



International
Labour
Organization



ProAgro

Core Skills for the Agro- Processing Sector in Ethiopia **Trainer Handbook**



Supported by
 Invest for Jobs
Opportunities for Growth in Africa

On behalf of
 **Federal Ministry
for Economic Cooperation
and Development**

Table of Contents

Preface: About the Core Skills for the Agro-processing Sector in Ethiopia Programme.....	5
List of Acronyms	1
Programme Background.....	2
Trainee Selection.....	3
Programme Structure and Design.....	3
Module Titles and Guided Learning Hours.....	4
Programme Resources.....	4
How the Trainer Handbook is Organised.....	5
Module Plans.....	5
Detailed Training Guide.....	5
Programme Assessment.....	6
Encouraging Trainee Participation	8
Training Tips for Trainee Participation.....	8
Training Room Layouts.....	10
Module Plans.....	11
Module 1: Working in the Agro-processing Industry in Ethiopia (4 x 2.5 hour sessions)	11
Module 2: Workplace Ethics (4 x 2.5 hour sessions)	13
Module 3: Working Safely and Securely (8 x 2.5 hour sessions)	15
Module 4: Working Together (4 x 2.5 hour sessions).....	18
Module 5: Working Productively (4 x 2.5 hour sessions)	20
Detailed Training Guides	22

Module 1: Working in the Agro-Processing Sector in Ethiopia	23
Module 1, Session 1: 2.5 hours.....	25
Module 1, Session 2: 2.5 hours.....	34
Module 1, Session 3: 2.5 hours.....	39
Module 1, Session 4: 2.5 hours.....	49
Module 2: Workplace Ethics	51
Module 2, Session 1: 2.5 hours.....	53
Module 2, Session 2: 2.5 hours.....	57
Module 2, Session 3: 2.5 hours.....	62
Module 2, Session 4: 2.5 hours.....	67
Module 3: Working Safely and Securely	74
Module 3, Session 1: 2.5 hours.....	76
Module 3, Session 2: 2.5 hours.....	83
Module 3, Session 3: 2.5 hours.....	88
Module 3, Session 4: 2.5 hours.....	90
Module 3, Session 5: 2.5 hours.....	98
Module 3, Session 6: 2.5 hours.....	104
Module 3, Session 7: 2.5 hours.....	115
Module 3, Session 8: 2.5 hours.....	119
Module 4: Working Together	132
Module 4, Session 1: 2.5 hours.....	134
Module 4, Session 2: 2.5 hours.....	144
Module 4, Session 3: 2.5 hours.....	150
Module 4, Session 4: 2.5 hours.....	154

Module 5: Working Productively	167
Module 5, Session 1: 2.5 hours.....	169
Module 5, Session 2: 2.5 hours.....	177
Module 5, Session 3: 2.5 hours.....	183
Module 5, Session 4: 2.5 hours.....	189
Annex 1: Pre-Programme Trainee Selection Criteria.....	193
Annex 2: Initial and Summative Assessment	194
Interview questions to assess core skills before and after the programme	194
Core skills knowledge assessment to assess core skills before and after the programme.....	198
Annex 3: Individual Observation Assessment Template.....	200
Trainer Observation Template Module 5, Session 4: Observation Assessment of Core Skills	200

Preface: About the Core Skills for the Agro-processing Sector in Ethiopia Programme

According to recent research carried out by ILO, enterprises in the agro-processing sector struggle to find a suitable workforce with the appropriate technical and core work skills. The COVID-19 pandemic has had a significant negative impact on the economy and to find the right skills set is a further challenge. Employers find a lack of non-technical skills in new and existing employees impact on productivity and in the high turnover numbers of entry-level workers costing businesses time and money in recruiting and retraining new staff. The workers themselves are largely unsuccessful in gaining and sustaining decent work as a result.

To address these core skill shortages and gaps in the sector, ILO have developed this Core Skills for the Agro-processing Sector in Ethiopia programme, a short intensive **60-hour modular course**, designed to be delivered flexibly to entry level workers already in the agro-processing sector workplace or Trainees that are transitioning from education into the world of work. The programme has been specifically designed to help Trainees prepare for the workplace environment, to know and understand the sector and the expectations of working culture, with the intention of employees being able to hit the ground running when they join an Agro-processing company.

There are five modules within the programme:

1. **Working in the Agro-processing Sector in Ethiopia**
2. **Workplace Ethics**
3. **Occupational Safety and Health**
4. **Working Together**
5. **Working Productively**

The programme resources comprise:

- **Trainer Guide**
- **Trainee Handbook**
- **PowerPoint slides for each module**

This Trainer Guide:

- Details step by step guidance notes on the delivery and assessment of the core skills identified for the core skills programme
- Provides examples of good practice in the delivery and assessment of the core skills including tools and methodologies
- Will be disseminated to trainers via a Training of Trainers (ToT) for TVET college instructors and other experts working on skills development

The PowerPoint slide decks:

- Provide a useful and customisable visual tool for trainers
- Provide stimulating visual support and interest for trainees
- Detail the most important information on the skills and knowledge within the core skills programme

The Trainee Handbook:

- Is largely visual and engaging
- Has been designed to support Trainee participation during the training and afterwards

- Contains interactive activities and spaces for Trainees to record their thoughts and answers

The materials and guidance in this Trainer Guide, Trainee Handbook and PowerPoint slide decks that accompany each module are designed to be delivered flexibly in a variety of contexts:

- As a full or part-time intensive programme before a trainee enters employment or work placement (prevocational)
- Delivered to entry-level employees who have been recently recruited into the agro-processing sector and progress measured quantitatively
- Embedded into other agro-processing vocational programmes
- Key modules or excerpts of the programme could be delivered by Agro-Processing employers to new / existing employees and key aspects could be included in company induction policy

The programme can be delivered by a number of key educators:

- Employment services facilitation centres within Integrated Agro-Industrial Parks
- FTVET Institutes
- Private training centres (agro-processing employers)
- Centres of Competence (COCs)
- Other training centres as appropriate

NB: Trainers must take the Training of Trainers programme to be able to teach this programme.

List of Acronyms

AIDS	Acquired Immunodeficiency Syndrome
COC	Centres of Competence
FTVETA	Federal Technical Vocational Education and Training Agency
HACCP	Hazard Analysis and Critical Control Points
HIV	Human Immunodeficiency Virus
HR	Human Resources
IAIP	Integrated Agro-Industrial Park
ILO	International Labour Organization
KIIs	Key Informant Interviews
LED	Light Emitting Diode
OSH	Occupational Safety and Health
PPE	Personal Protective Equipment
PPT	PowerPoint slide
RSA	Rapid Skills Assessment
SOPs	Standard Operating Procedures
ToT	Training of Trainers
TVET	Technical Vocational Education and Training
USDA	United States Department of Agriculture

Programme Background

This core skills training handbook for the agro-processing sector in Ethiopia has been developed in response to a 'Rapid Skills Assessment' (RSA) of the sector during the COVID-19 pandemic. Conducted by the ILO. The RSA has shown that despite expansion in access to education and training, enterprises in the agro-processing sector struggle to find a suitable workforce with the appropriate technical and core work skills. The COVID-19 pandemic has had a significant negative impact on the economy and to find the right skills set is a further challenge.

The RSA has shown that lack of practical orientation within the education and training system and the weak competence of higher education trainers have contributed to the low quality of training. Moreover, the weak linkage between education and industry has resulted in poor work-based learning and weak apprenticeship and internship programmes for trainees. The current Technical Vocational Education and Training (TVET) system also has very few programmes relevant to agro-processing, hence the industry relies on in-house training and workers trained in informal apprenticeships and, to an extent, skilled expatriates.

Key Informant Interviews (KIIs) with actors in the agro-processing industry in the RSA highlighted technical skills in processing, packing and maintenance to be in critical shortage. Moreover, core skills are also mentioned as lacking in the agro-processing industries. Except for pilot training courses at Wukoro and Holeta Polytechnic colleges, there are no agro-processing-related TVET programmes in the country.

Weak TVET/university–industry linkage is also mentioned as one of the root causes of the poor quality of training and skills mismatch. The weak linkage results from enterprises being reluctant to provide work-based learning opportunities for Trainees. It also implies that the enterprises have not been adequately consulted nor played an active role in the development of the curriculum and occupational standards, resulting in

a mismatch between actual skills demands and supply. Moreover, the unavailability of a skills anticipation system also contributes skills mismatches as the education and training system remains supply-driven and insensitive to labour markets demands.

One of the key sectoral recommendations in the RSA advises the development of a Core Skills Programme for the Agro-Processing Sector in Ethiopia with the introduction of formal pre-employment training in core employability skills. The COVID-19 pandemic has resulted in significant lay-offs of workers. Pre-employment and soft (core) skills training play a vital role in preparing laid-off workers for alternative employment opportunities.

Core skills training is particularly important for low-skilled and informal workers who have been vulnerable to lay-offs due to the pandemic. Key proposed interventions highlighted by the KIIs, which align with the ILO's strategic skills recommendations for agro-processing for Ethiopia (2020b), include:

- TVET colleges should provide short-term pre-employment core skills training, particularly for those laid off due to the pandemic.

This programme has been developed to help address this recommendation.

Trainee Selection

The Core Skills for the Agro-Processing Sector in Ethiopia programme is a modular entry-level core skills training programme for new and returning workers to the agro-processing sector in Ethiopia. Definitions of entry level can be seen below:

- **Entry level trainees** are those trainees that are operating at FTVETA Level 1 or below
- **Entry level core skills** are those core skills at basic level (Level 1) such as basic communication, working together with others and workplace ethics. The core skills that every employer requires at the foundation level
- **Entry level positions** – meaning those young people who have left education and enter a job with minimal or no work experience

Trainers should select and screen Trainees for this programme carefully to ensure that the teaching and learning is suitable and to enable participating Trainees to succeed on the programme and ultimately find gainful employment in the agro-processing sector in Ethiopia.

Unlike technical or ‘hard’ skills, core skills are not so easy to quantify, which makes it a lot more difficult to screen Trainees for these skills. Although core skills questions usually don’t have a ‘right’ or ‘wrong’ answer, it is still wise to ask a few questions when recruiting Trainees in an interview. This will help you get a better understanding of a Trainee’s way of thinking, attitude, motivation, and actions. The most common way to screen a Trainee’s core skills is in an interview process. Asking Trainees to take a quick knowledge assessment before conducting any interviews is a useful benchmark if used at the beginning of training and also at the end of the programme to see how well they have learned the core skills featured in this programme.

Trainers can use the pre-programme selection criteria in **Annex 1** to select and recruit Trainees for this programme. Trainers can use the initial and summative core skills assessment in **Annex 2** to screen Trainees at the beginning of the programme (Initial Assessment) and assess their core skills at the end of the programme. (Summative Assessment) Please see the section on programme assessment for further information on assessing Trainees on this programme.

Programme Structure and Design

This core skills programme is **60 Guided Learning Hours** in length. It utilises a **holistic model of instruction and core skills acquisition**, ensuring experiential and participatory learning. The materials will be Trainee-centred / directed where appropriate and include a broad range of learning opportunities, such as:

- Incorporating knowledge
- Learning by doing
- Reflecting on specific actions
- Cooperative learning

This allows for a conversation between self-driven activities and methods of facilitation that include Trainees and groups and their diverse needs, experiences, and expertise.

The following bullet points detail how the programme will be developed to ensure flexible delivery in a variety of educational settings. The length of the sessions has been standardized to 2.5 hours within each module so that each session can be delivered in a ‘half day’ timeframe. The delivery provider can select how to build the sessions to deliver the entire

programme according to the needs of the organisation and crucially, the Trainees themselves.

Module Titles and Guided Learning Hours

Module No	Module Title	GLH / Sessions
1	Working in the Agro-Processing Sector in Ethiopia	10 GLH 4 Sessions of 2.5 hours each
2	Workplace Ethics	10 GLH 4 Sessions of 2.5 hours each
3	Occupational Safety and Health (OSH)	20 GLH 8 Sessions of 2.5 hours each
4	Working Together	10 GLH 4 Sessions of 2.5 hours each
5	Working Productively	10 GLH 4 Sessions of 2.5 hours each

- Each module has 4 x sessions of 2.5 hours each (apart from Module 3: OSH that comprises 8 x 2.5 hour sessions over 20 hours)
- The entire programme could be delivered over two and a half weeks 'full-time' (5 hours or 2 sessions per day)
- The entire programme could be delivered flexibly as suits the delivery provision, the demands of the agro-processing sector and the Trainees themselves
- Suitable for delivery in: FTVET Institutes | Centres of Competence (COCs) | Private Training Facilities | Employment services Facilitation center within an Integrated Agro-Industrial parks (IAIP) Other training centres as appropriate
- Accompanying this Trainer Guide will be a five-day Training of Trainers (ToT) workshop. Trainers should complete the ToT before commencing training of this programme to trainees

Programme Resources

The Core Skills Programme for the Agro-Processing Sector in Ethiopia contains the following resources:

A Trainer Handbook	(This guide) covering administrative details, pedagogical support for training, full programme content, resources required, participatory facilitation methods, active learning events / activities and debriefing and action planning as a reflective learning tool along with full mapping for assessment and certification purposes to: <ul style="list-style-type: none"> • FTVETA generic modules for the agro-processing industry at entry-level
A Trainee Handbook	Largely pictorial and designed to support Trainee participation during the training and afterwards. The handbook includes a short summary of the key information covered during each core skills module along with activities and tips, information and guidance on implementing core skills that will be useful for the young people after they have concluded the training and are entering employment.
PowerPoint Slide Decks	Comprehensive slide decks for each session within each of the 5 modules designed to guide the trainer in delivery and provide pictorial and key guidance to Trainees as they progress throughout the programme.

How the Trainer Handbook is Organised

The initial pages of the handbook contain an overview of the programme, the administrative details and the basic requirements to successfully run the programme along with some training tips for Trainees with literacy issues.

Module Plans

The module plans for each of the 5 modules are a snapshot for trainers to be able to plan their delivery. They contain the Learning Outcomes for the module, a module content overview and the resources required to deliver the session effectively. It is advised that trainers consult the module plans at the beginning of delivery and gather the necessary resources well in advance of delivering the sessions.

Detailed Training Guide

The detailed training guides for each module provide the structure for the delivery of each module of the programme. They detail the overview of the session, how it is mapped to the Ethiopian Federal Technical and Vocational Education and Training Agency generic modules for the Agro-Processing sector at level 1. They then show a step-by-step guide of the content and flow for the module. Each learning activity the Trainee undertakes contributes towards meeting the module and session Learning Outcomes. One of your key responsibilities as a trainer is to contextualise the content to fit the audience, ensuring that a variety of agro-processing job roles are portrayed and contextualised by applying the key themes outlined in the programme in a manner that is relevant to participating Trainees.

Planning for the sessions is time-sensitive, and careful management will be required to ensure that all the learning objectives are completed and met and that sufficient time is allowed for assessment either directly after the sessions or at a dedicated assessment point in the near future.

The detailed training guide explains the key aspects of delivering the programme. This includes the purpose and details of activities, the key information and discussion points to be covered and the desired outcome for each activity in each module.

Each session within the five modules structured as follows:

- **Welcome:** A recap on the previous module and learning outcomes for the session
- **Important notes to trainers:** Where sessions require advanced planning and/or extra resources then this will be detailed again at the beginning of the session plans in red
- **Session energiser:** a short activity usually requiring movement and energy or a quiz to practise some of the core skills learned or to be learned in the module. Some of the energiser activities require some resources such as string or blindfolds but most do not
- **Body of the session:** either 2 distinct parts or 1 whole part that specifically addresses the Learning Outcomes for the session
- **Reflection / Roundup and Personal Goals:** At the end of each session Trainees will complete their Personal Action Plans with a takeaway from each session, something specific that they have learned and will put into practice from the session. The specific core skills earned in the session will also be examined and discussed in this part of the session

Programme Assessment

The programme can be assessed at each stage:

- **Initial Assessment**
- **Formative Assessment**
- **Summative Assessment**

Initial Assessment

It is considered good practice to assess Trainees' core skills at the beginning of the programme to:

- Benchmark the Trainee's current level of core skills
- Make sure that the Trainee can enter the programme of study at a level that is appropriate to them
- Allow the Trainee to be able to plan their individual achievable learning goals
- Inform trainers of the level students are working at before the start of the program. This can help inform decisions about the starting point for the program and can help plan with planning

Trainers can use the questions in **Annex 2** to interview Trainees and the knowledge assessment to assess Trainee's core skills at the beginning of the programme

Formative Assessment

The goal of formative assessment is to monitor Trainee learning to provide ongoing feedback that can be used by Trainers to improve their teaching and by Trainees to improve their learning. More specifically, formative assessments:

- Help Trainees identify their strengths and weaknesses and target areas that need work
- Help trainers to recognize where Trainees are struggling and address problems immediately

Formative assessment is often 'low stakes' assessment, meaning that the successful outcome of the programme does not rest on the activities or tasks. This trainer guide describes the assessment of learning at each stage of the programme within the activity assessment column. Trainers should use this column to assess the progress of each Trainee, informally as the programme progresses.

For formative and ongoing assessment of *knowledge* Learning Objectives, the following assessment methods can be used:

- Oral or written questions

Due to the literacy levels of some Trainees undertaking the programme, well-structured oral questions should be the preferred assessment method for trainers or a simple set of written knowledge questions.

For the formative assessment of *skills*, the following assessment methods can be used:

- Observation of activities
- Oral questions
- Production of 'products' (Posters, flipcharts etc.)

Observation should be the primary assessment methods for trainers to assess Trainees' skills formatively. This can be done via observing Trainees carrying out tasks and activities and observing performance in scenario-based roleplays etc.

Summative Assessment

The goal of summative assessment is to evaluate Trainees' learning at the end of the programme by comparing it against some standard or benchmark. This form of assessment is usually 'high stakes; and is linked to the successful or unsuccessful outcome of a training course or programme. A summative assessment is likely to be a more formal type of assessment.

Trainers can use the assessment questions and / or interview questions in **Annex 2** to assess Trainee progress at the end of the programme. Trainers can compare the two results (before and after) and determine how well Trainees have grasped the core skills taught.

In module 5, session 4, Trainees will practice the core skills learned throughout the programme in a series of group activities. This session can also be used as a form of summative assessment where the principal assessment method is observation. Observation is always the best assessment methods to assess a Trainee's skills. Trainers can use the observation assessment template in **Annex 3** to record the observation assessment for individual Trainees. If Trainers have several groups to observe at the same time, it is considered good practice to recruit another trainer to observe and score groups.

The core skills programme for agro-processing in Ethiopia is mapped against the following Ethiopian Federal Technical and Vocational Education and Training Agency generic core skills modules for agro-processing business workers at level 1.

FTVETA Module Code	FTVETA Module Title
IND BFP1 18 1019	Demonstrate Work Values
IND BFP1 16 1019	Work with Others
IND BFP1 17 1019	Receive and Respond to Workplace Communication
IND BFP1 03 1019	Work Safely in the Food Processing Industry
IND BFP1 04 1019	Carry out Manual Handling Task

Details of where programme modules map over to the FTVETA modules are detailed at the beginning of each module training guide.

Overall, the FTVETA do not prescribe assessments, it is left to the trainers to develop, administer and record assessments according to the criteria. To this end, trainers can develop assessments according to the criteria as a form of summative assessment and / or use the knowledge assessment and interview questions in **Annexes 1 and 2** as a formal summative assessment to benchmark how far a Trainee has developed their core skills throughout the programme.

Certification can be awarded for FTVETA individual modules as formal recognition of generic core skills modules for agro-processing business workers at level 1 and / or trainers can award in-house certification. Formal certification is always more useful for a Trainee for s/he to be able to demonstrate the relevance and validity of the award or certificate to employers and other training providers and to be able to prove prior learning if and when they take more formal FTVETA courses and programmes.

Encouraging Trainee Participation

The following are recommendations for delivering the programme to so that all Trainees have the same access to the programme.

- Instruction should be as clear and precise as possible
- Tasks and activities should be fully understood by Trainees using clarifying questions
- The learning outcomes and activities in this programme have been largely illustrated with images on the PowerPoint slides – it is important that trainers use imagery and make use of a multi-sensory approach when teaching on this programme
- Use collaborative learning approaches where Trainees with more experience or greater core skills level work with less able Trainees in group work tasks. It is your task as trainer to ensure that everyone within the group participates in an activity and learning task
- The Trainee Handbook and some of the tasks and activities within the programme have been designed for Trainees to fill in details as learning records.

Training Tips for Trainee Participation

The following are good practice tips for training that will engage and provide relevance to all types of Trainees.

Keep training as practical as possible.

Trainees taking this programme will need to hit the ground running when they enter the world of work in the agro-processing sector. Keep activities and tasks as practical as possible. If Trainees struggle with literacy issues, this training methodology will appeal to their preferred style of learning. Use and build on the roleplays and creative tasks detailed in this Trainer Handbook and add your own that you know will engage this cohort.

Use realia.

As Trainees will have to learn about the roles within and conditions of working inside an agro-processing firm, it is imperative that trainers take the group on **at least one comprehensive visit to a working agro-processing** business. (This activity has been recommended to be carried out in Module 1) As Trainees will be learning about workers' rights and responsibilities, it is also important to signpost Trainees to real documentation and procedures that are used in agro-processing businesses such as:

- Contracts of employment
- Standard Operating Procedures (SOPs)
- Business policies and procedures on conduct and appearance
- Warning and safety signs
- Personal Protective Equipment (PPE)
- Fire and evacuation plans
- Other rules and regulations pertaining to safety and health
- Etc.

Invite agro-processing employees to speak to the group.

Nothing brings a role to life more than someone who is currently working in it. In this handbook, there are suggested sessions whereby an active member of staff in an agro-processing business could come and speak to the group. This could mean a member of Human Resources or a business supervisor or manager. However, the sessions must be well-

organised and kept to time. It is a good idea to brief the speaker on the focus or outcomes of the talk and give her / him a strict timeframe for completion. To keep Trainees focussed, it is recommended that you allow time before the guest arrives for Trainees to think of and make some notes on questions they would like answered or point they would like to be covered and allow time at the end of the talk for Trainees to be able to ask the questions they have prepared.

Adapt materials to suit your Trainees.

The materials and suggested activities and tasks within this Trainer Handbook can and should be adapted to suit your particular group of Trainees. If you have a particular cohort you know are going to be working at a particular business, business or industrial park then adapt the training materials to suit.

You may decide to:

- Insert and include extra content to emphasise or give more detail to learning points
- Insert supplementary handouts

Contextualise scenarios, roleplays and group tasks to suit the type of work and environment your Trainees will be working in

Use roleplay to practise situations.

To ensure your role plays are successful, ensure you follow these tips:

- Make the role plays as realistic and relevant as possible
- Assign clear roles to Trainees
- Give a time limit
- Be specific and give enough detail
- Make the role play situation important to the characters
- Target the learning outcomes

- Focus on a particular behaviour or related set of behaviours (such as communication and conflict resolution) in one roleplay
- Use negative models to explore how things should NOT be done

Use positive reinforcement.

With Trainee cohorts that are not accustomed to work-based learning or have had negative learning experiences in the past, saying 'that's not right' or 'you're wrong' is not going to make for confident learning or Trainees. Foster an atmosphere in your training room where it is OK to make mistakes. Give lots of praise when a Trainee gets something right and encouragement and suggestions when they are not quite there yet. Always remember that you were once an unconfident novice in event service.

Use energisers and icebreakers to punctuate the modules and sessions.

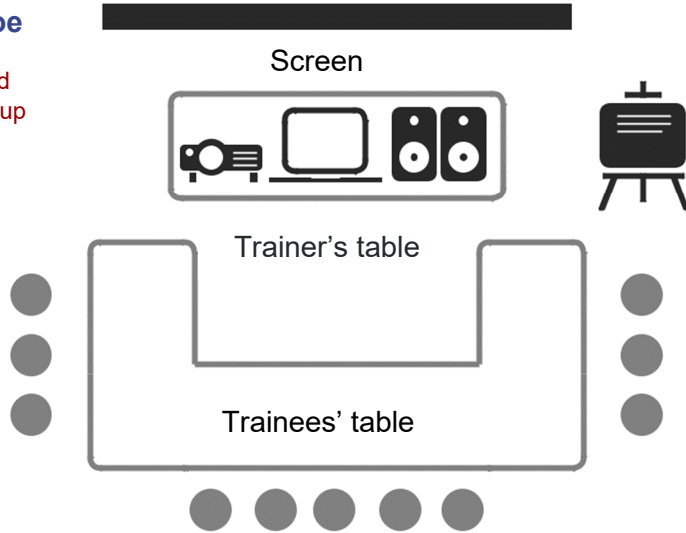
Taking time at the beginning of a training programme so that Trainees can 'break the ice' and get to know each other is incredibly valuable for the group and to foster collaborative learning. Likewise, energiser activities that start sessions or punctuate a long knowledge session can literally energise the room and 'move' the energy and are particularly beneficial after an intensive learning session and when Trainees are tired.

It is good practice to relate the icebreakers and energisers to the learning objectives but not obligatory. It depends on your focus for the activity. There is a wide selection of energisers detailed in the training guides in this handbook that you can use and adapt to your Trainees accordingly.

Training Room Layouts

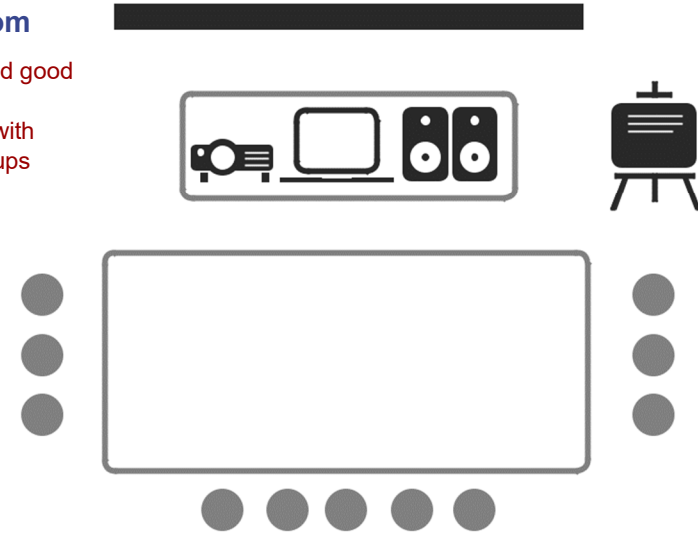
Horseshoe

Inclusive and good for group coherence with smaller groups



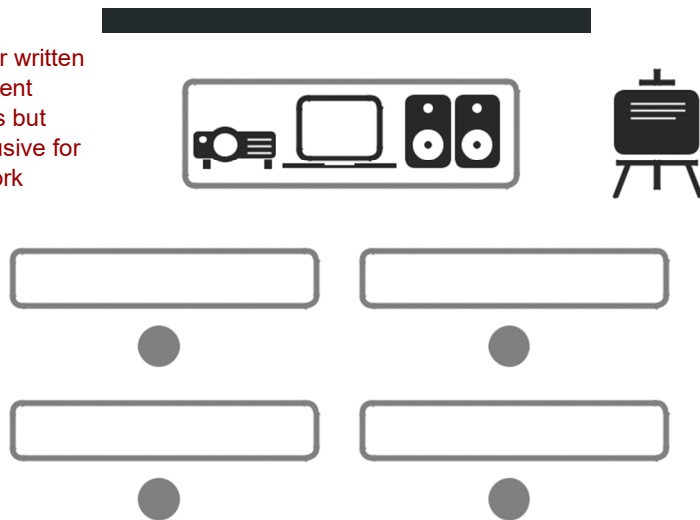
Boardroom

Inclusive and good for group coherence with smaller groups



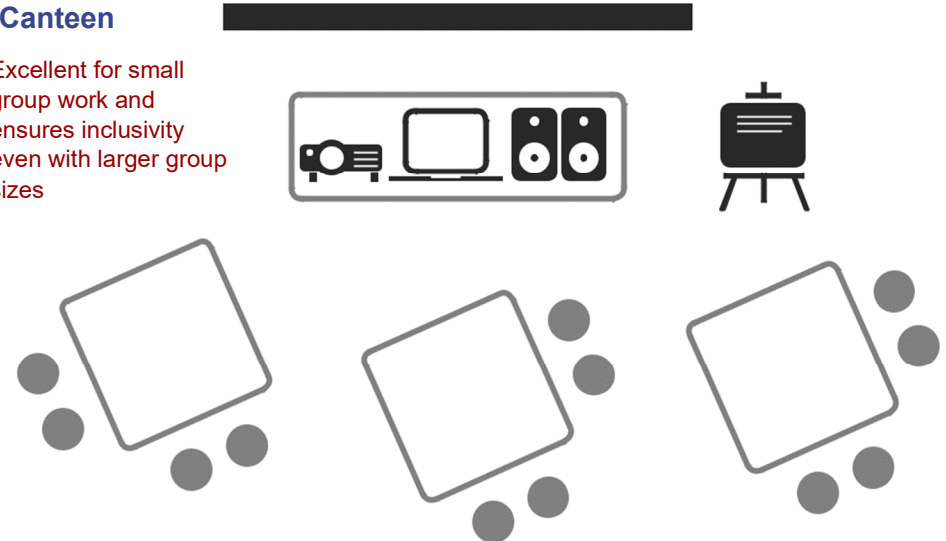
Exam

Useful for written assessment situations but less inclusive for group work activities



Canteen

Excellent for small group work and ensures inclusivity even with larger group sizes



Module Plans

Trainers should use these plans as a snapshot of what the module contains, the Learning Outcomes for each session within the module and the resources required to run the sessions successfully.

Module 1: Working in the Agro-processing Industry in Ethiopia (4 x 2.5 hour sessions)

Module 1: Working in the Agro-processing Industry in Ethiopia (4 x 2.5 hour sessions)			
Session Number	Learning Outcomes	Content Overview	Resources Required
1	<ul style="list-style-type: none"> ✓ To get to know group members ✓ To agree group rules for the duration of the programme ✓ To define core skills and the core skills for agro-processing workers in Ethiopia ✓ To set personal and professional programme mission or goals 	<ul style="list-style-type: none"> • This first module Introduces Trainees to the world of work in the agro-processing sector. • Trainees will gain an overview of working life in an agro-processing business, exploring the different roles at entry / operator level and identifying opportunities for progression and self-improvement. • Trainees will explore what a working culture is and the attitudes and behaviours required for working in an agro-processing business including starting to consider work ethics, discipline, punctuality, compliance, honesty and integrity 	<ul style="list-style-type: none"> • Training room • Sign in / attendance sheet • PPT slide deck for Module 1 • Trainee Handbooks • Training room • Laptop / PC • Projector / Smartboard • A3 or A4 blank paper – one for each Trainee • Pens • Space for Trainees to circulate • Flipchart / Whiteboard • Markers • Flipchart paper • Post-it notes
2	<ul style="list-style-type: none"> ✓ To define agro-processing ✓ To describe the production functions in an agro-processing business ✓ To explore job roles in an agro-processing business ✓ To detail important information about the agro-processing industry in Ethiopia 	<ul style="list-style-type: none"> • Discipline and perseverance (coping in difficult work environment); dedication; productivity and job respect will all be introduced and gently explored in this first module. 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 1 • Trainee Handbook • Pens for Trainees

Module 1: Working in the Agro-processing Industry in Ethiopia (4 x 2.5 hour sessions)

Session Number	Learning Outcomes	Content Overview	Resources Required
3	<ul style="list-style-type: none"> ✓ To explore a typical working day in the life of an Ethiopian agro-processing business worker ✓ To detail the benefits of working in an agro-processing business 		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 1 • Flipchart paper for each group • Marker pens for each group • Speakers for video audio
4	<ul style="list-style-type: none"> ✓ To visit a local / national agro-processing business ✓ To describe: <ul style="list-style-type: none"> • Specific business machinery and what it does • Roles and responsibilities of certain business workers • Clocking in and out procedures • Security procedures • A typical working day • Duties and tasks • Opportunities for promotion – career options or paths • Rules and regulations • Reporting • Personal appearance and presentation in and around the business • Personal conduct in and around the business • Benefits of working in the business 		<ul style="list-style-type: none"> • Agro-processing business • Access to contact person for arranging the visit, security staff, member(s) of staff who will facilitate the tour and at least 2 workers, one machine operator and supervisor or manager to explain role and duties

Module 1: Working in the Agro-processing Industry in Ethiopia (4 x 2.5 hour sessions)

Session Number	Learning Outcomes	Content Overview	Resources Required
	<ul style="list-style-type: none"> What workers would have liked to have known before they started working in the business 		

Module 2: Workplace Ethics (4 x 2.5 hour sessions)

Module 2: Workplace Ethics (4 x 2.5 hour sessions)

Session Number	Learning Outcomes	Content Overview	Resources Required
1	<ul style="list-style-type: none"> To reflect on the business visit from the previous module To describe the 'Top Ten' takeaways from the business visit To list what must and could be included in an Ethiopian contract of employment 	<ul style="list-style-type: none"> During this second module, Trainees will explore basic standards of professional behaviour in the agro-processing workplace including, employer expectations, positive and negative behaviours and standards of conduct in the workplace Additionally Trainees will consider their personal values and how they impact on their conduct and relationships with co-workers, supervisors and managers as well as the organisation they represent Trainees will also consider acceptable standards of dress and considerations for personal grooming and the power of positive first impressions to getting on successfully in the workplace 	<ul style="list-style-type: none"> Sign in / attendance sheet Laptop Projector / Smart Board PPT slides for Module 2 Authentic contact of employment for an agro-processing business in Ethiopia And / or member of staff from a business who can explain the suggested dress code to the group and answer questions Small piece of paper or sticky note for each Trainee Pens Large jar or container
2	<ul style="list-style-type: none"> To describe appropriate personal appearance and presentation in an agro-processing business To design a poster on personal appearance and presentation at work 		<ul style="list-style-type: none"> Sign in / attendance sheet Laptop Projector / Smart Board PPT slides for Module 2 Dress code policy from one of the factories or

		<ul style="list-style-type: none"> • Trainees will further explore industrial work culture and mind set; exploring how a company's values influences the culture of the organisation and how personal values contribute to this 	<ul style="list-style-type: none"> • Authentic information from one of the factories on personal appearance, presentation and hygiene guidelines • Enough space for Trainees to be able to form one large circle • Flipchart / Whiteboard • Trainee Handbook
<p>3</p>	<ul style="list-style-type: none"> ✓ To detail the meaning and importance of good personal conduct in agro-processing businesses 		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 2 • Member of Human Resources from one of the businesses to come and talk about expected personal conduct in and around the business and why this is an important part of working life • Real or sample codes of conduct / conduct guidelines from agro-processing businesses • Flipchart • Flipchart paper • Coloured markers • Trainee Handbook
<p>4</p>	<ul style="list-style-type: none"> ✓ To describe organisational values that influence employee conduct ✓ To detail personal values and their importance to the workplace ✓ To list personal values that impact on workplace conduct 		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 2 • Space for Trainees to move around and form small groups • Trainee Handbook • Pens for Trainees • Core values of local agro-processing factories (if using) • Flipchart paper and coloured markers for pairs / group

Module 3: Working Safely and Securely (8 x 2.5 hour sessions)

Module 3: Working Safely and Securely (8 x 2.5 hour sessions)			
Session Number	Learning Outcomes	Content Overview	Resources Required
1	<ul style="list-style-type: none"> ✓ To become familiar with key workplace safety and health terminology ✓ To list the parts of the Ethiopian Labour Law (2019) that pertain to Occupational Safety and Health obligations of employers and employees ✓ To state the most common hazards found in an agro-processing business ✓ To describe how hazards can cause harm or damage 	<ul style="list-style-type: none"> • This large module equips Trainees with the knowledge and understanding of the importance of working safely and securely in an agro-processing business • Trainees will gain an understanding of the benefits of good health and safety and the consequences and impact of poor health and safety on themselves and others • They will learn how to spot hazards and understand the risks associated with them 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook • Pens for Trainees
2	<ul style="list-style-type: none"> ✓ To list the parts of the Ethiopian Labour Law (2019) that pertain to Occupational Safety and Health obligations of employers and employees 	<ul style="list-style-type: none"> • Trainees will also gain an understanding of how agro-processing production employers keep staff and visitors safe under local, national and international laws and regulations • They will also examine the actions they can personally take to minimise risks and keep themselves and others safe whilst training or working. 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Training facility • Health and safety code of conduct or procedure / policy from local agro-processing business or training facility – enough copies for each Trainee • Enough space in the training room for Trainees to sit in a big circle • Trainee Handbook • Pens for Trainees

<p>3</p>	<p>✓ To discover the warning and safety signs in the training facility and their meanings</p>		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Training facility • A broad selection of warning and safety signs within the training facility • Trainee Handbook • Pens for Trainees
<p>4</p>	<p>✓ To become familiar with food safety terms and definitions ✓ To consider the impact of good and poor food safety of agro-processing businesses ✓ To introduce Good Manufacturing Guidelines ✓ To introduce Hazard Analysis Critical Control Point (HACCP) ✓ To introduce International Organization for Standardization (ISO)</p>		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Speakers for video • Training facility • Trainee Handbook • Pens for Trainees
<p>5</p>	<p>✓ To become familiar with Personal protective Equipment (PPE), it's function and how to use it effectively ✓ To be able to lift and carry heavy items correctly without damaging the back</p>		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Training facility • A good and varied selection of PPE • A medium-sized empty box • Trainee Handbook • Pens for Trainees • A selection of PPE
<p>6</p>	<p>✓ To know and understand what to do in the event of a fire in an agro-processing business</p>		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Training facility

	<ul style="list-style-type: none"> ✓ To practise a fire drill to evacuate safely from the training facility building 		<ul style="list-style-type: none"> • Training facility evacuation map • Training facility evacuation procedure • Trainee Handbook
7	<ul style="list-style-type: none"> ✓ To know and understand the environmental impact of the agro-processing industry ✓ To become familiar with the different types of waste generated in an agro-processing business and how to reduce and reuse waste 		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Training facility • Trainee Handbook
8	<ul style="list-style-type: none"> ✓ To know and understand the environmental impact of the agro-processing industry ✓ To become familiar with the different types of waste generated in an agro-processing business and how to reduce and reuse waste ✓ To take steps to prevent hazards in an agro-processing business ✓ To carry out a simple risk assessment in the training facility 		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • Training facility to carry out risk assessment • Staged 'hazards' and potential risks • Trainee Handbook • Pens for Trainees

Module 4: Working Together (4 x 2.5 hour sessions)

Module 4: Working Together (4 x 2.5 hour sessions)

Session Number	Learning Outcomes	Content Overview	Resources Required
1	<ul style="list-style-type: none"> ✓ To know and understand why communication is important to succeed at work ✓ How we communicate verbally, vocally and non-verbally ✓ What the communication process is and how it works 	<ul style="list-style-type: none"> • The fourth module equips Trainees with the knowledge and understanding of the importance of good communication skills in the workplace • Trainees will firstly study the theory of the communication process and then explore how much of our face-to-face communication is either verbal, vocal or non-verbal 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 4 • Flipchart and pens • 3 pieces of scrap A4 paper for each Trainee • Trainee Handbook • Pens for Trainees
2	<ul style="list-style-type: none"> ✓ To understand the importance of listening as a communication skill ✓ To discover how good Trainees' listening skills are currently ✓ To describe how to become a better listener 	<ul style="list-style-type: none"> • They will then go onto discover the importance of having good listening skills and ascertain how good a listener they are currently • Through a series of interactive activities, Trainees will discover the importance of listening and asking good questions and how they can apply them in the working environment 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 4 • Photocopies of a variety of simple photos such as a house, cat, dog etc. – enough for one per Trainee pair • Trainee Handbook • Pens for Trainees
3	<ul style="list-style-type: none"> ✓ To describe what non-verbal communication is ✓ To list how we communicate non-verbally ✓ To design a poster for positive non-verbal communication at work 	<ul style="list-style-type: none"> • Trainees will gain an understanding of what a team is, and how it functions • Trainees will also learn about the importance of being able to work harmoniously in a team to succeed in the working environment 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 4 • Space for Trainee pairs to face each other and walk towards each other • Trainee Handbook • Flipchart paper • A selection of marker pens
4	<ul style="list-style-type: none"> ✓ To examine why asking questions at work is a positive thing 		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board

Module 4: Working Together (4 x 2.5 hour sessions)

Session Number	Learning Outcomes	Content Overview	Resources Required
	<ul style="list-style-type: none"> ✓ To discover the use of open and closed questions ✓ To carry out a series of roleplays to put asking questions into practice ✓ To examine how teams work together successfully ✓ To discover the various roles within teams ✓ To examine own role in a teamwork activity 		<ul style="list-style-type: none"> • PPT slides for Module 4 • 2 x A4 sheets of paper for each group • Space in the training room for Trainees to fly paper airplanes to one focal point • Trainee Handbook • Pens for Trainees • Space for Trainees to carry out roleplays in pairs

Module 5: Working Productively (4 x 2.5 hour sessions)

Module 5: Working Productively (4 x 2.5 hour sessions)

Session Number	Learning Outcomes	Content Overview	Resources Required
1	<ul style="list-style-type: none"> ✓ To take a self-inventory of their own time management skills and identify how to improve ✓ To learn to distinguish urgent tasks from important tasks and plan accordingly 	<ul style="list-style-type: none"> • This session will explore methods for Trainees to efficiently and effectively manage their time both personally and professionally • Trainees will look at their current time management skills, how they spend their time, how their time will be affected by gaining work, consider how to prioritise tasks and how to plan a working diary 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 5 • Task prioritisation pack, cut up and collated – one for each group • Space for Trainees to form and work in small groups • Trainee Handbook • Pens for Trainees
2	<ul style="list-style-type: none"> ✓ Identify common barriers to time management and how to overcome these barriers ✓ Complete a personal time study in order meet personal goals 	<ul style="list-style-type: none"> • This session will also look at the importance of effective problem-solving and good decision making both in Trainees' personal and working lives • Trainees will work through the step-by-step process of how to solve problems using an organised and logical approach, including how to identify and define the problem, exploring options and finding solutions. 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 5 • Training room • Space for Trainees to form and work in small groups • A piece of ribbon or string of 100cms • A pair of scissors • A ruler to measure the ribbon / string • Trainee Handbook • Pens for Trainees
3	<ul style="list-style-type: none"> ✓ To identify typical problems or issues at home and at work ✓ To recognise steps to solve workplace problems and issues ✓ To use a problem-solving method to solve a workplace issue 	<ul style="list-style-type: none"> • Trainees will also gain and understanding of the process to follow to help them make good decisions at work 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 5 • Training room • Space for Trainees to form and work in a large group

Module 5: Working Productively (4 x 2.5 hour sessions)

Session Number	Learning Outcomes	Content Overview	Resources Required
			<ul style="list-style-type: none"> • A long piece of rope or string • Trainee Handbook • Pens for Trainees
4	<ul style="list-style-type: none"> ✓ To practise the key core skills of working together, positive communication and problem-solving by actively taking part in practical group activities 		<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 5 • Training room • Space for Trainees to form and work in a large group • For each team: <ul style="list-style-type: none"> ○ 20 sticks of uncooked spaghetti ○ 1 roll of masking tape ○ 1 metre of string ○ 1 marshmallow • Blindfolds for each Trainee (You could ask the group to bring in an old t-shirt for this purpose) • Trainee Handbook • Pens for Trainees • Trainee certificates

Detailed Training Guides

Trainers can follow the detailed training guides to know and understand how to deliver each module.

The guides give the trainer information about:

- Module name
- Module timings
- Training modality
- Assessment of module
- Content summary
- Mapping to:
 - FTVETA Units of Competence for the Agro-Processing Industry at Level 1
 - FTVETA Assessment Criteria
- Individual activity or section timings
- Trainer and Trainees' activity details
- Important notes for trainers
- Mapping to PPT slide numbers and Trainee Handbook page numbers
- Resources / location
- Activity assessment (how the trainer can formatively and informally assess learning of the activity)

Module 1: Working in the Agro-Processing Sector in Ethiopia

Module 1	Working in the Agro-processing Sector in Ethiopia
Duration	10 hours (4 x sessions of 2.5 hours) Option for contextualisation for a specific role or company
Mode	Classroom training Visit / talk from Agro-Processing employer / or visit to Agro-Processing business Trainee Handbook
Assessment	Knowledge assessment and observation with oral questions
Summary of content	
<p>This first module introduces Trainees to the world of work in the agro-processing sector in Ethiopia.</p> <p>Trainees will gain an overview of working life in agro-Processing, exploring the different roles at entry level and identifying opportunities for progression and self-improvement.</p> <p>Trainees will consider parts of the Labour Law 2019 that introduce workers' rights and responsibilities in this module.</p>	

Mapping to FTVETA Units of Competence	Mapping to FTVETA Assessment Criteria
IND BFP1 18 1019 Demonstrate Work Values	1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is achieved in harmony with company's values. 2.1. Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines. 2.2. Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines 2.3. Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values. 4.3 Company values/practices are shared with co-workers using appropriate behavior and language.
IND BFP1 17 1019 Receive and Respond to Workplace Communication	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. 1.2 Instructions/information is properly recorded. 1.3. Instructions are acted upon immediately in accordance with information received. 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear. 2.1. Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines

Mapping to FTVETA Units of Competence	Mapping to FTVETA Assessment Criteria
	2.2 Routine written instruction is followed in sequence.
IND BFP1 16 1019 Work with Others	1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship 1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions 1.3. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon 1.4 Differences in personal values and beliefs are respected and acknowledged in the development 2.1 Support is provided to team members to ensure workgroup goals are met 2.2. Constructive contributions to workgroup goals and tasks are made according to organizational requirements 2.3 Information relevant to work are shared with team members to ensure designated goals are met

Module 1, Session 1: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
15 mins	<p>Welcome, introduce yourself / the group to each other.</p> <p>Display PPT: 2 - 3 and explain the programme schedule and important housekeeping (these are blank slides for you to fill in with your own schedules, housekeeping and health and safety points to note).</p> <p>Handout sign in / attendance sheet and ask Trainees to sign in and distribute necessary programme paperwork for Trainee completion.</p> <p>Issue Trainee Handbooks and ask Trainees to fill in the information in the front inside cover page 7. Give details of the training schedule for Trainees to be able to complete this part.</p> <p>Go through Trainee expectations on page 7 of the Trainee Handbook:</p> <ul style="list-style-type: none"> • I will attend all sessions within this programme • I will be active and willing to participate in all sessions • I will arrive to the sessions on time and be attentive • I will ask my peers or trainer if I don't understand concepts or core skills • I will be considerate of others' right to an environment that is conducive to learning <p>Go through the 5 programme modules on PPT 4.</p> <p>Go through the Module Overview on page 11 of the Trainee Handbook.</p> <p>Go through the Learning Outcomes for module 1 on PPT 6 - 7.</p> <p>Module Learning Outcomes</p> <ul style="list-style-type: none"> ✓ To get to know group members ✓ To agree group rules for the duration of the programme ✓ To define core skills for the agro-processing sector in Ethiopia ✓ To set personal programme mission or goals ✓ To get to know group members 	<ul style="list-style-type: none"> • Training room • Sign in / attendance sheet • PPT slide deck for Module 1 • Trainee Handbooks 	<ul style="list-style-type: none"> • Sign in sheet completed • Necessary programme paperwork completed

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<ul style="list-style-type: none"> ✓ To agree group rules for the duration of the programme ✓ To define the importance of having employment ✓ To define agro-processing ✓ To describe the stages of agro-processing ✓ To detail important aspects of working in an Integrated Agricultural Park from watching a video ✓ To explore job roles and areas in agro-processing businesses ✓ To list what must and could be included in an Ethiopian contract of employment ✓ To explore workers' rights and roles and responsibilities of employers and workers ✓ To visit a local / national agro-processing park / business To describe: <ul style="list-style-type: none"> - Specific machinery and what it does - Roles and responsibilities of certain workers - Clocking in and out procedures - Security procedures - A typical working day - Duties and tasks - Opportunities for promotion – career options or paths - Rules and regulations - Reporting - Personal appearance and presentation in and around the park / business - Personal conduct in and around the park / business - Benefits of working in the park / business - What workers would have liked to have known before they started working in the park / business <p>Go through the Learning Outcomes for the session on PPT 9.</p> <p>Session Learning Outcomes</p> <ul style="list-style-type: none"> ✓ To get to know group members ✓ To agree group rules for the duration of the programme ✓ To define core skills for the agro-processing sector in Ethiopia ✓ To set personal programme mission or goals 		
30 mins	Icebreaker: Shields / 4 Quadrants	<ul style="list-style-type: none"> • Training room • Laptop / PC 	<ul style="list-style-type: none"> • Trainees complete their 4 quadrants –

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>Display and work through PPT 10 as you progress the activity</p> <p>Draw some lines to divide a piece of A4 paper up into 4 sections or quadrants to demonstrate the activity and show Trainees. Handout a blank piece of paper to each Trainee and some coloured pens if you have any and ask them to do the same. Ask Explain that the group are going to create their own personal shields to start the programme. They should DRAW (not write) their response to four questions. (One for each quadrant) Give them about 10 minutes to work individually and encourage all group members to ask questions if they don't understand the activity.</p> <ol style="list-style-type: none"> 1. What strength do I bring to this group? 2. What is my personal mission to learn from this programme? 3. What is my proudest moment? 4. How do other people see me positively? <p>If you feel Trainees would benefit, then have your own personal shield already completed to show the activity. When they have finished, ask each Trainee to find 3 different people they don't know in the room and talk through their answers – keep to the time limit and encourage turn-taking. Allow 5 minutes per conversation (15 mins in total) for pairs to share their shields / quadrants with 3 others (Give examples if Trainees appear stuck for answers)</p> <p>Debrief</p> <p>Ask each Trainee to make a note of their personal mission from the icebreaker on page 14 of the Trainee Handbook.</p> <ul style="list-style-type: none"> • Explain that you will revisit the missions at various points throughout the programme • Point out that the group used some core skills during the activity and will continue to build on those skills with each activity they do throughout the programme • Explain to the group that they will look at what core skills are and how important they are at work in the next activity and examine the core skills they have learned at the end of each session 	<ul style="list-style-type: none"> • Projector / Smartboard • PPT slide deck for Module 1 • A3 or A4 blank paper – one for each Trainee • Pens • Space for Trainees to circulate • Flipchart / Whiteboard • Markers • Trainee Handbook 	<p>demonstrating the ability to listen to and follow instructions</p> <ul style="list-style-type: none"> • Trainees find and hold conversations with 3 others showing politeness and respect • Trainees demonstrate motivation and contribute to the activity • Trainees demonstrate turn-taking
30 mins	Activity 1.1: Setting Group rules	<ul style="list-style-type: none"> • Training room • Laptop / PC 	<ul style="list-style-type: none"> • Active engagement in discussion with

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>Display PPT slide 11. Split the whole group into groups of 4 / 5 Trainees and issue flipchart paper and sticky notes to each group.</p> <p>Ask groups to discuss and come up with 5 rules that they would like the whole group to follow over the duration of the programme – ask for groups to discuss and agree rules politely and respectfully. Groups should record their ideas on the post it notes and stick onto the flipchart paper. There is also space in the Trainee Handbook on page 11 for Trainees to record their ideas.</p> <p>Display a new blank flipchart with the title ‘Group Rules’. Individual groups should read out their rules and the whole group should discuss and agree to keep the rule or not. If the rule is a ‘keeper’ ask a group volunteer to come to the front and stick the rule onto the flipchart. Continue until each group has read their rules and the whole group have discussed and accepted / rejected them. Once all the group rules are displayed on the flipchart, ask each member of the group to come and sign the rules. Display the group rules up on the wall of the training room for the duration of the programme.</p> <p>Debrief</p> <p>Use the following statements (or similar) to debrief the group: <i>“How did you find this activity? Did you all agree easily on the rules, or did you have differences of opinion? How did you feel about putting forward your suggestions? Did you get angry or upset or feel nervous at any point during the activity?”</i></p> <p><i>“The activity of rule setting practises some extremely important core skills such as showing politeness and respect, accepting that people within the group are similar and different to you, turn-taking, working under challenging circumstances, following rules and procedures and showing confidence. All such core skills are vital to be able to work to the best of your ability and harmoniously with others in an agro-processing business.”</i></p>	<ul style="list-style-type: none"> • Projector / Smartboard • PPT slide deck for Module 1 • Flipchart / Whiteboard • Markers • Flipchart paper for each group • Sticky notes for each group • Pens for each group • Trainee Handbooks • Ethiopian Labour and Social Affairs Office regulations https://chilot.me/ministry-of-labour-and-social-affairs/ 	<p>other Trainees in group</p> <ul style="list-style-type: none"> • Individual Trainees put forward suggestions for rules • Group rules collated, agreed upon and signed by the whole group
20 mins	<p>What are Core Skills?</p> <p>Display PPT 12 and refer to the definition of core skills in the Trainee handbook on page 12:</p>	<ul style="list-style-type: none"> • Training room • Laptop / PC • Projector / Smartboard 	<ul style="list-style-type: none"> • Trainees work in pairs to identify skills being shown in the photos

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<ul style="list-style-type: none"> • Core skills are the personal skills, attitudes and attributes which are needed and desirable in all jobs and professions. They are the skills that make you a great employee! • Core skills include being able to communicate well, work as part of a team, solve problems as well as have a positive and professional attitude to work and your career • Core skills do not include hard or technical skills, which are specific to individual jobs and professions <p>Display PPT 13 and ask Trainees to read through some of the core skills they will be learning in this programme on page 12 of the Trainee Handbook:</p> <ul style="list-style-type: none"> • Communication • Teamwork • Understanding work culture • Working safely • Time-management • Positive attitude to work • Self-reflection and learning to learn • Planning and organizing • Problem solving and decision-making • Environmental awareness <p>Activity 1.2: Identify the Core Skills for Agro-Processing Jobs and Professions on page 13 of the Trainee Handbook. There are the same images as in PPT 14 and there are also the names of the core skills in a box at the bottom of the page in the Trainee Handbook. Read out the skills and check for understanding.</p> <p>Ask Trainees to work in pairs to discuss and identify the skills they think the agro-processing employees in the images are showing or will need. Give an example to get the group started and write up on the flipchart / whiteboard (Image 1 shows a group of men lifting and moving heavy sacks of seeds / coffee. The core skills they will need are communication, teamwork, working safely and a positive attitude to work) Give Trainees a few minutes to complete the activity and explain that there could be more than 1 core skill</p>	<ul style="list-style-type: none"> • PPT slide deck for Module 1 • Flipchart / whiteboard • Markers • Trainee Handbook • Flipchart paper • Marker pens 	<ul style="list-style-type: none"> • Trainees understand what core skills are and how the benefits of having core skills before they start work • (Optional extension) Trainees give other examples for each of the core skills in their category that they might demonstrate at work

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>shown in each image. Display PPT 15 and ask Trainees to write in the suggested answers in their handbooks.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. Working safely 2. Teamwork / Positive attitude to work / Communication / understanding work culture 3. Positive attitude to work / understanding work culture 4. Positive attitude to work / understanding work culture 5. Working safely / understanding work culture 		
40 mins	<p>Activity 1.3: Setting Personal Mission, Personal and Professional Goals</p> <p>Ask Trainees to turn to page 14 of the Trainee Handbook where they recorded their personal mission to learn from for the programme from the icebreaker activity. Ask the group what a mission or goal is – definitions. Take feedback from several Trainees.</p> <p>Display PPT 16 with a definition of ‘goal’ from the Oxford English Dictionary: “<i>A purpose, or something you want to achieve</i>”. Ask for a few volunteers to read out what they recorded for their mission, discuss them briefly and write up some examples and general themes on the flipchart / whiteboard. Ask why it is a good idea to set a personal goal or mission for the programme, note some answers on the flipchart / whiteboard.</p> <p>Following on from personal missions and goals, move on to professional goals or career goals. Explain that just as Trainees can set personal mission and goals, they can also apply this to their working life or career.</p> <p>Explain that setting personal and professional goals or missions for life, work or study can help Trainees focus on the direction they want to go in. Explain that if the group set clear and defined goals or missions they can measure what steps they achieve and keep the end goal in sight without it slipping away.</p> <p>Display PPT 17 and point out that setting a defined goal is important – look at the differences between the 2 goals displayed</p> <ol style="list-style-type: none"> 1. I want to be on time for training 	<ul style="list-style-type: none"> • Training room • Laptop / PC • Projector / Smartboard • PPT slide deck for Module 1 • Trainee Handbook • Flipchart / Whiteboard • Markers 	<ul style="list-style-type: none"> • Trainees offer suggestions for the definition of a goal or personal mission • Trainees are able to turn broad goals given into SMART goals • Trainees revisit their personal mission and rewrite as SMART goals

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>2. I will arrive at the training room at least 10 minutes before the session starts, every day for 10 sessions to make sure I am on time</p> <p>Ask the group what the differences are between the two goals and take feedback. Introduce the English term SMART to the group. Read out the following definition of SMART giving context-appropriate examples where necessary.</p> <p>Specific Make each goal specific, so you know exactly what it is. Take some time to clearly define your goals and sub-goals, the more detail about what your goals are and how you want or mean to get there, the better the goal will be.</p> <p>Measured Make each goal measurable so you know how you are progressing. You need to be able to see how you are progressing to reaching your goals. How can you measure your progress?</p> <p>Achievable Don't set impossible goals, make sure it is actually possible for you to achieve each goal and sub-goal. If your goal is really big then you can split it down into smaller steps or sub-goals to make you more likely to achieve the bigger goal.</p> <p>Realistic / Relevant Keep your goals relevant. Make sure that any goal or mission you set for life work or study is personally important to you and only you. Try not to set goals that don't ultimately help you to achieve your overall life goals.</p> <p>Timed Try to give yourself deadlines or time limits for each of your goals or missions and your sub-goals. If you can set and stick to realistic deadlines, then you will be able to keep yourself motivated and not get too distracted.</p> <p>Use 'I will' statement for your goals and sub goals</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>As an additional point, encourage Trainees to use <i>'I will...'</i> at the beginning of each goal and sub-goal as this is an intention to get things done! Using <i>'I want...'</i> statements means it is still a dream.</p> <p>Ask Trainees to turn to page 16 of the Trainee Handbook. In pairs, ask Trainees to turn the following broad goals given into SMART goals (use / add examples appropriate to the ability of the group):</p> <ul style="list-style-type: none"> • <i>"I want to find a new job"</i> • <i>"I want to work with poultry"</i> • <i>"I want to get a promotion to supervisor"</i> <p>Facilitate a feedback discussion with the wider group, correcting any goals, which are not specific, measurable, achievable, realistic and timely.</p> <p>Ask Trainees to go back the personal goals and mission they set in the icebreaker activity and turn them into SMART goals on page 17 of the Trainee Handbook. Monitor this activity and help individual Trainees to ensure they have produced specific, measurable, achievable, realistic and timely goals or personal missions. Ensure Trainees strike a balance between personal and career / professional goals in the box within the handout.</p>		
15 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Round up / conclusion Round up the session by stating what has been learned:</p> <ul style="list-style-type: none"> ✓ You have got to know other group members ✓ You have taken part in an icebreaker activity ✓ You have agreed group rules for the duration of the programme ✓ You have defined core skills ✓ You have seen the types of core skills needed to work in the agro-processing sector in Ethiopia ✓ You have set personal and professional programme mission or goals <p>Activity 1.4: Personal Action Plan</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 1 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • All Trainees record at least one action they will take away from the session

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>Explain to the group that at the end of each session there will be a roundup of what has been learned in the session as well as a ‘takeaway’ – from one up to three things that they have personally learned and will put into action as a result of the training. Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal and professional goals and ask them to think of at least one action they will take away from this session. Ask them to record their actions in the Personal Action Plan on page 18 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>		

Module 1, Session 2: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
15 mins	<p>Welcome Trainees – thank those on time for being on time and stress the importance of punctuality as a core skill and a very important part of working in an agro-processing business. Recap on the previous session’s outcomes and remind Trainees of the group rules that they agreed to and signed.</p> <p>Handout sign in / attendance sheet and ask Trainees to sign in. Go through Learning Outcomes for the Module Session on PPT 19.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To define the importance of having employment ✓ To define agro-processing ✓ To describe the stages of agro-processing ✓ To detail important aspects of working in an Integrated Agricultural Park from watching a video ✓ To explore job roles and areas in agro-processing businesses 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 1 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session Energiser: Introductions</p> <p>Aim: To ensure the group start to become familiar with each other and learn each other’s names but also to set a supportive and creative group environment and tone.</p> <p>Method: It’s usually best if you as the trainer model this one by starting off:</p> <ul style="list-style-type: none"> • You say ‘my name is (your name)’ and then introduce the person on your right, ‘and this is (their name)’, you may need to ask their name first • Then they say ‘my name is (their name), and I was introduced by (your name), and this is (the next person’s name)’ • The next person would say ‘I am (their name), and I was introduced by (their name), who was introduced by (your name)’ and on it goes around the circle • E.g. ‘my name is Kiya and this is Lia’, then Lia would say ‘my name is Lia, and I was introduced by Kiya, and this is Mazaa’ and Mazaa would say ‘I am Mazaa, and I was introduced by Lia, who was introduced by Kiya’ and on it goes... 	N/A	<ul style="list-style-type: none"> • Trainees participate in the activity and start to learn each other’s names • Trainees support each other in remembering names


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<ul style="list-style-type: none"> Make it clear from the start that as it gets harder with more names to remember although everyone will help out, which in turn will help us all remember each other's names <p>Debrief Point out that working together and supporting each other is an important core skill at work and in study that helps everyone succeed.</p>		
30 mins	<p>What is Employment?</p> <p>Ask the group what they understand by the term employment. Take feedback and write up on flipchart / whiteboard. Explain that employment is an agreement between an employer and an employee that the employee will provide certain services. In return, the employee is paid a salary or hourly wage. Although employees can negotiate certain items in an employment agreement, the terms and conditions are primarily determined by the employer. Both parties may also terminate the agreement.</p> <p>An employment agreement for an individual employee can be a verbal exchange, written email, or job offer letter. The offer of employment can be implied in an interview or written in a formal, official employment contract.</p> <p>Employment agreements vary, as they may involve different time commitments and compensation plans. For example, employment can be:</p> <ul style="list-style-type: none"> An hourly part time job that is paid a specific amount for each hour worked Full-time employment in which individuals receive a salary and benefits from an employer for performing the tasks required by a particular position A set schedule that requires employees to work a number of hours each week with a break for lunch and comfort <p>As long as the employer upholds their agreement to pay the employee—and pay on time—and the employee wishes to continue working for the employer, the employment typically continues. Much of the employment relationship between an employer and employee is governed by the employer's needs, profitability, and management philosophy. The</p>	<ul style="list-style-type: none"> Training room Laptop Projector / Smart Board Trainee Handbook Pens for Trainees Flipchart / whiteboard PPT Slides for Module 1 	<ul style="list-style-type: none"> Trainees define employment and why it is positive to have a job Trainees participate in discussions on what they know about agro-processing Trainees volunteer known production functions in agro-processing production Trainees volunteer what they know about working in an agro-processing business

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>employment relationship is also driven by the availability of employees and their expectations.</p> <p>Why is it Great to Work?</p> <p>Ask the group, why it is a good idea to be employed.</p> <p>Explain that work is an important part of people's lives. It means more than just getting paid. It means being able to make your own choices about how you want to live your life. But it's not just about the paycheck. Work makes people happier. Whether a job is paid or unpaid, people who work tend to: Meet people and expand their social networks, feel productive and valued, develop and transfer new skills, both technical skills and core skills! Working helps you to build a solid foundation to advance your goals and future and ultimately you will be healthier and happier than people who are unemployed. (Trainee Handbook page 19)</p> <p>What is Agro-Processing?</p> <p>Display PPT 20, the first click (In Slide Show mode) will show the slide title and image of some women working in an agro-processing business. Ask Trainees to work in pairs to discuss and record what they know about agro-processing. What is it? How could they explain it to someone who knows nothing about the industry?</p> <p>Take feedback from several pairs and write up definitions on the flipchart / whiteboard. Second click PPT 20 and read out the simple definition, asking Trainees to turn to page 18 of the Trainee Handbook:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Agro-processing, also known as agri-processing means transforming products that originate from farming to produce a product usually for wholesale or retail sale for human or animals to eat, drink or use.</i></p> </div> <p>Stages of Agro-Processing</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>Display PPT 21 - 23 which show the stages of fruit and vegetable agro-processing and explain the stages to the group (Trainee handbook page 20 - 21):</p> <ul style="list-style-type: none"> • Primary value-added stage – for example the packaging of raw fresh produce to be sold at supermarkets • Processing / extraction stage – for example the extraction and packaging of juices • Preparation of foods (minimal processing) – for example the making of jams and jellies <p>Allow Trainees to ask questions and give further examples from the edible oil and poultry sub-sectors.</p> <p>Activity 1.5: Job Areas and Roles in Agro-Processing</p> <p>Ask the group if they know anyone who works in an agro-processing business and if so what position they have. Write down some of the job roles on the flipchart / whiteboard. Display PPT 24 and ask Trainees to look at page 22 in the Trainee Handbook; going through some of the typical jobs in an agro-processing business at each level and explaining briefly what the typical functions of the job are. Point out that you will be looking into duties and tasks of agro-processing job roles in more detail in the following sessions.</p>		
45 mins	<p>Activity 1.6: Video - Working in an Integrated Agro-Industrial Park (IAIP)</p> <p>In this activity Trainees are going to watch a video on an IAIP and answer the following questions on page 23 of the Trainee Handbook:</p> <ul style="list-style-type: none"> • Name some of the fruits, vegetables and seeds that are processed in the park • What processing operations happen to the fruits and vegetables? • What machines and equipment are used to process the fruit and vegetables? • What are the stages in processing avocados into oil? • What special protective clothes do workers wear? • Name some of the different areas within the park • What are the benefits of working in an IAIP? • What core skills do you think you need to work in an IAIP? 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 1 • Internet connection • Integrated Industrial Agricultural Park Guide (in English) 	<ul style="list-style-type: none"> • Trainees listen attentively to information • Trainees volunteer what they know about industrial parks in Ethiopia • Trainees ask appropriate questions about working in an Integrated Agricultural Park

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>Play some or all of the video on PPT 25 and ask Trainees to discuss the answers to the questions in pairs or small groups. Take feedback from different pairs / groups and guide where necessary. Point out that agro-processing businesses can be very small, family-run businesses or large factories / parks. Ask Trainees to start to think about what type of business they think they would prefer to work for and what would suit them best.</p>	<ul style="list-style-type: none"> • Video: https://youtu.be/DQGTV1CzT7M • Speakers for video audio 	
15 mins	<p>Entry-Level, Technician Level and High-Level Jobs and Areas in Agro-Processing</p> <p>Display PPT 26 and read and expand on the different job roles and areas in agro-processing on page 25 of the Trainee Handbook, giving examples of basic duties and tasks where appropriate. Point out that Trainees will learn about the different roles, tasks and duties of some of the jobs and areas in the following session.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 1 • 	<ul style="list-style-type: none"> •
15 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Roundup / conclusion Round up and conclude what Trainees have learned in this session:</p> <ul style="list-style-type: none"> ✓ You have defined the importance of having employment ✓ You have defined what agro-processing is ✓ You have described the stages of agro-processing ✓ You have watched a video to see what working life is like in an Integrated Agricultural Park ✓ You have explored job roles and areas in agro-processing businesses <p>Activity 1.4: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of 3 actions they will take away from this session. Ask them to record their actions in the Personal Action Plan for this module on page 18 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 1 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • All Trainees record at least one action or learning point they will take away from the session

Module 1, Session 3: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes and remind Trainees again of the group rules that they agreed to and signed. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 28.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To discover what a food processor does ✓ To detail the benefits of working in an agro-processing business ✓ To consider what a contract of employment is and what it details ✓ To consider the Labour Law in Ethiopia and what the rights and responsibilities of workers are 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 1 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important notes to trainer: In this session you will be looking at industrial culture and contracts of employment. To bring this to life there are several options:</p> <ul style="list-style-type: none"> • If you are training in an industrial park or agro-processing business training centre you could invite a member of Human Resources from one of the factories to come and talk about contracts of employment and bring along a contract with them to explain what the contract is for and what it contains in brief – ensure you have enough copies for all Trainees • If you are training outside an industrial park or training centre you could obtain a contract of employment from one of the local agro-processing factories or obtain knowledge of what is contained in an employment contract and go through this with Trainees in the latter part of the session 	<ul style="list-style-type: none"> • Authentic contact of employment for an agro-processing business in Ethiopia 	
15 mins	<p>Session Energiser: Marooned</p> <ul style="list-style-type: none"> • Split the group into smaller groups of 4-6 Trainees • Handout a flipchart paper and some pens to each group 	<ul style="list-style-type: none"> • Flipchart paper for each group • Marker pens for each group 	<ul style="list-style-type: none"> • Trainees volunteer ideas within their own groups • Volunteer group leads put forward their own ideas for what they would keep on the island

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Ask each group to imagine that they are marooned on an island and collaboratively decide what five items they would have brought with them if they had known there was a chance they were stranded • Give each group 5 minutes to decide on five items per team (not per person) • Ask each team to present their choices to the whole group and justify their choices • The whole group discusses the choices presented <p>Activity debrief: In this energiser Trainees will get the chance to discuss and ‘argue’ their point, hence gaining insight into the other’s values and problem-solving styles. It also promotes teamwork / collaborative working.¹</p>		<ul style="list-style-type: none"> • Volunteer group leads justify their choices for what they would keep on the island
60 mins	<p>Example Job Description for a Food Process Worker</p> <p>If any of the Trainees knows of someone who works or has worked in an agro-processing business in food processing then invite them to tell the group what they know, if anything, about their working day – what time do they have to get up for work? How do they get to work? What do they do at work? What is the business like to work in? Etc. Discuss as a group, keeping the conversation positive.</p> <p>If the group do not know of anyone who works in an agro-processing business then split the whole group into smaller groups of 4 Trainees and ask them to imagine what they think a day in the life of a young woman who works in a fruit and vegetable processing business is like, ask the groups to consider the same questions as in the previous task:</p> <ul style="list-style-type: none"> • What are some of her duties and tasks at work? • Why does she work in the business – what is her motivation? • What is the business like to work in? etc. 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 1 	<ul style="list-style-type: none"> • Trainees volunteer what they know about working life in an agro-processing business • Small groups work collaboratively to imagine life in an agro-processing business, answering the trainer’s questions posed • Trainees discuss why they want to work in an agro-processing business and some of the benefits

¹ Adapted from: Trainees as Partners: Peer Support Icebreakers, University of Manchester UK

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Ask Trainees to read through the example job description for a food process worker on page 26 of the Trainee Handbook explaining tasks, duties and processing terminology:</p> <ul style="list-style-type: none"> • Treating • Size grading • Crushing • Extracting juice • Mixing • Freezing • Drying • Blending <p>When they look at the personal requirements for a food process worker, ask them to work in pairs to identify the core skills that this company wants their employees to have.</p> <p>Answers:</p> <ul style="list-style-type: none"> • Good communication skills • High standard of personal presentation and hygiene • Ability to follow all appropriate safety standards in food production • Attention to detail • Ability to work as part of a team and actively participate in team decision making • Ability to show initiative, and to work independently without supervision • Ability to take on responsibility, and complete tasks set through to the end on time • Ability to share and exchange information with others <p>Ask Trainees to consider which of the core skills they have already and which they need to develop further.</p> <p>Activity 1.7: The Benefits of Working in an Agro-Processing Business</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Ask the group why they want to work in an agro-processing business, take feedback and write up on the flipchart / whiteboard.</p> <p>Ask the group to work in pairs to identify 3 further benefits of working in agro-processing and make a note in the chart on page 28 of the Trainee Handbook.</p> <p>Display PPT 29 and mention the following benefits of working below if they don't come up in conversation:</p> <ul style="list-style-type: none"> • Good opportunities to find work locally • Lots of different sub sectors and roles to work in • Provides us with money to support ourselves and our families • Good opportunities for on-job training • Keeps us busy, challenges us and gives us the means to develop ourselves • People in work tend to enjoy happier and healthier lives than those who are not in work • Our physical and mental health is generally improved through work – we recover from sickness quicker and are at less risk of long term illness and incapacity • Gives us a sense of pride, identity and personal achievement • Enables us to socialise, build contacts and find support² <p>Ask Trainees to make a note of the benefits they did not identify in the Trainee Handbook.</p>		
45 mins	<p>Industrial Culture: Labour Law in Ethiopia - Contracts of Employment</p> <p>Explain that when they start working in an agro-processing business, Trainees will usually be given some very important information about working there in what is known as a contract of employment. Explain that a written contract of employment is:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 1 	<ul style="list-style-type: none"> • Trainees understand what a contract of employment is • Trainees understand what is contained in a contract of employment

² Adapted from: <https://fitforwork.org/blog/benefits-of-working/>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • A signed agreement between an individual employee and an employer or a labour union • It establishes both the rights and responsibilities of the two parties: the worker and the company / business <ul style="list-style-type: none"> – explain this in terms that your group will understand. <p>To summarise what should be contained in a contract under Ethiopian law, ask Trainees to turn to page 29 of the Trainee Handbook display PPT 30 and go through the points: namely it shall be clear, specifying the type of employment, the rate of payment and the duration of the contract.³</p> <p>Display PPT 31– 32 and explain that the points in the slides may or may not be included in a contract of employment. Trainees can follow on pages 29 - 31 of the Trainee Handbook.</p> <p>Now initiate one of the 2 options for delivering the session from the guidance at the start of this session.</p> <ul style="list-style-type: none"> • Invite a member of Human Resources from one of the factories to come and talk about contracts of employment and bring along a contract with them to explain what the contract is for and what it contains in brief – ensure you have enough copies for all Trainees • Obtain a contract of employment from one of the local agro-processing businesses or obtain knowledge of what is contained in an employment contract and go through this with Trainees in that part of the session <p>Allow Trainees to ask questions around contracts of employment and answer accordingly.</p>	<ul style="list-style-type: none"> • Flipchart / Whiteboard • Markers • Ethiopian Labour and Social Affairs Office regulations. https://chilot.me/ministry-of-labour-and-social-affairs/ 	<ul style="list-style-type: none"> • Trainees understand employer and employee rights and responsibilities from the Labour Law 2019 • Trainees understand what will be happening on their visit to the agro-processing business and how they should dress / behave while on the premises • Trainees think of some questions they might like to ask about working life in a business

³ Source: https://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158894/lang--en/index.htm

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Industrial Culture: Labour Law in Ethiopia: Employer and Employee Obligations</p> <p>Explain that when Trainees work for an agro-processing business, they and their employer have certain obligations that they must both fulfil. There are also acts that are prohibited by law.</p> <p>Split the group into 4. Ask Trainees to brainstorm some ideas on the following:</p> <ul style="list-style-type: none"> • What the employer must do • What employees must do • What employers must not do • What employees must not do <p>Take feedback from the groups after a few minutes and display PPT 33 - 36 to talk through the obligations and prohibitions explaining each part so that the group fully understand. Trainees can follow on page 32 of the Trainee Handbook.</p> <p>Your employer MUST</p> <ul style="list-style-type: none"> • Ask you to do the work that is in your contract of employment • Provide you with the tools, equipment, machinery, and protection to be able to do your job well and safely • Pay your wages and other benefits as set out in your contract • Deduct union dues from your regular wage, where you request in writing of such deduction, and transfer the cash into the trade union's bank account • Respect your human dignity • Take all the necessary occupational safety and health measures and to abide by the standards and directives to keep you safe at work • Cover the cost of medical examination whenever such medical examination is required by law or the appropriate authority 		


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Keep a register containing details of your weekly rest days, public holidays and utilized leave, your health conditions except for HIV/ AIDS, and employment injury record • Provide you, free of charge, with a certificate stating the type of work you performed, the length of service and the wage you were earning when your contract finishes or if you leave your job • Provide you with awareness raising training when work rules are established or changed if you so wish <p>You MUST</p> <ul style="list-style-type: none"> • Perform the work specified in your contract of employment • Follow instructions given by the employer based on the terms of the contract and work rules • Handle with due care all equipment and tools entrusted to you for work • Report for duty always in fit mental and physical condition • Give help and aid when an accident occurs, or an imminent danger threatens life or property in a workplace without endangering your safety and health • Inform your employer immediately if you see any act which endangers yourself or co-workers <p>Your employer MUST NOT</p> <ul style="list-style-type: none"> • Restrain you in any manner from exercising your rights or take any retaliatory action against you • Discriminate against female workers and pay them less because of their gender • Terminate your contract of employment contrary to the provisions of the Labour Law • Make or force you to join or not to join a trade union; or to continue or cease membership of a trade union; or to require you to quit membership 		


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>from one union and join another union; or to require you to vote for or not to vote for a candidate in elections for trade union offices</p> <ul style="list-style-type: none"> • Make you carry out any task which are hazardous to your life • Discriminate between workers on the basis of nationality, sex, religion, political outlook, HIV/AIDS disablement or disablement on any other grounds • Unduly delay collective bargaining by withholding relevant information for the negotiation or perform any other act contrary to good faith • Commit sexual harassment or sexual assault at the workplace • Physically abuse anyone in the workplace • Force you to work or discharge an obligation <p>You MUST NOT</p> <ul style="list-style-type: none"> • Intentionally or deliberately commit any act which endangers life or property in the workplace • Take away property from the workplace without the express authorization of the employer • Use or attempt to use falsified documents • To use drugs prohibited by law or use alcoholic beverages and have impaired physical and mental status at the workplace • Except for HIV/AIDS test, refuse to submit yourself for medical examination when required by law or by the employer for a good cause • Refuse to observe safety and accident prevention rules and to take the necessary safety precautions • Conduct meetings during working hours in disregard to the time assigned by the collective agreement or without obtaining the permission of the employer • Commit sexual harassment or sexual violence at workplace • Physically abuse anyone in the workplace 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Add in extra information about the Ethiopian Labour and Social Affairs Office regulations as is relevant to the Trainee group. https://chilot.me/ministry-of-labour-and-social-affairs/</p> <p>Make sure that the group know that they have the rights to work without bullying, harassment, intimidation, coercion, or violence in any business. Equally that these actions will not be tolerated by employees in the business either.</p> <p>Activity 1.8: Agro-Processing Visit Questions for Workers</p> <ul style="list-style-type: none"> • Explain to Trainees that they will visit an agro-processing business in the next session • Talk through the logistics of what to bring, what to wear etc. • Talk about timings and the importance of being on time • Discuss expectations of Trainees' conduct while inside the business • Ask Trainees to think of some questions they might like to ask about working life in a business for their homework task – recording questions in the Trainee Handbook on page 35. • Trainees should think of some questions that address: <ul style="list-style-type: none"> ? Roles and responsibilities of certain workers ? A typical working day ? Duties and tasks ? Personal appearance and presentation in and around the park / business ? Personal conduct in and around the park / business ? Specific machinery and what it does ? Clocking in and out procedures ? Security procedures ? Opportunities for promotion – career options or paths 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> ? Rules and regulations ? Reporting ? Benefits of working in the park / business ? What workers would have liked to have known before they started working in the park / business 		
15 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Roundup / conclusion Round up the session by explaining what Trainees have learned:</p> <ul style="list-style-type: none"> ✓ You have discovered what a food processor does ✓ You have looked at the benefits of working in an agro-processing business ✓ You have looked at a contract of employment is and what it must and could contain ✓ You have considered the Labour Law in Ethiopia and what the rights and responsibilities of workers are <p>Activity 1.4: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of 3 actions they will take away from this session. Ask them to record their actions in the Personal Action Plan on page 18 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 1 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • All Trainees record at least one action they will take away from the session

Module 1, Session 4: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
N/A	<p>Important notes to trainer: This business tour will need to be organised in advance of this session. You will need to organise:</p> <ul style="list-style-type: none"> • Transportation to and from the business (if you are not training in an Integrated Industrial Agricultural Park) • A contact person at the business to organise the tour with and liaise with for tour timings etc. • Pick up and drop off times and place • Appearance and presentation for Trainees (if relevant) • General dos and don'ts of visiting the business / conduct • General health, safety and security considerations • Recruit extra support if needed – an additional trainer etc. • Access to security staff, member(s) of staff who will facilitate the tour • Access to at least 2 workers, one machine operator and supervisor or manager to explain role and duties <hr/> <p>You have primary responsibility for the conduct and health and safety of the Trainees while on the visit</p> <hr/>	N/A	
2.5 hours	<p>Agro-processing Business Tour and Familiarisation</p> <p>To make the most of the visit to the business</p> <ul style="list-style-type: none"> • Arrange the visit when the business is open and going about its daily business (avoid opening, closing and break times) • Arrange a security contact person to greet you and go through specific dos and don'ts / health and safety considerations before entering the business • Develop a meaningful but simple task for Trainees to complete during the trip to ensure attention and focus are maintained <p>Arrange a person to guide your group around the business pointing out:</p> <ul style="list-style-type: none"> • Specific areas 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • Agro-processing Business • Access to contact person for arranging the visit, security staff, member(s) of staff 	<ul style="list-style-type: none"> • Trainees adhere to health, safety and security briefing and guidelines • Trainees adhere to conduct, appearance and presentation guidelines

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Specific machinery and what it does • Roles and responsibilities of certain workers • Clocking in and out procedures • Security procedures <p>Arrange a talk to the group by a few workers with different job roles. This should cover:</p> <ul style="list-style-type: none"> • A typical working day • Duties and tasks • Opportunities for promotion – career options or paths • Rules and regulations • Reporting • Personal appearance and presentation in and around the business • Personal conduct in and around the business • Benefits of working in the business • What they would have liked to have known before they started work <p>Invite a few of the Trainees to ask their pre-prepared questions, fielding the questions and supervising where necessary. Explain that you will revisit what was learned on the visit in the next session once back in the training room.</p>	<p>who will facilitate the tour and at least 3 workers, one machine operator, one food producer or processor and supervisor or manager to explain their role and duties</p>	

Module 2: Workplace Ethics

Module 2	Workplace Ethics
Duration	10 hours (4 x sessions of 2.5 hours) Option for contextualisation for a specific role or company
Mode	Classroom training Scenarios Roleplay Trainee Handbook
Assessment	Knowledge test and observation with oral questions

Summary of content

During this second module, trainees will explore workers' responsibilities and basic standards of professional behaviour in the agro-processing workplace including, employer expectations, demonstrating appropriate behaviours and standards of conduct in the workplace.

Trainees will start to explore what a working culture is, and the core skills required for working in agro-processing including work ethics, discipline, punctuality, compliance, honesty and integrity. There will be a focus on the core skills of adaptability and resilience introduced in this module considering the findings of the ILO Rapid Skills Assessment

Mapping to FTVETA Units of Competence	Mapping to FTVETA Learning Outcomes and Assessment Criteria
IND BFP1 18 1019 Demonstrate Work Values	1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is achieved in harmony with company's values. 2.1. Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines. 2.2. Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines 2.3. Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values. 4.3 Company values/practices are shared with co-workers using appropriate behavior and language.
IND BFP1 17 1019 Receive and Respond to Workplace Communication	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. 1.2 Instructions/information is properly recorded. 1.3. Instructions are acted upon immediately in accordance with information received. 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear. 2.1. Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines 2.2 Routine written instruction is followed in sequence.

Mapping to FTVETA Units of Competence	Mapping to FTVETA Learning Outcomes and Assessment Criteria
IND BFP1 16 1019 Work with Others	1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship 1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions 1.3. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon 1.4 Differences in personal values and beliefs are respected and acknowledged in the development 2.1 Support is provided to team members to ensure workgroup goals are met 2.2. Constructive contributions to workgroup goals and tasks are made according to organizational requirements 2.3 Information relevant to work are shared with team members to ensure designated goals are met

Module 2, Session 1: 2.5 hours


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
15 mins	<p>Welcome Trainees and recap on the previous Module's outcomes and once again remind Trainees of the group rules that they agreed to and signed.</p> <p>Handout sign in / attendance sheet and ask Trainees to sign in.</p> <p>Go through the module overview on page 37 of the Trainee Handbook.</p> <p>Go through the Learning Outcomes for Module 2 on PPT 4.</p> <p>Module Learning Outcomes</p> <ul style="list-style-type: none"> ✓ To reflect on the agro-processing business / park visit from the previous module ✓ To describe the 'Top Ten' takeaways from the business / business visit ✓ To describe appropriate personal appearance and presentation in agro-processing ✓ To design a poster on personal appearance and presentation at work ✓ To detail the meaning and importance of good personal conduct in agro-processing business ✓ To describe organisational values that influence employee conduct ✓ To detail personal values and their importance to the workplace ✓ To list personal values that impact on workplace conduct <p>Then go through the session Learning Outcomes on PPT 6</p> <p>Session Learning Outcomes</p> <ul style="list-style-type: none"> ✓ To reflect on the business visit from the previous module ✓ To describe the 'Top Ten' takeaways from the business visit 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 2 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session Energiser: Promises in a Jar</p> <p>Ask Trainees to recall the Group Rules activity from the first session. Explain that by signing the group rules Trainees effectively made promises that they would keep to the rules set by the group. Explain that keeping to what you have agreed to and promised is a very important part of working in an agro-processing business and that you will be exploring this more in this session.</p>	<ul style="list-style-type: none"> • Training room • Small piece of paper or sticky note for each Trainee • Pens • Large jar or container 	<ul style="list-style-type: none"> • Trainees record a promise that they will try to keep throughout the programme

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<ul style="list-style-type: none"> • Pair or group Trainees together • Hand out a small piece of paper or sticky note and a pen to each Trainee • Ask each Trainee to think of another but different positive promise that they will keep throughout this programme – give examples such as: I promise to work well with my teammates, I promise to complete my work to the best of my ability etc. • Ask Trainees to write down their promises and put their name against them • When everyone has written down their promises, ask each Trainee to fold them up and place them in a large jar at the front of the room • Explain that you will read out some of the promises throughout the rest of the programme and see how easy or difficult it is to keep promises in a group situation • Place the jar where all Trainees can see it <p>Revisit these promises and who promise what regularly throughout the programme.</p>		
120 mins	<p>Module 1, Session 4: Business Visit Reflection / Roundup and Personal Goals</p> <p>Roundup / conclusion Round up the session by explaining to Trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have visited an agro-processing business ✓ You have seen the different types of role and operations within the business ✓ You have asked employees important questions about their role <p>Activity 1.4: Personal Action Plan Recap with Trainees what has been learned on the business visit, ask individual Trainees to reflect on their personal goals and ask them to think of 3 actions they will take away from the visit. Ask them to record their actions in the Personal Action Plan on page 18 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p> <p>Activity 2.1: Reflection on Business Visit – Top Ten Split Trainees into small groups of 4-6. Allocate each group several aspects of the business tour talk from workers:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • All Trainees record at least one action they will take away from the session

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<ul style="list-style-type: none"> • Specific machinery and what it does • Roles and responsibilities of certain workers • Clocking in and out procedures • Security procedures • A typical working day • Duties and tasks • Opportunities for promotion – career options or paths • Rules and regulations • Reporting • Personal appearance and presentation in and around the park / business • Personal conduct in and around the park / business • Benefits of working in the park / business • What workers would have liked to have known before they started working in the park / business <p>Ask the groups to discuss what they remember about those aspects of the visits and to summarise the information into their Top Ten Points of the most important information they learned. Issue a sheet of flipchart paper and some markers to those groups who would like to / are able to record their ideas in that way. Also ask Trainees to make notes in the Trainee Handbook on page 37.</p> <p>Ask the small groups to present their Top Ten to the whole group.</p> <p>Summarise the discussions and explain that you will be revisiting these themes throughout the rest of the programme.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Roundup / reflection Round up the session by explaining to trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have reflected on the visit to an agro-processing business ✓ You have identified your top ten takeaways from the business visit ✓ You have shared what you have learned from the visit with other Trainees 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • All Trainees record at least one action they

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment methods
	<p>Activity 2.2: Personal Action Plan</p> <p>Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of 3 actions they will take away from this session. Ask them to record their actions in the Personal Action Plan on page 38 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> PPT Slides for Module 2 	<p>will take away from the session</p>

Module 2, Session 2: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 8.</p> <p>Session Learning Outcomes</p> <ul style="list-style-type: none"> ✓ To describe appropriate personal appearance and presentation in an agro-processing business ✓ To design a poster on personal appearance and presentation at work 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 2 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed •
N/A	<p>Important notes to trainer: In this session you will be looking at industrial culture and how a worker in an agro-processing business should appear and present themselves professionally. Obtain a copy of a dress code policy from one of the businesses or authentic information from one of the businesses on personal appearance, presentation and hygiene guidelines to bring this topic to life within the session.</p>	<ul style="list-style-type: none"> • Dress code policy from one of the factories or • Authentic information from one of the factories on personal appearance, presentation and hygiene guidelines 	
15 mins	<p>Session Energiser: Is it Obvious?</p> <p>Aim: Getting to know each other better and understanding the importance of first impressions</p> <p>Method:</p> <ul style="list-style-type: none"> • Place the whole group into a circle • Explain the word intuition and give an example to ensure whole group understanding • Nominate a first person to say three positive things about the person on their left <ul style="list-style-type: none"> ○ First sentence starts with the words, <i>“It’s obvious ...”</i>: this sentence should state something that is obvious about them ○ The second sentence starts with, <i>“I notice ...”</i>: this sentence should state something less obvious ○ The third sentence starts with, <i>“My intuition tells me that you ...”</i>: this sentence should guess what they will be like/something about them 	<ul style="list-style-type: none"> • Training room • Enough space for Trainees to be able to form one large circle 	<ul style="list-style-type: none"> • Trainees are able to say three positive things about the person on their left, from the obvious to the intuitive


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Debrief</p> <ul style="list-style-type: none"> • Ask the group how easy it was to notice things about the other person? And how easy or difficult it was to use their intuition to guess something realistic about the other person • Point out that the way that we present ourselves, act and behave in and out of the workplace can create someone's first impressions of us • Ask Trainees to reflect on the way they present themselves, act and behave in class – is this a positive image they are giving? Is this how they would like to be seen by others? • Explain that in this session the group will be looking at how personal appearance and presentation can make us work better, safer and more securely 		
45 mins	<p>Activity 2.3: Personal Appearance in Agro-processing</p> <p>Split the whole group into table groups if using café or banquet style room layout or smaller groups of 4-6 Trainees in each. Display PPT 9 that shows different images of agro-processing workers. Ask Trainees to turn to page 39 of the Trainee Handbook.</p> <p>Ask the group for their initial positive first impressions of the images of workers that are being displayed and take feedback.</p> <p>Write the following questions on the flipchart / whiteboard and ask the groups to talk about the following questions to encourage discussion:</p> <ul style="list-style-type: none"> • How do these workers present a professional work image? • What aspects of the workers' appearance and presentation keep them safe in a business environment and how? • What aspects of the workers' appearance and presentation keep them clean in a business environment and how? <p>Suggested answers:</p> <ul style="list-style-type: none"> • The workers look neat and tidy in appearance • The workers are wearing uniforms over or instead of their clothes to keep their clothes clean 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 • Flipchart / Whiteboard 	<ul style="list-style-type: none"> • Trainees identify positive first impressions of agro-processing business worker from images • Trainees reflect on how personal appearance can create a positive work image, keep business workers safe and clean • Trainees suggest appropriate aspects of personal hygiene and appearance for working in an agro-processing business

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • The workers have their hair under hats / nets to keep it from falling onto the fabric and to prevent hair getting caught in machinery or equipment and to keep their hair clean and dust free • Some of the workers are wearing bright clothing so they can be seen by other workers and people operating machinery and equipment • Two of the women are wearing casual clothes <p>Explain that most agro-processing factories will have a set of rules and regulations about how workers should look and appear at work. This is often referred to as a 'dress code' policy or dress code guidelines pointing out that these may or not be written but they should always be followed for health, safety, and security reasons and to present a professional work image.</p> <p>If you have an example of a dress code policy from an agro-processing business, then hand this out to Trainee groups and go through each point in turn and discuss why these requirements are important in terms of professional appearance.</p> <p>Activity 2.4: Presentation in Agro-Processing Businesses You can also show the EthioCado dress code on page 40 of the Trainer Handbook. And ask trainee groups to answer the following questions:</p> <ul style="list-style-type: none"> • Why do some agro-processing businesses ask employees to wear uniforms? • Why it is important to present yourself well at work? • What aspects of personal hygiene are important in agro-processing and why? • How can you present yourself well and professionally at work? <p>Allow groups ample time to discuss the questions and make notes in their Handbooks and ask each group to feedback on one particular question.</p> <p>Give guidance during the discussions on what is acceptable and less acceptable and why if these aspects don't occur naturally within the conversation.</p> <p>Activity 2.5: Personal Hygiene in Agro-Processing Explain the term personal hygiene by displaying PPT 10. Split Trainees into smaller groups and ask them to discuss one the areas of personal hygiene on page 42 of the Trainee</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Handbook (PPT 11) and make some notes detailing what they consider to be good practice for agro-processing businesses.</p> <p>Take feedback from each group in turn and record key information on the flipchart / whiteboard.</p> <p>Round off this session by pointing out that appropriate personal appearance and presentation at work is essential, not only for hygiene but also for:</p> <ul style="list-style-type: none"> • Personal pride • A professional look and attitude • Staying safe • Being seen <p>Ask the group what the consequences of poor personal hygiene could be in an agro-processing business. Take feedback and add in the following points:</p> <ul style="list-style-type: none"> • Foodborne illness proliferation • Compliance violations • Food contamination • Employee sickness <p>Explain that you will be exploring aspect of staying safe at work in more depth in the next module.</p>		
45 mins	<p>Activity 2.6: Design a Poster on Personal Appearance and Presentation at Work</p> <p>Allocate Trainees into groups. Hand out flipchart paper and markers to each group. Display PPT 12 and talk through the activity which is to design a visual poster on what they have learned for what would be considered appropriate appearance and personal hygiene in an agro-processing business. Allow groups at least 30 minutes to sketch out and finalise their posters.</p> <p>Trainee groups should showcase their posters to the whole group if they feel comfortable to do so.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Flipchart paper • Marker pens • Pens for Trainees 	<ul style="list-style-type: none"> • Groups design a visual poster on positive aspects of personal hygiene and appearance in an agro-processing business

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
		<ul style="list-style-type: none"> • PPT Slides for Module 2 	
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Roundup / reflection Round up the session by explaining to trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have described appropriate personal appearance and presentation in an agro-processing business ✓ You and your group have designed a poster on personal appearance and presentation at work <p>Activity 2.2: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their actions in the Personal Action Plan on page 38 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • All Trainees record at least one action they will take away from the session

Module 2, Session 3: 2.5 hours


Timing (Approx. mins)	Trainer activity	Location / Resources	Activity assessment
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in and go through the Learning Outcomes for the Module Session on PPT 14.</p> <p>Session learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To detail the meaning and importance of good personal conduct in agro-processing factories 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 2 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important notes to trainer: In this session you will be looking at ways of behaving (conduct) in and around agro-processing factories for all workers.</p> <p>To bring this to life you could:</p> <ol style="list-style-type: none"> 1. Invite a member of Human Resources from one of the factories to come and talk about expected personal conduct in and around the business and why this is an important part of working in a business if you are training in an industrial park or agro-processing business training centre. If the business has a code of conduct, ask them to bring it along with them and explain what the code contains in brief – ensure you have enough copies for all Trainees 2. Obtain a code of conduct or less official guidelines on how business workers are expected to behave in and around the business from a local business 	<ul style="list-style-type: none"> • Member of Human Resources from one of the factories to come and talk about expected personal conduct in and around the business and why this is an important part of working in a business • Real or sample codes of conduct / conduct guidelines from agro-processing businesses 	
15 mins	<p>Session Energiser: Brick Wall</p> <p>Aim: The importance of building on positive workplace conduct</p> <p>Method:</p> <ul style="list-style-type: none"> • Draw boxes on the flipchart in the form of a brick wall • Ask the group to come up with ideas for all the things that the whole group need to do (a behaviour) to help everyone enjoy the programme and get the most out of it • Write each idea in a separate 'brick' 	<ul style="list-style-type: none"> • Flipchart • Flipchart paper • Coloured markers 	<ul style="list-style-type: none"> • Trainees volunteer ideas of how positive conduct can impact the group positively

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Debrief:</p> <ul style="list-style-type: none"> • Talk about what might happen if one brick is missing, e.g., the wall would become uneven, might fall down, etc. Relate this to working together in an agro-processing business and everyone working well together 		
45 mins	<p>Personal Conduct in Agro-processing Businesses</p> <p>Split the group into pairs or table / small groups. Ask the groups to recall the business visit in module 1 and to think about the way the employees conducted themselves / behaved in and around the business. You could allocate some topics to groups here for focus such as:</p> <ul style="list-style-type: none"> • Showing respect for others • How they carried out duties and tasks • Punctuality • Communicating with co-workers, supervisors and managers <p>Also remind Trainees of the group rules activity from the first session and the ‘promises in a jar’ energiser and read out any that concern conduct, such as respecting each other’s opinion, taking turns, not arriving to class late etc.</p> <p>Take feedback of group ideas and write up on the flipchart / whiteboard. Explain to the group that a very important part of industrial culture and working well in an agro-processing business is personal conduct. Display PPT 15 and go through the meaning of personal conduct, answering any questions (Also on page 43 of the Trainee Handbook)</p> <p>Personal conduct at work is the way you act or behave on a day-to-day basis in and around the agro-processing business you work in</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 • Flipchart / Whiteboard • Video: https://youtu.be/VsGqWw3lgkl 	<ul style="list-style-type: none"> • Trainee groups recall aspects of conduct from business visit in module 1 • Trainees define the meaning of personal conduct and its importance to working in industrial culture and agro-processing factories • Trainee volunteer suggestions on why agro-processing factories have codes or expectations of employee conduct • Groups come up with ideas on what an agro-processing

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>A business personal code of conduct defines how employees should act on a day-to-day basis. It reflects the organisation's daily operations, core values and overall company culture.⁴</p> <p>Why Agro-Processing Businesses Want Good Personal Conduct</p> <p>Split the group back into pairs / table groups and ask each to think about and make a note of <i>why</i> they think businesses have guidelines on conduct – what is their purpose? Take feedback and display PPT 16. Go through each point one by one and discuss as a group. (Also on page 44 of the Trainee Handbook):</p> <ul style="list-style-type: none"> • To keep workers safe and legal • To create a positive working environment • Ensuring the working environment is respectful to all • To make sure work is completed well and on time • To make sure workers know what they are doing <p>Point out that all agro-processing businesses will have expectations and maybe some rules and regulations on personal conduct or how workers should behave in and around the business. This could be an official document known as a Code of Conduct or it may be less formal or not even written down at all. If the code of conduct is not written down there are some professional guidelines that every employee can work towards.</p> <p>Split the group back into table groups or pairs and ask Trainees to think about and make a note of what an agro-processing business might expect from their workers regarding employee conduct. If the group are having issues thinking of examples then ask them to think about how they behave at home in front of family / elders and what is expected from them and what they expect from others. Take feedback and make a note on the flipchart / whiteboard of general themes. Mention the importance of respect here. Women should be respected as much as men in agro-processing businesses!</p> <p>Activity 2.6: Personal Conduct in Agro-Processing Businesses</p>		<p>business might expect from their workers regarding employee conduct</p> <ul style="list-style-type: none"> • Trainees watch a video of an agro-processing business and note aspects of employee conduct

⁴ Adapted from: <https://i-sight.com/resources/18-of-the-best-code-of-conduct-examples/>

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity assessment
	<p>Display and play the video on PPT 17. The purpose of watching the video is to look at the workers in the business and how they conduct themselves. Ask the group to turn to page 45 of the Trainee Handbook. They should record aspects of the conduct they see in the video in the chart in the handbook after they watch.</p> <p>After the video, allow pairs a few moments to discuss and record what they have watched. As a whole group, talk through the various aspects of conduct seen and make a note on the flipchart / whiteboard. Explain to the group that every agro-processing business will have common aspects of personal conduct which is good practice for them to follow. Display PPT 18 and through the points in the slide to consolidate the activity.</p>		
45 mins	<p>Personal Conduct in Agro-processing Businesses</p> <p>If you are inviting a member of HR business staff come to talk to the group about codes of conduct then ask the group to prepare some questions beforehand in small groups or pair.</p> <p>Conduct the talk and invite group members to ask their pre-prepared questions. Ask the person talking about code of conduct to relate back to:</p> <ul style="list-style-type: none"> • Keeping workers safe and legal • Creating a positive working environment • Ensuring the working environment is respectful to all • Making sure work is completed well and on time • Making sure workers know what they are doing <p>If you have an example of a code of conduct from an agro-processing business then hand this out to Trainee groups and go through each point in turn and discuss why these requirements are important and relate back to:</p> <ul style="list-style-type: none"> • Keeping workers safe and legal • Creating a positive working environment • Ensuring the working environment is respectful to all • Making sure work is completed well and on time • Making sure workers know what they are doing 	<ul style="list-style-type: none"> • Pens and paper for Trainees to record questions for business visitor • Member of Human Resources from one of the factories to come and talk about expected personal conduct in and around the business and why this is an important part of working in a business • Real or sample codes of conduct / conduct guidelines from agro-processing businesses 	<ul style="list-style-type: none"> • Trainees prepare and ask questions on codes of conduct for business visitor (if selecting this option) • Trainees discuss authentic aspects of conduct from an agro-processing business and their importance

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity assessment
			
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Roundup / reflection Round up the session by explaining to trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have looked at the meaning and importance of good personal conduct in agro-processing factories <p>Activity 2.2: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their actions in the Personal Action Plan on page 38 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • All Trainees record at least one action they will take away from the session

Module 2, Session 4: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in and go through Learning Outcomes for the session on PPT 20.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To describe organisational values that influence employee conduct ✓ To detail personal values and their importance to the workplace ✓ To list personal values that impact on workplace conduct 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 2 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session energiser: Find Things in Common Aim: Creating small groups and getting to know each other better</p> <p>Method:</p> <ul style="list-style-type: none"> • Call out a number and a topic • The whole group split into smaller groups of that size with all the people in the group having something in common related to the topic • For example, if you call out the number 'three' and the topic of 'pets' the result might be a group of three who all have a dog <p>Debrief:</p> <ul style="list-style-type: none"> • Point out that just as people have the items in common from this activity, they also have similar personal values in common • Explain that you will be studying personal values in this session and how they impact on the way people work 	<ul style="list-style-type: none"> • Training room • Space for Trainees to move around and form small groups 	<ul style="list-style-type: none"> • Trainees are able to form small groups of things they have in common with each other
45 mins	<p>Organisational Values that Influence Employee Conduct</p> <p>Explain that most agro-processing factories will have their own culture, mission statement and / or set of values which in turn can influence the behaviour of the organisation and its employees. Point out that these values are like a set of principles and guide how an organisation will interact with partners and customers as well as its employees.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 	<ul style="list-style-type: none"> • Trainees know what company values are and the ways they can influence organisational and employee conduct

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Give an example of what a relevant organisation's values are by either finding out what the core values are of some of the agro-processing factories near to you or by displaying Ethiochicken's values on PPT 21.</p> <p>Read through Ethiochicken's company values and add to the PPT slide information, explaining the values in accessible language for your Trainees:</p> <ul style="list-style-type: none"> • The customer always comes first <ul style="list-style-type: none"> ○ We put the customer at the center of our decisions and actions • Discipline and Accountability <ul style="list-style-type: none"> ○ We do what we say we are going to do and keep our commitments to each other • Think like an owner <ul style="list-style-type: none"> ○ We run it like we own it • Strive for excellence, reject "good enough" <ul style="list-style-type: none"> ○ We strive to be the best in the world at everything we do • Our purpose drives us <ul style="list-style-type: none"> ○ We are driven by a deep sense of purpose • The best ideas win <ul style="list-style-type: none"> ○ We debate openly and allow the best ideas to win <p>Split the group into table / pairs and ask them to discuss the values and identify what they think the expectations of an employee might be in terms of personal conduct. Take feedback and note ideas on the whiteboard / flipchart</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> • The customer always comes first We treat customers with respect and loyalty using excellent communication skills • Discipline and Accountability We work hard and take responsibility for the work we do in the business and do our job to the best of our ability • Strive for excellence, reject "good enough" Employees should be motivated and enthusiastic and reach for the stars when working for Ethiochicken 	<ul style="list-style-type: none"> • Core values of local agro-processing factories (if using) 	<ul style="list-style-type: none"> • Trainees understand that a person has values that can impact on workplace conduct and behaviour • Trainees identify their top ten list of personal values

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ul style="list-style-type: none"> • Our purpose drives us We should all work honourably and with virtue towards our goals • The best ideas win We are allowed to discuss ideas and be creative and we are rewarded for it <p>Personal Values and their Importance to the Workplace Explain to the group that just as agro-processing businesses have core values, so do the employees that work there! Our values together with our beliefs reflect what is important to us and what motivates us. Our personal values and beliefs guide us in making decisions and also guide the way we behave, this in turn will guide how we act and behave at work. Point out it is important for everyone working in an agro-processing business to have a set of personal guidelines and work behaviours to follow that reflect their own values and beliefs – this is like having a personal brand or business – Brand YOU!</p> <p>Activity 2.7: Brand YOU! Personal Values Explain to the group that their personal brand is the way their skills, values and personality are portrayed when communicating and working with others. This will include what is important to them, who they are as a person and what they want people to see and think of them. This is known as a personal brand; Brand YOU! Remind Trainees of the first icebreaker activity in Module 1, Session 1: Personal Shields or 4 Quadrants where in the fourth quadrant they drew a representation of how other people see them positively.</p> <p>To extend this first activity and start to build on personal branding, ask the group to turn to page 47 of the Trainee Handbook and write down or visually present five words that they think other people might use to describe them, if Trainees struggle to think of ideas, give a personal anecdote to get them started. When Trainees have completed this individually, ask them to work in pairs and discuss the five words and then the following questions, explaining that you will be building on this during the session.</p> <ul style="list-style-type: none"> • Why do friends and family describe them like this? • Do they think the descriptions of them are accurate? 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Personal Values</p> <p>Remind the group of the values of Ethiochicken (or others) from the previous part of the session and display PPT 22 to introduce the idea of personal values. Explain that personal values are a set of personal beliefs which are born out of how they view of the world and what they have experienced in their lives. Personal values influence and guide both behaviour and attitude in a range of situations including in the workplace. Values can help establish a sense of purpose, and form part of a personal brand.</p> <p>Activity 2.8: Brand YOU! Personal Values Display PPT 23 and ask the group to turn to page 48 of the Trainee Handbook where they will see a group of personal values.⁵</p> <p>Explain each of the values in accessible language so that Trainees have a good idea of the meaning of each. Link the values to what they could represent in the workplace such as, i.e., a person who shows the value of ‘perseverance’ would never give up on a task at work, even if they found it difficult or couldn’t complete it, they would persevere until they succeeded and got the job done.</p> <p>Ensure the group fully understand all the values represented on the PPT slide and ask them to circle the ten values that mean the most to them personally in their lives at this very moment. Display PPT 24 for a visual reminder of the activity. Monitor the room as Trainees select their values and answer any questions they may have.</p>		
45 mins	<p>Activity 2.9: Brand US!</p> <p>Now individuals in the group have chosen their top ten values, they are going to find other Trainees in the room with similar values to them to form a Brand US! This brings in the idea of teamwork that will be explored later in the programme. Ask Trainees to stand up with their handbooks and mingle with the other group members (at least five other people) sharing their value choices to find a person or people who has circled similar values to them. (at least five of the same values) Once pairs or small groups have been</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 	<ul style="list-style-type: none"> • Trainees find others with similar values to themselves (or completely different) • pairs / small groups to make

⁵ This list is based on the PVA: the Personal Values Assessment: <https://positivepsychology.com/values-questionnaire/>

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>established hand out a flipchart paper and some colourful markers to each pair. Ask the pairs / small groups to make a colourful banner that shows their brand and their values.</p> <p>Encourage each pair / small group to:</p> <ul style="list-style-type: none"> • Name their brand • Identify their similar values (three minimum) • Translate these values into positive workplace behaviours – how having these values will influence the way they work positively • Create a Brand US poster to showcase their team brands <p>Display PPT 29 as a visual reminder of the activity.</p> <p>If several Trainees have very different values to the rest of the group, pair them together or make a small group and carry out the same activity but identifying two of their unique values each and consulting the group to come up with a suitable brand name that reflects the range of their values.</p> <p>Ask a range of pairs / small groups to showcase their posters if they feel comfortable doing so. If appropriate, place the posters on the training room walls to showcase the aspects of positive values and workplace conduct learned in this session.</p> <p>Adaptability and Resilience Ask Trainees to consider the two values (also core skills) of adaptability and resilience. Remind the group of the meanings of each from the previous activity and ask pairs to work together to discuss how these two values and core skills can help them when in the world of work, especially when it is a less than certain place considering COVID-19 and other factors of change like the digital age and automation. How could being adaptable and resilient help then to get on in life and in the world of work? Why is it important and how can Trainees get better at it?</p> <p>Take feedback from pairs and add to the conversation where necessary with some of the suggestions below:</p> <p>Why is it important?</p>	<ul style="list-style-type: none"> • Flipchart paper and coloured markers for pairs / group 	<p>a colourful poster that shows their brand and their values</p> <ul style="list-style-type: none"> • Encourage each pair / small group to: • Pairs / groups create a Brand US poster to showcase their team brands; naming their brand, identifying similar or different values and translating these values into positive workplace behaviours

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>There is growing evidence to show:</p> <ul style="list-style-type: none"> • Resilient and adaptable people tend to perform better at work • Resilient and adaptable people can achieve more in their career • They are key leadership qualities • Resilient and adaptable people can lead happier and healthier lives • Resilient and adaptable people and more productive employees • Developing resilience is therefore an essential core skill • Knowing how to recognise the different stress factors and finding ways to cope with them improves your ability to bounce back after experiencing adversity • It means you will be a happier and more productive employee <p>Activity 2.9: Adaptability and Resilience Quiz Ask Trainees to complete the quiz on page 49 of the Trainee Handbook to see how adaptable and resilient they are.</p> <p>When individuals have completed the quiz, ask them to complete the questions on the next page:</p> <ul style="list-style-type: none"> • How do you cope with stress? • How do you cope in difficult situations? • How would you cope if you had found a new job in an agro-processing business and then the business closed suddenly? • How do you manage under pressure? • Describe a difficult or challenging situation and how you handled it? • Describe a situation when you have shown resilience? • Describe a situation when you have had to adapt to change? How did you manage? <p>Explain that having high levels of adaptability and resilience is helpful in the changing world of work and that Trainees should seek to practice and refine these skills wherever possible in their personal and working lives.</p>		
30 mins	<p>Reflection / Roundup and Personal Values</p> <p>Roundup / reflection</p>	<ul style="list-style-type: none"> • Training room • Laptop 	<ul style="list-style-type: none"> • Trainees are able to recap on what they

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Round up the session by explaining to trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have described organisational values that influence employee conduct ✓ You have detailed personal values and their importance to the workplace ✓ You have listed your personal values that impact on workplace conduct ✓ You have examined how resilient and adaptable you are and how you can improve <p>Activity 2.10: Examining Personal Values</p> <p>Recap with Trainees what has been learned in the session. Ask Trainees to turn to page 53 of the Trainee Handbook where they will find a reflection page on Personal Values. Display PPT 26 that shows the reflection table.</p> <p>Read through the table and activity and ensure that all Trainees understand the task.</p> <p>Ask Trainees to complete as much of the table as they can in 20 minutes. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate. Ask the group to finish the activity as homework if they do not complete it during class time.</p> <p>Point out that in the workplace, they will find many people with similar value systems to their own and many who have different values that are important to them. There are no 'right' or 'wrong' values, just those that are important to you personally. If people have different values they should be respected as much as their own. Everyone has the right to hold their own values dear and live those values, in both their home and working lives</p>	<ul style="list-style-type: none"> • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 2 	<p>learned in this session</p> <ul style="list-style-type: none"> • Trainees record the top three of their ten values and reflect on the importance of the values, how they have 'lived' and demonstrated these values and reflect how they feel if others do not have the same value system as their own

Module 3: Working Safely and Securely

Module 3	Working Safely and Securely
Duration	20 hours (8 x sessions of 2.5 hours)
Mode	Classroom training Scenarios Roleplay Use of Realia and PPE Trainee Handbook
Assessment	Observation with oral questions

Summary of content

This module equips trainees with the core skills of working safely and securely in Agro-Processing.

Trainees will gain an understanding of the benefits of good health and safety and the consequences and impact of poor health and safety on themselves and others. They will learn how to spot hazards and understand the risks associated with them. Trainees will also gain an understanding of how Agro-Processing employers keep staff and visitors safe under local, national, and international laws and regulations. They will also examine the actions they can personally take to minimise risks and keep themselves and others safe whilst training or working.

OSH Policy, hazard prevention, hazard evaluation and the principles of food safety will be included in this module, along with Good Manufacturing Practices (GMP) and Hazard Analysis Critical Control Point (HACCP)

There will be a focus on COVID-19 related core skills and hand hygiene in this module considering the findings from the ILO Rapid Skills Assessment.

There will also be a focus on environmental sustainability and reduction of waste considering the findings from the ILO Rapid Skills Assessment.


Mapping to FTVETA Units of Competence	Mapping to FTVETA Assessment Criteria
IND BFP1 18 1019 Demonstrate Work Values	1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is achieved in harmony with company's values. 2.1. Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines. 2.2. Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines 2.3. Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values. 4.3 Company values/practices are shared with co-workers using appropriate behavior and language.

Mapping to FTVETA Units of Competence	Mapping to FTVETA Assessment Criteria
IND BFP1 17 1019 Receive and Respond to Workplace Communication	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. 1.2 Instructions/information is properly recorded. 1.3. Instructions are acted upon immediately in accordance with information received. 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear. 2.1. Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines 2.2 Routine written instruction is followed in sequence.
IND BFP1 16 1019 Work with Others	1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship 1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions 1.3. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon 1.4 Differences in personal values and beliefs are respected and acknowledged in the development 2.1 Support is provided to team members to ensure workgroup goals are met 2.2. Constructive contributions to workgroup goals and tasks are made according to organizational requirements 2.3 Information relevant to work are shared with team members to ensure designated goals are met
IND BFP1 03 1019 Work Safely in Food Processing Industry	1.1 Applicable OHS legislative requirements relevant to own work, role and responsibilities are identified. 1.3 Own responsibilities to comply with safe working practices are identified and explained. 2.1. Basic principles of risk management are identified. 2.2. Common workplace hazards are identified and discussed 2.3. Measures for controlling risks are identified. 2.4. Requirements for the selection and use of relevant personal protective equipment are identified and explained. 2.5. Safety signs and symbols are identified and explained 2.6 Procedures for reporting hazards and risks are identified and discussed. 3.1 Participative arrangements for OHS, including communication processes, information and documentation are identified and discussed. 4.3 Fire safety equipment and emergency evacuation are identified and discussed.
IND BFP1 04 1019 Carry out Manual Handling Task	1.4 Risks to self and others of manual handling are assessed within level of responsibility 2.2 Clothing and footwear, including personal protective clothing, does not contribute to manual handling risk 3.1. Sources of risk are identified based on historical data and current research Movement and postures are used to minimize the risk of injury within the limits 3.2. Workplace layout and environment are modified within area of control to minimize manual handling risk 3.3. Work tasks are modified within area of control to minimize the risk of injury 3.5 Movement and postures are used to minimize the risk of injury within the limits

Module 3, Session 1: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in and go through the Learning Outcomes for the session on PPT 5. As this module is 8 sessions' long it will be overwhelming for Trainees to comprehend all the module learning outcomes at once so trainers should focus on them session by session.</p> <p>Introduce the module overview on page 55 of the Trainee Handbook</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To become familiar with key workplace safety and health terminology ✓ To state the most common hazards found in an agro-processing business ✓ To describe how hazards can cause harm or damage 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session Energiser: Workplace Safety Quiz</p> <ul style="list-style-type: none"> • Ask Trainees to work in either table groups or pairs for this short workplace health and safety quiz • Ask Trainees to turn to page 55 of the Trainee Handbooks • Read through the quiz questions as a whole group to ensure the group understand the questions what they are supposed to be doing • Display PPT 6 and read through the first two questions with the whole group • Ask Trainee pairs to select the correct answer • Click the mouse in slide show mode to reveal the correct answer for the first 2 answers • Display PPT 7 and repeat with the next two questions • Display PPT 8 and repeat with the next two questions • Display PPT 9 and repeat with the final two questions • Ask each group / pair to score themselves out of a possible 8 points 	<ul style="list-style-type: none"> • Training room • Laptop • projector / Smart Board • PPT slides for Module 3 • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees make educated guesses to answer the quiz questions

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Explain that the group will be learning more about these aspects of staying safe at work during this module.</p> <p>Quiz Answers: (Indicated with a *)</p> <ol style="list-style-type: none"> 1. How many workers are injured at work every day around the world? <ul style="list-style-type: none"> (A) Just over 1000 (B) Just over 10,000 (C) Just over 1 million* (D) Just over 10 million 2. Which of the following causes back injuries at work? <ul style="list-style-type: none"> (A) Lifting objects incorrectly (B) Being physically unfit (C) Poor posture (D) All of the above* 3. What is this sentence a definition of? <i>"Anything in the workplace that may cause harm or death to workers or visitors"</i> <ul style="list-style-type: none"> (A) Risk (B) Hazard* (C) Near Miss (D) Accident 4. It is the employers' sole responsibility to keep the workplace safe and secure for workers and visitors <ul style="list-style-type: none"> (A) True (B) False* 5. Which of the following is an example of a chemical hazard in an agro-processing business? <ul style="list-style-type: none"> (A) Excessive noise (B) Breathing in pesticides* (C) Working next to someone who has a virus 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>(D) Extremely hot working conditions</p> <p>6. Workplace prohibition signs are usually...</p> <p>(A) Red*</p> <p>(B) Yellow</p> <p>(C) Blue</p> <p>(D) Green</p> <p>7. What is considered good practice to do as a worker if there is a fire in the business?</p> <p>(A) Collect your bag before leaving the business</p> <p>(B) Keep working for as long as possible</p> <p>(C) Ask a co-worker to tell your supervisor</p> <p>(D) Close doors and windows if you have time*</p> <p>8. What does the following sign found on chemical packaging mean?</p> <p>(A) Serious health hazard</p> <p>(B) Explosive</p> <p>(C) Hazardous to the environment*</p> <p>(D) Flammable</p> 		
45 mins	<p>Occupational Safety and Health Overview</p> <p>Explain to the group that when they will be working in agro-processing businesses, it is very important for their employer to keep them safe and for them to be able to work safely. This is known as Corporate Social Responsibility.</p> <p>Point out that there are hazards in agro-processing businesses that they should learn about and learn to keep safe in order to prevent accidents or injuries from happening to them or their co-workers.</p> <p>Display PPT 10 and read through the ILO objective regarding worker safety and health, explaining the objective in accessible language for your group:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees comprehend the ILO's objective regarding worker safety • Trainees comprehend the facts and figures on workplaces accidents and injuries • Trainees match the correct


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>The promotion of decent, safe, and healthy working conditions and environment has been a continuous objective of the ILO since its creation in 1919. The ILO Constitution (1919) established the principle that all workers should be protected from sickness, disease and injury arising from their employment</p> <p>Display PPT 11 and read through the facts and figures on workplaces accidents and injuries. This information was taken from the publication: International Labour Office, Improving OSH for Young Workers: A Self-Training Package, Geneva: International Labour Office, 2019. Please update with more up-to-date facts as and when they become available.</p> <p>According to the latest ILO estimates, 2.78 million workers die annually due to occupational accidents and diseases. Non-fatal workplace accidents are estimated to affect 374 million workers each year, meaning that over one million workers are injured at work every day.</p> <p>Many of these accidents have potentially serious long-term consequences on workers' health and well-being as well as on their earning capacity</p> <p>Discuss the facts and figures and anything that Trainees find surprising.</p> <p>Benefits of Good Occupational Safety and Health in Agro-Processing Ask the group what some of the benefits of having good level of OSH in agro-processing businesses. Fill in gaps in knowledge with the following points: (Trainee Handbook page 57 and PPT 12)</p> <ul style="list-style-type: none"> • A safer working environment • Workers and visitors feel safe and secure • Fewer workplace accidents or injuries • Good company reputation • Reduced absence and sick leave • More productive workforce <ul style="list-style-type: none"> – Explain these points in accessible language for your Trainees <p>Actions Agro-processing Factories Take to Keep Workers Safe</p>		<p>definition to its meaning</p>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Explain that among their responsibilities to workers, agro-processing factories must take a number of actions to keep people working there safe including:</p> <ul style="list-style-type: none"> • Workplace policies and procedures and regulations • Design of working environment • Safety and warning signs • Personal protective Equipment (PPE) • Emergency or evacuation procedures • Employee training <p>Explain that in this module you will be exploring some of these measures as an introduction to the huge subject of occupational safety and health.</p> <p>Activity 3.1: Working Safely: Risks, Hazards, Accidents and Near Misses Ask Trainees to turn to page X of the Trainee Handbook. Explain that the words:</p> <ul style="list-style-type: none"> • Hazard • Risk • Accident • Near Miss <p>- are important workplace safety terms that they should become familiar with. Read through the definitions as a whole group and ask Trainees to work in pairs to draw a line to match each word with the correct definition.</p> <p>Display PPT 13 that shows the correct definitions and ask pairs to mark their activity and correct where necessary. Trainees can find the correct answers on page 58 of the Trainee Handbook. Display PPT 14 and read through the more detailed descriptions of occupational accident, occupational injury and occupational disease, giving an example of each.</p>		
45 mins	<p>Activity 3.2: Occupational Hazards in Agro-Processing</p> <p>Display PPT 15 and explain that when they are working in agro-processing, Trainees will come across hazards that can pose a risk to their health and safety. Ask Trainees to turn</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board 	<ul style="list-style-type: none"> • Trainees understand the types and categories of occupational

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>to page 60 of the Trainee Handbook. Explain that there are five basic categories for occupational hazards in an agro-processing business:</p> <ol style="list-style-type: none"> 1. Physical 2. Ergonomic 3. Psychological 4. Chemical 5. Biological <p>Explain what the categories mean and give one example for each. Split the whole group into 5 smaller groups and allocate a category of hazard to each group. Ask the groups to remember their business visit at the beginning of the programme and the talks they had from staff and to make a note of five hazards from their category that could be found in an agro-processing business. Trainees should record them in the space provided in the Trainee Handbook on page 60. Monitor the groups and assist where necessary giving gentle clues and hints.</p> <p>Ask each group to present their five hazards to and discuss as a whole group, gently correcting where appropriate.</p> <p>Display PPT 16 and ask Trainees to turn to page 61 of the Trainee Handbook. Go through the five categories and the examples within each, ensuring Trainees understand all the different types of hazards. Give examples where necessary.</p> <p>Activity 3.3: Hazards and Risks in the Workplace Ask Trainees to work in pairs to make the connections between some of the hazards in agro-processing alongside some of the associated risks.</p> <p>Ask pairs to list 5 types of hazards on page 62 of the Trainee Handbook they are likely to come across when working in agro-processing (Using the lists on the previous page) Beside each hazard, they should note the risks these create to themselves and co-workers or visitors.</p> <p>Provide support and guidance where necessary.</p>	<ul style="list-style-type: none"> • PPT slides for Module 3 	<p>hazards in a agro-processing business</p> <ul style="list-style-type: none"> • Trainees suggest types of hazards for each sub-category: <ol style="list-style-type: none"> 1. Physical 2. Ergonomic 3. Psychological 4. Chemical 5. Biological

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Roundup Roundup the session by explaining to Trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have discovered the most common hazards found in an agro-processing business and they can cause harm or damage <p>Activity 3.4: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their action(s) in the Personal Action Plan on page 63 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Module 3, Session 2: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 18.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To list the parts of the Ethiopian Labour Law (2019) that pertain to Occupational Safety and Health obligations of employers and employees ✓ To become familiar with key international workplace health and safety signs and their meanings 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 • PPT XX 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important notes to trainer:</p> <p>To bring the subject of health and safety to life for the group at this introductory stage, it would be good practice to obtain a relevant policy or procedure from a local or national agro-processing business to show Trainees how businesses protect the safety and health of everyone who works there. Talk to the group about the business's own code of conduct and corporate social responsibility. You could also share the safety and health policy of the training facility if you cannot obtain one from an agro-processing business.</p>	<ul style="list-style-type: none"> • Training facility • Health and safety code of conduct or procedure / policy from local agro-processing business or training facility – enough copies for each Trainee 	
15 mins	<p>Session Energiser: Group Story</p> <p>Aim: Teamwork, communication and safety</p> <p>Method:</p> <p>Explain that the group are going to tell an imagines story about a time when they were in an unsafe situation and how this situation became safe, what happened and who helped them etc.</p> <ul style="list-style-type: none"> • The group should form a big circle • One person starts to tell a story about a time where they were in an unsafe situation – this could be true or imagined • They can pass the story on to the person next to them in the circle at any time • All they have to do is conclude their segment of the story with the words, "and then" 	<ul style="list-style-type: none"> • Enough space in the training room for Trainees to sit in a big circle 	<ul style="list-style-type: none"> • Trainees participate and carry on the story logically

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> The next person in line carries on the story from where it had been left off talking more about the unsafe situation and then the next person until you have around 4 Trainees left to take their turn The final three Trainees should talk about how the situation became safe and who helped them / what happened etc. Carry on around the room until the story is finished 		
45 mins	<p>Health and Safety Regulations Explain that most businesses have policies and procedures which are designed to maintain health and safety and comply with the Labour Law in Ethiopia.</p> <p>Explain the implications of non-compliance with regulations for factories:</p> <ul style="list-style-type: none"> Greater risk of injuries and accidents Possibility of fines or prosecution Bad business reputation Financial loss to the business <p>If you have an example of a health and safety policy or procedure from a local / national agro-processing business, look through this briefly with the group at this point and go through some of the ways factories protect their workers and what factories expect of their workers in terms of working safely.</p> <p>Labour Law Ethiopia: Health and Safety Obligations Ask Trainees to recall the module 1 on the Ethiopian Government's Labour Law which stipulated what employers and employees' rights and responsibilities were.</p> <p>Explain that the Labour Law also states the obligations (what they must do) of both employers and employees regarding health and safety at work. Display PPT 19 - 20 and read through the obligations for agro-processing business owners and managers regarding workers' health and safety answering any questions. (Trainees can follow on page 65 of the Trainee Handbook):</p> <p>Employers must:</p> <ul style="list-style-type: none"> Tell workers about any workplace hazards 	<ul style="list-style-type: none"> Training room Laptop Projector / Smart Board Trainee Handbook Pens for Trainees PPT Slides for Module 3 	<ul style="list-style-type: none"> Trainees know why factories have health and safety regulations Trainees Understand the key parts of the Ethiopian Labour Law that applies to employers' and employees' obligations to make the workplace safe


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Assign a safety officer to workers and establish an occupational health and safety committee • Provide workers with protective equipment, clothing and other materials and instruct them how to use them • Record and report employment accidents and occupational diseases • Arrange, and pay for the medical examination of newly employed workers and for those workers engaged in hazardous work • Make sure the workplace is safe and does not pose a health and safety threat to workers • Take precautions to make sure that the work is not the source or cause of health and safety hazards to workers • Is liable for employment injuries sustained by workers irrespective of fault apart from: If the injury is intentional, if the worker does not follow OSH instructions, if the worker is intoxicated • Give the injured worker timely First Aid and take the worker to nearest medical facility if needed • Pay injury benefits and medical service expenses where appropriate⁶ <p>Explain to the group that while business owners have obligations to keep workers healthy and safe at work, <i>they</i> too have health and safety obligations as workers and these obligations must become an important part of their workplace conduct. Display PPT 21 – 22 and read through the employee obligations under the new Labour Law proclamation, explaining the employee obligations in accessible language. (Trainees can follow on page 66 of the Trainee Handbook)</p> <p>Employees must:</p> <ul style="list-style-type: none"> • Follow the work rules on health and safety • Tell the employer if any machinery is faulty and report any incidents and accidents relating to the fault • Report hazards which s/he cannot prevent • Report any workplace incident or injury 		

⁶ Extracted and adapted from the Ethiopian Labour Law Proclamation 2019: <https://chilot.me/wp-content/uploads/2019/12/1156.pdf>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Use all safety devices and appliances provided • Follow all health and safety instructions <p>Employees must not:</p> <ul style="list-style-type: none"> • Interfere with, remove, displace, damage or destroy any safety devices or other appliances for his / her protection or the protection of others • Obstruct any method or process that is there to minimise a hazard <p>Further explain any of the points as needed, giving relevant examples.</p> <p>Ask Trainees to work in 3 groups. Allocate one of the following categories to each:</p> <ul style="list-style-type: none"> • Local Business • Employers in Ethiopia (Labour Law) • Employees in Ethiopia (Labour Law) <p>Without referring to any of their notes or the PPT slides, ask groups to detail five important points they remember about either employer or employee regulations. Take feedback after a few moments and correct where necessary.</p>		
45 mins	<p>Warning and Safety Signs</p> <p>Explain that an important part of OSH is understanding and following the safety and warning signs employers display in and around an agro-processing business.</p> <p>Display PPT 23 and ask Trainees to turn to page 67 of the Trainee Handbook. Explain that there are generally 4 colours to international safety and warning signs</p> <ul style="list-style-type: none"> • Red: for prohibition / danger / fire fighting • Yellow: for caution / warning • Blue: for mandatory signs and to give information such as the location of a telephone • Green: for no danger / first aid / emergency exit or escape <p>Display PPT 24 and explain that the shapes of the international signs are generally standardised:</p>	<ul style="list-style-type: none"> • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook • OSH signs in the training room / facility 	<ul style="list-style-type: none"> • Trainees start to recognise the meanings of colours and shapes of safety and warning signs • Trainees label a selection of safety and warning signs on paper and in the training room


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Round: Prohibitions and mandatory • Triangular: Warnings • Square: Information <p>Display PPT 25 – 26 and discuss some of the signs and their meanings and why it is so important for workers to be able to recognise and follow safety and warning signs when working in agro-processing factories. Trainees can see some of the signs labelled in their handbooks on page 68.</p> <p>Point out some signs in the training room / facility and ask Trainees to start to guess their meanings.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Roundup Roundup this session by explaining to Trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have studied the parts of the Ethiopian Labour Law (2019) that pertain to obligations of employers and employees regarding health and safety ✓ You have looked at key international workplace health and safety signs and their meanings <p>Activity 3.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their action(s) in the Personal Action Plan on page 64 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Module 3, Session 3: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 27.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To discover the warning and safety signs in the training facility and their meanings 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important note to trainers: During this session, Trainee groups will go out into the training facility to look for and record safety and warning signs. Ensure the area you allocate to Trainee groups has a variety of signs; prohibition, warning/caution, mandatory/information and no danger/first aid, emergency or escape routes.</p>	<ul style="list-style-type: none"> • Training facility • A broad selection of warning and safety signs 	
105 mins	<p>Activity 3.4: Warning and Safety Signs in the Training Facility</p> <p>Allocate groups of Trainees an area of the training facility ask them to carry out a 'treasure hunt' activity to search for and take images / draw the signs they see and their meanings. Groups should record their signs and possible meanings on page 69 of the Trainee Handbook.</p> <p>Take individual group feedback when the whole group are back together. Discuss with Trainees what they think they should do if they were to see other agro-processing business workers not complying with safety and warning signs, relating back to employee obligations under the Ethiopian Labour Law and personal workplace conduct (reporting to the relevant person at work)</p> <p>Reiterate that following safety instructions and observing warning signs is of utmost importance when working in a business to keep themselves and their co-workers healthy and safe at work.</p>	<ul style="list-style-type: none"> • Training facility • Warning and safety signs 	<ul style="list-style-type: none"> • Trainee groups carry out the treasure hunt activity to search for and take images / draw the signs they see and their meanings

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Roundup Roundup the session by explaining to Trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have discovered the warning and safety signs in the training facility and their meanings <p>Activity 3.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their action(s) in the Personal Action Plan on page 64 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • Trainees understand the core skills learned in this session

Module 3, Session 4: 2.5 hours













Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 30.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To become familiar with Personal protective Equipment (PPE), it's function and how to use it effectively ✓ To be able to lift and carry heavy items correctly without damaging the back ✓ To know what to do in the event of an accident or emergency at work 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important notes to trainer: You will be exploring Personal Protective Equipment (PPE) in this session. It would be good practice to bring in some PPE such as face masks, hats, hair nets, gloves and gowns and hi-vis vests that are typically worn in an agro-processing business for Trainees to be able to practise putting on, removing and disposing of or storing safely.</p> <p>You will also be exploring how to lift safely in this session. Bring a medium-sized empty box to the session for the group to practice the correct lifting techniques.</p> <p>You will be looking at giving basic First Aid in this session and reporting accidents, bring a sample report from an agro-processing business</p>	<ul style="list-style-type: none"> • Training facility • A good and varied selection of PPE • A medium-sized empty box • Sample accident report from an agro-processing business 	
50 mins	<p>Activity 3.5: Using Personal Protective Equipment (PPE) in Agro-Processing Businesses</p> <p>Display PPT 31 and ask Trainees to turn to page 70 of the Trainee Handbook.</p> <p>Ask Trainees to remember the blue mandatory signs from the previous session and their 'treasure hunt activity' and point out that most of these signs are telling workers that they need to wear protective clothing or accessories to protect them from potential risks from workplace hazards.</p> <p>Look at some of the signs and talk through the main types of PPE in agro-processing businesses:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook • A selection of PPE • An empty box to practise lifting techniques 	<ul style="list-style-type: none"> • Trainees suggest what the PPE sign mean • Trainees suggest the benefits if wearing PPE • Trainees demonstrate wearing PPE appropriately


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Wear gloves / gauntlets • Wear goggles or glasses • Wear ear coverings • Wear foot protection • Wear clothes coverings • Wear face shields • Wear hard hats • General mandatory • Pedestrian route <p>Ask the group to work in pairs or table groups to discuss and note what the various PPE protects them from and also what the benefits are for workers to wearing PPE. Ask groups to feedback to the whole groups, display PPT 32 and talk through the benefits listed:</p> <ul style="list-style-type: none"> ✓ Protects safety and health of workers ✓ Offers worker security ✓ Workers are more productive because they do not spend time or energy worrying about hazards and health risks <p>Explain that the mandatory signs showing PPE means that workers MUST wear this equipment in the area. Failing to do so would put them and others at risk of accident or injury. It is worth pointing out that wearing masks is thought to protect workers from biological hazards such as the COVID-19 virus and others like it, along with handwashing and safe-distancing measures.</p> <p>Showcase some of the typical PPE you have brought along to the session and talk through what it is and what it is used for and how to wear it. Also explain what tasks and jobs require PPE in an agro-processing business environment.</p> <p>Ask a willing volunteer to wear the PPE that you put on, explaining carefully how / how not to handle and wear the PPE. Then ask for another few volunteers to practise putting on the PPE appropriately. Give positive praise and feedback to help guide Trainees to using PPE correctly.</p>		<p>after trainer demonstration</p> <ul style="list-style-type: none"> • Trainees carry out manual handling activity using the correct techniques

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Activity 3.6: Manual Handling Explain that working in an agro-processing business often requires lifting and carrying heavy items, e.g., deliveries, equipment, sacks of fruit, crates of poultry, trash etc.</p> <p>Explain the importance of carrying out the correct manual handling technique to prevent damaging themselves, or others around them.</p> <p>Display PPT 33 and ask Trainees to turn to page 71 of the Trainee Handbook. Read through the technique for lifting while Trainees refer to the diagram in their workbooks:</p> <ul style="list-style-type: none"> • Only attempt to lift a load that is reasonable for you to lift. Get help as you need it for large loads • Ensure you have a clear area to lift in, remove any obstacles in your way • Place your feet evenly on either side of the load • Reach down for the load, using your knees to lower your body towards it • Grasp the load firmly underneath, do not try to hold it at the side. If the load is heavy enough the base of the box may need support from your hand • Lift the load, once again using your knees to lift the item, not your back muscles. • Do not twist or over-extend your reach whilst you are lifting • Place the load on a trolley if it is to be moved for some distance, or maybe a box truck depending on the shape of the box • When placing deliveries on shelves, slide items into place rather than trying to lift them. (Over-extending) • Be extra careful with large, ungainly or awkward shaped objects, always seek help <p>Explain that the back is the most complex set of bones in the body and the rest of the skeleton is built around it; damaging their back or the muscles in it can have major implications. Back injuries can cost the economy millions of pounds in lost people-hours every year and add this to the lost earnings because of time taken off work and it soon adds up.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Demonstrate the correct lifting techniques to the group using something they are familiar with such as an empty box. Talk through the lifting technique as you demonstrate.</p> <p>Ask a few willing volunteers from the group to practise the correct lifting techniques, and for others to give feedback on how well they carried out the technique. (Keep feedback constructive rather than negative)</p> <p>Write up the following questions on the whiteboard / flipchart and ask the group to work in pairs to discuss their ideas:</p> <ol style="list-style-type: none"> 1. What types of loads and heavy objects do you think you will be lifting when working in an agro-processing business? 2. What would happen if you didn't follow the correct technique? 3. What should you do if the load is too heavy for one person to carry? <p>Encourage the group to provide answers such as:</p> <ol style="list-style-type: none"> 1. deliveries, equipment, sacks of fruit, crates of poultry, trash etc. 2. Damaging their spine, potentially damaging co-workers and / or self the load if dropped 3. Reduce the load to a manageable amount; get a co-worker to help (if possible) <p>Lifting Guidelines on Stairs Display PPT 34 and ask Trainees to turn to 72 of the Trainee Handbook. Explain that if Trainees are lifting on stairways then they need to be extra cautious.</p> <p>Display PPT 35 and refer to page 73 of the Trainee Handbook to reinforce the principles of manual handling. Read through the slide together with Trainees following in their workbooks:</p> <p>Important Principles of Manual Handling</p> <ul style="list-style-type: none"> • Task - Evaluate the job to be done. Does it involve stretching, twisting or bending? Can machinery be used to help or use team handling? • Individual - Look at your own capabilities. Are you strong or fit enough? Are you trained? 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Load - Look at the load. If it is too heavy can it be split or lightened? If unstable can handles be fitted or the load made safer? • Environment - Control the environment where the task takes place. Is the floor slippery or un-even? Can the layout or floor condition be improved? <p>If you have the time left in this session and stairs in your establishment, allow Trainees to practise the lifting methods detailed in a safe space.</p>		
30 mins	<p>What To Do If There Is an Accident or Emergency at Work</p> <p>Point out that manufacturing workers who are often working in hazardous conditions and are handling dangerous equipment are at a higher risk of suffering from workplace accidents than employees in other industries.</p> <p>Ask Trainees what type of accidents do they think could happen while working in an agro-processing business.</p> <p>Take feedback and write the following up on the flipchart / whiteboard if they did not occur in discussion:</p> <ul style="list-style-type: none"> • Bruises and cuts or serious head injuries from falling objects • Slips and falls • Back injuries from lifting • Equipment and machinery accidents - one of the most common and most devastating accidents that can happen in the manufacturing industry is being caught in or compressed by equipment or machinery. Accidents of this kind often lead to a crushed limb, broken bones, amputation, burns, a traumatic head or brain injury, a spinal cord injury, or even death! <p>First Aid</p> <p>Explain that if an accident occurs when Trainees are at work, it may be part of their role to know how to give basic emergency First Aid. First Aid is the care of injured or ill persons before professional help arrives and can mean the difference between life and death.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook • Accident reporting form from agro-processing business 	<ul style="list-style-type: none"> •


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods										
	<p>Ask the group if they know anything about giving First Aid and ask them to demonstrate on another Trainee (safely!)</p> <p>Ask Trainees to turn to page 74 of the Trainee Handbook and talk through the basics of giving First Aid in the following situations:</p> <table border="1" data-bbox="295 464 1456 1398"> <thead> <tr> <th data-bbox="295 464 555 523">Accident</th> <th data-bbox="555 464 1456 523">Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 523 555 715"> Fall  </td> <td data-bbox="555 523 1456 715"> <ol style="list-style-type: none"> 1. Do not move the person, as they could have broken a bone and staff could aggravate the situation by moving the person 2. Alert someone who is qualified to give First Aid on site 3. Report the incident in the appropriate way </td> </tr> <tr> <td data-bbox="295 715 555 954"> Faint  </td> <td data-bbox="555 715 1456 954"> <ol style="list-style-type: none"> 1. Make sure the injured person is made comfortable by placing a blanket over him / her and use a pillow if there is no neck injury (If appropriate and if you have access to these) 2. Check to see if there is any identification on the person to identify if he / she is diabetic. It could be that they have not taken their insulin shot 3. Contact the site's First Aider </td> </tr> <tr> <td data-bbox="295 954 555 1193"> Slip  </td> <td data-bbox="555 954 1456 1193"> <ol style="list-style-type: none"> 1. Find out from the person if they are in pain 2. Make the person comfortable 3. Avoid touching the aggravated area 4. Do not ask them to walk if there is a foot or ankle injury – the person injured should keep their shoes and socks on! 5. The First Aider should examine the area if appropriate to determine if there are any broken bones </td> </tr> <tr> <td data-bbox="295 1193 555 1398"> Burns  </td> <td data-bbox="555 1193 1456 1398"> <ol style="list-style-type: none"> 1. Cool the burn under cold running water for at least ten minutes 2. After the burn has been cooled, cover it with cling film or a clean plastic bag 3. Call the emergency services if necessary 4. Do not try to remove anything that is stuck to the burn as it may cause more damage </td> </tr> </tbody> </table>	Accident	Action	Fall 	<ol style="list-style-type: none"> 1. Do not move the person, as they could have broken a bone and staff could aggravate the situation by moving the person 2. Alert someone who is qualified to give First Aid on site 3. Report the incident in the appropriate way 	Faint 	<ol style="list-style-type: none"> 1. Make sure the injured person is made comfortable by placing a blanket over him / her and use a pillow if there is no neck injury (If appropriate and if you have access to these) 2. Check to see if there is any identification on the person to identify if he / she is diabetic. It could be that they have not taken their insulin shot 3. Contact the site's First Aider 	Slip 	<ol style="list-style-type: none"> 1. Find out from the person if they are in pain 2. Make the person comfortable 3. Avoid touching the aggravated area 4. Do not ask them to walk if there is a foot or ankle injury – the person injured should keep their shoes and socks on! 5. The First Aider should examine the area if appropriate to determine if there are any broken bones 	Burns 	<ol style="list-style-type: none"> 1. Cool the burn under cold running water for at least ten minutes 2. After the burn has been cooled, cover it with cling film or a clean plastic bag 3. Call the emergency services if necessary 4. Do not try to remove anything that is stuck to the burn as it may cause more damage 		
Accident	Action												
Fall 	<ol style="list-style-type: none"> 1. Do not move the person, as they could have broken a bone and staff could aggravate the situation by moving the person 2. Alert someone who is qualified to give First Aid on site 3. Report the incident in the appropriate way 												
Faint 	<ol style="list-style-type: none"> 1. Make sure the injured person is made comfortable by placing a blanket over him / her and use a pillow if there is no neck injury (If appropriate and if you have access to these) 2. Check to see if there is any identification on the person to identify if he / she is diabetic. It could be that they have not taken their insulin shot 3. Contact the site's First Aider 												
Slip 	<ol style="list-style-type: none"> 1. Find out from the person if they are in pain 2. Make the person comfortable 3. Avoid touching the aggravated area 4. Do not ask them to walk if there is a foot or ankle injury – the person injured should keep their shoes and socks on! 5. The First Aider should examine the area if appropriate to determine if there are any broken bones 												
Burns 	<ol style="list-style-type: none"> 1. Cool the burn under cold running water for at least ten minutes 2. After the burn has been cooled, cover it with cling film or a clean plastic bag 3. Call the emergency services if necessary 4. Do not try to remove anything that is stuck to the burn as it may cause more damage 												

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Cuts</p>  <ol style="list-style-type: none"> 1. Stop any bleeding by applying pressure to the area using a clean and dry absorbent material – such as a bandage, towel or handkerchief – for several minutes 2. If the cut is to a hand or arm, raise it above the person’s head to help reduce the flow of blood. 3. If the injury is to a lower limb, lie down and raise the affected area above the level of the heart 4. When the wound has stopped bleeding, clean it and cover it with a dressing to help stop it becoming infected <p>Accident reporting Point out that in every place of work there is a duty and procedure for reporting accidents. As soon as they start work, Trainees should find out what to do and how to report an accident.</p> <p>Point out the following good practices for reporting an accident at work (Trainee Handbook page 75):</p> <p>Take care of the affected person first Before the reporting process begins, take care of the person affected by the accident. Ask them if they sustained any injuries and if they need immediate medical attention. Arrange for emergency medical care if needed.</p> <p>Collect important data immediately After an accident is reported or witnessed, collect important data and information as soon as possible. You may use paper forms to collect this data, or your company may download reporting software that helps streamline the data collection and accident reporting process.</p> <p>Investigate the cause of the accident The data you collect helps you to identify the "why", "what" and "how" questions related to the accident. These details help you to investigate further to determine the root cause of the accident.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>In some cases, you may need to take videos or photographs to capture the environmental conditions and damage to the area or equipment.</p> <p>Record your observations about injuries sustained from the accident Write down whether the affected person sustained any injuries from the accident. Include the severity of the injuries and what they look like if they are visible.</p> <p>Collect eyewitness accounts If the accident occurred in front of other people, make sure to interview them and write down their account of what happened.⁷</p> <p>If you can find a sample accident reporting form from an agro-processing business, please show Trainees in this session.</p>		
15 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Roundup Round up the session by explaining to Trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have looked at some Personal protective Equipment (PPE), it's function and how to use it effectively ✓ You have studied how to lift and carry heavy items correctly without damaging the back ✓ You know what to do in the event of an accident or emergency at work <p>Activity 3.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their action(s) in the Personal Action Plan on page 64 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

⁷ Extracted from: <https://www.indeed.com/hire/c/info/workplace-accidents>

Module 3, Session 5: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 37:</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To know and understand what to do in the event of a fire in an agro-processing business ✓ To practise a fire drill to evacuate safely from the training facility building 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>In this session you will be exploring what to do in the event of a fire in a business. To bring this to life, take the group through a dummy fire drill in the training facility; showing Trainees what to do if they discover a fire, how to raise the alarm and congregate at a designated zone etc. Resources to bring to this activity include:</p> <ul style="list-style-type: none"> • Training facility evacuation map • Training facility evacuation procedure 	<ul style="list-style-type: none"> • Training facility • Training facility evacuation map • Training facility evacuation procedure 	
15 mins	<p>Session Energiser: Fire Safety Quiz</p> <ul style="list-style-type: none"> • Ask Trainees to work in either table groups or pairs for this short workplace fire safety quiz • Ask Trainees to turn to page 76 of the Trainee Handbook • Display PPT 38 and read through the first two questions with the whole group • Ask Trainee pairs to select the correct answer • Click the mouse in slide show mode to reveal the correct answer for the first 2 answers • Display PPT 39 and repeat with the next two questions • Display PPT 40 and repeat with the next two questions • Display PPT 41 and repeat with the final two questions • Ask each group / pair to score themselves out of a possible 8 points <p>Answers: (Indicated with a *)</p>	<ul style="list-style-type: none"> • Training room • Laptop • projector / Smart Board • PPT slides for Module 3 • PPT XX • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees make educated guesses to answer the quiz correctly

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ol style="list-style-type: none"> 1. Even when there are no signs of a fire, you should respond to every fire alarm as if it were real. (A) True* (B) False 2. The primary function of a fire escape is to exit a building in case of fire. (A) True* (B) False 3. Fire escape doors should be locked at all times. (A) True (B) False* 4. When you discover a fire, you should... (A) Sound the fire alarm and call the fire department* (B) Use a fire extinguisher to put out the fire, even without training (C) Stay in the building until you figure out a way to extinguish the fire (D) Run out of the building without warning others of the fire 5. Which of the following should you do if you are unable to evacuate a burning building? (A) Open the doors and windows to let the smoke out (B) Break windows (C) Breathe through your mouth (D) Stay low under the smoke* 6. What can you do to help prevent a fire at work? (A) Avoid using electrical equipment near flammable gases, vapours, and liquids* (B) Clutter your workspace with paper and other combustibles (C) Use electrical wires near flammable gases and liquids (D) Avoid cleaning up oil spills and chemical spills 7. Before an emergency occurs, you should... (A) Be able to recognize the sound/signal of a fire or evacuation alarm 		


Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>(B) Know the person to contact in an emergency (C) Know the location of the fire alarms and how to use them (D) All of the above*</p> <p>8. Which of the following should you NOT do during a fire emergency? (A) Evacuate a building through designated exit routes (B) Keep fire doors shut to prevent the fire from spreading (C) Crawl low under the smoke while breathing only through your nose (D) Re-enter the building without the permission of authorities*</p>		
90 mins	<p>Fire Safety Display PPT 42 and ask Trainees to turn to page 78 of the Trainee Handbook. Explain that fire is a major cause of injury and property damage in agro-processing factories.</p> <p>Tell the group the 3 requirements for a fire to start and burn:</p> <ol style="list-style-type: none"> 1. Fuel 2. Oxygen 3. Heat <p>Explain that the risk of fire can be significantly reduced by controlling the 3 elements. Display PPT 43 and refer to page 78 of the Trainee Handbook and talk through how Trainees can help to reduce the risk of fire:</p> <p>Reduce the Risk of Fire</p> <ul style="list-style-type: none"> ✓ Fire can be prevented by controlling possible ignition sources (heat) and by proper storage of flammable materials ✓ Always ensure fire exits are kept clear, never place anything in front of a fire exit as this may stop someone getting out in the event of an emergency ✓ Familiarise yourself with the fire escape routes and the specific fire procedures for your business ✓ Ensure fire exit doors are kept closed at all times ✓ Smoking is only allowed in designated smoking areas 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees know and understand how fires are started • Trainees know and understand how to reduce the risk of fire • Trainees become familiar with typical evacuation procedures from a building • Trainees carry out a fire drill to the best of their ability using appropriate personal conduct and communication

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment												
	<p>Explain that all places of work with or without the public will have special measures they put into place in the event of a fire on the premises (including this training facility!) This is known as a fire evacuation plan.</p> <p>Typical Emergency or Evacuation Procedures</p> <p>Point out that all factories will have a fire evacuation plan and procedure and it is very important for Trainees to pay attention when being taught this when they first join the business. If they miss the training for any reason then they must ask supervisors or managers for the information again. Display PPT 44 and ask Trainees to turn to page 79 of the Trainee Handbook and read through the example fire evacuation procedure. Explain that this procedure is good practice to follow in the event of a fire in any agro-processing business. Read through the procedure as a whole group to make sure all Trainees understand this important information and answer any questions.</p> <p>Typical Emergency or Evacuation Procedures</p> <table border="1" data-bbox="293 836 1424 1412"> <thead> <tr> <th data-bbox="293 836 383 922">Step</th> <th data-bbox="383 836 1424 922">Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 922 383 1110">1</td> <td data-bbox="383 922 1424 1110"> Keep calm – you need to be able to think clearly. Make sure you have the following information: <ul style="list-style-type: none"> • Where the fire is • What type of fire it is (what is burning) • How big the fire is </td> </tr> <tr> <td data-bbox="293 1110 383 1166">2</td> <td data-bbox="383 1110 1424 1166">Sound the fire alarm.</td> </tr> <tr> <td data-bbox="293 1166 383 1257">3</td> <td data-bbox="383 1166 1424 1257">Notify your supervisor / manager, and inform Security. All fires are to be reported immediately.</td> </tr> <tr> <td data-bbox="293 1257 383 1348">5</td> <td data-bbox="383 1257 1424 1348">Close the doors and windows in your designated work area and switch off any electrical equipment, before proceeding to the assembly area.</td> </tr> <tr> <td data-bbox="293 1348 383 1412">6</td> <td data-bbox="383 1348 1424 1412">If the fire is in the designated work area and is too big to control, leave the area and make sure that nobody is left. Only use the appropriate firefighting equipment if you</td> </tr> </tbody> </table>	Step	Action	1	Keep calm – you need to be able to think clearly. Make sure you have the following information: <ul style="list-style-type: none"> • Where the fire is • What type of fire it is (what is burning) • How big the fire is 	2	Sound the fire alarm.	3	Notify your supervisor / manager, and inform Security. All fires are to be reported immediately.	5	Close the doors and windows in your designated work area and switch off any electrical equipment, before proceeding to the assembly area.	6	If the fire is in the designated work area and is too big to control, leave the area and make sure that nobody is left. Only use the appropriate firefighting equipment if you		
Step	Action														
1	Keep calm – you need to be able to think clearly. Make sure you have the following information: <ul style="list-style-type: none"> • Where the fire is • What type of fire it is (what is burning) • How big the fire is 														
2	Sound the fire alarm.														
3	Notify your supervisor / manager, and inform Security. All fires are to be reported immediately.														
5	Close the doors and windows in your designated work area and switch off any electrical equipment, before proceeding to the assembly area.														
6	If the fire is in the designated work area and is too big to control, leave the area and make sure that nobody is left. Only use the appropriate firefighting equipment if you														

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>trained and confident that can use it safely.</p> <p>7 Once the alarm has been activated, evacuate the area and proceed to the Nominated Assembly Point.</p> <p>8 Do not wait to clear your locker or take your belongings.</p> <p>10 Close the doors and windows before leaving and make sure the door is closed behind you.</p> <p>11 Walk briskly – do not run. Remove high-heeled shoes as they slow you down. Calmly assist co-workers and visitors who may need help.</p> <p>12 If there is a lot of smoke, cover your nose and mouth with a wet towel and crawl on hands and knees.</p> <p>13 Walk your way towards the ground floor and the outside of the building.</p> <p>14 Once outside the building, make your way to the assembly point and await further instructions from your nominated Fire Marshal.</p>		
	<p>Display PPT 45 and explain the idea of an evacuation map.</p> <p>Show the group:</p> <ul style="list-style-type: none"> • Fire exits – signs and locations • Where the fire extinguishers are located • The Marshal area / assembly point <p>Remind the group of the emergency number to call in the event of a fire and how to report a fire clearly and calmly.</p> <p>Training Building Evacuation Drill</p> <p>To demonstrate an evacuation procedure, take Trainees through a fire drill and evacuation of the training facility. Show the group the procedure and the evacuation map</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>and procedure in the facility and what their roles and responsibilities are. Take the whole group through the evacuation and debrief afterwards, asking how Trainees found the activity, what was difficult, what did would do differently next time, etc.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / roundup Round up this session by explaining what Trainees have learned:</p> <ul style="list-style-type: none"> ✓ You understand what to do in the event of a fire in an agro-processing business ✓ You have practised a fire drill to evacuate safely from the training facility building <p>Activity 3.3: Personal Action Plan</p> <p>Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask Trainees to also identify 2 actions they could personally take to reduce the risk of fire when working in an agro-processing business.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 64 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Module 3, Session 6: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 47:</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To know and understand the environmental impact of the agro-processing sector ✓ To become familiar with the different types of waste generated in an agro-processing business and how to reduce and reuse waste 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important notes to trainer: During this session you will be building Trainees' environmental awareness of using resources efficiently at work and crucially, avoiding or reducing waste. This could be brought to life by sourcing a local case study of how an agro-processing businesses reduces waste and uses resources efficiently or by inviting a local agro-processing business who you know to be environmentally conscious to speak to the group.</p>	<ul style="list-style-type: none"> • Case study of environmentally conscious agro-processing business • Employee or manager of an environmentally conscious agro-processing business to talk about how the company uses resources efficiently at work and, avoids or reduces waste 	
15 mins	<p>Session energiser: Waste Quiz</p> <ul style="list-style-type: none"> • Ask Trainees to work in either table groups or pairs for this short quiz on waste • Ask Trainees to turn to page 80 in the Trainee Handbook • Display PPT48 and read through the first two questions with the whole group • Ask Trainee pairs to select the correct answer • Click the mouse in slide show mode to reveal the correct answer for the first 2 answers • Display PPT 49 and repeat with the next three questions • Ask each group / pair to score themselves out of a possible 5 points <p>Answers: (Indicated with a *)</p>	<ul style="list-style-type: none"> • Laptop • projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees make educated guesses to answer the quiz questions to the best of their ability

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>1. Addis Ababa produces over 3500 tonnes of waste every day: True* False</p> <p>2. There are three key factors everybody should consider about when thinking about how to deal with waste – the 3 Rs. Fill in the gap below: → Reduce → Reuse* → Recycle / Recover</p> <p>3. One third (1.3 billion tons) of food produced globally is wasted every year. True* False</p> <p>4. How much of Addis Ababa’s trash does the new Reppie plant recycle to make green energy? (A) 100% (B) 80%* (C) 50% (D) 30%</p> <p>5. Food waste produces 3.3 billion tons of carbon dioxide, a greenhouse gas that contributes to climate change. True* False</p> <p>Explain that in this session Trainees will consider what the resources are used in agro-processing, what waste means and what gets wasted in agro-processing, how resources can be used more efficiently and how to reduce waste in the processing processes.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Also they will look at a case study of what some agro-processing businesses are doing about reducing waste in Ethiopia or have the opportunity to ask questions of a local business to see how they use their resources effectively and reduce waste.</p>		
90 mins	<p>Activity 3.7: Resource Efficiency and Waste Reduction in the Food Production Process</p> <p>Ask Trainees to look again at the image depicting the stages of agro-processing manufacturing in Module 1, page 20 of the Trainee Handbook.</p> <p>Split the class into three separate groups (or divisions thereof) and allocate the following stage of agro-processing to each. Each group should discuss and consider the types of resources they think are used in that stage:</p> <p>Group 1. Primary value-added stage – for example the packaging of raw fresh produce to be sold at supermarkets</p> <p>Group 2. Processing / extraction stage – for example the extraction and packaging of juices</p> <p>Group 3. Preparation of foods (minimal processing) – for example the making of jams and jellies</p> <p>If the groups need guidance in what a resource is then brainstorm a definition together before the groups split. Display PPT 50 for a definition of ‘resource’ in agro-processing.</p> <p>Explain this definition in accessible language for your Trainees:</p> <p>The term ‘resource’ in agro-processing encompasses:</p> <ul style="list-style-type: none"> • Raw materials used to create products (Poultry, as well as fruits, vegetables, grains, seeds and nuts) • Energy resources to process products (Basic human work for tilling, harvesting and processing, water, fossil fuels such as coal, gasoline, diesel as well as electricity and natural gas, renewable energies such as biofuel, solar and wind energy etc.) • Land (Soil) • Packaging 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook • Video: https://youtu.be/LaT07IeDVR4 	<ul style="list-style-type: none"> • Trainees know and understand the types and impact of waste in the community and in the workplace • Trainees suggest some areas where businesses might create waste • Trainees suggest some ways that business workers can prevent waste in the workplace • Trainees become familiar with the Waste Hierarchy • Trainees know and understand what businesses and factories in Ethiopia are doing to prevent,

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Labelling • Transportation <p>Allow Trainees 5 minutes to brainstorm the types of resources that their stage uses. Take feedback and display PPT 51 to give further examples (Trainee Handbook page 81):</p> <p>Primary value-added stage – for example the packaging of raw fresh produce to be sold at supermarkets:</p> <ul style="list-style-type: none"> • Raw materials, fruits and vegetables • Human work for picking and packaging crops • Packaging such as cardboard boxes or plastic crates • Appropriate labelling • Transportation to the supermarket (Includes human resources, gasoline, or diesel) <p>Processing / extraction stage – for example the extraction and packaging of juices</p> <ul style="list-style-type: none"> • Human work for manual extraction • Energy for operating business and machinery • Human work for operating / supervising machinery • Packaging such as glass / plastic bottles, jars cartons • Appropriate labelling <p>Preparation of foods (minimal processing) – for example the making of jams and jellies</p> <ul style="list-style-type: none"> • Human work for manual preparation of foods • Energy for operating business and machinery • Human work for operating / supervising machinery • Packaging such as glass / plastic bottles, jars cartons, labels <p>What is Waste? Ask Trainees to think about the word waste. Take feedback and display PPT 52 to explain it to a group if necessary for full understanding:</p>		reuse and recycle waste

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>All humans produce various types of waste. At home they produce human waste and waste when carrying out daily activities such as washing and cleaning. In the workplace they will also produce various types of wastes both solid and liquid. All these types of waste should be controlled and managed for the benefit of people and the environment that they live in.</p> <hr/> <p>What is Wasted in an Agro-processing Business? Ask Trainees what types of liquid and solid waste could be produced in an agro-processing business. Take feedback and write ideas down on the flipchart / whiteboard. Steer the suggestions to include the following:</p> <ul style="list-style-type: none"> • Human waste • Energy • Food and animal parts • Animal bedding • Packaging • Chemicals <p>Explain that if waste is not reduced or dealt with in the correct way then it can have a negative impact to human health and the health of the planet.</p> <p>Waste Hierarchy Display the waste hierarchy triangle on PPT 53 and ask Trainees to turn to page 82 of the Trainee Handbook. Show the following video on PPT 54: https://youtu.be/LaT07leDVR4</p> <p>Talk through what the hierarchy stands for and the various stages using the following information to guide your own knowledge:</p> <hr/> <p>The waste hierarchy ranks the different ways of dealing with waste in order of desirability. At the top is waste reduction, which means not generating waste in the first place or minimising the amount of waste produced. Below that is waste reuse (for example, refilling a drinks bottle), followed by recycling (processing of wastes into new raw</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>materials). A fourth option is the recovery of energy by burning or biological treatment. Disposal, ideally in a landfill site, is the final option for any wastes that cannot be dealt with in any other way. A landfill site is an area of land set aside for the final disposal of solid waste.⁸</p> <hr/> <p>Water Use Explain to the group in accessible language that the agro-processing industry is also among those manufacturing industries which use vast amounts of natural resources such as water, land and other resources throughout their entire lifecycle; from the destruction of natural habitats and ecosystems to clear land that will be used for agriculture, to the use of water to intensively irrigate crops and the harvesting of crops represents a significant amount of nutrients, water, and energy being taken from the land too.</p> <p>Water pollution is increasing worldwide and freshwater is increasingly scarce, with 2.3 billion people lacking basic sanitation services.</p> <p>Activity 3.8: How can Agro-processing Business Workers use Resources more Efficiently and Reduce Waste?</p> <p>Explain that as agro-processing business workers, the group can take some simple steps at work to use resources more efficiently and reduce waste and not just rely on business owners and managers to do this – the planet is everyone’s resource!</p> <p>Ask the class to break out into the same smaller groups as in the previous activity:</p> <p>Group 1. Primary value-added stage – for example the packaging of raw fresh produce to be sold at supermarkets</p> <p>Group 2. Processing / extraction stage – for example the extraction and packaging of juices</p>		

⁸ Extracted from: <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80395§ion=5.2>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Group 3. Preparation of foods (minimal processing) – for example the making of jams and jellies</p> <p>Ask the groups to think about all the different ways they could use resources more efficiently and prevent the waste within their stage of agro-processing. If the groups are a little stuck for ideas, give some hints from the information in PPT 55.</p> <p>Ask each group to present their ideas and discuss as a whole group.</p> <p>Ask Trainees to turn to page 83 of the Trainee Handbook. Display PPT 55 and add to ideas with the information on the slides:</p> <hr/> <p>Agro-Processing Efficiency and Waste Reduction</p> <p>Agro-processing transforms raw materials and other inputs into finished products and in most factories, there is ample opportunity for energy and material efficiency improvements.</p> <p>Relatively small changes to the manufacturing process can have a large impact on resource use. Identifying ‘low hanging fruit’ – low-cost measures that can reduce both the environmental impacts and costs of manufacturing – is a win-win situation. Typical improvement measures may include:</p> <ul style="list-style-type: none"> • Making sure processing machines are well serviced and operating effectively • Ensuring food and raw materials are of good quality and not rejected • Making sure the processing is carried out well so the finished product is of good quality • Reducing the use of operating fluids and supplies, including water • Improving cleaning and conditioning processes • Recycling of production wastes • Making sure raw materials and processed good are stored well and at the correct temperature so there is less spoilage • Making sure that goods are transported appropriately to avoid spoilage or breakages 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Ask Trainees to turn to page 84 in the Trainee Handbook. Display PPT 56 and talk through how <u>all</u> workers in agro-processing factories can help to minimise waste and improve resource efficiency.</p> <ul style="list-style-type: none"> • Harvest rainwater for irrigation of crops • Turn off taps after use / report dripping taps / use low flow taps • Turn off lights in storerooms when not occupied • Opening a window, or building door is a simple energy saving technique • Clean and maintain machines to make sure they work well and save energy and lifespan • Ask if you don't understand your work tasks as making mistakes = waste • Ask if you can shut off machinery and equipment when not in use <p>Ethiopian Environmental Policy Goal</p> <p>Explain in accessible language that most countries around the world are trying to deal with waste more effectively or maybe even try not to create so much waste in the first place and that Ethiopia is no different. Each country will have policies and regulations to try and achieve these improvements.</p> <p>The Wider Environmental Impact of the Agro-Processing Sector</p> <p>Recap on the growth of the agro-processing sector in Ethiopia from Module 1 and the rise of the industrial parks. Explain that as well as providing thousands of new jobs to local people, industrial processes can have negative environmental impacts, causing climate change, loss of natural resources, air and water pollution and extinction of species.</p> <p>Display PPT 57 and ask Trainees to turn to page 85 of the Trainee Handbook. Go through the main environmental issues arising from industrial agro-processing business processes. Simplify language as appropriate:</p>		


Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Destruction of natural habitats and ecosystems to clear land that will be used for agriculture • Use of water to intensively irrigate crops • Harvesting crops represents a significant amount of nutrients, water, and energy being taken from the land • Energy use in agro-processing businesses (Heavy machinery etc.) • Dealing with waste (food and poultry bedding etc.) • Chemical pollution from use of fertilisers and pesticides for crops <p>Display PPT58 and explain that:</p> <ul style="list-style-type: none"> • Food production and processing accounts for over a quarter (26%) of global greenhouse gas emissions • Half of the world's habitable (ice- and desert-free) land is used for agriculture • 70% of global freshwater withdrawals are used for agriculture • 78% of global ocean and freshwater eutrophication (the pollution of waterways with nutrient-rich pollutants) is caused by agriculture • 94% of mammal biomass (excluding humans) is livestock. This means livestock outweigh wild mammals by a factor of 15-to-1.4 • Of the 28,000 species evaluated to be threatened with extinction on the IUCN Red List, agriculture and aquaculture is listed as a threat for 24,000 of them <p>Food, therefore, lies at the heart of trying to tackle climate change, reducing water stress, pollution, restoring lands back to forests or grasslands, and protecting the world's wildlife.⁹</p> <p>At this point in the session, introduce the case study of a business that uses resources efficiently at work and avoids or reduces waste or introduce the speaker from a local agro-processing business who you know to be environmentally conscious to speak to the group. If you are inviting a speaker, allow Trainees time beforehand to discuss and make a note of some relevant questions they would like to ask.</p>		

⁹ <https://ourworldindata.org/environmental-impacts-of-food>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>How Factories and Parks Currently Reuse and Recycle Liquid and Solid Waste To round up this module session, point out that agro-processing businesses in Ethiopia have also made inroads into reusing and recycling business waste. Explain the following and the key words highlighted:</p> <hr/> <p>As far as energy is concerned, there is some awareness of the potential of sustainable energy. Most factories make use of the cheap sustainable hydropower energy from Ethiopia's unreliable grid using generators as back-up. Some sustainable energy include the use of LED lighting inside and solar lights outside, hybrid cars (but not charged yet) and electric boilers. Some factories have future plans to install electric boilers, LED lighting, reduce their fuel consumption and to install rainfall catchment and solar solutions on business roofs.</p> <hr/> <p>Explain that each person who works in agro-processing needs to be aware of the environment and the impact their work has on it and to strive to do the best they can to use resources effectively and reduce the amount of waste they produce.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Roundup Round up the session by explaining what Trainees have learned:</p> <ul style="list-style-type: none"> ✓ You have understood the environmental impact of the agro-processing sector ✓ You have become familiar with the different types of waste generated in an agro-processing business and how to reduce and reuse waste <p>Activity 3.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask Trainees to also identify 2 actions they could personally take to reduce the risk of fire when working in an agro-processing business.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • Trainees understand the core skills learned in this session

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	Ask them to record their action(s) in the Personal Action Plan on page 64 of the Trainee Handbook . Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.		

Module 3, Session 7: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 60.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To take steps to prevent hazards in an agro-processing business ✓ To carry out a simple risk assessment in the training facility 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important notes to trainer: During this session there will be an opportunity for Trainees to carry out a Risk Assessment within the training facility. Prepare for this activity by staging some obvious hazards and potential risks (within health and safety limitations) for Trainees to discover. Trailing wires, blocked doors, untidy workspaces are all good examples of hazards for the group to spot and discuss how they could prevent the risks.</p>	<ul style="list-style-type: none"> • Training facility • Staged 'hazards' and potential risks 	
105 mins	<p>Preventing Occupational Accidents, Injuries and Diseases</p> <p>Remind the group of the saying that '<i>prevention is better than cure</i>' and relate it to workplace hazards. Explain that now they are aware of what the hazards are when working in an agro-processing business and their own obligations as workers under the Labour law, Trainees should further analyse the hazards and start to identify the potential risks and how those risks can be prevented.</p> <p>Ask Trainees to turn to page 86 of the Trainee Handbook and display PPT 61. Explain that the groups working together in the previous activity are now going to look at some of the risks and how they could prevent them in their categories.</p> <p>Read through the example on the PPT slides and explain each part: The hazard, the potential risk and how business workers can prevent these risks. Take feedback if Trainees have further ideas on how the risk could be prevented:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook • Training facility to carry out the risk assessment 	<ul style="list-style-type: none"> • Trainees suggest how risks in the workplace can be prevented • Trainees carry out a risk assessment in the training facility and are able to categorise risks and suggest prevention steps

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment									
	<table border="1" data-bbox="311 363 1438 1046"> <thead> <tr> <th data-bbox="311 363 678 427">Hazard</th> <th data-bbox="678 363 1057 427">Risk</th> <th data-bbox="1057 363 1438 427">Prevention</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 427 678 727"> Physical: Untidy work area Machine electrical cable on the floor in the work area </td> <td data-bbox="678 427 1057 727"> Co-workers may trip over the cable </td> <td data-bbox="1057 427 1438 727"> <ul style="list-style-type: none"> • Plug in the machine as close to where it needs to be as possible • Reposition the cable off the floor • Ask a supervisor to tape or fix the cable to the floor </td> </tr> <tr> <td data-bbox="311 727 678 1046"> Biological: Exposure to biological agents There has been a national outbreak of a very contagious virus </td> <td data-bbox="678 727 1057 1046"> Workers could transmit the virus to co-workers and many could become ill </td> <td data-bbox="1057 727 1438 1046"> <ul style="list-style-type: none"> • Ensure the correct PP87E is worn such as face masks • Make sure that social distancing rules are applied and adhered to • Handwashing protocols to be enforced </td> </tr> </tbody> </table> <p data-bbox="291 1118 714 1150">Activity 3.9: Risk Assessment</p> <p data-bbox="291 1187 1453 1319">Display PPT 63 to introduce Trainees to a very basic Risk Assessment form and ask the group to turn to page 87 of the Trainee Handbook. Talk the group through the form and what it is used for in a place of work (A risk assessment is a systematic examination of a task, job or process that you carry out at work for the purpose of identifying the significant</p>	Hazard	Risk	Prevention	Physical: Untidy work area Machine electrical cable on the floor in the work area	Co-workers may trip over the cable	<ul style="list-style-type: none"> • Plug in the machine as close to where it needs to be as possible • Reposition the cable off the floor • Ask a supervisor to tape or fix the cable to the floor 	Biological: Exposure to biological agents There has been a national outbreak of a very contagious virus	Workers could transmit the virus to co-workers and many could become ill	<ul style="list-style-type: none"> • Ensure the correct PP87E is worn such as face masks • Make sure that social distancing rules are applied and adhered to • Handwashing protocols to be enforced 		
Hazard	Risk	Prevention										
Physical: Untidy work area Machine electrical cable on the floor in the work area	Co-workers may trip over the cable	<ul style="list-style-type: none"> • Plug in the machine as close to where it needs to be as possible • Reposition the cable off the floor • Ask a supervisor to tape or fix the cable to the floor 										
Biological: Exposure to biological agents There has been a national outbreak of a very contagious virus	Workers could transmit the virus to co-workers and many could become ill	<ul style="list-style-type: none"> • Ensure the correct PP87E is worn such as face masks • Make sure that social distancing rules are applied and adhered to • Handwashing protocols to be enforced 										

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>hazards, the risk of someone being harmed and deciding what further control measures you must take to reduce the risk to an acceptable level)¹⁰</p> <p>Talk through scales of risk:</p> <ul style="list-style-type: none"> • High – very likely to happen • Medium – likely to happen • Low – unlikely to happen <p>Talk through the following categories in the form, giving examples of each from an agro-processing business:</p> <ul style="list-style-type: none"> • Potential hazard • Who is at risk? • Level of risk: low medium high • Worker responsibilities to prevent / eliminate the risk <p>Once Trainees are comfortable with the risk assessment form and how and the categories, allocate Trainees into small groups to carry out the risk assessment within the training facility. Allocate each group an area within the facility to carry out their ‘inspection’ and to assess three separate hazards within their area. Trainees can record their findings orally or pictorially if they have literacy issues that prevent them from completing the form.</p> <p>When the group have completed their risk assessments, take feedback on findings. Point out that while it may not be the law in Ethiopian agro-processing factories to carry out a risk assessment, it is good practice to do this while working (even if they do this mentally) and take every precaution to minimise risks as workers.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up the session by explaining to Trainees what they have learned:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board 	<ul style="list-style-type: none"> • Trainees are able to recap on what they

¹⁰ Extracted from: <https://www.hsdirect.co.uk/free-info/risk-assessment.html>

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ul style="list-style-type: none"> ✓ You know what steps to take to prevent hazards in an agro-processing business ✓ You have carried out a simple risk assessment in the training facility <p>Activity 3.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask Trainees to also identify 2 actions they could personally take to reduce the risk of fire when working in an agro-processing business.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 64 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 	<p>learned in this session</p>

Module 3, Session 8: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods										
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 65.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To become familiar with food safety terms and definitions ✓ To consider the impact of good and poor food safety of agro-processing businesses ✓ To become familiar with what the Good Manufacturing Practices (GMP) are ✓ To become familiar with what Hazard Analysis Critical Control Point (HACCP) is 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 3 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed 										
30 mins	<p>Activity 3.10: Food Safety: Definitions of Key Terms</p> <p>Introduce this session by explaining that everyone who works with food and food products in agro-processing must understand how to handle it safely. It is very important that everyone is aware of their responsibility to ensure food is safe for the end customer to consume and comply with legal obligations.</p> <p>Start by asking Trainees to turn to page 88 in the Trainee Handbook. They should work in pairs fill in the missing words in the description of terms below (missing words have been underlined). Display PPT 66 to show the answers.</p> <p>Answers</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Food Safety</td> <td>Is about ensuring food and drinks are <u>safe</u> to <u>consume</u></td> </tr> <tr> <td>Food Hygiene</td> <td>Are the actions required to make sure <u>food</u> and <u>drink</u> are free from <u>contamination</u> and are safe to consume</td> </tr> <tr> <td>Food Handler</td> <td>Any <u>person</u> employed in a food premises, who at any time may be involved in the preparation, processing, cooking or <u>servicing</u> of food and drinks</td> </tr> <tr> <td>Food Premises</td> <td>Any <u>area</u> where food or drink for <u>human</u> consumption or an ingredient of food or drink for human consumption is manufactured, processed, prepared, stored, displayed, handled, served, distributed, sold or offered for <u>sale</u></td> </tr> </tbody> </table>	Term	Description	Food Safety	Is about ensuring food and drinks are <u>safe</u> to <u>consume</u>	Food Hygiene	Are the actions required to make sure <u>food</u> and <u>drink</u> are free from <u>contamination</u> and are safe to consume	Food Handler	Any <u>person</u> employed in a food premises, who at any time may be involved in the preparation, processing, cooking or <u>servicing</u> of food and drinks	Food Premises	Any <u>area</u> where food or drink for <u>human</u> consumption or an ingredient of food or drink for human consumption is manufactured, processed, prepared, stored, displayed, handled, served, distributed, sold or offered for <u>sale</u>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 3 • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees label diagram food safety terms table correctly • Trainees identify the impact of good food safety and poor food safety in an agro-processing business
Term	Description												
Food Safety	Is about ensuring food and drinks are <u>safe</u> to <u>consume</u>												
Food Hygiene	Are the actions required to make sure <u>food</u> and <u>drink</u> are free from <u>contamination</u> and are safe to consume												
Food Handler	Any <u>person</u> employed in a food premises, who at any time may be involved in the preparation, processing, cooking or <u>servicing</u> of food and drinks												
Food Premises	Any <u>area</u> where food or drink for <u>human</u> consumption or an ingredient of food or drink for human consumption is manufactured, processed, prepared, stored, displayed, handled, served, distributed, sold or offered for <u>sale</u>												

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Explain that good food safety is important for the people that consume the food as well as important for the companies that manufacture, process, prepare, handle, serve, distribute and sell the food and so this very much includes agro-processing businesses!</p> <p>Explain that poor food handling and safety can make people sick and can even kill them!</p> <p>Impact of good and poor food safety Split the Trainees into two groups. As one group to identify the impact of good food safety and the other group the impact of poor food safety in an agro-processing business and note their answers on a flipchart to present to the wider group.</p> <p>Facilitate wider group feedback and ensure answers include the following impacts. (PPT 67, Trainee Handbook page 89)</p> <p>Impact of good food safety:</p> <ul style="list-style-type: none"> • Happy customers • Better productivity • Meet legal requirements • Good working conditions • Reduced risk of food poisoning <p>Impact of poor food safety:</p> <ul style="list-style-type: none"> • Complaints from customers • Food poisoning • Bad reputation • Loss or closure of business • Fines 		
115 mins	<p>Handling Animals and Food in Agro-Processing</p> <p>Contamination of food</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board 	<ul style="list-style-type: none"> • Trainees understand the sources of contamination

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Explain that contamination is the presence of any unwanted microorganisms or foreign matter in food – what does this mean? Basically, anything in your food that has the potential to harm someone!</p> <p>If necessary, give the following definition for microorganisms = any organism, such as a bacterium or viruses which can only be seen under a microscope.</p> <p>Explain that Trainees need to understand the sources of contamination and how it can be transferred to food, as well as the types of foods that have a high risk of contamination.</p> <p>Display PPT 68 and explain that these sources of contamination can be put into four categories:</p> <ul style="list-style-type: none"> • Physical - can be any foreign body present in the food and can be caused by incorrect transportation, packaging, storage and food handling • Chemical - is the addition of dangerous chemicals to food in a variety of ways and can be caused by incorrect storage or cleaning chemicals • Biological - is the inclusion or growth of harmful microorganisms in food and can occur from incorrect stock rotation, storage and food handling • Allergenic - food or food ingredients which cause illness through an abnormal response in the immune system. <p>Explain that there are many opportunities for food to become contaminated at any stage of the production process.</p> <p>Activity 3.11: Sources of contamination Split Trainees into four groups, one for each source of contamination. Ask each group to give examples for their allocated category on page 90 - 91 of the Trainee Handbook. Facilitate a wider discussion, ensuring Trainees provide the answers below:</p> <p>Physical</p> <ul style="list-style-type: none"> • String • Nuts and bolts from machinery • Insects • Plastic from packaging 	<ul style="list-style-type: none"> • PPT slides for Module 3 • Trainee Handbook • Video on handwashing: https://youtu.be/aGJNs pLRdrc • Internet connection • Audio for video 	<p>and how it can be transferred to food, as well as the types of foods that have a high risk of contamination</p> <ul style="list-style-type: none"> • Trainees understand how to minimise the risk from bacteria • Trainees understand and can demonstrate how to wash hands correctly • Trainees understand the main principles of GMP and HACCP

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Cardboard • Glass • Hair • Plasters • Flaking paint and plaster • Wood <p>Chemical</p> <ul style="list-style-type: none"> • Pesticides • Polluted water • Cleaning chemicals <p>Biological</p> <ul style="list-style-type: none"> • Mould • Bacteria • Yeast <p>Allergenic</p> <ul style="list-style-type: none"> • Peanuts • Shellfish • Cereals containing gluten • Eggs • Fish • Soybeans • Milk • Celery • Mustard • Sesame • Sulphur dioxide (used as a preservative e.g., in fruit drying) <p>Explain that contamination does not happen by itself - it needs something to transfer it, this is commonly called a 'vehicle' of contamination. Talk through the most common vehicles:</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Hands (most common) • Equipment • Utensils • Surfaces and premises • Clothing <p>Cross-contamination Explain that cross-contamination is the transfer of microorganisms between food, premises, equipment or surfaces.</p> <p>Show PPT 69 and explain that there are two ways that cross-contamination occurs. It can either happen directly (i.e., food to food) or indirectly (via a third-party). (Trainee Handbook page 92)</p> <p>Direct contamination: raw to cooked food Indirect contamination: raw to surface to cooked food</p> <p>Explain that cross-contamination can be prevented through the following actions (PPT 70):</p> <ul style="list-style-type: none"> ✓ Physically separate the handling of raw and cooked products ✓ Wash hands thoroughly between handling raw and cooked products ✓ Use separate equipment and utensils for raw and cooked food ✓ Follow cleaning and disinfection procedures ✓ Never use dirty cloths to clean surfaces ✓ Use separate refrigeration units for raw and cooked foods ✓ Store raw foods on lower shelves <p>Explain that the most commonly contaminated food is raw meat and therefore it should be handled carefully to avoid cross-contamination.</p> <p>How to minimise the risk from bacteria Explain that the risk from harmful bacteria can be reduced by controlling their growth and how they spread.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Display PPT 71 and explain that bacteria need certain things to grow:</p> <ul style="list-style-type: none"> • Temperature - Bacteria needs the right temperature to grow. We will look shortly at the 'danger zone' in which bacteria can grow. • Oxygen Requirements - Bacteria can require oxygen in different concentrations, depending on the species. Controlled-atmosphere-packaging is where food is packed without oxygen (often with nitrogen or carbon dioxide) which can slow down the growth of bacteria • Acidity - Bacteria are divided into several groups based on their preferred range of acidity (pH) • Moisture - Bacteria need moisture. Drying food can prevent the growth of bacteria. • Nutritional Requirements - Bacteria need nutrients, usually carbon (from organic sources or carbon dioxide gas, for example), protein and minerals. <p>In the right conditions, one bacterium can divide and grow every 10-20 minutes.</p> <p>Explain that temperature is a key to the growth of bacteria. It is therefore critical that food is kept at a safe temperature.</p> <p>Activity 3.12: Keeping Food at a Safe Temperature Explain that the 'danger zone' is the temperature range where bacteria grow. The danger zone for food is between 5c and 63c.</p> <p>Ask Trainees to work in pairs or small groups to read through the descriptions on page 93 of the Trainee Handbook and fill in the space with the relevant temperature from the box.</p> <p>Display PPT 72 to show the temperatures Trainees need to be aware of.</p> <p>-18°c – Is the recommended temperature for storage of frozen food. Food poisoning bacteria become dormant when frozen.</p> <p>5°c – Is the maximum temperature to keep food cool (ideally 3c)</p> <p>8°c – Is the maximum temperature for delivery, whilst stored and whilst prepared</p> <p>63°c – Is the minimum hot holding temperature</p> <p>75°c – Is the core temperature which needs to be achieved for at least 30 seconds when cooking/heating food</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Activity 3.13: How You Can Spread Bacteria Explain that there are several bad habits and ways that bacteria can be spread. Ask Trainees to note how they think they can spread bacteria in the chart in the Trainee Handbook on page 94.</p> <p>Display PPT 73 and facilitate a group discussion to draw out the following answers:</p> <ul style="list-style-type: none"> • Nose (Sneezing) • Hair (Falling into products) • Mouth (Coughing or spittle from talking) • Smoking • Skin (Unwashed hands) • Cuts <p>Remind Trainees of the aspects of personal hygiene from the previous session, especially hand hygiene.</p> <p>Activity 3.14: Hand Hygiene Ask a few trainees to demonstrate how they usually wash their hands. Ask them if they think this is hygienic enough a procedure when working in agro-processing knowing what they now know about contamination.</p> <p>Show Trainees the short video on handwashing on PPT 74 and ask them if they were surprised there were so many stages!</p> <p>Ask pairs to turn to page 95 of the Trainee Handbook and look at the image of how to wash their hands in 9 stages and to label the diagram.</p> <p>Display PPT 75 for the answers:</p> <ol style="list-style-type: none"> 1. Wet your hands with water and apply enough soap to cover your hands 2. Rub your hands together palm to palm 3. Use 1 hand to rub the back of the other hand and clean in between the fingers. Do the same with the other hand 4. Rub your hands together and clean in between your fingers 5. Rub your thumb using your other hand. Do the same with the other thumb 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>6. Rub the tips of your fingers on the palm of your other hand. Do the same with other hand</p> <p>7. Wash each wrist</p> <p>8. Rinse your hands with water</p> <p>9. Dry your hands with a paper towel</p> <p>Explain the correct methods for washing hands (as above) and the reasons why people do not tend to wash their hands correctly. Trainees can follow in their workbooks on page 96. If the training facility is equipped, a selection of Trainees could demonstrate washing their hands correctly following the trainers' lead.</p> <p>Explain that a study conducted by USDA found consumers fail to correctly wash their hands 97 percent of the time, with the most common mistake being not washing hands long enough.</p> <p>The observational study in 2018 involved placing 383 participants in test kitchens and monitoring them through cameras.</p> <p>The study revealed only 3 percent of participants followed all the necessary steps to properly wash their hands.</p> <p>"You can't see, smell or feel bacteria," said Carmen Rottenberg, acting deputy under secretary for food safety at the USDA. "By simply washing your hands properly, you can protect your family and prevent that bacteria from contaminating your food and key areas in your kitchen."</p> <p>The most common mistake? Not washing with soap and water for the minimum 20 seconds. Other bad behaviours included not getting hands wet or failing to use soap.¹¹</p> <p>Wash your hands properly! This simple action can keep bacteria and viruses away!</p>		

¹¹ Extracted from: <https://eu.usatoday.com/story/news/nation-now/2018/06/29/usda-study-most-people-dont-wash-their-hands-correctly/745048002/>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Some Simple Rules for Preventing Food Safety Risks Ask Trainees to read through the rules and tips for preventing food safety risks on page 97 of the Trainee Handbook. Answer any questions they may have and explain all points clearly.</p> <p>Good Manufacturing Practices (GMP) Ask Trainees to turn to page 98 of the Trainee Handbook. Display PPT 76.</p> <p>Explain to Trainees that GMP is a part of Quality Assurance which ensures that products are consistently produced and controlled to the quality standard appropriate to their intended use. Good Manufacturing Practices (GMPs) are the basic operational and environmental conditions required to produce safe foods. They ensure that ingredients, products and packaging materials are handled safely and that food products are processed in a suitable environment.</p> <p>Display PPT 77 - 79 and explain the five P's of GMP and the 10 principles:</p> <ol style="list-style-type: none"> 1. People: All employees are expected to strictly adhere to manufacturing processes and regulations. A current GMP training must be undertaken by all employees to fully understand their roles and responsibilities. Assessing their performance helps boost their productivity, efficiency, and competency. 2. Products: All products must undergo constant testing, comparison, and quality assurance before distributing to consumers. Manufacturers should ensure that primary materials including raw products and other components have clear specifications at every phase of production. The standard method must be observed for packing, testing, and allocating sample products. 3. Processes: Processes should be properly documented, clear, consistent, and distributed to all employees. Regular evaluation should be conducted to ensure all employees are complying with the current processes and are meeting the required standards of the organization. 4. Procedures: A procedure is a set of guidelines for undertaking a critical process or part of a process to achieve a consistent result. It must be laid out to all employees and followed consistently. Any deviation from the standard procedure should be reported immediately and investigated. 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>5. Premises: Premises should promote cleanliness at all times to avoid cross-contamination, accidents, or even fatalities. All equipment should be placed or stored properly and calibrated regularly to ensure they are fit for the purpose of producing consistent results to prevent the risk of equipment failure.</p> <p>What are the 10 Principles of GMP?</p> <ol style="list-style-type: none"> 1. Create Standard Operating Procedures (SOPs) 2. Enforce / Implement SOPs and work instructions 3. Document procedures and processes 4. Validate the effectiveness of SOPs 5. Design and use working systems 6. Maintain systems, facilities, and equipment 7. Develop job competence of workers 8. Prevent contamination through cleanliness 9. Prioritize quality and integrate into workflow 10. Conduct GMP audits regularly¹² <p>Point out that Trainees will need to learn more about GMP when they start working but for now, this session is just an introduction.</p> <p>Hazard Analysis Critical Control Point (HACCP) Explain that as well as GMP, Trainees will need to learn about Hazard Analysis Critical Control Point (HACCP) when they work in food agro-processing.</p> <p>Explain the following overview and principles: (PPT 80 - 81, Trainee Handbook page 101)</p>		

¹² Extracted from: <https://safetyculture.com/topics/gmp/>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> ✓ HACCP is a management system in which food safety is addressed through the analysis and control of <ul style="list-style-type: none"> ○ biological, ○ chemical, and ○ physical hazards from raw material production, procurement and handling, to manufacturing, distribution and consumption of the finished product ✓ HACCP has been recognized as an effective and rational means of assuring food safety from primary production through final consumption, using a “farm to table” methodology ✓ HACCP was developed by Pillsbury Company along with NASA in the 1960s ✓ It was originally developed as a microbiological safety system to ensure food safety for astronauts ✓ HACCP is not "zero risk" and does not eliminate the possibility of a hazard getting into the food product 		

There are seven principles of HACCP:

Point out that Trainees will need to learn more about HACCP when they start working but for now, this session is just an introduction.

7 Principles

- 1 • Conduct a hazard analysis
- 2 • Determine the CCPs
- 3 • Establish critical limit(s)
- 4 • Establish a monitoring system
- 5 • Establish corrective actions
- 6 • Establish verification procedures
- 7 • Establish documentation

30 mins	Reflection / Roundup and Personal Goals	<ul style="list-style-type: none"> • Training room • Laptop 	<ul style="list-style-type: none"> • Trainees are able to recap on
---------	--	---	---

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Conclusion / Round up Round up the session by explaining to Trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have become familiar with food safety terms and definitions ✓ You have considered the impact of good and poor food safety of agro-processing businesses ✓ You have become familiar with what the Good Manufacturing Practices (GMP) are ✓ You have become familiar with what Hazard Analysis Critical Control Point (HACCP) is <p>Activity 3.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their action(s) in the Personal Action Plan on page 64 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 3 	<p>what they learned in this session</p>

Module 4: Working Together

Module 4	Working Together
Duration	10 hours (4 x sessions of 2.5 hours)
Mode	Classroom training Scenarios Roleplay Trainee Handbook
Assessment	Knowledge test and observation with oral questions

Summary of content

The fourth module equips Trainees with the knowledge and understanding of the importance of good communication skills in the workplace. Trainees will firstly study the theory of the communication process and then explore how much of our face-to-face communication is either verbal, vocal or non-verbal. They will then go onto discover the importance of having good listening skills and ascertain how good a listener they are currently. Through a series of interactive activities, Trainees will discover the importance of listening and asking good questions and how they can apply them in the working environment. Trainees will gain an understanding of what a team is, and how it functions. Trainees will also learn about the importance of being able to work harmoniously in a team to succeed in the working environment without discrimination, bullying or harassment. There will be an additional focus on gender equality in this module.

Mapping to FTVETA Units of Competence	Mapping to FTVETA Learning Outcomes and Assessment Criteria
IND BFP1 18 1019 Demonstrate Work Values	1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is achieved in harmony with company's values. 2.1. Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines. 2.2. Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines 2.3. Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values. 4.3 Company values/practices are shared with co-workers using appropriate behavior and language.
IND BFP1 17 1019 Receive and Respond to Workplace Communication	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. 1.2 Instructions/information is properly recorded. 1.3. Instructions are acted upon immediately in accordance with information received. 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear. 2.1. Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines

Mapping to FTVETA Units of Competence	Mapping to FTVETA Learning Outcomes and Assessment Criteria	
	2.2	Routine written instruction is followed in sequence.
IND BFP1 16 1019 Work with Others	1.1	Duties and responsibilities are done in a positive manner to promote cooperation and good relationship
	1.2	Assistance is sought from workgroup when difficulties arise and addressed through discussions
	1.3.	Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon
	1.4	Differences in personal values and beliefs are respected and acknowledged in the development
	2.1	Support is provided to team members to ensure workgroup goals are met
	2.2.	Constructive contributions to workgroup goals and tasks are made according to organizational requirements
	2.3	Information relevant to work are shared with team members to ensure designated goals are met

Module 4, Session 1: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the aims and objectives for the Module on PPT 5:</p> <p>Module Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To know and understand why communication is important to succeed at work ✓ How we communicate verbally, vocally and non-verbally ✓ What the communication process is and how it works ✓ To understand the importance of listening as a communication skill ✓ To discover how good Trainees' listening skills are currently ✓ To describe how to become a better listener ✓ To describe what non-verbal communication is ✓ To list how we communicate non-verbally ✓ To design a poster for positive non-verbal communication at work ✓ To examine why asking questions at work is a positive thing ✓ To discover the use of open and closed questions ✓ To carry out a series of roleplays to put asking questions into practice ✓ To examine how teams work together successfully ✓ To discover the various roles within teams ✓ To examine why it is important to include everyone in the team ✓ To examine own role in a teamwork activity <p>Display PPT 6 which shows the Learning Outcomes for the first session:</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To know and understand why communication is important to succeed at work ✓ How we communicate verbally, vocally and non-verbally ✓ What the communication process is and how it works ✓ What some of the barriers to communication are and how to overcome them <p>Go through the module overview on page 103 of the Trainee Handbook.</p>	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 4 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
30 mins	<p>Session Energiser: Picture Dictation¹³ Aim: This extended energiser activity will clearly demonstrate the importance of good communication skills.</p> <p>Method: Pre-activity Brief: Draw a square or rectangle to represent a piece of paper on the flipchart and ensure Trainees know the vocabulary needed for the activity, such as:</p> <ul style="list-style-type: none"> • 'In the middle of the piece of paper' • 'In the top/bottom/right-/left-hand corner of the piece of paper' • 'In front of', 'behind', 'on top of', etc. <p>Explain to Trainees that you are going to give them some instructions (like they will get from their supervisors in the agro-processing business) but you are going to describe a picture to them and that all they have to do is simply listen and draw what they hear you describe. Explain that you are going to do this three times and some of the times may be harder than others to draw the correct picture.</p> <p>Explain that there are 2 roles in this activity:</p> <ol style="list-style-type: none"> 1. The person who gives the instructions / message: The Sender (you) 2. The people who receive the instructions or the message: The Receiver (The Trainees) <p>Issue 3 pieces of scrap A4 paper to each Trainee for each picture. Ask Trainees to number the papers 1-3.</p> <p>Step 1: Instruct Trainees to use paper 1. Turn your back on the group and dictate the picture (it should be very easy such as basic shapes located at various points on the page) You must not use your hands or make eye contact with Trainees at all When you are describing the picture, it is best to describe one object at a time slowly and to repeat each description two or three times. Make sure you give Trainees enough time to finish drawing one object before you move onto the next object.</p>	<ul style="list-style-type: none"> • Flipchart and pens • 3 pieces of scrap A4 paper for each Trainee 	<ul style="list-style-type: none"> • Trainees take part in picture dictation activity • Trainees offer suggestions as to why step 3 was easier to complete than steps 1 and 2

¹³ Adapted from: <https://www.teachingenglish.org.uk/article/picture-dictation>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Step 2: Instruct Trainees to use paper 2. Keep your back turned away from the group but you can now use your hands to start to use hand gestures and pointing to guide Trainees more. Dictate the same picture as in the first step.</p> <p>Step 3: Instruct Trainees to use paper 3. Turn to face the group and while you are dictating your pictures, use hand gestures as well as eye contact, smiling, nodding and positive language when the group are on track and empathetic and helpful noises and facial expressions when they are not.</p> <p>Show the group your paper with the image you dictated on it and ask them to compare their 3 papers to see which was most similar (chances are it will be paper 3).</p> <p>Ask the group why it got easier as you added in hand gestures, facial expressions and positive language and steer them towards the conclusion that when you communicate with someone, it's not just about the words you say but the way that you say them and how you demonstrate your feelings with your body language.</p> <p>Explain that they will explore positive communication and its importance to working well with co-workers and supervisors / managers in this session.</p>		
45 mins	<p>What is Communication and Why is it Important?</p> <p>Split the group into pairs and ask them to think about and discuss a time where they met someone they really liked or 'clicked' with straightaway (Emphasise this does not need to be a romantic connection!) It could be a person of the same or different gender; someone who is a friend now, a partner, a person in a professional field such as a doctor or maybe it was a person who served them in a café or restaurant.</p> <p>Activity 4.1: Someone Special Display PPT 7 as a visual aid and to focus the conversation: A special person</p> <ul style="list-style-type: none"> • Who was the person? • What was the situation? 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • PPT slides for Module 4 	<ul style="list-style-type: none"> • Trainees identify communication skills that make them warm to a person • Trainees know and understand the communication process

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • What was it about that person that you liked? <ul style="list-style-type: none"> ○ How did they speak to you? ○ What did they say? ○ What was their character / manner like? ○ Did they seem open and friendly? <p>After around 10 minutes, bring the conversations to a close and ask some willing volunteers to feedback on their special people. As you take feedback, write up some key points up on the flipchart / whiteboard that the volunteers mention regarding communication, i.e.:</p> <ul style="list-style-type: none"> • They listened to me when I spoke • They were smiling and friendly • They smiled with their eyes • They were kind • They were positive • They seemed 'open' and approachable • They said positive things <p>Wrap up the discussions by pointing out that we are all naturally drawn to people with great communication skills; the ability to speak positively, listen properly and those who are 'open' friendly approachable and helpful.</p> <p>The Communication Process Remind Trainees of the roles from the icebreaker activity:</p> <ul style="list-style-type: none"> • The sender • The receiver <p>Display PPT 8 which shows the communication process and talk through with the group. Explain that any communication is the process of sending and receiving of information or messages between two or more people. The communication process is the natural things we do or the steps we take to be able to communicate well with someone.</p> <ul style="list-style-type: none"> • The sender is the person or people that sends a message 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • They have to choose how they want to send the message – with words, by the tone of their voice, with actions or gestures or maybe in writing • The receiver is the person who receives the message • The receiver has to interpret the message so they can understand it - sometimes the receiver doesn't understand the message and so the process fails • The receiver may give the sender feedback which is another message sent by the receiver to the sender – this might be a reply or a question 		
30 mins	<p>How we Communicate Display PPT 9 and explain to the group that in face-to-face communication we communicate in 3 different ways.</p> <p>Note: This slide is animated in 3 different sections to bring the ideas to life. You will only be able to see this animation in Slide Show mode:</p> <ol style="list-style-type: none"> 1. The words we say – Verbal 2. How you say the words – Vocal 3. How you act – Non-verbal <p>Ask the group which way they think is most important to good communication. Chances are a lot of the group will say 'verbal'.</p> <p>Activity 4.2: How do we Communicate? Ask Trainees to turn to page 103 in the Trainee Handbook. They will see a pie chart on the page with percentages against them and a line. Ask pairs of Trainees to discuss which of the percentages matches to each of the ways we communicate and to write either 'verbal', 'vocal' or 'non-verbal' on the lines next to the percentages.</p> <p>Display PPT 10 to reveal the answers. Note: This slide is animated in 4 different sections to bring the ideas to life. You will only be able to see this animation in Slide Show mode.</p> <p>Explain that when we communicate only 7% of what we communicate consists of what we say – the message or our words. How we say it, the tone of our voice and how loudly we say something or the emotions we use when we say it make up 38% and as much as</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • PPT slides for Module 4 • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees learn the percentages of verbal, vocal and non-verbal communication to the communication process

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>55% of communication consists of body language, this is what we do with our face, arms legs, eyes and hands.</p> <p>Next, talk through and explain / demonstrate the bullet points on the slide:</p> <p>Verbal – What you say (7%)</p> <ul style="list-style-type: none"> • Choice of words • Sentence construction • Vocabulary • Slang • Jargon <p>Vocal – How you say it (38%)</p> <ul style="list-style-type: none"> • Pronunciation / Enunciation • Accent • Pitch and Tone • Volume • Speed • Emphasis <p>Non-Verbal – How you act (55%)</p> <ul style="list-style-type: none"> • Facial expressions • Eye contact • Gestures • Body language • Posture • Personal space • Grooming <p>Demonstrate saying the same sentence several times but with different vocal and non-verbal cues such as using a bored or impatient tone of voice, a loud pitch and open and closed body language and differing eye-contact such as looking away or staring etc.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Ask the group if they were surprised at the importance of the non-verbal communication.</p> <p>How Do We Communicate in Agro-Processing? Explain that the ability to communicate information accurately, clearly and as intended, is one of the most important core skills and something that should not be overlooked. Communication skills are needed in almost all aspects of life: Professionally, if you are applying for jobs or looking for a promotion with your current employer, you will almost certainly need to demonstrate good communication skills. Communication skills are needed to speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely, and work well in a group. Many of these are core skills that most employers are looking for.</p> <p>Ask the group how they might communicate in an agro-processing business, with who and why. Take feedback and add to the discussion with the following points (page 104 of the Trainee Handbook and PPT 11)</p> <ul style="list-style-type: none"> • With co-workers and supervisors / managers in team meetings • With managers in 1:1 feedback sessions • Receiving information like directions or instructions • Communicating about task status or progress • Collaboration on cross-functional tasks • Nonverbal communication with co-workers in a noisy environment • Writing reports and filling in forms • Chatting with co-workers at break time <p>Barriers to Communication Ask the group why they think some people communicate better than others and what are some of the barriers to communication. Take feedback and display PPT 12 – adding in the information from the slides to explain what some of the barriers to communication are:</p> <ul style="list-style-type: none"> • Physical barriers - tangible obstacles or boundaries that keep team members apart. High walls, noisy machinery etc. It's important to note that, while it's not exactly tangible, distance can be counted as a barrier in this category as well. The pandemic means that some agro-processing businesses had to close production or if they did 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>stay open then the employees had to practice social distancing. When team members are unable to work physically work side-by-side, that adds another layer of complexity to communication.</p> <ul style="list-style-type: none"> • Cultural barriers - Diverse teams are more productive, more creative, and more profitable. But, having employees of all different backgrounds also presents some challenges in terms of communication. There are different generations, cultures, races, and more. That means they also have different values, work ethics, norms, and preferences. Sometimes cultural barriers are even more broad, and an employee feels as if they don't fit with the existing culture of an organization • Language barriers - If you've ever tried to converse with someone who doesn't speak your same language, you know that reaching a shared understanding is nearly impossible. That's why language can be a major barrier to communication • Interpersonal barriers - Let's clarify this one with another example. Think of a time when you had to speak with someone who was undeniably stubborn. They insisted that their view was correct, and they refused to listen to any other points of view. That discussion was difficult because you couldn't truly connect with that other person. That's an interpersonal barrier in action. • Gender barriers – There are many stereotypes and generalizations about how men and women communicate differently. It's worth paying attention to any discrepancies between how different genders in your place of work communicate so you can work to improve collaboration and working relationships • Emotional barriers - Emotions and communication are closely related. For example, if you feel uneasy or anxious, you might resist the urge to speak up. If you're angry and heated, you'll have a hard time receiving information that's being given to you. Those are just a couple of scenarios where our emotions can act as a barrier to effective communication <p>How to Overcome Barriers to Communication Ask the group if they can remember a time where they had difficulty communicating with a person, who was it, what was the difficulty and how did they overcome the difficulty. Ask Trainees to discuss this in small groups and feedback to the whole group.</p> <p>Display PPT 13 and point out that in order to overcome barriers to communication we can use the following core skills and emotions:</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Empathy – this is part of the very important core skill of Emotional Intelligence. Putting yourself in the shoes of another person and seeing both sides, why that person may have issues with communication and for what reason will help to overcome the barriers • Provide feedback to one another. This is helpful for addressing all of the communication barriers and enabling people to understand how their messages are being received by their team members. • Have open conversations about feelings, emotions and gender bias on your team. It might be culturally or personally difficult to have open discussions about communication barriers but it is better to try and speak about any difficulties or biases your team members may have. Naming the issue is the first step to solving it! • Remember to listen. So often when we think about “communication,” we think about the words we’re speaking. But, listening is just as (if not more) important. Give others a chance to speak their minds. You might learn a lot about where an interpersonal or emotional barrier is coming from • Ask clarifying questions. These require that you operate based on the information in front of you, rather than your assumptions. It’s always better to ask and know more than not to ask and be in the dark! • Use body language but watch what might be offensive to other cultures and mind your jargon or slang when verbally communicating <p>Explain that the group will look at verbal, vocal and non-verbal communication in the next session. But before that there is one communication skill that hasn’t been mentioned and it the most important skill of all. Ask for suggestions as to what that could be and explain that you will let Trainees know in the next session.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Roundup Round up the session by explaining to Trainees what they have learned in this session:</p> <ul style="list-style-type: none"> ✓ You now know and understand why communication is important to succeed at work ✓ You have discovered how we communicate verbally, vocally and non-verbally ✓ You have looked into what the communication process is and how it works 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>✓ You have considered some of the barriers to communication and how to overcome them</p> <p>Activity 4.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 105 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • PPT Slides for Module 4 	

Module 4, Session 2: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 15.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To understand the importance of listening as a communication skill ✓ To discover how good Trainees' listening skills are currently ✓ To describe how to become a better listener 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 4 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session Energiser: Describe the Photo</p> <p>Aim: For Trainees to take the session 1 energiser to a more personal level to see how good communication in the workplace is necessary for full understanding of tasks and duties.</p> <p>Method:</p> <ul style="list-style-type: none"> • Pair Trainees together to listen to their partner describe a photograph • Ask Trainees to sit back-to-back • Give one Trainee a simple photograph and the other a blank piece of paper • The challenge is for the first Trainee to describe in detail the photograph, while the second Trainee tries to draw it on their paper <p>Make sure the photos you choose are simple, such as a photo of a house, cat, dog, or simple shapes. The pair with the most similar drawings to their photograph wins.</p> <p>Debrief:</p> <p>Ask Trainees how they found the energiser now they have tried to complete the activity themselves. From the winning pair, try to elicit what was good about the communication style of the person dictating the photo and how well the receiver listened. Do the same with one of the less successful representations of the photo and ask the pair what they found difficult. Reinforce the fact that communication is a two-way street. No matter how clearly someone communicates with you, if you are not listening effectively then the message falls on deaf ears.</p>	<ul style="list-style-type: none"> • Photocopies of a variety of simple photos such as a house, cat, dog etc. – enough for one per Trainee pair 	<ul style="list-style-type: none"> • Half of the Trainee pairs dictate the photograph as clearly as possible • Half of the Trainee pairs listen as attentively as possible to instruction

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
45 mins	<p>Listening Effectively</p> <p>Explain to the group that listening is the number 1 most important communication skill and that a lot of people are not good listeners. According to research, we only remember between 25 – 50% of what we hear if we do not concentrate. There could be very negative and dangerous consequences of poor listening on relationships with co-workers, managers in an agro-processing business environment.</p> <p>Demonstrate the importance of listening as a communication skill by carrying out the following 2 activities:</p> <p>Activity 1: Are you talking at me?</p> <ol style="list-style-type: none"> 1. Ask Trainees to pair up and face each other 2. Ask them to both begin speaking at the same time about what they are going to do once class is over e.g. go home, fetch the shopping etc. 3. Allow 1 minute for the activity <p>Debrief:</p> <p>Explain that we speak at a rate of 125-140 words per minute, however, we can listen at 400 words per minute and think at nearly 1000 words per minute, which is approximately 7 times faster than we speak. What this means is that our mind is often thinking when it should be listening. Be aware of this when you are next in conversation, these are the moments when you are less likely to be listening effectively and therefore more likely to miss the message that the customer is trying to convey. However, we do not get a choice of the person or people we must listen to, therefore, we must be prepared to listen to anyone and everyone.</p> <p>Activity 2: Falling on deaf ears</p> <ul style="list-style-type: none"> • Ask one Trainee to volunteer to talk about what they like doing in their free time • Ask them to go outside of the room and take 2 mins to prepare what they would like to say • Instruct the Trainees left in the room that when the volunteer begins to talk, to start subtly looking at their phones or each other, not look at them when they are speaking 	<ul style="list-style-type: none"> • Laptop • projector / Smart Board • PPT slides for Module 4 • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees take part in activities that demonstrate the importance of listening well to others • Trainees assess how well they currently listen by taking a listening quiz

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods								
	<p>and starting small conversations with the person sitting next to them, laughing and distracted etc.</p> <p>After 2 mins, stop the activity and ask the volunteer how they felt when the group didn't listen. Also ask what the group remembered about what the volunteer had said.</p> <p>Activity 4.3: Listening Skills Quiz Ask the group how good they think they are at listening. Take feedback. Display PPT 16 and ask them to turn to on page 106 of the Trainee Handbook to take a quiz to check how good their current listening skills are.</p> <p>Read through the questions one by one on the slide with Trainees following in their handbooks. Trainees should put a cross ✕ in the box that represents what they do most often in the listening situations.</p> <table border="1" data-bbox="295 778 1106 1369"> <thead> <tr> <th data-bbox="295 778 1106 855">Question</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 855 1106 932">1. I do other things when speaking on the phone if I'm busy</td> </tr> <tr> <td data-bbox="295 932 1106 1008">2. When someone is talking to me I am thinking of my reply</td> </tr> <tr> <td data-bbox="295 1008 1106 1085">3. When someone is talking to me I am thinking of my own opinion</td> </tr> <tr> <td data-bbox="295 1085 1106 1161">4. If I don't fully understand what someone is saying to me, I ask them questions so I am clear</td> </tr> <tr> <td data-bbox="295 1161 1106 1238">5. I interrupt other people with my own ideas and opinions</td> </tr> <tr> <td data-bbox="295 1238 1106 1315">6. I finish other people's sentences</td> </tr> <tr> <td data-bbox="295 1315 1106 1369">7. If I am busy I will ask someone to be quick when they speak to me</td> </tr> </tbody> </table>	Question	1. I do other things when speaking on the phone if I'm busy	2. When someone is talking to me I am thinking of my reply	3. When someone is talking to me I am thinking of my own opinion	4. If I don't fully understand what someone is saying to me, I ask them questions so I am clear	5. I interrupt other people with my own ideas and opinions	6. I finish other people's sentences	7. If I am busy I will ask someone to be quick when they speak to me		
Question											
1. I do other things when speaking on the phone if I'm busy											
2. When someone is talking to me I am thinking of my reply											
3. When someone is talking to me I am thinking of my own opinion											
4. If I don't fully understand what someone is saying to me, I ask them questions so I am clear											
5. I interrupt other people with my own ideas and opinions											
6. I finish other people's sentences											
7. If I am busy I will ask someone to be quick when they speak to me											

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>After they have completed the quiz, Trainees award themselves 0 points for each ‘always’ answer, 1 point for each ‘sometimes’ answer and 2 points for a ‘never’ answer.</p> <p>Explain that the higher the points they have, the better they are at listening to other people. The maximum points for this quiz are 14.</p> <p>Ask Trainees to discuss their scores in pairs or small groups.</p>		
45 mins	<p>How to Become a Better Listener</p> <p>Display PPT 17 – 20 and ask Trainees to look at page 107 in the Trainee Handbook for some tips to become a better listener. Read through the tips and ask Trainees if they have any more tips and discuss as a group. Write up other appropriate tips on the flipchart and encourage Trainees to make notes in their handbooks:</p> <p>1. Pay Attention</p> <ul style="list-style-type: none"> • Make sure you are not distracted and look at the speaker face on • Look at the speaker in the eyes if appropriate • Let the message / instruction come in • Watch the speaker’s body language (what s/he does with her face, arms and how they stand etc.) <p>2. Show the speaker that you are listening</p> <ul style="list-style-type: none"> • Use your own body language and gestures to show that you are listening, lean in subtly to the listener • Nod once in a while, smiling at appropriate times and using other facial expressions • Make sure that your way you are standing or sitting seems ‘open’ and interested in what the speaker is saying • Encourage the speaker to continue by giving small verbal comments like yes, and “I understand.” This is appropriate for if the conversation is one-to-one but not so much in groups <p>3. Give feedback to the speaker</p>	<ul style="list-style-type: none"> • Laptop • Projector / Smart Board • PPT slides for Module 4 • Trainee handbook 	<ul style="list-style-type: none"> • Trainees discover the importance of good listening skills and how to become a better listener • Trainees carry out a roleplay activity to demonstrate good listening skills

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Reflect back to the speaker to make sure you have heard correctly. <i>“What I’m hearing is…”</i> and <i>“Sounds like you are saying…”</i> are good ways to do this • You can also ask questions if you are not clear on certain points such as: <i>“What did you mean by…”</i> <i>“Is this what you mean?”</i> <p>4. Do not interrupt! Allow the speaker to finish each point before asking questions</p> <p>Revisit Activity 1: Are you talking at me? This time instruct Trainees to do the following:</p> <ol style="list-style-type: none"> 1. Ask Trainees to pair up and face each other 2. Ask them to take it in turns to speaking about what they are going to do once class is over e.g. go home, fetch the shopping etc. 3. The person listening should demonstrate how well they are listening by putting into practice the points from how to be a better listener; paying attention, showing the speaker that you are listening, giving feedback to the speaker, not interrupting! <p>Debrief: Ask the group how they felt in comparison to the doing to activity before and take feedback.</p> <p>Ask the group why it is so important to practise good listening skills when they are working in an agro-processing business. Discuss as a group and steer the conversation to include the following:</p> <ul style="list-style-type: none"> • Makes workers more productive • Allows workers to better understand tasks they are given • Workers can better understand what they are supposed to be doing • Builds trust between supervisors and workers • Can help to resolve conflicts more easily • Develops strong working relationships <p>Display PPT 21 and go through each of the points in turn so Trainees fully understand how important it is to listen and be listened to in the workplace.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up the session by explaining what the Trainees have learned:</p> <ul style="list-style-type: none"> ✓ You have learned the importance of listening as a communication skill ✓ You have discovered how good your own listening skills are currently ✓ You have learned how to become a better listener <p>Activity 4.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 105 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 4 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Module 4, Session 3: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the aims and objectives for the Module Session on PPT 23.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To describe what non-verbal communication is ✓ To list how we communicate non-verbally ✓ To design a poster for positive non-verbal communication at work 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 4 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session Energiser: My Space, Your Space</p> <p>Aim: To show how personal space is part of non-verbal communication</p> <p>Method:</p> <ul style="list-style-type: none"> • Ask the group to stand up and find a partner • Arrange pairs face to face but with a wide-open space between them • Label the pairs A and B • Firstly, instruct the As to walk slowly towards the B's • The B's need to shout 'stop!' when they feel that the distance between the pairs is comfortable for them personally • When everyone has shouted 'stop' then ask the group to compare how we all have different personal spaces • Next, it is the turn of the B's to walk towards the A's • Again, the A's should shout "stop!" when they feel there is a comfortable space between them • Again compare and discuss the differences <p>Debrief:</p> <p>Link this into working in an agro-processing business where sometimes space is tight and there are many people in one area. Also point out that Trainees may be working with people from different nations and cultures and personal space will differ from place to place based on cultural, tribal and religious influences. Point out that in most nations and cultures, an arm's length away or a bit less is usually an appropriate personal space. Link respecting someone's personal space to non-verbal communication as a key part of good communication skills.</p>	<ul style="list-style-type: none"> • Space for Trainee pairs to face each other and walk towards each other 	<ul style="list-style-type: none"> • Trainees are aware of their own personal space and that it may differ to others'

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
45 mins	<p>Who would be most Helpful?</p> <p>Display PPT 24 which shows an image of a happy smiling agro-processing business worker and a worker with a serious neutral expression. Ask the group which of the workers they think would be most helpful to work with. (Hopefully the happy smiling one!)</p> <p>How we Communicate Non-Verbally</p> <p>Explain that there are many ways that we do not communicate in words, and this is known as non-verbal communication and accounts for 55% of how we communicate – so in fact is the most important aspect of communication in our personal lives and at work!</p> <p>Ask the group to feedback some of the ways we can communicate without words. Remind them of ‘personal space’ from the energiser activity.</p> <p>Steer the conversation to encompass the following: How we communicate non-verbally</p> <ul style="list-style-type: none"> • Eye contact • Proximity (distance) • Head movements • Posture (the way we stand) • Body movement • Facial expressions • Arm position • Body position <p>Display PPT 25 and ask Trainees to turn to page 108 in the Trainee Handbook and go through each point in turn to ensure Trainee understanding.</p> <p>Display PPT 24 again and split the group into smaller groups of 4 and ask them to think about why the first image is a little more positive than the second in regard to these aspects of non-verbal communication. Ask the groups to discuss and feedback to the whole group and discuss, incorporating the following if missed in the discussions</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 4 	<ul style="list-style-type: none"> • Trainees explore positive and negative aspects of non-verbal communication • Trainees suggest positive aspects of non-verbal communication from the images

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Image 1</p> <ul style="list-style-type: none"> • Smiling genuinely with eyes as well as mouth! – shows they are friendly and approachable • Leaning forward - to indicate they are interested and attentive • Facing you, body on – a mark of respect and to show interest • Standing tall – looking professional and alert / interested <p>Image 2</p> <ul style="list-style-type: none"> • Serious looking and unsmiling – looks unhappy and uninterested <p>Remind Trainees that body language or non-verbal communication differs across various cultures and nationalities. Ask for examples, as there could be some degree of difference within the group, or they may have noticed them travelling to different parts of the country. These cultural, tribal and national differences should always be recognised and respected.</p>		
45 mins	<p>Activity 4.5: Designing A Poster for Positive Non-Verbal Communication at Work</p> <p>As a consolidation activity, split the group into 4 smaller groups and allocate one of the following categories to each:</p> <ol style="list-style-type: none"> 1. Eye contact and facial expressions 2. Arm and body position 3. Posture and body movement, including head 4. Hand gestures <p>Explain that each group is going to create a visual poster to represent the aspect(s) of verbal and non-verbal body language they have been allocated. The objective of the activity is to create a poster that shows positive and negative examples of their category and examples that they feel are good practice and suitable to use when working in an agro-processing business. Issue the following to help groups carry out the activity:</p> <ul style="list-style-type: none"> • Flipchart paper • A selection of marker pens 	<ul style="list-style-type: none"> • Flipchart paper • A selection of marker pens 	<ul style="list-style-type: none"> • Trainee groups work collaboratively on poster design • Trainee groups produce a poster for positive non-verbal communication at work

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Ask groups to allocate the role of 'artist' to a group member who feels confident enough. If you happen to have an internet connection and a printer you could allow groups to carry out some brief online research and print out examples.</p> <p>If groups are willing and there is time at the end of the session, then they should showcase their aspect of non-verbal communication.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up the session by explaining what Trainees have learned:</p> <ul style="list-style-type: none"> ✓ You have learned what non-verbal communication is and how we can communicate non-verbally ✓ You have designed a poster for positive non-verbal communication at work <p>Activity 4.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 105 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 4 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Module 4, Session 4: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 27.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To examine why asking questions at work is a positive thing ✓ To discover the use of open and closed questions ✓ To carry out a series of roleplays to put asking questions into practice ✓ To examine how teams work together successfully ✓ To discover the various roles within teams ✓ To examine why it is important to include everyone in the team ✓ To examine own role in a teamwork activity 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 4 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session Energiser: Paper Airplanes</p> <p>Aim: For Trainees to see how a team can work with or against each other</p> <p>Method:</p> <ul style="list-style-type: none"> • Split the groups into smaller groups of an even number – 4 groups would be ideal • Ask each group to come up with a team name • Explain that each team is going to create and fly a paper airplane against the other teams in the room. There will be a competition to see which plane can fly the furthest across the room • Distribute 2 x A4 sheets of paper to each group and ask them to write their team name on it • Give each group 5 minutes to practise making a paper airplane with the objective of making a plane that flies the furthest • The two rules are that a. It must be a winged craft — teams can't just crumple the paper into a ball and b. Each group member must be involved in the design of the airplane in some shape or form • Set the timer for 5 minutes and ask the groups to begin their design. They have 2 pieces of paper to practise different designs and can ask for more if they need them 	<ul style="list-style-type: none"> • 2 x A4 sheets of paper for each group • Space in the training room for Trainees to fly paper airplanes to one focal point 	<ul style="list-style-type: none"> • Trainees work together on design and flying of paper airplanes

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ul style="list-style-type: none"> With around 2 minutes left in the time you should encourage groups to start flying their planes and adapting their designs accordingly Call time at 5 minutes and ask groups to write their group name on their final design Set up a launch point in the room and ask each group to nominate a pilot to fly the plane Call out each group pilot to fly their planes and see where they land Track which group's plane goes the farthest and declare a winning team <p>Debrief: Ask the winning team how everybody in their team got involved in the activity – what were their roles from ideas people, to design people to creation people and pilot. Ask one of the other teams what they would do differently if they could do the activity again. Steer the conversation and responses to cover the fact that not everybody in a team has the same skills, some team members will be better at some tasks than the other members but each team member works together for the good of the whole team and do their part to the best of their ability. Link this to working in an agro-processing business and the importance of working together to achieve work goals and targets and also to support each other.</p>		
45 mins	<p>Questions for Help, Support and Feedback</p> <p>Point out that when the group start working, they will need to build up a good working relationship with co-workers, supervisors and managers. They should apply the same principles of positive communication, both verbal and non-verbal to all the people they come into contact with at work.</p> <p>Explain that sometimes, Trainees will need to approach co-workers or managers to ask for some help, support or feedback.</p> <p>Why ask Questions at Work? Ask the group what the point is of asking questions at work. Take brief feedback and then display PPT 28 and Trainees to turn to page 109 of the Trainee Handbook:</p> <ul style="list-style-type: none"> Provides you with immediate feedback The answers you receive will help you understand a particular problem or situation 	<ul style="list-style-type: none"> Training room Laptop Projector / Smart Board Trainee Handbook Pens for Trainees PPT Slides for Module 4 Space for Trainees to carry out roleplays in pairs 	<ul style="list-style-type: none"> Trainees suggest reasons why they might need to ask questions at work Trainees identify open and closed question types Trainees take part in role-plays using the language learned to ask meaningful

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ul style="list-style-type: none"> • Means empowering the other person in the conversation – this is seen as respectful • You can find out information that will help you do your job better! • Helps you to learn important information from your managers and experienced co-workers • Can show that you are willing and ready to learn • Helps you to learn and grow as an employee • Improves your relationships with co-workers and managers • Shows you are open to change <p>How to Ask Meaningful Questions for Help, Support and Feedback Point out that meaningful questions should always:</p> <ul style="list-style-type: none"> • Show respect • Be genuine for a particular need or piece of knowledge etc. <p>Display PPT 29 and point out to the group that before they ask questions of co-workers and managers they should ask themselves the following questions about what it is they actually want to know:</p> <ul style="list-style-type: none"> • Do I need a definite and correct answer for something? • Do I need some advice? • Do I need an experienced or educated opinion on something? <p>Activity 4.6 Open or Closed Questions? Point out that the most common types of questions they can ask when requesting help and advice are known as open and closed questions.</p> <p>Ask Trainees to turn to page 110 of the Trainee Handbook which describes open and closed questions. Display PPT 32 – 33 which has the same information as in the Trainee Handbook and read through the slide together and ensure that Trainees fully understand the difference:</p> <ul style="list-style-type: none"> • A closed question can be answered with a ‘yes’ or ‘no’ and is useful in certain situations 		<p>questions to request help, support or advice / opinions</p>

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ul style="list-style-type: none"> An open question asks for the person you are speaking to, to give more information rather than just a 'yes' or 'no' <p>Read through the questions in the activity as a whole group and ask Trainees to think which of them are 'open' and which the 'closed' questions are. They should do this in pairs and note their answers in the spaces provided in the activity or record their answers as appropriate. Allow a few minutes for this part of the activity then display PPT 29 with the answers.</p> <p>Answers</p> <p>Which questions are open and which are closed?</p> <p>A. Was the team meeting OK? (closed) B. What happened at the team meeting? (open)</p> <p>A. Tell me; what happened next? (open) B. Did X happen? (closed)</p> <p>A. Was that part good? (closed) B. Could you tell me a bit more about that part? (open)</p> <p>Display PPT 30 - 31 and read through what each question types are good for finding out with some relevant examples. Trainees can follow in the Trainee Handbooks on page 111.</p> <p>Open questions are good for:</p> <ul style="list-style-type: none"> Starting a conversation: <i>"What exactly would you like me to do first?"</i> Finding out more detail: <i>"What should I do if I can't start the machine?"</i> Finding out the other person's opinion or issues: <i>"What would you do in my shoes / if you were me in this situation?"</i> 		

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Closed questions are good for:</p> <ul style="list-style-type: none"> • Checking your understanding, or the other person's: <i>"Did you say you would me to do XX first?"</i> • Concluding a discussion or making a decision: <i>"I'll ask Alem if I can observe her on the canning line, is that Okay?"</i> <p>Remind the group that they have to listen to what their managers and co-workers are saying to them! Reiterate the importance of good body language and active listening from this and the previous sessions as they will need to use these skills when carrying out some roleplays.</p> <p>Activity 4.7: Asking for Help, Support and Feedback Role-plays Point out that body language and tone of voice can also play a part in the answers you get when you ask questions. It's not just what you ask it's the way that you ask it! Tone of voice is very important in verbal communication. Demonstrate this quickly by asking a Trainee to pass you a piece of paper in a kind tone of voice with gently rising intonation at the end and then again, by barking the order at the Trainee but with exactly the same words.</p> <p>Role-plays</p> <p>Ask Trainees to work in pairs (one playing part A and one playing part B) and ask them to turn to Activity 4.8: Asking for Help, Support and Feedback Role-plays on page 112 of the Trainee Handbook so the group can start to practise asking meaningful questions. Remind them to think about what it is they are asking for before they ask it!</p> <p>Ask pairs to swap roles so they get to practise asking and answering the meaningful questions. If you feel one or more pairs have performed the role-plays well and you have time, invite them to perform them in front of the group.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment				
	<p>Role-plays</p> <p>Roleplay 1</p> <table border="1" data-bbox="295 564 1196 1007"> <tr> <td data-bbox="295 564 750 1007"> <p>A: You have just started working in an integrated agricultural park that has a modern electronic clock-in system. You feel nervous as you can't remember how to use the system correctly and you cannot clock into work. You have a queue of people behind you, and they are looking frustrated! Ask the person in the queue behind you for some assistance!</p> </td> <td data-bbox="750 564 1196 1007"> <p>B: You are queuing in line to clock into the park behind a new starter. You can see she is having a few problems with the clock in system, but you also have a long queue of people behind you that want to clock in! And you will be late for work if you don't clock in the next three minutes!</p> </td> </tr> </table> <p>Roleplay 2</p> <table border="1" data-bbox="295 1110 1196 1417"> <tr> <td data-bbox="295 1110 750 1417"> <p>A: You have just started working for an avocado oil producer. You have been given your daily targets for bottling up the processed oil and feel you are going to struggle to complete your daily target. You need some advice! You are going to</p> </td> <td data-bbox="750 1110 1196 1417"> <p>B: You are the line supervisor for the avocado oil packaging line in avocado oil processing business. One of your new workers is consistently behind with their daily targets and looks like they could do with some help.</p> </td> </tr> </table>	<p>A: You have just started working in an integrated agricultural park that has a modern electronic clock-in system. You feel nervous as you can't remember how to use the system correctly and you cannot clock into work. You have a queue of people behind you, and they are looking frustrated! Ask the person in the queue behind you for some assistance!</p>	<p>B: You are queuing in line to clock into the park behind a new starter. You can see she is having a few problems with the clock in system, but you also have a long queue of people behind you that want to clock in! And you will be late for work if you don't clock in the next three minutes!</p>	<p>A: You have just started working for an avocado oil producer. You have been given your daily targets for bottling up the processed oil and feel you are going to struggle to complete your daily target. You need some advice! You are going to</p>	<p>B: You are the line supervisor for the avocado oil packaging line in avocado oil processing business. One of your new workers is consistently behind with their daily targets and looks like they could do with some help.</p>		
<p>A: You have just started working in an integrated agricultural park that has a modern electronic clock-in system. You feel nervous as you can't remember how to use the system correctly and you cannot clock into work. You have a queue of people behind you, and they are looking frustrated! Ask the person in the queue behind you for some assistance!</p>	<p>B: You are queuing in line to clock into the park behind a new starter. You can see she is having a few problems with the clock in system, but you also have a long queue of people behind you that want to clock in! And you will be late for work if you don't clock in the next three minutes!</p>						
<p>A: You have just started working for an avocado oil producer. You have been given your daily targets for bottling up the processed oil and feel you are going to struggle to complete your daily target. You need some advice! You are going to</p>	<p>B: You are the line supervisor for the avocado oil packaging line in avocado oil processing business. One of your new workers is consistently behind with their daily targets and looks like they could do with some help.</p>						

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>ask your supervisor as they are friendly and approachable.</p> <p>Take feedback from the other Trainees as volunteers perform their roleplays. How did they phrase their questions? Were the questions clear? Was there anything else they could have asked that would have been clearer? (Keep peer feedback constructive!)</p>		
45 mins	<p>Working Together</p> <p>Activity 4.8: Working as part of a Team</p> <p>Ask Trainees the group to think of a time they worked together with others towards a common goal. This could be in a community group, sports group or education group or a voluntary or paid work group if Trainees have worked before. Display PPT 34 and read through the following questions so the group can follow:</p> <ul style="list-style-type: none"> • What was the team and what was your role / job? • Was it a good team? If yes think about why, if not, think about why not • Were you treated as an equal in the team or were you discriminated against? • What special strengths did each person have in the team including you? • How do you think working as part of a team can help you when you start working in an agro-processing business? <p>Allow individual Trainees a few moments to consider their own answers to the questions and then split the group into smaller groups of 4 (or tables) and ask the group members to discuss their own experiences.</p> <p>Take feedback after the discussions and ask the following questions.</p> <p>Why do we have Teams? Ask the group why do we have teams or work in groups in our social and working lives? Take feedback and steer the conversation towards the following. Display PPT 35 and talk through the bullets</p> <ul style="list-style-type: none"> • To share the skills and knowledge we have • To share the experiences we bring 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 4 	<ul style="list-style-type: none"> • Trainees know and understand what a team is and how they can be successful • Trainees identify their unique strengths and contributions to a team • Trainees know and understand that teams are made up of different skills, knowledge, experience and roles • Trainees recognise the importance of everyone in a team and to show all co-workers respect regardless of

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ul style="list-style-type: none"> • To bring together and build on our individual strengths • To improve processes and performance • Collaboration is sociable and enjoyable if it works well <p>Next, ask the group what makes one team work well and another not so well? Write the group's answers on the flip chart. Display PPT 36 and fill in the gaps in any answers missed:</p> <p>A successful team has:</p> <ul style="list-style-type: none"> • Clear goals • Shared responsibilities • Shared skills and knowledge • Distinct roles for individuals • Support and respect for each member of the team • Does not discriminate against any member of the team • Clear lines of communication <p>Activity 4.9: What do I Bring to a Team?</p> <p>Ask Trainees to get back into the same teams they were in for the paper airplanes energiser from the beginning of the session and think about what their role was. Ask the group to discuss the following questions:</p> <ul style="list-style-type: none"> • What did you personally contribute towards the team? • What were your knowledge and skills? • Did you have any experience of building a paper airplane before? • Do you think you could have done everyone's job in the team as well as they did? • Who came up with the ideas for the airplane? • Who created the plane? • Who helped the group to work well together and motivated? • Who was the organiser or gave everyone tasks to perform? • Who was good at solving problems if the plane didn't fly well? • Who was the person who wanted to get the job done? • Who was mindful of time and kept everyone on track? • Did the women in the group contribute as much as the men? In what roles? 		<p>gender or age etc.</p>

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Discuss with the teams how many of the different roles they covered and if any role was missing and if so, what? Or if their team had lots of members with the same skills and how this affected the team's success.</p> <p>Round-up this activity by summarising that teams contain different strengths and weaknesses, and stress that those differences are valuable to be able to get the job done. Ideally, a team that works successfully will have a great variety of roles and strengths, which together make the team a great one! Reiterate the point that the sum of the team is greater than its individual parts and this is why teamwork and collabourating together can be so much more powerful than working alone.</p> <p>The Importance of Including <u>Everyone</u> in a Team Ask the group to think back to the previous activity and the specific debrief question of <i>“Did the women in the group contribute as much as the men? In what roles?”</i></p> <p>Explain that when they work as part of a team, one person's opinions or ideas matter as much as the next person's, regardless of if they are a man or women or if they have a learning difficulty or disability.</p> <p>Explain the term discrimination by displaying PPT 37 and ask the group to work in pairs to think of some examples of discrimination that women particularly could face when working in agro-processing businesses. Take feedback and write on the flipchart. Add to the ideas with the following if they did not arise in conversation. (Trainee Handbook page 113):</p> <ul style="list-style-type: none"> • Unequal pay • Lack of access to jobs due to family commitments • Lack of access to jobs due to mobility or migration issues (commitments to reside in one place) • Gender bias¹⁴ 		

¹⁴ Gender bias is the tendency to prefer one gender over another. It is a form of unconscious bias, or implicit bias, which occurs when one individual unconsciously attributes certain attitudes and stereotypes to another person or group of people. These ascribed behaviours affect how the individual understands and engages with others.

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<ul style="list-style-type: none"> • Gender stereotyping of certain job roles¹⁵ • Workplace harassment • Sexual harassment • Due to limited access to training, female workers are more likely to have precarious terms of employment and hence be vulnerable to lay-offs • Since female workers, especially youth, have less access to networking, it is often difficult for them to get job opportunities once they are laid off <p>Remind Trainees from module 1 that in the Ethiopian Labour Law 2019, employers must not discriminate against any employee. Display PPT 38 and explain the following prohibited act in accessible language for your Trainees (Trainees can follow in their handbooks on page 113):</p> <p>Employers must not: Discriminate between workers on the basis of Nation, sex, religion, political outlook, HIV/AIDS disablement or disablement on any other grounds.</p> <p>Also remind Trainees that employees have obligations in this regard under the Labour Law:</p> <p>Employees must not: Commit sexual harassment or sexual violence at the workplace; Physically abuse anyone in the workplace.</p> <p>The Benefits of Gender Equality in the Workplace</p> <p>Ask Trainee pairs to discuss some of the benefits of having both men and women in the workforce and in teams for both the individual and also for the businesses. Take feedback after a few moments and write up on the flipchart. Display PPT 39 to discuss and fill in any gaps in knowledge (Trainee Handbook page 114):</p>		

¹⁵ Many jobs in the economy are gender-stereotyped. Firefighting is thought of as a man's job, whereas nursing is thought of as women's work.

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Individuals</p> <ul style="list-style-type: none"> • Equal opportunities for all • Gives all workers a voice • Ensures fair representation • Gives men and women access to diverse employment • Increases earning potential <p>Businesses</p> <ul style="list-style-type: none"> • Access to larger pool of employees • Brings the business more innovation and creativity • Increased engagement and retention amongst staff • Leads to a more productive, secure and better organized working environment • Improves the businesses reputation <p>Remind Trainees that they should be respectful to all programme participants as per the group rules or ‘promises in a jar’ activity and this applies as a key core skill when they start working in workplace teams in agro-processing businesses.</p> <p>Activity 4.10 Teamwork Scenarios Display PPT 38 and ask the group to turn to page 115 in the Trainee Handbook.</p> <p>Read out the following scenarios. Ask Trainees to work in their paper airplane activity small teams to respond to the scenarios; thinking about their own behaviour and contribution to the teams to make sure they worked well to achieve their goals.</p> <p>Scenario 1</p> <div style="border: 1px solid black; padding: 5px;"> <p>You work in a small team of four people maintaining machinery in a large edible oil business. One team member is continuously going missing on their shift - what impact does this have on the team, on the clients who are expecting their goods and on the business itself?</p> </div>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	<p>Scenario 2</p> <p>You are working with four other people in a packing team for a poultry producer. Your team has a target to pack a large number of crates with hens ready for transport to a laying shed. The laying shed team are expecting all the crates by lunchtime. Halfway through the morning, one of your team members gets an urgent call to attend a family emergency. What can the other members of the team do to help and make sure the target is achieved?</p> <p>Point out to the group that each person will definitely find themselves in at least one team when they start working in an agro-processing business. Ask them to consider what they can personally do and contribute as individuals to make sure the team works well. They should record some of these actions in the personal goals section at the end of this session.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up the session by explaining what Trainee have learned:</p> <ul style="list-style-type: none"> ✓ You have examined why asking questions at work is a positive thing ✓ You have discovered the use of open and closed questions ✓ You have carried out a series of roleplays to put asking questions into practice ✓ You have examined how teams work together successfully ✓ You have examined how teams work together successfully ✓ You have discovered the various roles within teams ✓ You have examined why it is important to include everyone in the team ✓ You have examined your own role in a teamwork activity <p>Activity 4.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Trainees should specifically think about what they will ensure they contribute to their work teams to make sure they work well and are successful teams.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 4 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Timing (Approx. mins)	Trainer activity	Location / Resources	Activity Assessment
	Ask them to record their action(s) in the Personal Action Plan on page 105 of the Trainee Handbook . Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.		

Module 5: Working Productively

Module 5	Working Productively
Duration	10 hours (4 x sessions of 2.5 hours)
Mode	Classroom training Scenarios Roleplay Trainee Handbook
Assessment	Knowledge test and observation with oral questions

Summary of content


This session will explore the core skills for trainees to be able to manage their time efficiently and effectively both personally and professionally. Trainees will look at their current time management skills, how they spend their time, how their time will be affected by gaining work, consider how to prioritise tasks and how to plan a working diary. This session will also look at the core skills of effective problem-solving and good decision making both in trainees' personal and working lives.

Trainees will work through the core skills of how to solve problems using an organised and logical approach, including how to identify and define the problem, exploring options and finding solutions. Trainees will also gain and understanding of the process to follow to help them make good decisions. There will be a focus on conflict resolution / handling disagreements and managing cultural differences in this module as well as a further focus on gender and inclusion when working as part of a team.

Mapping to FTVETA Units of Competence	Mapping to FTVETA Learning Outcomes and Assessment Criteria
IND BFP1 18 1019 Demonstrate Work Values	1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is achieved in harmony with company's values. 2.1. Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines. 2.2. Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines 2.3. Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines. 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values. 4.3 Company values/practices are shared with co-workers using appropriate behavior and language.
IND BFP1 17 1019 Receive and Respond to	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/instructions. 1.2 Instructions/information is properly recorded. 1.3. Instructions are acted upon immediately in accordance with information received.

Mapping to FTVETA Units of Competence	Mapping to FTVETA Learning Outcomes and Assessment Criteria
Workplace Communication	1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/information is not clear. 2.1. Written notices and instructions are read and interpreted correctly in accordance with organizational guidelines 2.2 Routine written instruction is followed in sequence.
IND BFP1 16 1019 Work with Others	1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship 1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions 1.3. Feedback on performance provided by others in the team is encouraged, acknowledged and acted upon 1.4 Differences in personal values and beliefs are respected and acknowledged in the development 2.1 Support is provided to team members to ensure workgroup goals are met 2.2. Constructive contributions to workgroup goals and tasks are made according to organizational requirements 2.3 Information relevant to work are shared with team members to ensure designated goals are met

Module 5, Session 1: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module on PPT 4:</p> <p>Module Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To take a self-inventory of their own time management skills and identify how to improve ✓ To learn to distinguish urgent tasks from important tasks and plan accordingly ✓ To identify common barriers to time management and how to overcome these barriers ✓ To complete a personal time study in order to meet personal goals ✓ To identify typical problems or issues at home and at work ✓ To recognise steps to solve workplace problems and issues ✓ To use a problem-solving method to solve a workplace issue ✓ To be able to identify and resolve conflict in the workplace ✓ To practise the key core skills of working together, positive communication and problem-solving by actively taking part in practical group activities <p>Display PPT 6 and run through the Learning Outcomes for this session.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To take a self-inventory of their own time management skills and identify how to improve ✓ To learn to distinguish urgent tasks from important tasks and plan accordingly <p>Go through the module overview on page 117 of the Trainee Handbook.</p>	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 5 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
N/A	<p>Important notes to trainers: In this session you will be working through a task prioritisation scenario with the group. This will require you to photocopy and cut up the list of tasks on page 196 of this guide. Ensure you have enough copies of the tasks for each group.</p>	<ul style="list-style-type: none"> • Task prioritisation pack, cut up and collated – one for each group 	

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Session Energiser: Br. 86,400</p> <p>Split the group into smaller groups of 4-5. Tell each group they have 10 minutes to decide how to spend Br. 86,400 anyway they wish. The only restrictions are that they cannot bank any money and if they do not use any of the money they lose it.</p> <p>After 10 minutes, discuss why and how the groups decided on how to spend the money the way they did.</p> <p>Explain to the group that 86400 are the number of seconds we have in each whole day each day and that as often as possible they should consider spending their time on things that are important to them as they did with their money in this energiser.</p>	<ul style="list-style-type: none"> • Training room • Space for Trainees to form and work in small groups 	<ul style="list-style-type: none"> • Groups decide how to spend their Br. 86,400 with the allotted 10 minutes • Trainees appreciate the importance of spending time as wisely as money
45 mins	<p>Energizer Activity: Time Management Quiz</p> <p>Explain to Trainees that when they start working they must be able to manage themselves effectively to be able to succeed. They need to be able to make independent decisions, meet deadlines, work cooperatively with co-workers, supervisors and managers and at times, work under pressure.</p> <p>Explain to the group that the key to good self-management starts with good time management.</p> <p>Ask the group how well they think they currently manage their time. Take feedback from a range of Trainees. Also talk about when people like to get things done during the day. Point out some of us are 'morning' people and some of us are 'afternoon', 'evening' or even 'night' people. Knowing what time of the day you are most productive can also be helpful as you will know which tasks you can complete quicker and better at certain times of the day.</p> <p>Display PPT 7 and ask Trainees to turn to page 117 of the Trainee Handbook. Explain that the group will look at how wisely they manage their time currently by taking a time management quiz. Trainees should respond to a range of statements with a 'yes' or 'no'</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 5 	<ul style="list-style-type: none"> • Trainees complete the time management quiz and start to identify if they currently manage their time well and if they could improve in certain areas • Trainee groups complete the task prioritisation task correctly

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>answer for what they usually do in the circumstances. They can then discover if they currently manage their time well or if there is room for improvement.</p> <p>Read each statement through with the group to ensure full understanding of each, explaining further if necessary in accessible language. Instruct Trainees to respond to each statement, circling yes or no as appropriate. Emphasise that they should respond for what they usually do in each situation.</p> <p>After they have completed the quiz, the group should add up their points, giving themselves one point for each 'yes' answer and nothing for a 'no.' Ask Trainees how they scored and discuss some of the statements and see who does or does not do what regarding managing their time. Explain that this time management quiz says you are excellent if you score 10. The lower the points go the more work that is needed. If they gave themselves a 'no' to a particular statement then they should to start working on that aspect.</p> <p>Barriers to Managing your Time Ask the group what gets in the way of managing their own time at home or at college. Explain that there are also barriers to managing time appropriately in the workplace. Ask what some of them could be and take feedback.</p> <p>Display PPT 8 and go through some of the barriers:</p> <ul style="list-style-type: none"> • Not having scope of work • Not prioritising work • Lack of conducive work environment • Intermittence of work schedule • Too much work and work overload / stress • Side talking <p>Explain that in this final module we will focus on some of these barriers and how to overcome them.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods														
	<p>Activity 5.1: Prioritising Tasks</p> <p>Point out that when the group begin working there will be many tasks to complete in one day and sometimes they will be given extra or urgent tasks that their supervisors will want them to complete as soon as possible. Explain that it can sometimes be overwhelming if Trainees are not accustomed to giving priority to certain tasks over others. Explain that you will now carry out a group task to try and prioritise urgent and important tasks over others.</p> <p>Display PPT 9 and ask Trainees to turn to page 118 of the Trainee Handbook. Explain that the group are going to carry out a short task to practise prioritising urgent and important tasks in a daily-life scenario.</p> <p>Split the whole group into smaller groups of 4 (ensure groups have at least one person who can read well). Explain that in their workbooks and on the PPT slide they will see a list of tasks that have to be completed in one day in typical daily life. Read through each of the tasks together so Trainees fully understand.</p> <p>Trainees should work in their groups to read through the list again and decide how urgent or important each task is. If the task is super urgent or important they should award an A rating. If the task is slightly less urgent or important it should be awarded a B rating and if the task is less important they should award a C rating. Explain that there are no 'right' and 'wrong' answers here but the group need to discuss each task and come to a group consensus on the level of importance. Take feedback from each group when they have completed the task. Point out similarities and differences within the groups' decisions and ask them how easy or difficult it was to categorise the tasks.</p> <table border="1" data-bbox="297 1142 1314 1422"> <thead> <tr> <th data-bbox="297 1142 1160 1209">Task</th> <th data-bbox="1160 1142 1314 1209">Priority (ABC)</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 1209 1160 1246">Read the children a bedtime story before bed</td> <td data-bbox="1160 1209 1314 1246"></td> </tr> <tr> <td data-bbox="297 1246 1160 1283">Take the children to school</td> <td data-bbox="1160 1246 1314 1283"></td> </tr> <tr> <td data-bbox="297 1283 1160 1319">Make injera for tomorrow morning</td> <td data-bbox="1160 1283 1314 1319"></td> </tr> <tr> <td data-bbox="297 1319 1160 1356">Go for a walk</td> <td data-bbox="1160 1319 1314 1356"></td> </tr> <tr> <td data-bbox="297 1356 1160 1393">Make dinner for tonight</td> <td data-bbox="1160 1356 1314 1393"></td> </tr> <tr> <td data-bbox="297 1393 1160 1422">Go shopping for weekly groceries</td> <td data-bbox="1160 1393 1314 1422"></td> </tr> </tbody> </table>	Task	Priority (ABC)	Read the children a bedtime story before bed		Take the children to school		Make injera for tomorrow morning		Go for a walk		Make dinner for tonight		Go shopping for weekly groceries			
Task	Priority (ABC)																
Read the children a bedtime story before bed																	
Take the children to school																	
Make injera for tomorrow morning																	
Go for a walk																	
Make dinner for tonight																	
Go shopping for weekly groceries																	

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods						
	<table border="1" data-bbox="297 264 1314 368"> <tr> <td>Mend ripped jeans</td> <td></td> </tr> <tr> <td>Wash clothes for family to wear for a party at the weekend</td> <td></td> </tr> <tr> <td>Visit a friend</td> <td></td> </tr> </table> <p>Explain to the group that they will take this one step further in the next part of the session and look at how they could apply task prioritisation to the workplace.</p>	Mend ripped jeans		Wash clothes for family to wear for a party at the weekend		Visit a friend			
Mend ripped jeans									
Wash clothes for family to wear for a party at the weekend									
Visit a friend									
45 mins	<p>Activity 5.2: Priority Matrix Explain that the group are now going to extend the prioritisation of tasks and start to look at how they might manage their work effectively once they start working. Display PPT 10 and ask the group to turn to page 119 of the Trainee Handbook to show the group what a priority matrix is.</p> <p>Explain that a priority matrix is a simple tool to help anyone effectively prioritize tasks and activities by deciding how urgent or important tasks are and grouping them accordingly. Once the grouping has been done, Trainees can clearly see which tasks should be dealt with first and what can possibly happen with the rest of the tasks. Explain that in this priority matrix the quadrants represent:</p> <p>Quadrant 1 – Urgent and Important: These tasks are number one on your to-do list. Do these first. Quadrant 2- Not Urgent but Important: These tasks are serious and if they aren't taken care of may move to the first quadrant. Plan your day to make sure these can get completed. Do these next Quadrant 3 – Not Important but Urgent: These tasks can be put off until a bit later. If we aren't careful, these can waste valuable time. Do these later Quadrant 4 – Not Urgent or Important: These tasks are serious time wasters. Do not bother to do these tasks unless all of your other Quadrant 1-3 tasks are completed and you have the time</p> <p>Explain that you are going to give groups a workplace scenario where they are to imagine they work in an agro-processing business as machine operators and a set of tasks that they need to carry out. The group should read through the tasks and decide which quadrant in their matrix they should go into and plot them on the matrix in one of the</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 5 • The Priority Matrix Task List 	<ul style="list-style-type: none"> • Trainees use the priority to effectively prioritize tasks and activities by deciding how urgent or important tasks are and grouping them accordingly 						

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods									
	<p>group's workbook. All group members should be involved and their opinions heard and valued. In Slide Show mode on PPT 10 click once and one of the tasks from the scenario will land in the Do quadrant to show the group what to do.</p> <p>Photocopy and cut the list of tasks up – one for each group (You can find a clean copy of the tasks on page 196 of this Trainer Guide.)</p> <p>Split the group into the same groups as for the previous activity, ensuring groups have one person who can read well in them. Read through the scenario:</p> <p>The Priority Matrix Task List Scenario: You work as a machine operator in a large agro-processing business and have the following list of tasks that you must complete today. You work a nine-hour shift and have half an hour for your lunch break.</p> <p>Read through the tasks your trainer gives you and decide as a group which quadrant in the matrix they should go into and plot them on the matrix in one of the group's workbook. All group members should be involved and their opinions heard and valued.</p> <div data-bbox="293 970 331 1002" style="text-align: center;">✂</div> <table border="1" data-bbox="293 1002 1402 1415"> <tbody> <tr> <td data-bbox="293 1002 663 1139">Check the hourly & daily production target from supervisor</td> <td data-bbox="663 1002 1032 1139">Ensure that machine is running smoothly</td> <td data-bbox="1032 1002 1402 1139">Talk to supervisor about doing some overtime</td> </tr> <tr> <td data-bbox="293 1139 663 1276">Write down a list of tasks you must complete at home at the weekend</td> <td data-bbox="663 1139 1032 1276">Work on a priority order that needs to go to the client tomorrow</td> <td data-bbox="1032 1139 1402 1276">Get particular instruction and daily target from your supervisor</td> </tr> <tr> <td data-bbox="293 1276 663 1415">Speak to co-worker about a personal issue</td> <td data-bbox="663 1276 1032 1415">Remove dust from machinery before starting up</td> <td data-bbox="1032 1276 1402 1415">Chat to a friend on the phone during the lunchbreak</td> </tr> </tbody> </table>	Check the hourly & daily production target from supervisor	Ensure that machine is running smoothly	Talk to supervisor about doing some overtime	Write down a list of tasks you must complete at home at the weekend	Work on a priority order that needs to go to the client tomorrow	Get particular instruction and daily target from your supervisor	Speak to co-worker about a personal issue	Remove dust from machinery before starting up	Chat to a friend on the phone during the lunchbreak		
Check the hourly & daily production target from supervisor	Ensure that machine is running smoothly	Talk to supervisor about doing some overtime										
Write down a list of tasks you must complete at home at the weekend	Work on a priority order that needs to go to the client tomorrow	Get particular instruction and daily target from your supervisor										
Speak to co-worker about a personal issue	Remove dust from machinery before starting up	Chat to a friend on the phone during the lunchbreak										

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Attend early morning short briefing</td> <td style="width: 33%; padding: 5px;">Make sure you have a clean dust mask</td> <td style="width: 33%; padding: 5px;">Check your PPE is clean</td> </tr> <tr> <td style="padding: 5px;">Clean own machine and surrounding area</td> <td style="padding: 5px;">Check the performance of the machine</td> <td style="padding: 5px;">Oil the machine</td> </tr> </table> <p>Issue the tasks pack and read through each on PPT 11 so that the group have full understanding of all the tasks to be prioritised. As in the previous prioritisation task, all Trainees in each group must come to a group consensus on the level of importance of each task and where they are placed.</p> <p>When the groups have finished their task placements, ask everyone to stand up and visit the other groups to see how similar or different theirs are to their own.</p> <p>Again point out that there are no absolute right or wrong answers although the obvious urgent and important tasks should be prioritised.</p> <p>Display PPT 12 – 13 and go through the suggested answers, discussing and debating with Trainees if they disagree or strongly believe in different priorities. Point out that using the priority matrix is a useful tool for sorting out the urgent and important tasks from ones that can wait – even just for a while. Trainees can use this in their personal and social lives too if they are overwhelmed with things to do.</p>	Attend early morning short briefing	Make sure you have a clean dust mask	Check your PPE is clean	Clean own machine and surrounding area	Check the performance of the machine	Oil the machine		
Attend early morning short briefing	Make sure you have a clean dust mask	Check your PPE is clean							
Clean own machine and surrounding area	Check the performance of the machine	Oil the machine							
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up what the Trainees have learned in this session:</p> <ul style="list-style-type: none"> ✓ You have taken a self-inventory of your own time management skills and identify how to improve ✓ You have looked at some of the barriers to managing your own time effectively 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 5 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session 						

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>✓ You have learned how to distinguish urgent tasks from important tasks and plan accordingly</p> <p>Activity 5.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session. Ask them to record their action(s) in the Personal Action Plan on page 120. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>		

Module 5, Session 2: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 15.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ Identify common barriers to time management and how to overcome these barriers ✓ Complete a personal time study in order meet personal goals 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • projector / Smart Board • PPT slides for Module 5 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
25 mins	<p>Session Energiser: Ribbon / String of Life</p> <p>Materials</p> <p>Aim: To make Trainees aware that we always have less time than we think!</p> <p>Method</p> <p>For this time management exercise, you need a ribbon or length of string with a length of 100cm (1 meter) and a pair of scissors.</p> <p>Ask your team:</p> <ul style="list-style-type: none"> • What is the estimated international lifespan of an individual? (The normal response will be in between 75 and 85. The actual figure is 79 years, so you need to cut 21cm of your ribbon. It is now 79cm long, meaning we have 79 years left) • What is the average age of the participants? • Let's say the number you get is 29, so you chop another 29cm of your ribbon. These years are what you would call "sunk costs", you can't do anything about them. Your ribbon now has 50cm. • So we have 50 years left? This is a trick question: people will say yes but the actual answer is no • You still need to factor in a lot of variables: weekends, public holidays, casual/sick leave, and annual holidays • Every year has 52 weeks, so that's 52 Sundays per year. Multiply that by 50 years (the current length of our ribbon) and you get 7.14. Reduce the ribbon by 7cm. The same logic applies to Saturdays. Reduce another 7cm. • There are at least 10 Public/National holidays per year, which gives us 1.5 years when multiplied by 50. Reduce the ribbon by 1.5cms 	<ul style="list-style-type: none"> • Training room • Space for Trainees to form and work in small groups • A piece of ribbon or string of 100cms • A pair of scissors • A ruler to measure the ribbon / string 	<ul style="list-style-type: none"> • Trainees participate in activity

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Across the world we spend approximately 40 days a year on casual leave, sick leave and annual holidays. That's around 5 years, so you cut off another 5cms • You are now left with about 29.5 years • But we still need to take into account sleeping, eating and commuting • We spend a third of our day (and so a third of our year) sleeping. Considering an average of 8 hours of sleep per day, we get $122 * 50 =$ almost 17 years. Cut off another 17cms • You need around 2 hours per day to eat lunch, breakfast, snacks, and dinner. 30 days a year X 50 years= 4 years or so. Cut off another 4cms • Lastly, let's factor in commuting and time spent traveling from one place to another for activities. If we average one hour a day, that's 2 more years. • We are now down to 6 years of life to make it or break it. <p>Debrief: Ask Trainees if they are surprised at exactly how much time we truly have to do the things we want to. Take feedback. Point out that it's up to all of us to make the best of out of those precious 6 years!¹⁶</p>		
35 mins	<p>Activity 5.4: Barriers and Solutions to Managing your Time¹⁷ Remind the group of some of the barriers to managing their time effectively from session one.</p> <p>Ask the group what some of the issues are with completing tasks at home or if they have worked before, at work? Take feedback and write up suggestions on the flipchart / whiteboard steer towards the following:</p> <ul style="list-style-type: none"> • Procrastination (delaying or postponing action, especially as a regular habit or practice) • Interruptions • Distractions • Not setting limits 	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 5 	<ul style="list-style-type: none"> • Trainees volunteer what some of the issues or barriers are with completing tasks at home or if they have worked before, at work • Trainees suggest some

¹⁶ Extracted and adapted from: <https://everhour.com/blog/top-time-management-games/>

¹⁷ Adapted from: <http://host.msgapp.com/uploads/95843/PDFs%20from%20RW%20Website/EmployabilitySkills-TimeManagement.pdf>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Not prioritising <p>Display PPT 16 and explain the terms so all the group understands, especially the term procrastination.</p> <p>Ask the group to suggest some solutions for procrastination and write them up on the flipchart / whiteboard. Steer the suggestions towards the following and display PPT 17 so Trainees can follow as you read them out (Trainee handbook page 121):</p> <p>Potential solutions to procrastination:</p> <ul style="list-style-type: none"> • Do the worst task/ the task you are dreading first to get it out of the way • Break tasks into smaller bite-sized pieces or chunks so they are more manageable • Plan to do these tasks when you are at your highest energy level / feel good • Give yourself a reward when you complete one of these tasks such as make yourself drink or rest for 10 minutes with your eyes closed • Change your work environment • Ask another person to check that you are working on / have completed the task • Remove distractions. Turn off your phone • Try to make it fun <p>Ask Trainees to turn to page 121 of the Trainee Handbook where they will see a list of potential barriers and a space for some solutions. Ask the group to transfer the solutions for procrastination into space provided in the table.</p> <p>Do the same with the rest of the barriers list:</p> <ul style="list-style-type: none"> • Interruptions • Distractions • Not setting limits • Not prioritising <p>Ask Trainees to suggest solutions and write them up on the flipchart / whiteboard and encourage the group to transfer this information into the table in their handbooks.</p>		<p>solutions for procrastination</p> <ul style="list-style-type: none"> • Trainees transfer the solutions to the time management barriers into their Handbooks

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
45 mins	<p>Activity 5.5: Time Management Scenario / Solution</p> <p>Split the group into smaller groups of 4 Trainees. Ask each group to turn to page 123 of the Trainee Handbook and look at Time Management Scenario/Solution handout. Display PPT 18 and read through the scenario together:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Scenario</p> <p>Zala works as a quality checker in a busy fruit and vegetable processing business in Addis Ababa. She has three young children. One of them is not well and she has been up most of the night with him for the last week. Zala also has elderly parents and their health is failing and she has to go to see them over in another part of the city when she finishes work to take them food.</p> <p>At work there is a big consignment of bottled juice going to a client. Her supervisor has given her the task of examining over 1000 juice labels for misspellings or defects, and incorrect labelling / packaging in the next week and return the rejected bottles for repackaging / relabelling. She is behind with her tasks and not on target to complete them.</p> <p>What advice do you have for Zala to help her get her work tasks done to meet her target by the end of the week?</p> </div> <p>Ask groups to work together to discuss and complete the table with:</p> <ul style="list-style-type: none"> • Time management barriers • Time management solutions <p>After 20 minutes, ask volunteers from each group to share the barriers that they identified and solutions to help Zala complete her target. Discuss as a whole group and come to a consensus of what the barriers were and some of the potential solutions that were voiced across the groups.</p> <p>Activity 5.6: The Benefits of Effective Time Management</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 5 	<ul style="list-style-type: none"> • Trainees take full participation in the role play activity, demonstrating learning from module session • Trainees complete the Personal Time Study Analysis for homework

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Ask Trainees to think about the different time management strategies that they have learned in this session. Point out that there are many benefits that we can have in our personal life as well as our work life if we can master time management.</p> <p>Ask Trainees to work in their previous groups and discuss and write down four ways that time management can help them. Ask groups to volunteer some of their benefits and discuss as a whole group. Do groups have some of the same benefits on their lists or are their lists unique?</p> <p>Display PPT 19 and ask Trainees to turn to page 124 of the Trainee Handbook and share a few potential benefits with the class if they have not already been covered in the discussions such as:</p> <ul style="list-style-type: none"> • You can get more done each day • You can gain control over your life • You can reduce your stress and improve your health • You can 'add more time' to your daily routine, thereby having time to do the things you really enjoy <p>Activity 5.7: Personal Time Study Analysis For a simple homework task, ask Trainees to complete the Personal Time Study Analysis on page 126 of the Trainee Handbook where they identify their activities for one week for at each time of the day and record how they felt at this point of the day. After one week of doing this, they can add up all the hours they spent doing certain activities and start to see using the priority matrix how to save time by doing the urgent and important things first etc. They can also start to see patterns in the time of day when they personally have more energy and when they are tired so they can prioritise doing longer tasks or tasks that require greater concentration at the points in the day when their energy and concentration is at its highest.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up what Trainees have learned in this session:</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> ✓ You have Identified common barriers to time management and how to overcome these barriers ✓ You have completed a personal time study in order meet personal goals <p>Activity 5.3: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 120 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Pens for Trainees • PPT Slides for Module 5 	

Module 5, Session 3: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 21.</p> <p>Session Learning Outcomes</p> <ul style="list-style-type: none"> ✓ To identify typical problems or issues at home and at work ✓ To recognise steps to solve workplace problems and issues and resolve conflict ✓ To use a problem-solving method to solve a workplace issue / conflict 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 5 • PPT 17 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
15 mins	<p>Session Energiser: A Shrinking Vessel¹⁸</p> <p>Aim: For Trainees to solve a problem using adaptability</p> <p>Materials: A long length of rope or string</p> <p>Method:</p> <ul style="list-style-type: none"> • Using the rope, make a shape on the floor that the whole group can easily fit into • Slowly shrink this vessel or space over a time period of 10-15 minutes • Trainees must work together to figure out how to keep everyone within the shrinking boundaries <p>Debrief:</p> <p>Ask the group how easy it was to adapt to the shrinking boundaries and how did they collaborate and decide what to do next? Point out that what they have been doing is solving a problem and they will look at how they can solve problems that arise in the workplace.</p>	<ul style="list-style-type: none"> • Training room • Space for Trainees to form and work in a large group • A long piece of rope or string 	<ul style="list-style-type: none"> • Trainees solve the issue of fitting into the shrinking vessel by collaboration and trying out new ideas / adapting to the decreasing changes to the vessel
45 mins	<p>Activity 5.8: What is a Problem?</p> <p>Tell the group that they have been given a great responsibility. They have to come up with a definition for the word 'problem' for a national dictionary.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook 	<ul style="list-style-type: none"> • Trainees discuss and not their group definition of the word 'problem'

¹⁸ Adapted from: <https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Split Trainees into small groups of 4 and ask each group to discuss what a problem is and how they could define it. They should make a note of their definitions in the space provided on page 127 of the Trainee Handbook. After 5-10 minutes, ask a willing volunteer from each group to present their definitions and justifications. Make a list of the group's definitions and write them up on the whiteboard / flipchart.</p> <p>Display PPT 22 which is the Cambridge Dictionary definition of the word and compare groups' definitions with this.</p> <p>Problem: a situation, person, or thing that needs attention and needs to be dealt with or solved: Some examples could be:</p> <ul style="list-style-type: none"> • <i>Our main problem is lack of cash.</i> • <i>I'm having problems with my manager.</i> <p>Ask the group what types of problems people can have at home and make a list on the whiteboard / flipchart. (Split the flipchart / board down the middle so you have two columns and write in the personal problems in one of the columns. You will be writing workplace issues and problems in the other.)</p> <p>Trainees do not have to discuss their private problems here, just the types of problems some people may have. Steer the conversation and the list towards the following if they don't come up naturally in discussion:</p> <ul style="list-style-type: none"> • Not reaching a goal • Being criticised • Criticising self • Finances • Health – yours, your families and friends • Relationships • Too many commitments • Something is too difficult • No direction • Every day feels the same - repetitive 	<ul style="list-style-type: none"> • Pens for Trainees • PPT Slides for Module 5 	<ul style="list-style-type: none"> • Trainees volunteer some common problems people face at home and at work • Trainees volunteer some solutions to specific problems they or others they know have faced

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<ul style="list-style-type: none"> • Friends or family interfering in your affairs • Being afraid of something • Expectations of you or your expectations of others <p>Explain that just as in our personal and social lives there could be issues and problems that arise in the workplace that could result in conflict. Ask the group to suggest some of the issues they may find when they start working and write up on the flipchart / whiteboard beside the personal problems as a comparison. Steer the conversation and the list towards the following if they don't come up naturally in discussion:</p> <ul style="list-style-type: none"> • Poor communication • Lack of direction / management • Conflicting work styles / personalities • High-stress work environments • Not meeting goals or targets • Bullying, harassment, or discrimination <p>Point out that actually the two types of issues we can have at home or at work have similar causes. Tell Trainees that it is a very important core skill to be able to solve-problems and resolve conflict at work and employers are actively looking for employees who can come up with solutions to issues. Explain that you will be looking at how most problems can be addressed later in the session.</p> <p>Display PPT 23 and read out the quote on problems. Trainees can follow in the Trainee Handbooks on page 127: <i>"Problems are the gifts that make us dig out and figure out who we are, what we're made for, and what we're responsible to give back to life."</i> Tony Robbins</p> <p>Explain that we can see problems as negative things that stop us from being happy or our best selves but we can also see problems as positive gifts that make us examine ourselves and our actions and also the challenge of looking for and finding solutions to the issue.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Ask Trainees to work in pairs to talk about a problem they or someone they know has had and how it was resolved. Take feedback if appropriate or people wish to share and focus on the solutions, making a note of the how the problems were solved on the flipchart / whiteboard.</p>		
45 mins	<p>Activity 5.9: Problem-Solving/Resolving Conflict in the Workplace Explain that with most problems and issues, the group can put into practice 5 separate steps to try and solve them.</p> <p>Display PPT 23 and ask Trainees to turn to page 128 of the Trainee Handbook. Read through the problem-solving/conflict resolution steps together.</p> <ol style="list-style-type: none"> 1. Define the problem: Ask yourself – is there actually a problem here? What is it exactly? How big is the problem or issue? 2. Analyse the problem: Focus on finding out <i>why</i> this is happening 3. Work out what to do: Look at your options of how you could solve the issue and choose the most appropriate one for the situation 4. Put the plan into place with commitment: Examine if you are doing what you committed to do to solve the issue. Ask yourself how do I know that I am committed to solving this issue? 5. Evaluate the progress: Ask yourself, did the plan work? What needs to happen next? <p>Trainees will now work in small groups to examine how to put into practice the first 4 steps of the problem-solving method.</p> <p>Split the group into smaller groups of 4. Ensure each group has a member who can read and write well. Display PPT 25 and ask all Trainees to turn to page 129 of the Trainee Handbook and read through the scenario with Trainees following in their handbooks.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Problem-Solving / Conflict Resolution Scenario:</p> </div>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 5 	<ul style="list-style-type: none"> • Trainees apply a simple problem-solving methodology to an agro-processing business scenario

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Amadi has been working as an extruder operator in an edible oil business. He really enjoyed his job up until a short while ago and was always being praised for his good work.</p> <p>6 months ago the business employed a new technician manager and ever since he has been there Amadi has had an issue with his relationship with him. Amadi is always on time to work and produces the best work he can and meets his targets, but he feels like his manager doesn't think this is good enough.</p> <p>The manager always seems to be irritated with Amadi, shouting at him and criticising his working practices. It is making Amadi really depressed and as he feels like he is being bullied at work. He is losing a lot of weight as he has no appetite and has started to dread going to work because of the actions of his boss.</p> <p>Ask the groups to go through the steps of the problem-solving/conflict resolution method and make as note of their decisions through the steps in the space provided in their Trainee Handbook on page 129.</p> <p>After around 20 minutes, ask volunteers from the groups to summarise the steps they would take to try and resolve the conflict and solve the problem. After all of the groups have presented initiate a group discussion and try to reach consensus of the most positive and appropriate way forward to solve this issue.</p> <p>Remind Trainees that all workers have a human right to be treated with dignity under the Ethiopian Labour Law 2019. Each business will also have Standard Operating Procedures to follow if a member of staff would like to report a person within the business that they feel are taking away that right. These are known as 'grievance procedures' and it is very important for all workers to know what they should do and who they can report issues to if they feel their dignity is not being respected. Crucially any solution to a problem MUST be within business procedures and adhere to the law.</p>		

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Tell the group that in the final session of the programme, they will be talking part in some extended activities to put into practice the core skills they have learned throughout the programme.</p>		
30 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up the session by explaining to Trainees what they have learned:</p> <ul style="list-style-type: none"> ✓ You have identified typical problems or issues at home and at work ✓ To have recognised steps to solve workplace problems and issues and resolve conflict ✓ You know and understand how to use a problem-solving method to solve a workplace issue / conflict <p>Activity 5.4: Personal Action Plan Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 120 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • PPT Slides for Module 5 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session

Module 5, Session 4: 2.5 hours

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
15 mins	<p>Welcome Trainees. Recap on the previous session's outcomes. Handout sign in / attendance sheet and ask Trainees to sign in. Go through the Learning Outcomes for the Module Session on PPT 27.</p> <p>Session Learning Outcomes:</p> <ul style="list-style-type: none"> ✓ To practise the key core skills of working together, positive communication and problem-solving by actively taking part in practical group activities 	<ul style="list-style-type: none"> • Sign in / attendance sheet • Laptop • Projector / Smart Board • PPT slides for Module 5 	<ul style="list-style-type: none"> • Trainees recall the previous module • Sign in sheet completed
90 mins	<p>Explain to the group that in this final session they will put into practice some of the core skills they have learned throughout the programme by taking part in some practical activities. Point out that all Trainees should take an active participation in the activities as a means for you as the trainer to see what each Trainee has learned throughout the programme.¹⁹</p> <p>Trainers can use this session as part of the summative assessment for each Trainee along with the knowledge assessment and interview questions in the annexes of this guide. Observation will be the principal assessment method for these activities. Trainers can use the Assessment Template to record Trainees' performance in Annex 3 of this guide.</p> <p>Marshmallow Spaghetti Tower (40 mins) Aim: To demonstrate to Trainees that they can solve problems better as a team than they can alone, which means developing collaboration and communication skills will lead to better problem solving outcomes.</p> <p>Materials: (per team):</p> <ul style="list-style-type: none"> • 20 sticks of uncooked spaghetti • 1 roll of masking tape • 1 metre of string • 1 marshmallow 	<ul style="list-style-type: none"> • Training room • Space for Trainees to form and work in a large group • For each team: <ul style="list-style-type: none"> ○ 20 sticks of uncooked spaghetti ○ 1 roll of masking tape ○ 1 metre of string ○ 1 marshmallow • Blindfolds for each Trainee (You could ask the group to bring in an old t-shirt for this purpose) 	<ul style="list-style-type: none"> • Trainees create a marshmallow spaghetti tower by communication collaboration and problem-solving • Trainees line themselves up without sight by coming up with vocal and non-verbal codes using voice and touch • Trainees work together to agree on the 10 items and their ranking within the 30 minute timeframe

¹⁹ Activities adapted from: <https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/>

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Method:</p> <ul style="list-style-type: none"> The goal of this activity is to see which team can use the materials provided to build the tallest tower within the allotted time period The tower must be able to stand on its own To make this exercise more challenging, try adding a marshmallow to the top of the tower This team problem solving exercise helps teams think on their toes while building camaraderie and leadership <p>Debrief: Ask the winning team to describe how they communicated and cooperated together to get the task finished. Remember team roles from the paper airplane energiser, who did what role? Did everyone get involved? Explain that when we collaborate as a team, we can achieve much more than working alone as this activity clearly demonstrates.</p> <p>Line up Blind (10 mins) Aim: To communicate effectively</p> <p>Materials:</p> <ul style="list-style-type: none"> Blindfolds for each person <p>Method:</p> <ul style="list-style-type: none"> Blindfold everyone and whisper a number to each person, beginning with one. Tell them to line up in numerical order without talking but they can make noises Instead of giving them a number, you could also have them line up numerically by height, age, birthday, etc. The group should keep practising with different line ups <p>Debrief: Ask the group what is was they made them get better with time. Why do they think they were not very good at the beginning (if true) Trainees should say that their communication got better and they found ways to communicate without speaking such as using noises as codes etc.</p>		<ul style="list-style-type: none"> Trainees are able to reflect on the core skills used in each activity and their relevance and importance in the workplace

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Stranded (35 mins) Aim: Helps with communication and decision-making Materials: The training room and the items within it</p> <p>Method: Explain the setting:</p> <ul style="list-style-type: none"> • The entire group has been stranded in the training room • The doors are locked, and knocking down the doors or breaking the windows is not an option • The group have 30 minutes to decide on 10 items in the training room they need for survival and rank them in order of importance • The goal of the game is to have everyone agree on the 10 items and their ranking within the 30 minute timeframe <p>Debrief: Ask the group how easy/difficult it was to agree on the 10 items. Did the group agree or disagree? How did people communicate to persuade others to consider their ideas? Were some people taking the lead and not allowing others to talk? Did some people shout to make themselves heard etc.? Explain that decision-making is much like problem-solving and to come to a consensus on decisions the team must work politely and communicate well, listening as well as speaking. (Remembering the session on listening skills too!)</p>		
45 mins	<p>Reflection / Roundup and Personal Goals</p> <p>Conclusion / Round up Round up the session by explaining what Trainees have learned:</p> <ul style="list-style-type: none"> ✓ You have practised the key core skills of planning and organising, working together, positive communication, problem-solving and others by actively taking part in practical group activities <p>Activity 5.3: Personal Action Plan</p>	<ul style="list-style-type: none"> • Training room • Laptop • Projector / Smart Board • Trainee Handbook • Pens for Trainees • Trainee certificates 	<ul style="list-style-type: none"> • Trainees are able to recap on what they learned in this session • Trainees receive programme attendance certification from the training

Timing (Approx. mins)	Trainer activity	Location / Resources	Assessment Methods
	<p>Recap with Trainees what has been learned in the session ask individual Trainees to reflect on their personal goals and ask them to think of at least one action they will take away from this session.</p> <p>Ask them to record their action(s) in the Personal Action Plan on page 120 of the Trainee Handbook. Monitor this activity, reviewing what Trainees are recording and giving feedback as appropriate.</p> <p>Trainee Certification Display PPT 28 and congratulate all Trainees for completing the programme.</p> <p>Issue training-institution certificates to Trainees for participating in the prevocational core skills programme. If you are issuing FTVETA generic module certification make sure you have carried out and recorded the results of the necessary assessments and contact FTVETA for certification in advance of the final session.</p>		<p>institution or from FTVETA</p>

Annex 1: Pre-Programme Trainee Selection Criteria

Trainee name: _____

- The Trainee is eligible and legal to work Yes / No
- The Trainee is eligible to participate in the training programme Yes / No
- The Trainee is literate Yes / No
- The Trainee speaks the language which the training will be conducted in? Yes / No
- The Trainee has a job or would like to find a job for which this programme would have a direct impact on his daily work? Yes / No
- The Trainee has sufficient relevant experience to understand the programme content and benefit from the programme as much as possible? Yes / No
- Would the Trainee's attendance to similar previous recent training on this subject result in duplication and waste? Yes / No

Trainer Comments

Annex 2: Initial and Summative Assessment

Interview questions to assess core skills before and after the programme²⁰

Trainee name: _____

Communication and Interpersonal skills

1. Tell us something about yourself / your family / your friends etc.

Just let them talk and listen without interrupting. Watch how they express themselves, vocabulary they use, short and long sentences, etc. Can you understand them well, and will other Trainees and eventually new colleagues understand their words? Do they articulate clearly? Is their language easy on the ear? Do they talk to the point? Also watch their non-verbal or body language. Does the

2. Tell us about a time when you struggled to get your message over (to a colleague, friend, partner).

Can they use demonstration, practical examples, can they simplify their language for various audiences? Do they know how to get a difficult message over to someone? And do they care whether others understand them? You can assess all these things while they talk about a situation from the past in which they struggled to get their message over.

3. Listening exercise

You can them a story in a few minutes, and then ask them follow-up questions immediately. Doing so, you can observe whether they pay attention to detail, whether they listen or are lost in thought, whether they have a good understanding for the spoken word, whether they can “read in between the lines”. Listening is even more important than talking in any relationship

4. Imagine you have started working and there is a tension between you and your supervisor. You talk very little to each other. What will you do?

This scenario will give you a good idea of if and how this Trainee communicates under pressure and what ideas they have on how to start communicating better.

5. What are the key ingredients to building good relationships with other people?

6. How do you deal with situations where there is tension between you and a friend or family member?

²⁰ Adapted from: <https://toggl.com/blog/100-soft-skills-questions-to-help-you-hire-top-talent#how-to-screen-candidates-soft-skills>

7. Describe how you would communicate difficult or unpopular information to someone?
8. Tell us about a time when you built a good relationship with someone you didn't particularly like.

Teamwork

1. Which one do you prefer and why: Working together in a team or group or working alone?
2. How important are group or community events for you?
3. Tell us how you would overcome a situation where a team is doing badly because members aren't getting along.
4. Trainees in your class are all in agreement on how to approach a task but you disagree. How do you react?
5. What does team spirit mean to you and how would you go about building it?
6. How would you deal with a teammate who wasn't doing their share of work?

Flexibility/adaptability

1. What is the most difficult change you've encountered in your life?
2. Do you like surprises? If so, why? If not, why not?
3. How do you go about rearranging your plans if something unexpected occurs?
4. Give me an example of when you've had to deal with a short notice request.
5. Do you like routine jobs or tasks?

Problem-solving

1. Give me an example of when you've successfully solved a problem.
2. Give me an example of a time when you've had to be creative in solving a problem.
3. Tell me about a time when you had to analyze information to successfully solve a problem.
4. Tell me about a time you identified a problem and solved it in its early stages.
5. Describe a time when you had to solve a problem in a crisis.

Time management

1. Can you do two or three tasks at the same time or do you prefer to do things one-by-one?

2. Which one better describes you: 'done is better than perfect' or 'everything has to look perfect'?
3. How do you prioritize your work if you have a number of looming deadlines?
4. Tell me about a time when you've struggled to meet deadlines. What did you do?
5. Imagine you are working and your manager assigns you a big task right before the end of the day. How would you reply?

Work ethics

1. Do you tend to work over-hours to get things done?
2. How hard do you work to complete tasks?
3. What would you do if you discovered a manager or colleague was breaking company rules?
4. You get your work done sooner than expected. Do you allow yourself a free afternoon or are you going to ask for more tasks?

Conflict resolution

1. Give me an example of when you have successfully resolved a conflict.
2. How do you deal with differences of opinion among classmates?
3. What steps would you take to try to resolve a heated conflict that broke out between two members of your work team?
4. How would you go about calming a classmate down if you could see that their anger was likely to cause trouble?

Trainer Comments

--

Trainer Comments

Trainer Comments
Core skills knowledge assessment to assess core skills before and after the programme

Trainee name: _____

Question	Very rarely	Rarely	Sometimes	Often	Very often
1. I dedicate time to do the things that are most valuable to me.					
2. When approaching a problem, I ask "What else could be the problem?" to help identify the root cause.					
3. If someone starts speaking to me while I'm doing something, I pause and give that person my full attention.					
4. I am able to understand why changes are happening in my life.					
5. I ask for feedback and constructive criticism from classmates, friends and family.					
6. I plan ahead so I know what I'll be doing the next day.					
7. I do not let the impulse of the moment make decisions for me.					
8. I do not ignore difficult conversations.					
9. When I am struggling with a problem, I ask others for help.					
10. I calm myself down before responding to an emotional situation.					
11. I find ways to compromise so everyone involved in a conflict is satisfied with the solution.					
12. I use my past experiences to help me in new and unfamiliar situations.					
13. I keep myself from jumping into a conversation while others are speaking.					
14. I am curious about what else I can learn.					
15. When I am involved in a conflict, it's resolved quickly and fairly.					

Question	Very rarely	Rarely	Some-times	Often	Very often
16. When having a conversation with someone, I can read their 'body language'.					
17. When others are debating something, I can understand the viewpoints of all sides, whether or not I agree with them.					
18. My classmates and teachers see me follow through on my promises and commitments.					
19. Before making decisions, I think through both expected and unexpected outcomes.					
20. I try to understand a variety of viewpoints, ideas, and experiences.					
21. I offer to help classmates with their work when they need it.					
22. I'm able to connect with people easily – they listen to what I have to say.					
23. I repeat points back during a conversation to ensure I understand what the other person is saying.					
24. I define the importance and the urgency of tasks in order to prioritize them.					
25. I'm comfortable with adapting to new situations.					
26. I hit deadlines and keep my commitments.					
27. I create goals for personal and professional growth.					

Trainer Comments

--

Annex 3: Individual Observation Assessment Template

Trainer Observation Template Module 5, Session 4: Observation Assessment of Core Skills		
Trainer name:	Trainee name:	Date:
Core Skill(s) Observed:	Score (0-3)	Feedback to Trainee
Total	_____	Summary points to note:

Trainee Signature / date: _____ Trainer Signature / date: _____

Score	Trainee performance:
0	Does not meet the requirements
1	Needs improvement
2	Is satisfactory
3	Exceeds expectations

Activity 5.3: Priority Matrix

Photocopy enough of these sheets for each group taking part in the activity. Cut them up on the dotted lines and issue them to the groups for them to place on their priority matrices.



Check the hourly & daily production target from supervisor	Ensure that machine is running smoothly	Talk to supervisor about doing some overtime
Write down a list of tasks you must complete at home at the weekend	Work on a priority order that needs to go to the client tomorrow	Get particular instruction and daily target from your supervisor
Speak to co-worker about a personal issue	Remove dust and debris from machinery before starting up	Chat to a friend on the phone during the lunchbreak
Attend early morning short briefing	Make sure you have a clean dust mask	Check your PPE is clean
Clean own machine and surrounding area	Check the performance of the machine	Oil the machine