

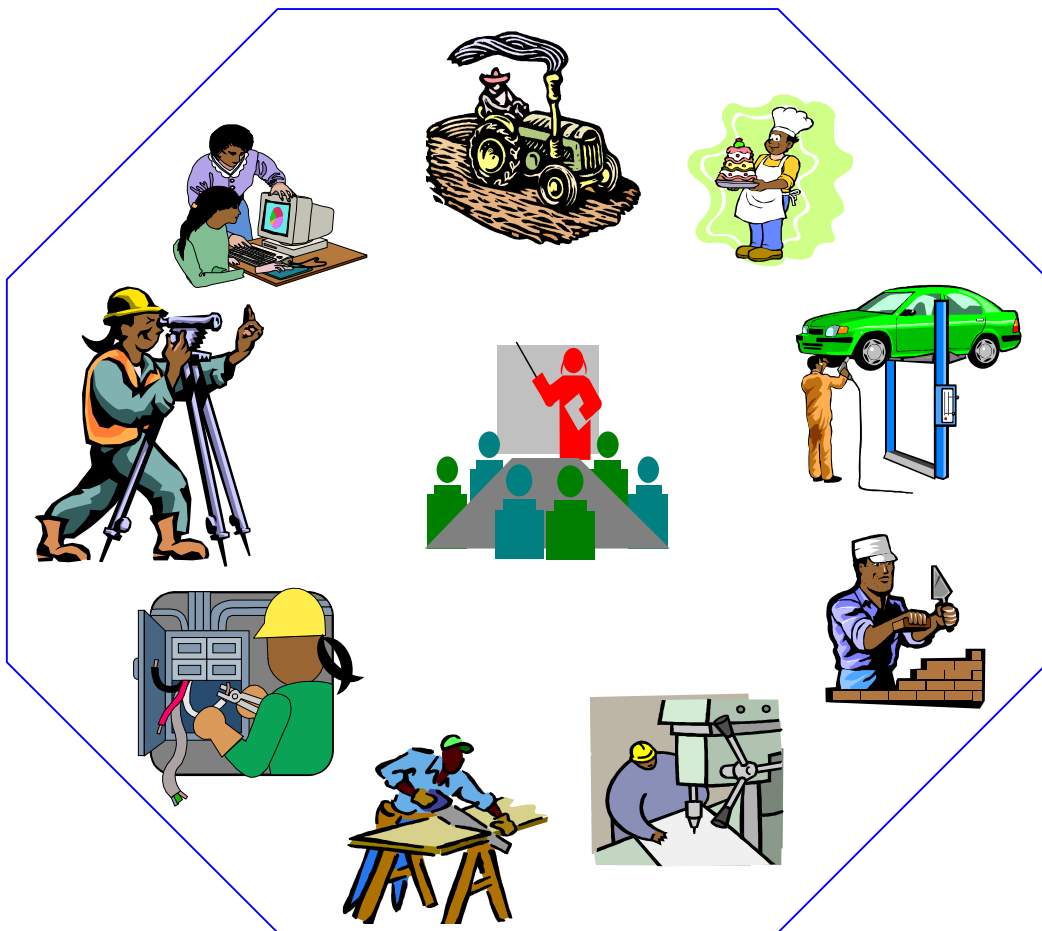


Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



AGRICULTURAL COOPERATIVE PROMOTION SERVICE

NTQF Level II



*Ministry of Education
January 2018*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopian Occupational Standard (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopia standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Element and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the occupation with all the key components of a Unit of Competence:

- A chart with an overview of all Units of Competence for the level including the Unit Codes and the Unit of Competence Titles.
- Contents of each Unit of Competence (competence standard).
- Occupational map providing the TVET providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Agricultural Cooperative Promotion Service

Occupational Code: AGR CPS2

NTQF Level II

AGR CPS2 01 0118

Work within Cooperative Legal Framework

AGR CPS2 02 0118

Assist Environmental Assessment for Cooperatives

AGR CPS2 03 0118

Assess Suitability for Business Operations

AGR CPS2 04 0118

Create Linkage with Cooperatives' Stakeholders

AGR CPS2 05 0118

Participate in Community Development Projects

AGR CPS2 06 0118

Perform Basic Cooperative Promotion

AGR CPS2 07 0118

Perform Basic Marketing Functions

AGR CPS2 08 0118

Perform Basic Bookkeeping

AGR CPS2 09 0118

Develop Understanding of Taxation

AGR CPS2 10 0118

Develop Understanding of Savings and Credit Plan

AGR CPS2 11 0118

Assist Post Production

AGR CPS2 12 0118

Collect and Record Production/Service Data

AGR CPS2 13 0118

Participate in Workplace Communication

AGR CPS2 14 0118

Work in Team Environment

AGR CPS2 15 0118

Develop Business Practice

AGR CPS2 16 0118

Standardize and Sustain 3S

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Work within Cooperative Legal Framework
Unit Code	<u>AGR CPS2 01 0118</u>
Unit Descriptor	This unit covers knowledge, skills and attitudes required to understand cooperatives legal framework.

Element	Performance Criteria
1. Distinguish the cooperatives formation and registration issues	<p>1.1. Issues of cooperative society formation, types, name, and registration and by law of cooperatives are identified and implemented based on proclamation, directives and regulations.</p> <p>1.2. Initial capital and <i>amalgamation and division of cooperatives</i> are identified.</p> <p>1.3. How to establish coop union, federation and league are identified.</p> <p>1.4. The obligations, duties and responsibilities of cooperative societies are identified.</p>
2. Describe right and responsibilities of cooperatives members	<p>2.1. Necessary requirements for membership are identified based on the law.</p> <p>2.2. The right and responsibility of members and dismissal of membership are explained based on the law.</p> <p>2.3. Member's registration, voting and transferring of share in cooperatives are used properly.</p>
3. Identify special privilege of cooperatives	<p>3.1. The priorities of claim and benefits transfer in cooperatives are described according to the <i>cooperative laws</i> logic.</p> <p>3.2. The types and scope of government assistance for cooperatives are identified in accordance with appropriate laws of cooperatives.</p>
4. Identify power and duties of cooperative management bodies and employees	<p>4.1. The power and duties of general assembly, control committee, board of directors, employees and others committees are identified.</p> <p>4.2. The right and responsibilities of manager and employees cooperative society are identified according to the appropriate <i>legal frame work</i>.</p>
5. Settle disputes	<p>5.1 The means and nature of disputes settlement in cooperative are identified according to the cooperative laws.</p> <p>5.2. The conciliation and arbitration requirements for performance in the cooperatives activities dealt with.</p>

Variable	Range
Amalgamation and division of cooperatives	May include, but not limited to: <ul style="list-style-type: none"> • Amalgamation is bringing together the two or more cooperatives to form one, • Division is dividing the cooperative in two or more cooperatives,
Cooperative Laws	May include, but not limited to : <ul style="list-style-type: none"> • Cooperative proclamation • Directives • Regulation • By laws • Policies
Legal frame work	May include, but not limited to: <ul style="list-style-type: none"> • The cooperative proclamation • The cooperative directives • Cooperative by law • Cooperatives internal by law

Evidence Guide	
Critical Aspects of Competence	A candidate must be able to demonstrate the ability to: <ul style="list-style-type: none"> • Applies cooperatives way of benefit transfer and appropriation, dispute settlement, and winding up knowledge, • Uses benefit appropriation skills, • Applies dispute settlement policies and procedures in regard to cooperative activities, • Apply procedures and practices of winding up and dissolution, • Implement the ways, means and culture of dispute settlement used in cooperatives, • Use the cooperative laws as of the need, • Identify basic legal issue handling, • Perform legal services for cooperatives, • Establishes registration cooperatives society, • Identify right and responsibility of as cooperatives law
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: <ul style="list-style-type: none"> • Cooperatives type and common concepts • Principles and values • Legal frame work • Economic of cooperatives • Development of cooperatives • Basic cooperative • Awareness on legal frame work • Members transaction • Definition and concept of legal law of cooperatives
Underpinning Skills	Must demonstrate skills in:

	<ul style="list-style-type: none"> • Participatory management skill • Cooperatives management skill • Communication skills • Legal skill • Interpersonal skill • Applying legal issue of coop law • Describing basic legal frame work of cooperative Society • Applying legal frame work of cooperatives as it necessary • Using legal cooperative law • Applying cooperatives concept
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Assist Environmental Assessment for Cooperatives
Unit Code	<u>AGR CPS2 02 0118</u>
Unit Descriptor	This unit covers knowledge, attitude and skills required to explain the role and functions that cooperatives play in up lifting the socio-economic conditions of their members and their local community.

Element	Performance Criteria
1. Describe and explain the strengths of cooperatives	<p>1.1. Economic benefits of members of the cooperatives are explained.</p> <p>1.2. Secured and stabilized social, cultural and political conditions of the cooperative members and the local community are comprehended.</p> <p>1.3. Encouraged and motivated members and their business growth trends in all aspects are analyzed.</p> <p>1.4. Activities of the cooperative are performed in line with cooperative proclamation and the cooperative internal rules, regulations and procedures.</p> <p>1.5. Required internal rules, regulations, and procedures are made available and applicable.</p> <p>1.6. Measures designed to cope up with environmental changes and technology advancement are seen.</p>
2. Describe and explain the weaknesses of cooperatives	<p>2.1. Disappointment, loss of sense of ownership and limited participation of the cooperative members are identified and discussed.</p> <p>2.2. Existence of members who join but never use the services and members who fail to take responsibility are identified.</p> <p>2.3. Lack of skilled human power in cooperative discipline and high management cost of operation is analyzed.</p> <p>2.4. The existence of different special interest groups is identified.</p> <p>2.5. Lack of transparency, ineffective management and partiality within organization are identified.</p> <p>2.6. The reasons behind members reluctant towards to their cooperative business are identified.</p>
3. Describe and explain the opportunities in the cooperatives	<p>3.1. Conducive government policy and cooperative policy development within framework of the country growth and transformation plan are aligned.</p> <p>3.2. Market failure as well as economic situations may call for</p>

	<p>cooperatives are timely identified based on the need felt of the members not need felt of outsiders.</p> <p>3.3. Identifying availability of financial and natural resources not yet utilized is realized.</p> <p>3.4. Market demand arise elsewhere is surveyed.</p> <p>3.5. National and international agents that stand to enhance and support cooperative development are identified.</p>
4. Describe and explain the threats to a cooperative enterprise	<p>4.1. Biases and negative attitude of some local government officials and individuals to ward real cooperative roles in the economy are identified.</p> <p>4.2. Prevailing aggressive and unfair competitive market practices are identified.</p> <p>4.3. Whether the particular cooperative need to cooperate business cooperation or socio-economic cooperation is realized and encouraged based on the selected direction.</p> <p>4.4. Political change, the most prominent and far-reaching change in the political arena such as reform programs, transformation and liberalization as compare to socialism to ward cooperative, is well understood.</p>
5. Scrutinize environmental changes	<p>5.1. Demographic change, the existence of two vastly different demographic trends are identified, i.e., in the industrialized countries, birth rates are falling and life expectancy is steadily increasing while the reverse is true in most developing countries, is understood.</p> <p>5.2. Social change in many countries, including our country, Ethiopia, large, multi-generation families create high privacy that implies privacy is identified.</p> <p>5.3. Economic change, the most far-reaching economic change during the past few years has been the experience of many new attitudes so accordingly what cooperatives realized are identified.</p> <p>5.4. Ecological change, predicting the future of cooperatives referred to environmental degradation so cooperatives are expected to act on prevention on environment degradation, are realized and planned.</p>

Variable	Range
National and international agents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> National agents including government agents such as cooperative agents, local NGOs, and international agents including ICA, ILO, UN, COAPC,

Business cooperation or socio-economic cooperation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Business cooperation is used to build the capacity of cooperatives helping them to compete, sustain profitability and maintain their independence. • Social and economic development in poor communities. The absence of sustainable institutions with the capacity to provide both primary production inputs at competitive prices, and/or appropriate channels into home and export markets, remains a significant obstacle to wealth and employment creation, most notably in rural areas
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Evidence Guide	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Describe basic socio economic data collection and handling • Develop and sustain cooperative societies • Provide local services • Ensure local employment • Mobilize resources
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge and attitudes of:</p> <ul style="list-style-type: none"> • Awareness creation • Improving operational system in cooperatives • Increasing the role of women and youth participation.
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Enhance technical and managerial skills • Collecting Data, • Documenting and reporting
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Assess Suitability for Business Operations
Unit Code	AGR CPS2 03 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to undertake self-evaluation to determine whether identified Cooperatives business opportunities are realistic.

Element	Performance Criteria
1. Explore potential business ideas	<p>1.1. Products and services available from cooperative and small businesses are identified.</p> <p>1.2. Products and services not available in the existing market are identified.</p> <p>1.3. Opportunities for new cooperative businesses are determined based on gaps in available goods and services.</p> <p>1.4. A range of sources to gather information about cooperative business opportunities identified and utilised.</p> <p>1.5. Outline processes to be undertaken by the cooperative business to provide products or services.</p>
2. Compare personal skills and aspirations with cooperative business opportunities	<p>2.1. Personal reasons for entering into a cooperatives business in realistic terms of own personal commitments, expectations and capabilities are identified.</p> <p>2.2. Personal capabilities are matched realistically with identified business opportunities.</p> <p>2.3. Personal commitments, expectations and capabilities to realistically identify impact on preferred business opportunity are examined.</p> <p>2.4. Options are examined to address and minimise negative impact and strengthen positive impact of these aspects.</p>
3. Access business learning opportunities, mentoring and advice	<p>3.1. Knowledge and skills required to develop and operate are listed to maximise the business opportunity.</p> <p>3.2. Business information and terminology are identified and interpreted.</p> <p>3.3. Gaps in personal knowledge and skills needed for the business are identified.</p> <p>3.4. Appropriate learning opportunities are identified to rectify gaps in personal knowledge and skills.</p> <p>3.5. Potential mentors, advisors, networks and sources of assistance for the business are identified.</p>

Variable	Range		
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Opportunities	May include, but not limited to: <ul style="list-style-type: none"> • Free custom duty • Favorable government regulation • Security • Availability of finance • Stable economy, etc.
Negative impact	May include, but not limited to: <ul style="list-style-type: none"> • Poor managerial skill • Commitment • Poor money management

Evidence Guide	
Critical Aspects of Competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> • Identify and determine cooperative business opportunities by locating existing market gaps, • Demonstrate effective matching of personal attributes with cooperative business opportunities, and identification of personnel and skill development opportunities, • Collaborate with others to identify mentors, advisors and networks to assist cooperative businesses.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • The four main business structures used by businesses in Ethiopia, • The business fundamentals that make an idea a viable business proposition, • Business benchmarking, • Personal attributes needed to run a successful small business, • Differences between cooperative business and large corporations, • Three training courses or support services available to cooperative business operators.
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • Examine skills gaps and development needs to identify professional learning needs, • Identify appropriate development opportunities to achieve learning goals, • Interpret textual and numerical information to determine business requirements, • Use clear and relevant language to convey personal information, requirements and recommendations, • Articulate clearly and confidently using specific and relevant language suitable to audience, • Extract, evaluate and compare numerical information, • Review regularly current situation and future business options, developing strategies to address some factors that may limit choices,

	<ul style="list-style-type: none"> • Establish rapport and builds relationships with people who can assist with new business opportunities, • Select or support new ideas on basis of their contribution to achievement of broader goals, • Make final decisions using clear priorities and criteria, • Operate from a broad conceptual plan, developing operational detail in stages, regularly reviewing priorities and performance during implementation, • List the four main business structures used by businesses in Ethiopia, • Summarize the business fundamentals that make an idea a viable business proposition, • Explain business benchmarking, • Describe personal attributes needed to run a successful small business, • Explain differences between cooperative business and large corporations, • Identify three training courses or support services available to cooperative business operators.
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Create Linkage with Cooperatives' Stakeholders
Unit Code	<u>AGR CPS2 04 0118</u>
Unit Descriptor	This unit describes knowledge, skills and attitude required for participation of stakeholder, communicate and create unified work relationship with stakeholders.

Element	Performance Criteria
1. Design stakeholders participation strategy	<p>1.1. Stakeholders in every sector are identified according to the objective and interest of cooperative organization.</p> <p>1.2. Identified stakeholders' profile is maintained.</p> <p>1.3. Stakeholder's analysis is carried out.</p> <p>1.4. Stakeholder's participation strategy is determined based on stakeholder analysis.</p>
2. Communicate with stakeholders	<p>2.1. Stakeholders are communicated to establish favorable work relationship in line with their common interests.</p> <p>2.2. Cooperation among cooperatives is identified and communicated with appropriate means for integration based on its significance.</p> <p>2.3. Appropriate linkage methodologies are identified and implemented based on common interest.</p>
3. Establish unified work relationship	<p>3.1. Business agreements between stockholders and cooperatives are facilitated according to defined rules and regulations.</p> <p>3.2. Work experience sharing is facilitated and arranged between cooperatives and their stakeholders based on their work similarity and relationship.</p>
4. Undertake market linkages	<p>4.1. Customer profiles are updated based on needs and production capacity.</p> <p>4.2. Appropriate legal documents are prepared based on customers' preference.</p> <p>4.3. Negotiation is conducted with customers on controversial issues based on content of legal document.</p> <p>4.4. Agreement is signed between the parties based on negotiation.</p>

Variable	Range
Stakeholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Individuals, cooperatives, NGOs, government agents, financial institutions, customers, etc that has close relationship with the cooperatives.

Stakeholders' profile	May include, but not limited to: <ul style="list-style-type: none"> • A stakeholder profile describes in detail the characteristics of a stakeholder group or organization.
Stakeholders analysis	May include, but not limited to: <ul style="list-style-type: none"> • Good stakeholder analysis matrices should display each person (or group's) interest in the change, where interests converge, the level of influence, and who will have a voice in the new developments.
Linkage methodologies	May be include the following steps: <ul style="list-style-type: none"> • Identify your project's stakeholders and understand their needs, • Prioritize the stakeholders based on their power, proximity and 'urgency', • Visualize the key stakeholders using the Stakeholder needs, • Engage with the stakeholders, by building and implementing an effective communication plan based on the stakeholders supportiveness and receptiveness, • Monitor changes over time (using the Stakeholder Engagement Profile) to analyze the effectiveness of your communication as you update and review your stakeholder community at key points in the project.

Evidence Guide	
Critical Aspects of Competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> • Identify stakeholders, • Identify and implement appropriate linkage methodologies, • Establish relationship with relevant stakeholders, • Identify integrations between cooperatives,
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Marketing • Management • Economics • Cooperative • Good understanding of business and social psychology
Underpinning Skills	Demonstrate skill in: <ul style="list-style-type: none"> • Apply basic computer skill, • Good communication skill • Negotiation skills
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Participate in Community Development Projects
Unit Code	<u>AGR CPS2 05 0118</u>
Unit Descriptor	This unit describes the knowledge, skill and attitude of participation in community development projects to ensure maximum participation.

Element	Performance Criteria
1. Identify community development projects	<p>1.1. Community development projects are identified along with stakeholders.</p> <p>1.2. Cooperatives' area of participation in selected community development projects are identified and classified.</p>
2. Identify the cooperative potential	<p>2.1. Resource potential and role of the cooperatives are recognized in the community development.</p> <p>2.2. Different methods and means for the raising motivation and capital for the development purpose are used using the legal and members' requirements.</p>
3. Plan and facilitate participation	<p>3.1. Cooperatives are encouraged to allocate budget for community development project and facilitate its utilization.</p> <p>3.2. Plan is developed for participation in community endeavors.</p> <p>3.3. Cooperatives' participation in community development projects are followed up and facilitated according to the plan.</p> <p>3.4. The implementation of the communities concern is checked as to the cooperatives members plan.</p>

Variable	Range
Community	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Individuals and groups defined by cooperatives programs and services • Other agencies providing services to the designated individuals and groups • People with specified needs and interests • People using the organization's services/programs
Community development projects	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Community development activities and strategies, • Education and information projects, • Capacity building, • Construction by cooperatives, • Support by cooperatives in the community,

Stakeholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Cooperatives • Residents within a community • Businesses within or related to a community • Advocacy and special interest groups • Decision makers and community leaders • Individuals, groups and communities affected by issues or strategies • Owners or managers of resources required • Grants/funding agencies • Government and non government organizations • Peak bodies, colleagues and collaborators
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Evidence Guide	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Collect, Identify and classify data about community development project, • Schedule work plan of participation, • Identify cost components of appropriate services, technologies and equipment, • Apply concern for community
Underpinning Knowledge and Attitudes	<p>Demonstrate the knowledge of:</p> <ul style="list-style-type: none"> • Cooperative business undertaking • Participatory approach • Extension services • Commitment raise • Documentation of indigenous/local practices
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Demonstrate extension communication skills • Conduct need assessment • Collect, Identify and classify data about community development project, • Schedule work plan of participation, • Identify cost components of appropriate services, technologies and equipment, • Apply indigenous/local practices
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Perform Basic Cooperative Promotion
Unit Code	AGR CPS2 06 0118
Unit Descriptor	This unit covers the knowledge, skills and attitude required to understand promotion, methods of promotion, select appropriate promotion agencies, follow up and evaluate the preparation of legal documents, implementation of promotion activities and monitoring.

Element	Performance Criteria
1. Select promotion	<p>1.1. Selection of a promotion agency is performed according to organizations preference.</p> <p>1.2. Reliable information is gathered about effectiveness and efficiency of promotion agencies based on the need of enterprise.</p>
2. Prepare and sign contractual agreement	<p>2.1. Legal documents that include details of promotion activities are prepared based on enterprise demand and promotion agencies professional input.</p> <p>2.2. Contractual agreement is signed between parties based on mutual agreement, rules and regulation.</p> <p>2.3. Content and time of promotion as well as type of media used are confirmed based on legal document signed.</p>
3. Prepare materials and conduct promotion	<p>3.1. Materials and other necessary supplies required for promotion are collected based on type of promotion.</p> <p>3.2. Promotion activities are conducted according to agreement.</p>
4. Monitor and evaluate promotion activities	<p>4.1. Conducting promotion is ensured according to signed agreement.</p> <p>4.2. Feedback on effectiveness of the promotion is gathered based on expected outcome.</p> <p>4.3. Revisions and amendments are made as need arises based on feedback.</p>

Variable	Range
Promotion	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> Introducing the advantages, benefits obtained, differentiations from competitors, the competence and values added by the cooperatives to get known by all stallholders and customer to increases the profit of the organizations, A means by which the product and services of the cooperatives are communicated to the customers for further popularizations of the activities,

	<ul style="list-style-type: none"> • Arousing and wining need of customers and potentials members,
Promotion methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Advertizing • Workshops • Symposium • cooperative day • Exhibitions • Experience sharing

Evidence Guide	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Use cooperative concepts in the business, • Understand promotion concepts, identified and selected appropriate promotion agencies, • Ensure that proper legal agreement is signed, • Confirm reliability, validity and timeliness of the promotion,
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Legal business documents • Promotion • Process of identifying and selecting of promotions agencies
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Applying basic computer skills • Good communication skill • Negotiation skills
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Perform Basic Marketing Functions
Unit Code	<u>AGR CPS2 07 0118</u>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to perform basic marketing functions, implement marketing strategies and Obtain feedback on the implementation.

Element	Performance Criteria
1. Identify the marketing functions	1.1. Different types of the marketing functions are identified from the workplace and business world. 1.2. The main role and performance of the marketing function Element are identified and explained. 1.3. New developments in the marketing functions are pronounced and followed.
2. Implement basic marketing strategies	2.1. Marketing functions strategy is designed to perform the work in the cooperatives. 2.2. Action plan is developed to implement the basic marketing strategies . 2.3. Required resources are coordinated for the implementation. 2.4. Marketing mix is implemented according to the strategy.
3. Obtain feedback on the implementation	3.1. Appropriate tools are identified and selected to collect feedback. 3.2. Feedback is collected from customers and suppliers using appropriate tools selected. 3.3. The collected feedback is reported timely for possible adjustments.

Variable	Range
Marketing strategies	May include, but not limited to: <ul style="list-style-type: none"> • Achieving product standardizing and grading, • Product design and packaging, • Pricing, presentation and display of products/services, • Promotion and advertising, • Product range and mix, • Distribution, • Achieving lower costs of production and distribution than competitors, • Pursuing cost leadership and/or product differentiation within a specialist market segment, • Creating a very different product line or service so that the business becomes a class leader in the industry.

Marketing mix	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Product • Price • Place • Promotion • Process • Physical distribution • People • Package
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Evidence Guide	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Implement the marketing strategies, • Prepare Action plan, • Implement marketing mix.
Underpinning Knowledge and Attitudes	<p>Demonstrate the knowledge of:</p> <ul style="list-style-type: none"> • National legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination, • Relevant marketing concepts and methods, • Methods of implementing marketing strategies and marketing mix.
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Action plan development skills • Feedback collection and reporting skills • Communication including questioning, clarifying, reporting • Analyzing data • Relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Perform Basic Bookkeeping
Unit Code	<u>AGR CPS2 08 0118</u>
Unit Descriptor	This unit of competence covers the knowledge, skills, and attitudes required to Identify and produce source documents, record business transaction or journalize, and file and document financial record.

Element	Performance Criteria
1. Identify and produce source documents	1.1. Types of source documents are identified. 1.2. Payment and income vouchers are differentiated. 1.3. Payment vouchers are prepared when required. 1.4. Mathematical accuracy and completeness are Checked.
2. Record business transaction or journalize	2.1. Business transactions are identified. 2.2. Types of account are determined based on the source documents. 2.3. Journal is prepared. 2.4. Business transactions are recorded.
3. File and document financial record	3.1. Financial documents are classified and sorted. 3.2. Labelled file boxes are prepared. 3.3. Financial documents are file and documented based on their classification.

Variable	Range
Source documents	May include, but not limited to: <ul style="list-style-type: none"> • Original records containing the details to substantiate a transaction entered in an accounting system: <ul style="list-style-type: none"> ➤ Receipts ➤ Voucher ➤ Purchase orders, ➤ Bank statements ➤ Notes
Payment and income vouchers	May include, but not limited to: <ul style="list-style-type: none"> • Documents which can be used as proof that a monetary transaction has occurred between two parties: <ul style="list-style-type: none"> ➤ Receipt vouchers ➤ payment vouchers
Mathematical	May include, but not limited to: <ul style="list-style-type: none"> • Addition • Subtraction • Multiplication • Division

Evidence Guide	
Critical Aspects of Competence	A candidate must be able to: <ul style="list-style-type: none"> • Keep financial record
Underpinning Knowledge and Attitude	Demonstrate knowledge of: <ul style="list-style-type: none"> • Basic accounting concepts, • Accounting principles,
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • Identify types of source documents, • Prepare payment vouchers when required, • Record Business transactions, • Classify and sort financial documents.
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Develop Understanding of Taxation
Unit Code	<u>AGR CPS2 09 0118</u>
Unit Descriptor	This unit describes the performance the knowledge, skills and attitude required to understand the role and use of taxation in the Ethiopian economy.

Element	Performance Criteria
1. Identify and discuss the role of taxation	<p>1.1. The purpose of taxation in the Ethiopian economy at the local, Regional and Federal level and how this compares with other laws are explored and discussed.</p> <p>1.2. The various ways that tax is collected and from whom are analysed and discussed.</p> <p>1.3. The role and use of the Ethiopian Revenues and Customs Authority (ERCA) are identified and discussed.</p> <p>1.4. What taxation revenue is used for is explained and related to the wellbeing and lifestyle of Ethiopian citizens.</p>
2. Identify and discuss direct tax	<p>2.1. Key terminology used in direct taxation is identified and discussed.</p> <p>2.2. Tax declaration forms, Tax File Number (TIN) requirements and rates of direct tax are identified and analysed.</p> <p>2.3. How direct tax is assessed, tax returns completed and paid is considered and discussed.</p> <p>2.4. Sources of ongoing information about direct tax in Ethiopia are identified, accessed and discussed.</p>
3. Identify and discuss indirect tax	<p>3.1. Key terminology used in indirect taxation is identified and discussed.</p> <p>3.2. The structure of business and how this affects taxation are analysed and discussed.</p> <p>3.3. How indirect tax is assessed and paid is considered and discussed.</p> <p>3.4. Sources of ongoing information about indirect tax in Ethiopia are identified, accessed and discussed.</p>
4. Identify and discuss stamp duty tax	<p>4.1. Key terminology used in stamp duty taxation is identified and discussed.</p> <p>4.2. How stamp duty tax is assessed and paid is considered and discussed.</p> <p>4.3. Sources of ongoing information about stamp duty tax in Ethiopia are identified, accessed and discussed.</p>

5. Manage tax liability	<p>5.1. How tax payers can determine their tax liability is identified and discussed.</p> <p>5.2. Under or overpayment of tax and its implications are analysed and discussed.</p>
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Variable	Range
The purpose of taxation	<p>May includes but is not limited to:</p> <ul style="list-style-type: none"> • Financing government activity, • Maintaining equity in the national economy, • Promoting efficiency where markets fail to control pollution or health dangers, • Social infrastructure, • Social services,
Ways that tax is collected	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Through regional and federal level taxes including: <ul style="list-style-type: none"> ➤ Direct tax: <ul style="list-style-type: none"> ✓ Tax on Income from Employment / Personal Income Tax ✓ Business Profit Tax ✓ Tax on Income from Rental of Buildings ✓ Tax on Interest Income on Deposits ✓ Dividend Income Tax ✓ Tax on Income from Royalties ✓ Tax on Income from Games of Chance ✓ Tax on Gain of Transfer of certain Investment Property ✓ Tax on Income from Rental of Property ✓ Rendering of Technical Services outside Ethiopia ✓ Agricultural Income Tax ✓ Land Use Tax ➤ indirect tax: <ul style="list-style-type: none"> ✓ Turnover Tax ✓ Excise Tax ✓ Value Added Tax ✓ Customs Duty ➤ Stamp duty tax: instruments shall be chargeable with stamp duty include: <ul style="list-style-type: none"> ✓ Memorandum and articles of association of any business ✓ organization, cooperative or any other form of association; ✓ Lease, including sub-lease and transfer of similar rights; ✓ Power of attorney; ✓ Documents of title to property.
Ethiopian Revenues and Customs Authority	<p>The Roles May include, but not limited to:</p> <ul style="list-style-type: none"> • Establish and implement modern revenue assessment and

(ERCA)	<p>collection system;</p> <ul style="list-style-type: none"> • Provide, based on rules of transparency and accountability, efficient, equitable and quality service within the sector; • Properly enforce incentives of tax exemptions given to investors and ensure that such incentives are used for the intended purposes; • Implement awareness creation programs to promote a culture of voluntary compliance of tax payers in the discharge of their tax obligations; • Carry out valuation of goods for the purpose of tax assessment and determine and collect the taxes • Conduct study and research activities with greater emphasis to improve the enforcement of customs and tax laws, regulations and directives and the collection of other revenues; and based on the result of the study and research initiate laws and policies and implement the same up an approval, • Collect and analyze information necessary for the control of import and export goods and the assessment and determination of taxes; • Compile statistical data on criminal offences relating to the sector, and disseminate the information to others as may be necessary;
Taxation revenue	<p>Its uses May include, but not limited to:</p> <ul style="list-style-type: none"> • Assistance to business and farming • Cultural and artistic resources and support • Defence and border protection • Education • Environmental protection • Essential infrastructure such as: <ul style="list-style-type: none"> ➤ Roads ➤ Transport systems ➤ Public building ➤ Sport and recreation amenities ➤ Public housing • Foreign representation and trade promotion for Ethiopia • Health care • Justice systems • Public safety • Scientific and other research • Welfare, income and community support systems
Terminology used in direct taxation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Interest on deposits • Allowances • Capital gain/appreciation • Deductions • Exempt threshold

	<ul style="list-style-type: none"> • Assessment of Tax • Dividends • Gross income • Taxable income • Tax Evasion • Tax Avoidance • Withholding tax
Rates of direct tax	<p>Can be accessed from:</p> <ul style="list-style-type: none"> • ERCA publications and website • Accountants and tax agents
Tax returns	<p>Can be completed by:</p> <ul style="list-style-type: none"> • Accountant • An individual • Tax agent • On-line or in written form
Sources of ongoing information	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Accountants and other financial services professionals • ERCA • Industry associations and professional organisations • Federal and Regional governments agencies • Taxpayers
Structure of business	<p>May include but not limited:</p> <ul style="list-style-type: none"> • Cooperative society • Sole trader: an individual trading on their own • Partnership: an association of people or entities carrying on a business together, but not as a company • Trust: an entity that holds property or income for the benefit of others • Company: a legal a legal entity separate from its shareholders
Assessed indirect tax	<p>May be Through:</p> <ul style="list-style-type: none"> • Business Activity Statements • Payroll • Allowable deductions • Capital gains • Financial adjustments such as: <ul style="list-style-type: none"> ➢ Write-offs ➢ Revaluations ➢ Profits and losses ➢ Superannuation payments ➢ Fringe benefits assessment
Tax payers can determine their tax liability	<p>By:</p> <ul style="list-style-type: none"> • Assessing income: <ul style="list-style-type: none"> ➢ Capital gains ➢ Employment ➢ Foreign

	<ul style="list-style-type: none"> ➤ Investment ➤ Rental property income • Assessing deductions: <ul style="list-style-type: none"> ➤ Allowable medical expenses and health insurance rebates ➤ Capital losses ➤ Dependent rebates ➤ Gifts and donations ➤ Rental property expenses ➤ Tax offsets ➤ Work related clothing expenses ➤ Work related education expenses ➤ Work related travel expenses ➤ Zone and overseas forces allowances • Lodging returns and paying governments: <ul style="list-style-type: none"> ➤ Land tax where applicable ➤ Payroll tax (rate varies by jurisdiction and depends on size of payroll so many small business operators are exempt) ➤ Stamp duty on: <ul style="list-style-type: none"> ✓ Hire purchase agreements ✓ Insurance policies ✓ Leases and mortgages ✓ Motor vehicle purchases ✓ Property transfer
Under or overpayment of tax	<p>May involve:</p> <ul style="list-style-type: none"> • Claiming interest on early payments that may be possible for certain tax categories such as: <ul style="list-style-type: none"> ➤ Income tax ➤ Higher Education Contribution Scheme ➤ Amended assessments of earlier years ➤ Paying interest on overdue amounts

Evidence Guide	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Analyse and clearly explain the role of taxation for tax payers in Ethiopia, • Analyse and critically evaluate taxation responsibilities and their impact on personal financial management, • Apply the skills necessary to actively monitor and assess taxation liabilities,
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant government legislation relating to taxation • Roles and relationships between government agencies responsible for taxation, individuals and business • Sound knowledge of issues relating to taxation information
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Communication skills to:

	<ul style="list-style-type: none"> ➤ Determine and confirm taxation purpose, application and individual and business responsibilities, using questioning and active listening as required ➤ Share information, listen and understand ➤ Use language and concepts appropriate to cultural differences • Numeracy and IT skills to: <ul style="list-style-type: none"> ➤ Make basic personal income tax calculations ➤ Use a calculator ➤ Use internet information • Literacy skills to read and interpret information from a variety of sources • Research and analysis for accessing, interpreting and managing information and determining where to find professional financial services • Learning skills to maintain knowledge of taxation issues and requirements
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Develop Understanding of Savings and Credit Plan
Unit Code	<u>AGR CPS2 10 0118</u>
Unit Descriptor	This unit describes the performance the knowledge, skills and attitude required to utilize a savings plan to achieve identified goals and includes understanding the role of the savings plan, the risk/return relationship and how to determine appropriate savings vehicles to maximise savings.

Element	Performance Criteria
1. Discuss place of saving, credit and investing today	<p>1.1. Impact of increasingly high cost of living in society is discussed using examples from domestic environment.</p> <p>1.2. Increasing levels of cooperative in debt in Ethiopia are discussed with reference to relevant current issues.</p> <p>1.3. The importance of setting financial goals and developing a saving, credit and investment plan at different stages of an individual member's life is analyzed and discussed.</p> <p>1.4. Different attitudes to savings, credit and investment are analyzed and discussed and the individual member's spending habits are explored.</p> <p>1.5. Different saving and credit practices of Ethiopia as well as cooperatives as strategic view point are discussed and analysed.</p>
2. Understand risk as it relates to saving, credit and investing	<p>2.1. The concept of risk and risk versus return is explained and demonstrated.</p> <p>2.2. An individual's risk profile is determined based on current and future requirements and the individual's level of risk aversion.</p> <p>2.3. The impact of inflation on the earnings power of money is identified, assessed and discussed.</p> <p>2.4. Risks of credit and other risks in the cooperatives are assessed.</p>
3. Develop cooperatives savings and credit plan	<p>3.1. The cooperative/member savings goals are identified and quantified into money amounts and arranged in order of priority.</p> <p>3.2. Cooperatives/Member budget is developed to reveal funds available to contribute towards savings goals.</p> <p>3.3. The range of financial product options available to maximize earnings on savings are investigated and the most appropriate is selected according to own requirements.</p>

	3.4. Ways of cooperatives and cooperative members saving and credit requirements and administration are identified.
4. Implement cooperative savings and credit plan	<p>4.1. The requirements to open an account and provide evidence of personal identity are researched and steps taken to gather the necessary documentation.</p> <p>4.2. Relevant savings accounts or other investigated financial products are opened and the savings plan implemented and monitored for a short period of time.</p> <p>4.3. Adjustments to the savings goal are made where it is realized that the goal is unattainable.</p> <p>4.4. The cooperative ways of plan for controlling and evaluation of members and cooperatives saving and credit are used.</p>

Variable	Range
Financial goals	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Accumulating a set amount of money by a specified date in the future for the purposes of: <ul style="list-style-type: none"> ➢ Purchasing assets ➢ Financing holidays, educational expenses, home renovations and other known future expenses ➢ Establishing a deposit for an investment such as a home or investment property • Aiming to repay existing debts and be debt free, • Establishing a regular savings plan, • Handling income and expenditure responsibly and avoiding financial difficulties,
Attitudes to savings, credit and investment	<p>Differ and may encompass those who:</p> <ul style="list-style-type: none"> • Believe it is essential in order to manage their money and achieve future financial goals, • Lack interest in or the discipline to save and therefore live from one pay packet to the next, • Occasionally think about saving but who do not take active steps to save,
Risk	<p>May refers but not limited to:</p> <ul style="list-style-type: none"> • The level of uncertainty associated with a particular savings or investment product,
Risk versus return	<p>May refers to the general truth that:</p> <ul style="list-style-type: none"> • The higher the risk of the investment, the higher the expected return, • The lower the risk of the investment, the lower the expected return,
Risk profile	<p>May refers but not limited to:</p> <ul style="list-style-type: none"> • The level of risk an individual is comfortable with when investing the money.
Inflation	May refers to:

	<ul style="list-style-type: none"> • The cost of living, indicated by the inflation rate, • The percentage change in the consumer price index which is a quarterly survey of the retail price of a basket of goods and services consumed by the general population.
Goals	<p>Need to be:</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Timely
Product options	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Basic savings account • Cash management trusts • Fixed term deposits • Investments in debentures and secured and unsecured stock • Online bank accounts offering higher rates of return
Requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Account keeping fees, ongoing fees and charges and other non-government fees and charges • Additional services offered • Ease of access to funds • Level of risk involved • Locality of the institution • Minimum opening balance required • Potential tax implications • Rate of interest earned • Reputation of the financial institution • Term to maturity
The requirements to open an account	<p>May comprise but not limited to:</p> <ul style="list-style-type: none"> • Kebele/Woreda ID cards; • Farmers associations' ID cards; • Employment and pension ID cards; • School, college and university ID cards; • Driver's/operator's licenses; • Tax identification ID card; • Passports; • Work or residence permits; and • Foreign-nationals-of-Ethiopian-origin ID card, together with a valid passport. • Ethiopian Community ID.
Member/Consumer debt	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Mobile telephone debt • Mortgages on residential and investment properties • Loans to purchase: Houses, motor vehicles, travel and domestic white goods

	<ul style="list-style-type: none"> • Store credit • Student loans including the higher education contribution scheme
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Evidence Guide	
Critical Aspects of Competence	<p>A candidate must demonstrate the able to:</p> <ul style="list-style-type: none"> • Use cooperatives saving and credit plan • Use the cooperatives saving • Use risk and return in relation to savings and investment • Set specific, measurable, realistic, and timely financial goals • Calculate amount needed to achieve identified financial goals • Develop a basic savings plan based on surplus income • Explain the differences between basic financial products used to maximise savings
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Principles of budgeting • Role of budgeting and savings in establishing personal wealth • Understanding of the financial institutions and their savings products • Define and concept of saving plan • Having positive outlook of saving plan • Enhance personal and group saving
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Communication skills to: <ul style="list-style-type: none"> ➢ Clearly explain personal budgeting and savings plans ➢ Use questioning to develop clear understanding ➢ Liaise with others, share information, listen and understand ➢ Use language and concepts appropriate to cultural differences • Numeracy and IT skills to: <ul style="list-style-type: none"> ➢ Calculate interest and surplus or deficit funds ➢ Use a calculator ➢ Use internet information • Literacy skills for interpreting relevant information • Learning skills to maintain knowledge of budgeting and saving techniques
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Assist Post Production
Unit Code	<u>AGR CPS2 11 0118</u>
Unit Descriptor	This unit covers the knowledge, skills and attitude in the process of carrying out post-production operations, traceability and transport; grade, treat, pack and store harvested product according to market requirements, industry and enterprise standards.

Element	Performance Criteria
1. Prepare for post production operations	<p>1.1. Post-production operations to be performed and client specifications are identified according to enterprise work procedures.</p> <p>1.2. Materials, tools, equipment and machinery appropriate to the task being undertaken are selected.</p> <p>1.3. Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.</p> <p>1.4. Where applicable to crop under cultivation, Hazard Analysis Critical Control Point (HACCP) and food safety requirements are complied with.</p> <p>1.5. Occupational Health and Safety (OHS) hazards are identified, and risks are assessed and reported to supervisor.</p> <p>1.6. Suitable Personal Protective Equipment (PPE) is selected, used and maintained.</p> <p>1.7. All works are performed in an environmentally aware and safe manner according to enterprise procedures.</p> <p>1.8. Site quarantine protocols, farm and personal hygiene requirements, are applied and followed as required by enterprise procedures and supervisor instructions.</p>
2. Transport productions	<p>2.1. Safe manual handling techniques are employed when handling containers.</p> <p>2.2. Field handling practices are conducted in a way that minimises damage to harvested product.</p> <p>2.3. Temperature of harvested product is maintained at levels set by industry and enterprise work procedures.</p> <p>2.4. Product is transported with due care from field to post-production processing or storage area.</p> <p>2.5. Containers are maintained according to enterprise requirements.</p>

<p>3. Grade, label, treat, weigh and pack product</p>	<p>3.1. Harvested product is graded and labelled according to client specifications and enterprise work procedures.</p> <p>3.2. Post-production treatments are applied to product according to enterprise work procedures and industry best practice.</p> <p>3.3. Post-production practices are economical, methodical, meet established work schedules and minimise damage to produce.</p> <p>3.4. Post-production operations are undertaken according to OHS requirements.</p> <p>3.5. Tools, equipment and machinery are cleaned and maintained according to enterprise work procedures.</p> <p>3.6. Quality parameters of product and specifications for packaging materials, containers, filling techniques and labelling of packed product are identified and confirmed according to enterprise work procedures.</p> <p>3.7. Correct packaging materials and containers for specific product are selected.</p> <p>3.8. Filled containers are weighed, weight recorded and repacked to correct weight, if required.</p> <p>3.9. Correct filling techniques for specific containers and product are used to fill and arrange product within containers according to client specifications, enterprise work procedures and industry best practice.</p> <p>3.10. Where required, wraps and lids are applied and containers are labelled according to client specifications, enterprise work procedures and industry best practice.</p>
<p>4. Store product in a facility</p>	<p>4.1. Containers are placed onto pallets or racks to ensure stability and optimum airflow.</p> <p>4.2. Pallets or racks are transported to, and arranged in, storage facility according to enterprise work procedures.</p> <p>4.3. Storage facility monitoring gauges are read accurately and efficiently with abnormal readings reported to supervisor.</p> <p>4.4. Condition of stored product is checked and damaged product and containers are removed from storage facility according to enterprise work procedures.</p> <p>4.5. Storage facility and packing containers are cleaned to a level of hygiene acceptable to enterprise and industry standards, without damaging, monitoring or refrigeration equipment.</p>

Variable		Range	
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Production	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Crop products • Livestock and fishery • Forestry • Legumes and Animals
Crops	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • A wide variety of horticultural crops including those for human consumption.
Treatments	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Applying fungicides and insecticides by spraying or dipping • Applying preservatives • Brushing • Drying • Observing quarantine requirements • Removing dirt and foreign material • Ripening or de-greening with ethylene gas • Storing in a controlled environment • Stripping excess leaves • Trimming • Washing/hydration • Waxing and polishing.

Evidence Guide

Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> • Use a range of equipment for handling and transporting produce, • Minimize handling damage to produce, • Label produce accurately and correctly, • Maintain records of post-production operations to allow traceability, • Transport, grade, treat, pack and store harvested produce according to market requirements and industry and enterprise standards.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Cooperatives, • Attributes of enterprise produce in relation to desired quality of produce to be presented to client, • Characteristics and procedures for the use of cool rooms, • Cool chain principles and practices, • Correct storage temperatures for a range of enterprise produce, • Environmental effects of post-production treatments, • How to dispose of waste materials to minimize damage to external environment, • Humidity levels and their effect on quality of enterprise produce,

	<ul style="list-style-type: none"> • Hygiene issues in the handling and storage of plant produce, • Importance of maintaining quality of produce, including handling and cooling requirements, • Industry standards for packaging, • Relationship between quality attributes of produce and packing techniques and packaging, • Storage methods relevant to different enterprise produce.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate orally with team members and supervisors, • Dispose of chemical and hazardous substances, their containers and other waste materials to minimize environmental impact, • Count and calculate quantities, treatment application rates and storage requirements, • Interpret and confirm information from chemical labels, material safety data sheets (msdss), work instructions and enterprise work procedures, • Participate in teams and contribute to team objectives, • Record information about work activities on proformas, • Use oral communication skills/language competence to fulfill the job role as specified by the organization including questioning, active listening, asking for clarification and seeking advice from supervisor, • Use numeracy skills to estimate, calculate and record routine workplace measures, • Use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Collect and Record Production/Service Data
Unit Code	AGR CPS2 12 0118
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to collecting and record production/service data obtained from a variety of sources.

Element	Performance Criteria
1. Identify data to be collected.	<p>1.1. Specific requirements of the data to be collected are determined by discussion with the supervisor or by reading work instructions.</p> <p>1.2. Materials or tools required for data collected are obtained, and where necessary, calibrated.</p> <p>1.3. Difficulties that may be encountered in collecting the data are identified and advice sought from the supervisor if needed.</p> <p>1.4. Advice about proposed data collection is communicated to others as required.</p> <p>1.5. Suitable Personal Protective Equipment (PPE) are selected, used and maintained where required.</p> <p>1.6. Checks are made to determine whether notices relating to site quarantine are in effect and, where required, site quarantine procedures are followed.</p>
2. Record production/service data.	<p>2.1. Production/service data is recorded in the correct format and to meet specific requirements.</p> <p>2.2. Records are made legible, accurate and complete.</p>
3. Present and store production/service data.	<p>3.1. Production/service data is presented in the correct format and to meet specific requirements.</p> <p>3.2. Production/service data sheets are stored according to enterprise procedures.</p> <p>3.3. Production/service data is downloaded or entered into a computer where required, using specified formats and applications.</p>

Variables	Range
Materials and tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> Paper, pens, tally forms, data loggers, and bar code scanners.
Advice about proposed data collection	<p>May include from but not limited to:</p> <ul style="list-style-type: none"> Other employees working with the stock or materials may need to be advised so that the activity can proceed smoothly and stock is not moved or regrouped before data collection is complete.

PPE	May include, but not limited to: <ul style="list-style-type: none"> Hat, boots, overalls, gloves, apron, waterproof clothing, spray clothing, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hard hat.
Data	May include, but not limited to: <ul style="list-style-type: none"> Recorded and presented in specified written or electronic/computerized formats.

Evidence Guide	
Critical Aspects of Competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> Accurate and timely counts of livestock, plant or other items or materials, can be made consistently to meet enterprise requirements, Operate data loggers, Enter data accurately into specified formats, Calibrate tools and equipment.
Underpinning Knowledge	Demonstrate the knowledge of: <ul style="list-style-type: none"> Count moving animals in paddocks, pens or in races, Operate data loggers, Enter data accurately into specified written or electronic/computerized formats Calibrate tools and equipment.
Underpinning Skills	Demonstrate the skills to: <ul style="list-style-type: none"> Apply enterprise recording methods, Use software programs for recording or storing data, Collect production data from required sources, Present data in the required format, Sequence activity to meet required timeframe, Work with others to minimize disruption to routine production activities and to the data collection, Count individual items/animals and groups of items according to requirements, Rearrange data collection activities to fit in with other planned or unplanned production activities,
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> Interview/Written Test Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Participate in Workplace Communication
Unit Code	<u>AGR CPS2 13 0118</u>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Element	Performance Criteria
1. Obtain and convey workplace information	<p>1.1. Specific and relevant information is accessed from appropriate sources.</p> <p>1.2. Effective questioning, active listening and speaking skills are used to gather and convey information.</p> <p>1.3. Appropriate medium is used to transfer information and ideas.</p> <p>1.4. Appropriate non- verbal communication is used.</p> <p>1.5. Appropriate lines of communication with supervisors and colleagues are identified and followed.</p> <p>1.6. Defined workplace procedures for the location and storage of information are used.</p> <p>1.7. Personal interaction is carried out clearly and concisely.</p>
2. Participate in workplace meetings and discussions	<p>2.1. Team meetings are attended on time.</p> <p>2.2. Own opinions are clearly expressed and those of others are listened to without interruption.</p> <p>2.3. Meeting inputs are made consistent with the meeting purpose and protocols established.</p> <p>2.4. Workplace interactions are conducted in a courteous manner.</p> <p>2.5. Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded.</p> <p>2.6. Meetings outcomes are interpreted and implemented.</p>
3. Complete relevant work related documents	<p>3.1. Range of forms relating to conditions of employment is completed accurately and legibly.</p> <p>3.2. Workplace data is recorded on standard workplace forms and documents.</p> <p>3.3. Basic mathematical processes are used for routine calculations.</p> <p>3.4. Errors in recording information on forms/documents are identified and properly acted upon.</p>

	3.5. Reporting requirements to supervisor are completed according to organizational guidelines.
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Variable	Range
Appropriate sources	May include, but not limited to: <ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government and Industry bodies
Medium	May include, but not limited to: <ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions & Face to face communication
Storage	May include manual filing and computer-based filing systems
Protocols	May include, but not limited to: <ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace interactions	May include, but not limited to: <ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	May include, but not limited to: personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Prepare written communication following standard format of the organization • Access information using communication equipment • Make use of relevant terms as an aid to transfer information effectively • Convey information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems

	<ul style="list-style-type: none"> • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Do basic mathematical processes of addition, subtraction, division and multiplication • relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Work in Team Environment
Unit Code	<u>AGR CPS2 14 0118</u>
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Element	Performance Criteria
1. Describe team role and scope	<p>1.1. The role and objective of the team are identified from available sources of information.</p> <p>1.2. Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.</p>
2. Identify own role and responsibility within team	<p>2.1. Individual role and responsibilities within the team environment are identified.</p> <p>2.2. Roles and responsibility of other team members are identified and recognized.</p> <p>2.3. Reporting relationships within team and external to team are identified.</p>
3. Work as a team member	<p>3.1. Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives.</p> <p>3.2. Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context.</p> <p>3.3. Protocols are observed in reporting using standard operating procedures.</p> <p>3.4. Contribution is made to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions

	<ul style="list-style-type: none"> • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and use appropriate workplace language • Follow designated work plan for the job • Report outcomes
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Develop Business Practice
Unit Code	<u>AGR CPS2 15 0118</u>
Unit Descriptor	This unit covers knowledge, skills and attitude required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced, customer handling, developing and maintaining business relationships.

Element	Performance Criteria
1. Identify business opportunities and business skills	<p>1.1. The concept of paradigm shift and means of divergent thinking are elaborated and strategies to look beyond the boundaries are discussed.</p> <p>1.2. Unusual business opportunities are identified.</p> <p>1.3. Feasibility on business skills and personal attributes is assessed and matched against those perceived as necessary for a particular business opportunity.</p> <p>1.4. New behavior on how problems can be the pivotal source of business opportunity is elaborated and experience taken.</p> <p>1.5. Assistance sought with feasibility study of specialist and relevant parties is discussed, as required.</p> <p>1.6. Impact of emerging or changing technology, including e-commerce, on business operations is evaluated.</p> <p>1.7. Practicability of business opportunity is assessed in line with perceived business risks, returns sought, personal preferences and resources available.</p> <p>1.8. Business plan is revised in accordance with the identified opportunities.</p>
2. Plan for the establishment of business operation	<p>2.1. Organizational structure and operations are determined and documented.</p> <p>2.2. Procedures are developed and documented to guide operations.</p> <p>2.3. Financial backing is secured for business operation.</p> <p>2.4. Business legal and regulatory requirements are identified and compiled.</p> <p>2.5. Human and physical resources required to commence business operation are determined.</p> <p>2.6. Recruitment and procurement strategies are developed.</p>

<p>3. Implement business development plan</p>	<p>3.1. Physical and human resources are obtained to implement business operation.</p> <p>3.2. Operational unit is established to support and coordinate business operation.</p> <p>3.3. Simulations on the development plan are well discussed and understood.</p> <p>3.4. Implementation manual is discussed and understood.</p> <p>3.5. Marketing the business operation is undertaken.</p> <p>3.6. Monitoring process is developed and implemented for managing operation.</p> <p>3.7. Legal documents are carefully maintained and relevant records kept and updated to ensure validity and accessibility.</p> <p>3.8. Contractual procurement rights for goods and services including contracts with relevant people are negotiated and secured as required in accordance with the business plan.</p> <p>3.9. Options for leasing/ownership of business premises are identified and contractual arrangements completed in accordance with the business plan.</p>		
<p>4. Review implementation process and take corrective measures</p>	<p>4.1. Review process is developed and implemented for implementation of business operation.</p> <p>4.2. Improvements in business operation and associated management process are identified.</p> <p>4.3. Identified improvements are implemented and monitored for effectiveness.</p>		
<p>5. Establish contact with customers and clarify needs of customer</p>	<p>5.1. Persuasion strategies are developed and discussed.</p> <p>5.2. Welcoming customer environment is maintained and Customer is greeted warmly according to enterprise policies and procedures.</p> <p>5.3. Information is provided to satisfy customer needs.</p> <p>5.4. Information on customers and service history is gathered for analysis.</p> <p>5.5. Customer data is maintained to ensure database relevance and currency.</p> <p>5.6. Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>5.7. Customer details are documented clearly and accurately in required format.</p> <p>5.8. Negotiations are conducted in a business-like and professional manner.</p>		
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	<p>5.9. Benefits for all parties are maximized in the <i>negotiation through use of established techniques</i> and in the context of establishing long term relationships.</p> <p>5.10. The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.</p> <p>5.11. <i>Opportunities to maintain regular contact</i> with customers are identified and taken-up.</p>
6. Develop and Maintain Business Relationship	<p>6.1. Features and benefits of products/services provided by the enterprise are described/ recommended to meet customer needs.</p> <p>6.2. Alternative sources of information/advice are discussed with the customer.</p> <p>6.3. Information needed is pro-actively sought, reviewed and acted upon to maintain sound business relationships.</p> <p>6.4. Agreements are honored within the scope of individual responsibility.</p> <p>6.5. Adjustments to agreements are made in consultation with the customer and information shared with appropriate colleagues.</p> <p>6.6. Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

Variable	Range
Unusual Business opportunities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Public holidays • Ceremonies • Natural disaster • Campaigns
Business opportunities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Expected financial viability • Skills of operator • Amount and types of finance available • Returns expected or required by owners • Likely return on investment • finance required • Lifestyle issues
Business skills and personal attributes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Technical and/ or specialist skills • Managerial skills • Entrepreneurial skills • Taking calculated risk skills • Willingness to take calculated risks • Willingness to work under pressure

Specialist and relevant parties	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • Accountants • Lawyers and providers of legal advice • Government agencies • Industry/trade associations • Online gateways • Business brokers/business consultants
Business risks	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Occupational health and safety • Environmental risks • Relevant legislative requirements • Security of investment • Market competition • Security of premises/location • Supply and demand • Resources available
Human and physical resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Software and hardware • Office premises and equipment • Communications equipment • Specialist services through outsourcing, contracting and consultancy • Staff • Vehicles
Operational unit	<p>May include, but not limited to different departments, sections, teams, divisions, etc. staffed with required personnel and equipped to service and support business</p>
Legal documents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Partnership agreements, constitution documents, statutory books for companies (register of members, register of directors and minute books), certificate of Incorporation, franchise agreements and financial documentation, appropriate software for financial records • Occupational Health and Safety (OHS) • Recordkeeping including personnel, financial, taxation, and environmental
Contracts with relevant people	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • business owners, suppliers, employees, agents, land owners, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship
Negotiation techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Identification of goals, limits

	<ul style="list-style-type: none"> • Clarification of needs of all parties • Listening and questioning • Non-verbal communication techniques • Appropriate language and situation • Bargaining • Developing options • Appropriate cultural behavior • Confirming agreements
Opportunities to maintain regular contact	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Informal social occasions • Ceremonies • Exhibitions • Industry functions • Association membership • Co-operative promotions • Program of regular telephone contact

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates knowledge and skills in:</p> <ul style="list-style-type: none"> • That a business operation has been planned and implemented from initial research of feasibility of the business and completion of the plan, through implementing the plan and commencing operations • The ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available • Treating customers in a courteous and professional manner • Building and maintaining relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Paradigm shift • Unusual business opportunities • Feasibility study • Business structure • Federal and regional government legislative requirements affecting business operations, especially in regard to OHS, EEO, industrial relations and anti-discrimination • Procurement and recruitment strategy • Operational unit • Monitoring process • Business systems and operations • Relevant marketing, management, sales and financial concepts • Options for financing • Business premises and ownership

	<ul style="list-style-type: none"> • Lease • Methods for researching business opportunities • Methods of identifying relevant specialist services to complement the business • Advertising and promotion • Distribution and logistics • Terms and conditions in contractual agreement • Record keeping duties • Operational factors relating to the business (provision of professional services, products) • Customer need assessment • Source of information • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➢ Customer service ➢ Dealing with difficult customers ➢ Maintenance of customer databases ➢ Allocated duties/responsibilities • General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • negotiation and communication techniques appropriate to negotiations that may be of significant commercial value 		
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Hunting and exploiting unusual business opportunities • Interpreting legal requirements, company policies and procedures and immediate, day-to-day demands • Conducting feasibility study • Developing new behavior • Using technology • Marketing skills • Business planning skills • Entrepreneurial skills • Time management skills • Customer handling skills • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports 		
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	<ul style="list-style-type: none"> • Interpreting business information, numeracy skills for data analysis to aid research • Negotiation to conduct business activities • Research to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work • Persuasion and networking skills • Welcoming customers • Information seeking skills to collect, organize and understand information related to collating and analyzing customer information to identify needs • Establish diagnostic processes which identify and recommend improvements to customer service
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Agricultural Cooperative Promotion Service Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	<u>AGR CPS2 16 0118</u>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen Element are initiated and institutionalized.

Element	Performance Criteria
1. Prepare for work.	<p>1.1. Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2. Job specifications are read and interpreted following working manual.</p> <p>1.3. OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4. Safety equipment and tools are identified and checked for safe and effective operation.</p> <p>1.5. Tools and equipment are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1. Plan is prepared and used to standardize 3S activities.</p> <p>2.2. Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures.</p> <p>2.3. Checklists are followed for standardize activities and reported to relevant personnel.</p> <p>2.4. The workplace is kept to the specified standard.</p> <p>2.5. Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1. Plan is prepared and followed to standardize 3S activities.</p> <p>3.2. Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3. Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p> <p>3.4. Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5. Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p> <p>3.6. Improvements are recommended to lift the level of compliance in the workplace.</p>

	<p>3.7. Checklists are followed to sustain activities and report to relevant personnel.</p> <p>3.8. Problems are avoided by sustaining activities.</p>
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Variable	Range
OHS requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of firefighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Dust masks/goggles • Glove • Working cloth • First aid and safety shoes
Tools and equipment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Paint • Hook • Sticker • Signboard • Nails • Shelves • Chip wood • Sponge • Broom • Pencil • Shadow board/Tools board
Tools and techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • 5S Job Cycle Charts • Visual 5S • The Five Minute 5S • Standardization level checklist • 5S checklist

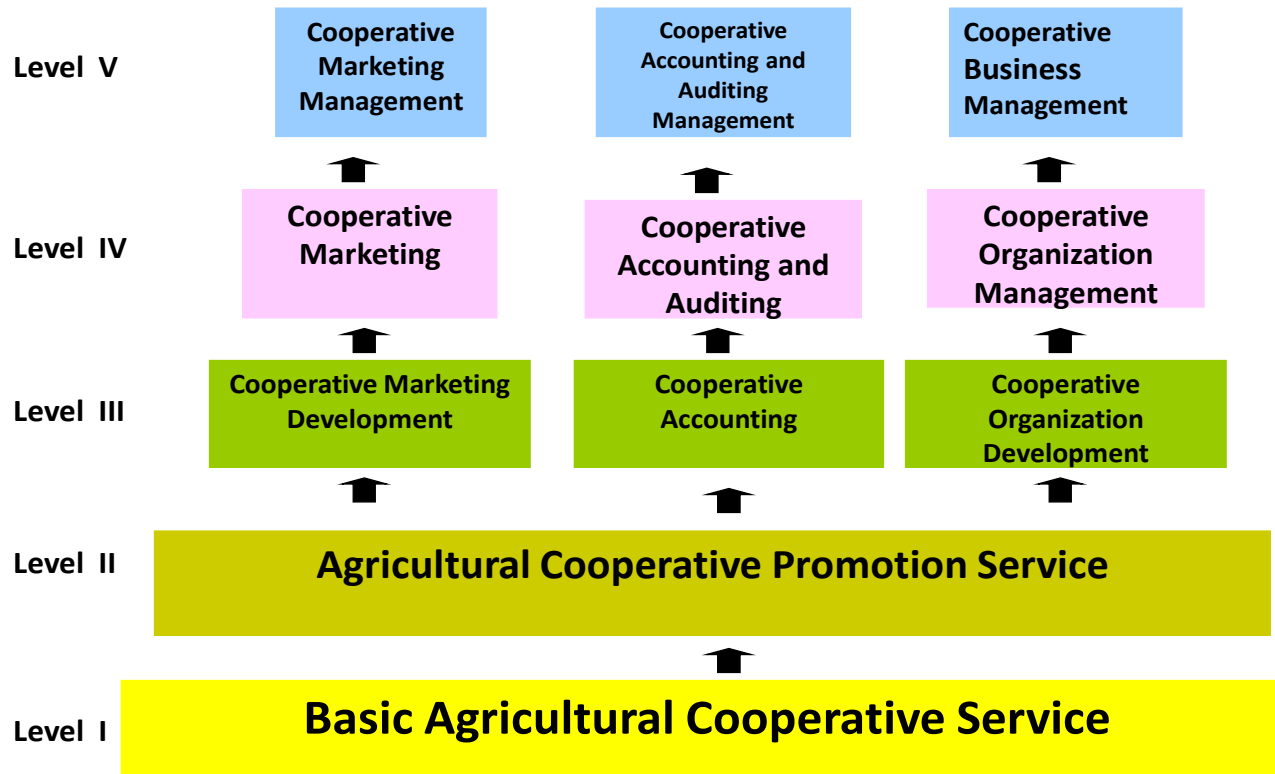
	<ul style="list-style-type: none"> • The five Whys and one How approach(5W1H) • Suspension • Incorporation and Use Elimination
Relevant procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Assign 3S responsibilities • Integrate 3S duties into regular work duties • Check on 3S maintenance level • OHS measures such as signage, symbols / coding and labeling of workplace and equipment • Creating conditions to sustain your plans • Roles in implementation
Reporting	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Verbal responses • Data entry into enterprise database • Brief written reports using enterprise report formats
Relevant personnel	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Supervisors, managers and quality managers • Administrative, laboratory and production personnel • Internal/external contractors, customers and suppliers
Tools and techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system May include, but not limited to: <ul style="list-style-type: none"> ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist and Camera patrols

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss the relationship between Kaizen Element. • Standardize and sustain 3S activities by applying appropriate tools and techniques.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Element of Kaizen • Ways to improve Kaizen Element

	<ul style="list-style-type: none"> • Benefits of improving kaizen Element • Relationship between Kaizen Element • The fourth pillar of 5S • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • Improving Kaizen Element by applying 5S • Standardizing and sustaining procedures and techniques to avoid problems • Technical drawing • Procedures to standardizing 3S activities • Analyzing and preparing shop layout of the workplace • Standardizing and sustaining checklists • Preparing and implementing tools and techniques to sustain 3S • Working with others • Reading and interpreting documents • Observing situations • Solving problems by applying 5S • Communication skills • Preparing labels, slogans, etc. • Gathering evidence by using different means • Using Kaizen board properly in accordance the procedure • Reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Sector: Agriculture

Sub Sector: Agricultural Cooperative



Acknowledgement

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This occupational standard was revised in January 2018 at Addis Ababa, Ethiopia.

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
If you would like someone to personally contact you, please provide the following information:
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Thank you for your time and consideration to complete this. For additional comments, please contact us on:

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