>Assessment Criteria:</b>
<b>Unit one: Overview of Warehousing</b> <ul style="list-style-type: none"><li>☞ Explain the concepts and definitions of warehousing</li><li>☞ Identify the nature and importance of a warehouse</li><li>☞ List down the types of warehouses</li><li>☞ Describe the steps in determining Storage Requirements</li><li>☞ Prepare warehouse preparation planning</li></ul>
<b>Unit Two: Warehousing Functions</b> <ul style="list-style-type: none"><li>☞ Describe warehouse operations</li><li>☞ Describe the roles and responsibilities of a warehouse manager</li><li>☞ List down the benefits of warehousing</li><li>☞ Describe storage handling methods based on characteristics of goods</li></ul>
<b>Unit Three: Warehouse activities and equipment</b> <ul style="list-style-type: none"><li>☞ Describe the purpose and types of materials handling equipment</li><li>☞ Elaborate product storage and product movement</li><li>☞ Discuss about storage systems</li></ul>
<b>Unit Four: Inventory and stock control</b> <ul style="list-style-type: none"><li>☞ List down inventory and stock control principles</li><li>☞ Describe the methods and processes for determining stock</li><li>☞ Identify the methods of reordering</li><li>☞ Describe the factors that impact reordering and stock control levels</li></ul>

<b>Module Code and Title</b>	<b>AGR CM2 MO4 0522: Cooperative Marketing Modalities</b>
<b>Nominal Duration:</b>	<b>72 Hours</b>
<b>Module Description:</b> This unit of competency describes the knowledge, skills and attitude required to apply contract, commission, direct and commodity exchange marketing modalities of cooperatives	
<b>Training Outcomes</b> At the end of the module the trainee will be able to: <ul style="list-style-type: none"> <li>• Identify cooperative marketing platforms</li> <li>• Compare and select a marketing modality</li> <li>• Monitor effectiveness of marketing modality</li> </ul>	
<b>Module Contents:</b>	
<b>Unit One: Cooperative marketing platforms</b> <ol style="list-style-type: none"> <li>1.1. An overview of a marketing modality</li> <li>1.2. Cooperative marketing modalities</li> <li>1.3. Unique benefits of marketing modalities</li> <li>1.4. Assessment of marketing modality opportunities</li> </ol>	
<b>Unit Two: Evaluation and selection of a marketing modality</b> <ol style="list-style-type: none"> <li>2.1. Collecting market trend information</li> <li>2.2. Basis for selection of marketing modalities</li> <li>2.3. Evaluation of available marketing modalities</li> <li>2.4. Approval procedures of a marketing modality</li> <li>2.5. Agreement procedures of marketing modality</li> </ol>	
<b>Unit Three: Monitoring effectiveness of Marketing modality</b> <ol style="list-style-type: none"> <li>3.1. Criteria's for monitoring a marketing modality</li> <li>3.2. Features of effective marketing modalities</li> <li>3.3. Procedures of canceling a modality</li> </ol>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</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 1: Cooperative marketing platforms</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning marketing modality</li> <li>• Identify Cooperative marketing modalities</li> <li>• Discuss the Unique benefits of marketing modalities</li> <li>• Assessment marketing modalities opportunities</li> </ul> <p><b>Unit 2: Evaluation and selection of a marketing modality</b></p> <ul style="list-style-type: none"> <li>• List Components of market trend information</li> <li>• Evaluate marketing modalities</li> <li>• List the Basis for selection of marketing modalities</li> <li>• List the Approval procedures of a marketing modality</li> <li>• List the Agreement procedures of marketing modality</li> </ul> <p><b>Unit 3: Monitoring a Marketing modality</b></p> <ul style="list-style-type: none"> <li>• List Criteria's for monitoring a marketing modality</li> <li>• Identify Features of effective marketing modalities</li> <li>• List the Procedures of canceling a modality</li> </ul>

<b>Module Code and Title</b>	<b>AGR CM2 M05 0522: Cooperative Products and Services</b>
<b>Nominal Duration:</b>	<b>48 Hours</b>
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge required to provide advice and information within a cooperative organization about the Products and services, Cooperative product features, characteristics and classification.	
<b>Training Outcomes</b> At the end of the module the trainee will be able to: <ul style="list-style-type: none"> <li>• Identify products and services</li> <li>• Identify product characteristics and classification</li> <li>• Provide recommendations on products and services</li> </ul>	
<b>Module Contents:</b> <b>Unit one: Products and Services</b> <ol style="list-style-type: none"> <li>1.1. Industry products and services</li> <li>1.2. Product levels in cooperative market</li> <li>1.3. Information and documentation on products and services</li> </ol> <b>Unit Two: Product characteristics and classification</b> <ol style="list-style-type: none"> <li>2.1 Product characteristics</li> <li>2.2 Product classification in cooperative business</li> <li>2.3 Cooperative product mix dimensions</li> </ol> <b>Unit Three: Product recommendation</b> <ol style="list-style-type: none"> <li>3.1. Features of product and service</li> <li>3.2. Cooperative product and brand relationship</li> <li>3.3. Packaging and labeling of products</li> <li>3.4. Product differentiations mechanisms</li> </ol>	



**Learning Methods:**

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

**Assessment Methods:**

- Written test
- Oral questioning
- Role play

**Assessment Criteria:**

**Unit one: Products and Services**

- ☞ Identify industry products and services
- ☞ Describe product levels in cooperative market

**Unit Two: Product characteristics and classification**

- ☞ Describe product characteristics
- ☞ Classify Products in cooperative business
- ☞ List down Cooperative product mix dimensions

**Unit Three: Product recommendation**

- ☞ Identify features of product and service
- ☞ Cooperative product and brand relationship
- ☞ Describe product differentiations mechanisms



<b>Module Code and Title</b>	<b>AGR CM2 M06 0522: Performing Basic Accounting Records</b>
<b>Nominal Duration:</b>	<b>60 Hours</b>
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge 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.	
<b>Training Outcomes</b> At the end of the module the trainee will be able to: <ul style="list-style-type: none"> <li>• Obtain Source Documents and Record Business Transaction on Journal</li> <li>• Post To the Ledger and Prepare Unadjusted Trial Balance</li> <li>• File And Document Financial Record</li> </ul>	
<b>Module Contents:</b> <b>Unit One:</b> Obtain Source Documents and Record Business Transaction on Journal <ol style="list-style-type: none"> <li>1.1. Verifying Source Documents</li> <li>1.2. Bases of Accounting</li> <li>1.3. Concept of journal</li> <li>1.4. Analyzing business transaction</li> <li>1.5. Recording transaction on Journal</li> </ol> <b>Unit Two:</b> Post To the Ledger and Prepare Unadjusted Trial Balance <ol style="list-style-type: none"> <li>2.1 Concepts of ledger</li> <li>2.2 Types of ledger</li> <li>2.3 Posting Information in appropriate ledger</li> <li>2.4 Preparing unadjusted trial balance</li> <li>2.5 Identifying and Correcting Errors in trial balance</li> </ol> <b>Unit Three:</b> File and document financial record <ol style="list-style-type: none"> <li>3.1. Classifying and sorting financial documents</li> <li>3.2. Labelling file boxes</li> <li>3.3. Filling and documenting financial documents</li> </ol>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</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>• Role play</li> <li>• Project works</li> </ul>
<b>Assessment Criteria:</b>
<p><b>Unit One: Obtain source documents and Record business transaction on journal</b></p> <ul style="list-style-type: none"> <li>☞ Obtain and verify Source document</li> <li>☞ Select appropriate accounting bases</li> <li>☞ Determine the effect of transaction by using appropriate techniques</li> <li>☞ Analyzing business transaction</li> <li>☞ Recording transaction on Journal</li> </ul> <p><b>Unit Two: Post to the ledger and prepare unadjusted trial balance</b></p> <ul style="list-style-type: none"> <li>☞ Identify the Types of ledger</li> <li>☞ Post Information in appropriate ledger</li> <li>☞ Prepare unadjusted trial balance</li> <li>☞ Identify and Correct Errors in trial balance</li> </ul> <p><b>Unit Three: File and document financial record</b></p> <ul style="list-style-type: none"> <li>☞ Classify and sort financial documents</li> <li>☞ Label file boxes</li> <li>☞ Fill and document financial documents</li> </ul>

<b>Module Code and Title</b>	<b>AGR CM2 M07 0522: Taxation</b>
<b>Nominal Duration:</b>	<b>45 Hours</b>
<b>Module Description:</b> This module describes the performance outcomes, skills and knowledge required to understand the role and use of taxation in the Ethiopian economy.	
<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>• Identify and apply the role of taxation</li> <li>• Identify and apply direct tax</li> <li>• Identify and apply indirect tax</li> <li>• Identify and apply stamp duty tax</li> <li>• Manage tax liability</li> </ul>	
<p><b>Module Contents:</b></p> <p><b>Unit One: Identify and apply the role of taxation</b></p> <ol style="list-style-type: none"> <li>1.1. Concept &amp; purpose of taxation</li> <li>1.2. Principles of taxation</li> <li>1.3. Types of tax</li> <li>1.4. Uses of tax revenue in Ethiopia</li> <li>1.5. Sources of ongoing tax information</li> <li>1.6. Role of Ethiopian Revenues and Customs Authority (<i>ERCA</i>)</li> </ol> <p><b>Unit Two: Identify and apply direct tax</b></p> <ol style="list-style-type: none"> <li>2.1. Terminologies of direct taxation</li> <li>2.2. Analyzing effect of business structure on direct tax</li> <li>2.3. Identifying tax File Number (TIN) and rates of direct tax</li> <li>2.4. Computing and paying direct tax and <i>tax returns</i></li> <li>2.5. Using Tax declaration forms</li> </ol> <p><b>Unit Three: Identify and apply indirect tax</b></p> <ol style="list-style-type: none"> <li>3.1. Terminologies of indirect taxation</li> <li>3.2. Analyzing effect of business structure on indirect tax</li> <li>3.3. Identifying the rate of indirect tax</li> <li>3.4. Computing indirect tax</li> <li>3.5. Using Tax declaration forms</li> </ol> <p><b>Unit Four: Identify and apply stamp duty tax</b></p> <ol style="list-style-type: none"> <li>4.1. Concept of stamp duty tax</li> <li>4.2. Identifying the amount paid to stamp duty tax in Ethiopia</li> </ol> <p><b>Unit Five: Manage tax liability</b></p> <ol style="list-style-type: none"> <li>5.1. Identifying tax payers tax liability</li> <li>5.2. Analyzing under or over payment of tax</li> </ol>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</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>• Role play</li> <li>• Project works</li> </ul>
<b>Assessment Criteria:</b>
<p><b>Unit One: Identify and apply the role of taxation</b></p> <ul style="list-style-type: none"> <li>☞ Clarify Concept &amp; purpose of taxation</li> <li>☞ Identify Principles of taxation</li> <li>☞ Identify types of tax</li> <li>☞ Elaborate tax revenue in Ethiopia</li> </ul> <p><b>Unit Two: Identify and apply direct tax</b></p> <ul style="list-style-type: none"> <li>☞ Elaborate terminologies of direct taxation</li> <li>☞ Analyze effect of business structure on direct tax</li> <li>☞ Identify tax File Number (TIN) and rates of direct tax</li> <li>☞ Compute and pay direct tax and tax returns</li> <li>☞ Use Tax declaration forms</li> </ul> <p><b>Unit Three: Identify and apply indirect tax</b></p> <ul style="list-style-type: none"> <li>☞ Identify Terminologies of indirect taxation</li> <li>☞ Analyze effect of business structure on indirect tax</li> <li>☞ Identify the rate of indirect tax</li> <li>☞ Compute indirect tax</li> <li>☞ Use tax declaration forms</li> </ul> <p><b>Unit Four: Identify and apply stamp duty tax</b></p> <ul style="list-style-type: none"> <li>☞ Explain concept of stamp duty tax</li> <li>☞ Identify the amount paid to stamp duty tax in Ethiopia</li> </ul> <p><b>Unit Five: Manage tax liability</b></p> <ul style="list-style-type: none"> <li>☞ Identify tax payers tax liability</li> <li>☞ Analyze under or over payment of tax</li> </ul>

<b>Module Code and Title</b>	<b>AGR CM2 MO8 0522: Agricultural Extension for Rural Development</b>
<b>Nominal Duration:</b>	<b>60 Hours</b>
<b>Module Description:</b> 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.	
<b>Training Outcomes</b> At the end of the module the trainee will be able to: <ul style="list-style-type: none"> <li>• Promote the Use of digital Technology in Agricultural Extension</li> <li>• Understand Adult Learning</li> <li>• Integrate Gender in Agricultural Extension</li> <li>• Recognize Indigenous Knowledge</li> </ul>	
<b>Module Contents:</b>	
<b>Unit One: Use of Digital Technology in Agricultural Extension</b>	
<ol style="list-style-type: none"> <li>1.1. Using digital technology in Agricultural extension</li> <li>1.2. Building Skills in using digital technology</li> <li>1.3. Role of digital technologies in agricultural extension services</li> </ol>	
<b>Unit Two: Adult Learning</b>	
<ol style="list-style-type: none"> <li>2.1 Concept of adult learning</li> <li>2.2 Principles of adult learning</li> <li>2.3 Importance of adult learning in agricultural</li> <li>2.4 Adult learning methods</li> <li>2.5 Role of adult learning</li> </ol>	
<b>Unit Three: Integrating Gender in Agricultural Extension</b>	
<ol style="list-style-type: none"> <li>3.1. Concept of gender</li> <li>3.2. Creating gender awareness and sensitization</li> <li>3.3. Role of gender in agriculture</li> <li>3.4. Gender mainstreaming</li> </ol>	
<b>Unit four: Indigenous Knowledge</b>	
<ol style="list-style-type: none"> <li>4.1. Concept of indigenous knowledge</li> <li>4.2. Characters of indigenous knowledge</li> <li>4.3. Promoting exchange of indigenous knowledge</li> <li>4.4. Importance of indigenous knowledge</li> <li>4.5. Controversial issues of the debate on indigenous knowledge</li> </ol>	

<b>Learning Methods:</b>
<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</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 1: Use of digital technology in Agricultural Extension</b></p> <ul style="list-style-type: none"> <li>• List importance of digital technology in agriculture</li> <li>• Apply skills in using digital technology in agricultural extension service</li> <li>• List the role of digital technologies in agricultural extension service</li> </ul> <p><b>Unit 2: Adult learning</b></p> <ul style="list-style-type: none"> <li>• Pronounce the concepts of adult learning</li> <li>• List the principles of adult learning</li> <li>• Describe importance of adult learning</li> <li>• Discuss adult learning methods</li> <li>• List roles of adult learning</li> </ul> <p><b>Unit 3: Integrating Gender in Agricultural Extension</b></p> <ul style="list-style-type: none"> <li>• Pronounce the concepts of gender</li> <li>• Describe gender and sensitization</li> <li>• List the roles of gender in agriculture</li> <li>• Implement gender mainstreaming</li> </ul> <p><b>Unit 4: Indigenous Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pronounce the concepts of indigenous knowledge</li> <li>• List the characteristics of indigenous knowledge</li> <li>• Promote exchange for indigenous knowledge</li> <li>• Describe the importance of indigenous knowledge</li> <li>• Identify conversational issues in indigenous knowledge</li> </ul>

<b>Module Code and Title</b>	<b>AGR CM2 M09 0522: Preventing and Eliminating MUDA</b>
<b>Nominal Duration:</b>	<b>32 Hours</b>
<b>Module Description:</b> 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.	
<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>• Identify MUDA and problem</li> <li>• Analyze causes of a problem</li> <li>• Eliminate MUDA and Assess effectiveness of the solution.</li> <li>• Prevent occurrence of wastes and sustain operation</li> </ul>	
<b>Module Contents:</b>	
<b>Unit One: Preparing for work</b>	
<ol style="list-style-type: none"> <li>1.1. Using work instructions</li> <li>1.2. Reading and interpreting job specifications</li> <li>1.3. Observing OHS requirements,</li> <li>1.4. Selecting appropriate material</li> <li>1.5. Identifying and checking safety equipment and tools.</li> </ol>	
<b>Unit Two: Identifying MUDA and problem</b>	
<ol style="list-style-type: none"> <li>2.1 Preparing plan of MUDA and implementing problem identification</li> <li>2.2 Causes and effects of MUDA</li> <li>2.3 Identifying and listing problems of kaizen process</li> <li>2.4 Using tools and techniques</li> <li>2.5 Identifying and measuring wastes/MUDA</li> <li>2.6 Reporting identified and measured wastes</li> </ol>	
<b>Unit Three: Analyzing causes of a problem</b>	
<ol style="list-style-type: none"> <li>3.1 Listing all possible causes of a problem</li> <li>3.2 Analyzing cause relationships using 4m1e.</li> <li>3.3 Identifying causes of the problems</li> <li>3.4 Selecting the root cause directly related to the problem</li> <li>3.5 Listing all possible ways using creative idea generation</li> </ol>	

3.6 Testing and evaluating the suggested solutions

3.7 Preparing detailed summaries of the action plan

**Unit four: Eliminating 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

**Unit five: Preventing 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).

5.8. Delivering training on the new Standard Operating Procedures (SOPs).

**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**

- ☞ Read and interpret job specifications
- ☞ Describe OHS requirements,
- ☞ Select appropriate material
- ☞ Identify and check safety equipment and tools.

**Unit Two: Identifying MUDA and problem**

- ☞ Prepare plan of MUDA and implement problem identification
- ☞ Describe Causes and effects of MUDA
- ☞ Identify and list problems of kaizen process
- ☞ Identify and measure wastes/MUDA
- ☞ Prepare report on identified and measured wastes

**Unit Three: Analyzing causes of a problem**

- ☞ Identify and list all possible causes of a problem
- ☞ Analyzing cause relationships using 4m1e
- ☞ Select the root cause directly related to the problem
- ☞ List all possible ways using creative idea generation
- ☞ Test and evaluate suggested solutions
- ☞ Prepare detailed summaries of the action plan

**Unit four: Eliminating MUDA and Assess effectiveness of the solution.**

- ☞ Prepare and implement Plan of MUDA elimination.
- ☞ Describe the tools and techniques to eliminate wastes/MUDA
- ☞ Explain the methods in reducing and eliminating Wastes/MUDA
- ☞ Compare tangible results using various types of diagrams

**Unit five: Preventing occurrence of wastes and sustain operation.**

- ☞ Prepare and implement MUDA prevention Plan.
- ☞ Prevent occurrences of wastes/MUDA
- ☞ Create waste-free workplace using 5W and 1Hsheet.
- ☞ Train and ensure capability of the work team on the new Standard Operating Procedures
- ☞ Deliver training on the new Standard Operating Procedures (SOPs).

### 3. Resource Requirements

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A.</b>	<b><i>Learning Materials</i></b>			
1.	TTLM	MoLS	25	1:1
2.	Product management framework	Erik Bjernulf, Magnus Billgren, and Tolpagorni 2016	3	1:8
3.	Marketing Management, 13th Edition,	Kotler, P. and Keller, K.L. 2009 Pearson International Edition	15	1:2
4.	Marketing management 2016	Benedict Hunt	5	1:5
5.	The 7 functions of marketing: A field guide	Jeff Keleher 2021 Info graphic Brafton	5	1:5
6.	Warehouse Management, Kogan Page Limited,	Gwynne Richards 2018	3	1:8
7.	Linking Smallholders to Commodity Exchange: the Role of Agricultural Cooperatives in Ethiopia	Francesconi, G.N. and N. Heerink, 2008	15	1:2
8.	Ethiopian Tax accounting system 2 <sup>nd</sup> edition	Misrak 2012, Ethiopian Tax accounting system	3	1:8
9.	21 <sup>st</sup> century Accounting	Mark W. Lehman 2009 CPA	3	1:8
10.	Gemba KAIZEN 2nd Edition	Masaaki Imai	5 Pcs	1:5
<b>B.</b>	<b><i>Learning Facilities &amp; Infrastructure</i></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.</b>	<b><i>Consumable Materials</i></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.</b>	<b><i>Tools and Equipments</i></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>
3	Nega Endale	MA	Cooperative Marketing	Ardaita AVET College	0911023981	<a href="mailto:negaendale@yahoo.com">negaendale@yahoo.com</a>
4	Abebayehu Munea	BSC MSC	Ag. Economics, Rural Development and Planning	Wolaita Sodo AVET College	0913288178 0926427224	<a href="mailto:muneabebaw@gmail.com">muneabebaw@gmail.com</a> <a href="mailto:muneaabebayehu@yahoo.com">muneaabebayehu@yahoo.com</a>
5	Samuel Kibebew	MBA	Marketing	Ardaita AVET College	0910177704	<a href="mailto:Saminard2010@gmail.com">Saminard2010@gmail.com</a>