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On-Job-Training Manual for the poultry sector

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Table of Contents

EXECUTIVE SUMMARY 6

1. GENERAL INSTRUCTIONS AND INFORMATION 8

1.1. Overview 8

1.2. Purpose of the manual 8

1.3. Role of the Trainers 8

1.4. Conduct skill- gap assessment 9

1.5. Provide quality training 9

1.6. Effective training 10

1.7. Evaluate training 10

2. STRUCTURE OF THE OJT MANUAL 12

2.1. The structure of the modules 12

2.2. Description of the Modules 12

2.3. The sequence of training 13

2.4. The utility of the modules 13

3. THE CURRICULUM 15

2-day basic-level core life skills training 15

3.1. Module 1: Basic core skills competencies 15

CS 3.1.1. What are basic core skills? 15
CS 3.1.2. How to delivery core skills? 16
CS 3.1.3. How to evaluation learning acquisition? 17
CS 3.1.4. A two-day basic level core life skills training 17
CS 3.1.4.1. Onboarding – Awareness creation. 18
CS 3.1.4.2. Managing self: What are the expected roles of the trainees? 19
CS 3.1.4.2.1. Develop goal setting and planning skills 19
CS 3.1.4.2.2. Develop an inclusive and gender-sensitive behavior 22
CS 3.1.4.3. Workplace preparedness: What are the key work-related competency skills? 23
CS 3.1.4.3.1. Conduct a SWOT analysis 23
CS 3.1.4.3.2. Employability skills 24
CS 3.1.4.3.3. Teamwork 25
CS 3.1.4.3.4. Communication 27
CS 3.1.4.3.5. Assertiveness 29
CS 3.1.4.3.6. Time management 31

CS 3.1.4.3.7. Workplace appearance 33
CS 3.1.4.3.8. Workplace values, attitudes, and behaviors 34
CS 3.1.4.3.9. Managing expectations through delayed gratification 36
CS 3.1.4.3.10. Taking initiatives 39
CS 3.1.4.3.11. Adaptability to change / flexibility 40
CS 3.1.4.3.12. Workplace ethics 42
CS 3.1.4.3.13. Conflict management 42
CS 3.1.4.3.14. Coping with stress 43

2 – 3 weeks general poultry management technical skills training 50

3.2. Module 2: General management 50
GM 3.2.1. Commercial broiler and layer breeds 50
GM 3.2.1.1 Layer farming 51
GM 3.2.1.2. Broiler farming 51
GM 3.2.2. Housing 52
GM 3.2.2.1. Housing in free range system 53
GM 3.2.2.2. Housing in semi-intensive systems 53
GM 3.2.3. Water 54
GM 3.2.4. Hygiene 54
GM 3.2.5. Lighting 55
GM 3.2.6. Temperature 55
GM 3.2.7. Grading 55
56

14- weeks specialized poultry management technical skills: Modules 3-11 57

3.3. Module 3: Bio-security management 58
B-S 3.3.1. Types of biosecurity 58
B-S 3.3.2. Measures to prevent pathogens 58
B-S 3.3.3. Vaccination programs 60
B-S 3.3.4. Methods of administering vaccination 60
B-S 3.3.5. Skill in developing a biosecurity plan for everyday practices 61

3.4. Module 4: Feed management 63
FM 3.4.1. Skill to fit feeding for different ages and productive stages 64
FM 3.4.1.1. Supplemental feeder 64
FM 3.4.1.2. Creep feeders 64
FM 3.4.1.3. Starter feed 64
FM 3.4.1.4. Grower feed 64
FM 3.4.1.5. Layer feed 65
FM 3.4.2. Skill in daily nutrient requirements of various categories of chickens 65
FM 3.4.3. Improve the knowledge and skill in poultry feed formulation 65

3.5. Module 5: Parent stock management 66
PSM 3.5.1. Basic knowledge of indigenous and exotic breeds 66
PSM 3.5.2. Addressing challenges for improved results 66

3.6. Module 6: Breed management 67
BM 3.6.1. Capacitate breeders on breed characterization 67
BM 3.6.2. Improve skill of poultry breeder 68
BM 3.6.3. Knowledge of local breed selection 68

3.7. Module 7: Hatchery management 71
HM 3.7.1. Brooding 71

HM 3.7.1.1. Understanding the physiological changes in chicks 71
HM 3.7.1.2. Knowledge to select, properly set up, use, and maintain a brooder 71
HM 3.7.2. Management of hatching eggs 72
HM 3.7.3. Knowledge of fertile egg screening 72
HM 3.7.4. Skill in incubator handing and operation 73
HM 3.7.5. The hatching cycles 74
HM 3.7.6. Practical skill on how to receive and adequately handle day-old chicks (D.O.C) 74

3.8. Module 8: Rearing management 76
RM 3.8.1. Professional competence to strengthen poultry health 76
RM 3.8.2. Knowledge of minimum space requirements 76
RM 3.8.3. Skill to set and follow a standard for culling birds from the flock 77

3.9. Module 9: Egg production 78
EP 3.9.1. Nesting 78
EP 3.9.2. Knowledge of effective raising of replacement pullets 78
EP 3.9.3. Know the causes of decreased egg production 78
EP 3.9.4. Knowledge to evaluate the economics of egg production for each flock 79
EP 3.9.5. Skill in record-keeping for egg production 79

3.10. Module 10: Processing management 80
PS 3.10.1. Poultry meat slaughtering process 80
PS 3.10.1.1. Large-scale commercial slaughterhouses 81
PS 3.10.1.2. Small-scale slaughtering facilities 81
PS 3.10.1.3. Reducing slaughterhouse contamination 81
PS 3.10.1.4. Product processing 82
PS 3.10.2. Harvesting black soldier fly larvae (BSFL) for poultry feed processing 82
PS 3.10.2.1 BSFL harvest process 82
PS 3.10.3 Egg powder processing 83
PS 3.10.3.1 Egg powder manufacturing process 84

3.11. Module 11: Marketing management 85
MM 3.11.1. Skill training in marketing 85
MM 3.11.1.1. What is marketing? 85
MM 3.11.1.2. Who are your customers? 86
MM 3.11.1.3. What are my customer's needs and wants? 86
MM 3.11.1.4. How can I satisfy my customers? 86
MM 3.11.1.5. What are the 4 P's of marketing? 86

3.12 Module 12: Basic entrepreneurial skills 89
ES 3.12.1. Enhancing capacity 89
ES 3.12.1.1. The entrepreneur mindset 90
ES 3.12.1.1.1. The risk taker – the story of a local entrepreneur 91
ES 3.12.1.1.2. Types of information that are important for business 92
ES 3.12.1.1.3. Self-assessment 93
ES 3.12.1.1.4. Entrepreneurship characteristics action plan 95
ES 3.12.1.1.5. Tips to strengthen entrepreneurial skills 96
ES 3.12.2. Business Development Services 96
ES 3.12.2.1. Generating a business idea 98
ES 3.12.2.1.1. What is a business idea? 98
ES 3.12.2.1.2. What makes a good business idea? 100
ES 3.12.2.1.3. How do people find good business ideas? 100
ES 3.12.2.2. Marketing research 105
ES 3.12.2.2.1. What is market research 105
ES 3.12.2.2.2. The Marketing Process 105

ES 3.12.2.2.3. How to do market research? 106
ES 3.12.2.2.4. Checklist for Market Survey 107
ES 3.12.2.3. Financial analysis 109
ES 3.12.2.4. Realistic planning 113
ES 3.12.2.5. Developing a business plan 114
ES 3.12.2.5.1. Why business planning is necessary 114

RESOURCE 120

APPENDIX A: VALIDATION WORKSHOP REPORT - ON THE JOB TRAINING (OJT) MODULE FOR THE POULTRY SECTOR 122

LIST OF TABLES

Table 1: Employability Skills 25
Table 2: Communication styles 28
Table 3: Five stages of Layer Operation 51
Table 4: Water consumption requirements for best results 54
Table 5: Light exposure needed for best results 55
Table 6: Ration formulation for starter, grower, and layer 68
Table 7: Key Management Timetable 69
Table 8: Different types of BDS 97
Table 9 Content of a business plan 116

LIST OF FIGURES

Figure 1: Gap assessment tool 9
Figure 2: Structure of the On-Job-Training module 12
Figure 3: Sequence and training days 13
Figure 4: Basic core life skills - Module 1 topics and competency clusters 15
Figure 5: General management skills – Module 2 topics and competency clusters 50
Figure 6: Specialized management skills – topics and competency clusters 57
Figure 7: Infection cycle 58
Figure 8: Steps in small-scale slaughtering 81
Figure 9: Egg powder manufacturing process 84
Figure 10: Basic entrepreneurial skills – Module 12 topic and competency clusters 89

The government of Ethiopia has set an ambitious target to increase the share of poultry consumption by substituting red meat from 5% to 27% by 2030[1]. Consumption of poultry products is mainly concentrated in the urban and peri-urban areas and limited to seasonal spikes in the rural areas. High urbanization rates coincide with increased commercial chicken production for the last 10 years. The government has taken a significant interest in heightening the sector's potential and capacitating village producers to some extent. A key strategy, Improved Family Poultry (IFP), for transforming smallholders was established to promote the commercialization of smallholders. However, Ethiopia's eggs and chicken meat production is still significantly lower than that of its regional counterparts like Kenya, Tanzania, and Uganda.

The shift from red meat to poultry production is also part of the government's mission to reduce methane emissions and increase the country's climate resilience by 2030[2]. The Climate-Resilient Green Economy initiative follows a sectoral approach to building a green economy, improving production practices while reducing emissions. The government is promoting smaller livestock, chicken meat, and egg production, as the most environmentally friendly animal protein production. To achieve this goal, the government aims to increase commercial poultry production by nearly five times more than sheep and six times more than goats and commercial poultry sold from 33,000 tonnes to 81,000 tonnes.

With over 80% of the population living in rural areas, poultry farms have served as income sources for many smallholder farmers and women, albeit as a low production operation. Most farming households keep at least a few chickens, which is critical in poverty alleviation, nutrition, and food security, mostly carried out by women and children. Ethiopia's village, or backyard, production in Ethiopia largely represents the majority (~97%) of the informal market. In contrast, small-scale and large-scale commercial farms account for less than 3% of the total production.

However, most small-scale producers are not managed well to grow their businesses. The practices are based on traditional practices running the risk of health (hygiene) issues where the slaughter practices, production, or marketing practices are not well designed nor efficient. The village system's husbandry (rearing, feeding, housing, healthcare, and production) is often poor and characterized by multi-age groups' flocks that undermine the operations and management to maximize performance measures. Shortage and irregular supplies of day-old chicks of breeds to grow village producers to small-scale production, feed shortages, seasonality and variable quality of scavenging feed resources, and the lack of capital and direct market access are the main constraints for growth.

The lack of practical-oriented competencies and extension services has contributed to heightened biosecurity risks and business losses. Most enter the business lacking a practical knowledge base about the industry. A shift to higher productivity and production requires a hands-on knowledge base about the industry. Those involved in the day-to-day activity hold the potential to

[1] Ethiopia livestock master plan. Roadmaps for growth and transformation. ILRI (2015)
[2] Climate Resilience and Green Economy Strategy. Environment, Forest and Climate Change Commission (2021).

boost production by gaining the basic know-how and best practices. Hence, training new entrants and those already on the job to best understand the production to consumption system is necessary.

The skill gap in the poultry value chain is most pronounced at the production and processing stages[3]. The lack of expanded emphasis on a hands-on poultry-specific curriculum in the universities and Technical Vocational Education and Training (TVET) institutions has magnified the lack of knowledge base in the day-to-day feed, health, hatchery, and rearing operations, including record keeping, and monitoring performance. A validation exercise with industry experts confirmed that addressing the skill gap early during basic day-to-day operations would significantly improve productivity and production (see Appendix A for more detail). Otherwise, the mistakes made in the earlier production stages tend to get magnified during the processing stages, making the difference between profit and loss.

One of the recommendations from the skill needs and gaps assessment work done on the poultry sector includes tailored training to improve poultry production and productivity. With this in mind, this manual aims to introduce a holistic approach to on-job-training for in-company trainers to close the basic skill gaps and pivot sectoral productivity and production growth. It is designed to smoothen the school-to-work transition for young entrepreneurs and those joining the labor market through wage employment by supporting and promoting the competencies of in-company trainers to facilitate effective knowledge acquisition, application, and delivery. The modules provide introductory or basic information on the core skills for poultry jobs and steps to sustain a viable poultry enterprise**.** Sections include production planning and management, operating tools and equipment, understanding feed inputs, poultry health, safe medication, and maximizing income through marketing in the value chain. Secondly, the training tools included in the manual could serve as a guiding toolkit for TVETs in collaboration with poultry sector experts to mainstream short-term training and the certification of competencies system to grow the pool of qualified workforce for the sector.

The other recommendation is to promotes good extension training services, particularly for women. The training should include breed and productive chicken selection, housing, nutrition management, disease control, and biosecurity issues. A single training event, nevertheless, is not likely to change the production system. Instead, periodic short-term training, continuous sensitization awareness creation, and bio-security updates could significantly improve production and productivity. Enterprise creation requires a more structured approach starting with training on running a poultry business and the skills needed and linking them to mentorship support to grow their businesses.

Furthermore, education and training institutions collaborating with the poultry sector can play a critical role in scaling up the skilled workforce pool to grow the sector's productivity and production. Structured, standard training provisions that combine foundational life skills, work-based training, and entrepreneurial skills that translate to competency-based certification, inclusive of those trained non-formally or informally through a Recognition of Prior Learning (RPL) system, can produce the best results. Ultimately, paving pathways to potential job creation opportunities and labor mobility for women and youth, including returnees (migrants), internally displaced persons (IDPs), and refugees.

[3] Plan of Action for Job Creation. The Job Creation Commission. (2019).

1. General instructions and information

1.1. Overview

The Government of Ethiopia has prioritized the development of the livestock sector and, as such, has paved a comprehensive master plan that sets out interventions to address current barriers to growth. The government expects to transform the poultry sector through improved semi-scavenging crossbreeds, specialized for layer and broiler operations. It projected that chicken meat and egg production would rise to 164,000 tonnes and 3.9 billion, respectively by 2020.[4] The plan was to increase production by 247% in chicken meat production and 828% in chicken egg production for local consumption and export. However, the poultry sector faced and is still facing many constraints to achieve the projected plan.

In-company trainers can play a critical role in enhancing practical knowledge to improve productivity and production during on-job-training. They should serve as mentors and role models for trainees (apprentices), who often lack practical work experience as new entrants to the world of work. Training apprentices in the workplace is demanding and requires a level of pedagogical preparedness that this manual attempts to capture and serve as a guide to delivering effective and quality training.

1.2. Purpose of the manual

The purpose of the on-job-training (OJT) manual is designed to mainly support and promote the competencies of in-company trainers to facilitate effective knowledge acquisition, application, and delivery. Secondly, the training tools included in the manual could serve as a guiding toolkit for TVETs in collaboration with poultry sector experts to mainstream short-term training and the certification of competencies system to grow the pool of qualified workforce for the sector. Trainer must work with a good understanding of the audiences' (trainees) background recognizing that each comes with varying degrees of knowledge, skills, and experiences. The trainers must view themselves as facilitators of learning and training and connectors to resources rather than conveyors of knowledge and information.

A well-trained trainer can be the critical mass necessary to transfer knowledge to achieve the intended outcomes. A trainer can effectively deliver, answer participant questions, address emerging challenges, support the participants, and efficiently utilize technology-based online/offline tools (interactive, app-based, electronic-platform) to ensure quality, standard and innovation. Therefore, they must have the right qualification and experience to facilitate learning practices and reach wider audiences with different demographics, knowledge, skills, attitudes, experience, education, and training needs.

1.3. Role of the Trainers

The most effective training is not accidental – **it results from the trainer spending hours familiarizing themself with content knowledge, learning and teaching principles, and well-**

[4] Ethiopia Livestock Master Plan, Brief. July 2015

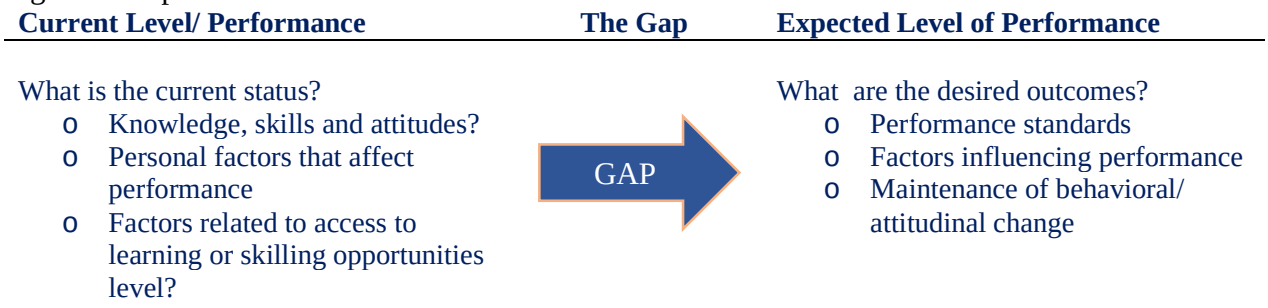
designed instructional delivery approaches. Interactive training tends to be more effective than lectures alone. The role of the trainer is to create and maintain a supportive climate that enables continuous improvement for the trainee.

In-company trainers must create a positive environment where young men and women are equally valued and encouraged to participate. They should avoid stereotypical gender assumptions and consider the best gender-sensitive pacing and timing for the training sessions.

1.4. Conduct skill- gap assessment

A gap assessment can help identify performance gap, set learning objectives/ goals, and plan an evaluation strategy. Encouraging the trainees to talk about themselves and their background during the orientation period is critical to discovering skill levels, gaps, needs, and challenges related to foundational skills, entrepreneurial skills, and technical skills requirements for successful knowledge and the acquisition of the necessary skills.

Figure 1: Gap assessment tool



Careful assessment of the needs for training can help address those gaps and improve knowledge and skills acquisition. Outlining learning objectives/ goals clearly and defining measurable performance expectations will identify what the trainees will be able to do as a result of the training. For training to be truly successful, trainees must be able to use and reinforce the application of their new skills and knowledge. Only when trainees can apply the new skills and knowledge acquired during training is the transfer of knowledge evident.

1.5. Provide quality training

In-company trainers, as educators, mentors, and coaches, must be responsibility for cultivating a culture of continuous improvement for each training recipient. Mentoring and coaching involve reciprocal and collaborative learning relationships to achieve clear and mutually defined learning goals. Successful mentoring and coaching rests on building and maintaining trust around activities involving knowledge acquisition, application and supervision. Skilled trainers recognize that the trainees have a reservoir of experiences that serve as a primary learning resource which enables them to contribute to rich exchanges.

Best practices involve guided diagnosis and evaluation of own learning. Ownership to learning means that the trainee is motivated and engaged to self-direct. It requires foundational core soft skills to set personal goals and identify strengths and weaknesses to improve learning outcomes. Managing one's learning experiences helps develop lifelong skills necessary for building and perfecting various career development and employment skills.

In-company trainers should ensure that the training is inclusive and equitable to young women. Trainers must create a positive environment where young men and women are equally valued and encouraged to participate. Try as best as possible to have a gender balance among participating trainees and avoid using stereotypical gender assumptions. Trainers should also consider the best gender-sensitive pacing and timing for the training sessions.

1.6. Effective training

A good understanding of the audience's expectation is critical for heightened engagement. Introducing sound management strategies and setting rules are the first steps to having an effective OJT training. Setting rules establish grounds for meeting expectations. Sound management strategies require good (active) listening skills for encouraging, paraphrasing, clarifying, reflecting, summarizing and validating. Candid feedback can be a powerful stimulus for learning. Using of open-ended questions ("think back") questions based on prior experiences and facilitating dissenting views can foster a conducive learning environment.

1.7. Evaluate training

Trainers also have the responsibility to assess and evaluate the training continuously. They are expected to invite trainees to provide feedback at the beginning, middle, and end of each training session to maintain the quality and effectiveness of the training. Evaluation can be used to determine:

- Trainees' reaction ("Did you find the lesson helpful or useful?")
- Trainees' learning experience ("Did you achieve your learning objectives?"), or
- Trainee's applicability of knowledge ("Did you apply what you've learned?").

Although measuring the applicability of knowledge may present challenges, tools like follow-up survey questionnaires, observations, the Likert scale survey, or the development of the trainee's action plan could be helpful.

Evaluation tools include

- Open-ended questionnaires to open up discussion
- Close-ended questionnaires to address specific concerns or issues
- Trainee action plan
- Individual or small group interviews depending on the number of participants
- Observations
- Analysis of assignment

Reaction evaluation (example)

[5]Use the scale below to indicate your opinion on each of the following statements:

5 = strongly agree

4 = agree

[5] Adapted from George M. Piskurich (2015) Rapid Instructional Design: Learning ID fast and right.

3 = neutral
2 = disagree
1 = strongly disagree

1. This course was relevant to work I do on my job. 5 4 3 2 1
2. I was able to achieve the course objectives. 5 4 3 2 1
3. The course was interesting. 5 4 3 2 1
4. The course provided me with practical information. 5 4 3 2 1
5. The course materials helped me in my learning. 5 4 3 2 1
6. The course activities were well designed relevant to my work. 5 4 3 2 1
7. The trainer facilitated the workshop effectively. 5 4 3 2 1
8. The course was well organized. 5 4 3 2 1
9. Overall, the course was well worth the time that I spent in it. 5 4 3 2 1

Comments:_____
_____
_____

Applicability evaluation (example)

Circle the work that best summarizes your opinion regarding the following statements:

1. Before the training, my level of knowledge on this topic was..... High Average Low
2. After the training, my level of knowledge on this topic was ..... High Average Low
3. Before the training, my level of ability to use the skill was ..... High Average Low
4. After the training, my level of ability to use the skill was..... High Average Low
5. Which aspects of the training were most useful in helping you gain and apply the knowledge and skills?

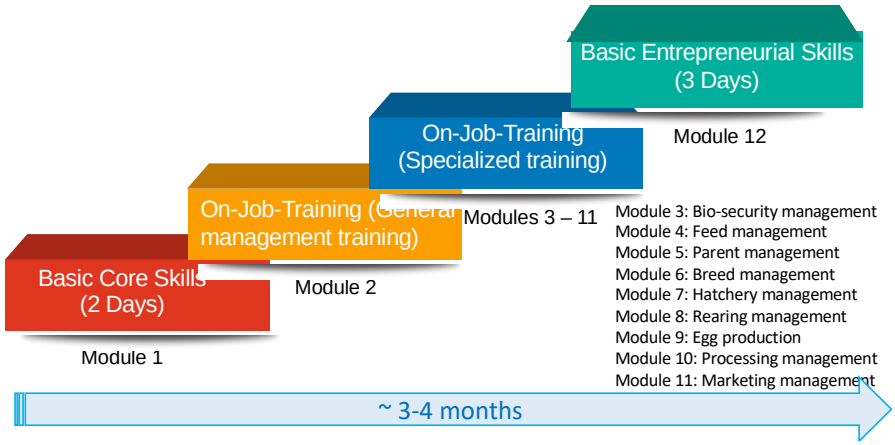
2. Structure of the OJT manual

2.1. The structure of the modules

The OJT manual is structured around the following eleven modules:

- Module 1: Basic core skills competencies
- Module 2: General management
- Module 3: Bio-security management
- Module 4: Feeding management
- Module 5: Breeding management
- Module 6: Hatchery management
- Module 7: Rearing management
- Module 8: Egg production
- Module 9: Processing management
- Module 10: Marketing management
- Module 11: Basic entrepreneurial skills competencies

Figure 2: Structure of the On-Job-Training modules



2.2. Description of the Modules

Module 1 - integrates the basic core skills competencies critical for workers to achieve their personal and professional goals. It incorporates cultivating a positive work culture, entrepreneurial culture, and adaptive mindset, promoting inclusiveness and relevant technical skills development. Employers are increasingly looking for soft and work-oriented competencies in communication, understanding value chains, customer orientation, interdisciplinary teamwork, resilience, and adaptability to change to help the youth successfully navigate the changing world of work.

Modules 2 to 10 - provide a guide to the general work-based competencies needed to work at a poultry farm. As part of ILO's ProAgro Promotion of Decent Work in Agribusiness project initiative, the OJT manual aims to address the skill needs and gaps in the poultry sector and the lack of hands-on training necessary for creating decent jobs and maintaining sustainable income in the sector. Modules 2 through 8 incorporate the technical skills needed to run a viable poultry business.

Module 11 - covers the basic entrepreneurial competencies as a starting point for understanding an entrepreneurial mindset. It touches on the entrepreneurship practice and refers to an individual's ability to turn ideas into action.

2.3. The sequence of training

The short-term training will provide a 2-day basic life skills training, 15 – 20 days of general management training, approximately 65 days of basic level specialized management, and an optional 3-day basic entrepreneurial skills training. The specified management training focuses on designing and implementing feeding plans, health control systems, operating machinery and equipment, keeping production records, and financial, business, and entrepreneurial skills to strengthen productivity and transform traditional backyard farming into market-oriented practices.

Figure 3: Sequence and training days

2.4. The utility of the modules

The OJT modules facilitate a smooth school-to-work transition for young entrepreneurs and those joining the labor market through wage employment. The modules draw on the ILO Toolkit for Quality Apprenticeships[6] and other international and national experiences on existing apprenticeship models. They address the skill needs and gaps in the poultry sector and the lack of hands-on training necessary for creating decent jobs and maintaining sustainable income in the poultry sector.

The modules provide introductory or basic information on the core skills for poultry jobs and steps to sustain a viable poultry enterprise. Sections include production planning and management, operating tools and equipment, understanding feed inputs, poultry health, safe medication, and maximizing income through marketing in the value chain.

The main objectives include providing support and promoting the competencies of trainers to facilitate effective knowledge acquisition, the application of knowledge, and the delivery of the training **and enabling trainees** to cultivate a culture of continuous improvement needed to achieve the desired basic competencies for meaningful employment. Hence the trainers have the discretion

[6] ILO Toolkit for Quality Apprenticeships. Volume 2: Guide for Practitioners. For developing, implementing, monitoring and evaluating apprenticeship programmes (2020).

to tailor the training program based on the outcomes of the conducted skill-gap assessment or to fit set learning objectives/ goals.

The training sessions must provide consistent messaging to trainees while experiencing a coherent practical learning continuum. The trainers are expected to:

- Internalize the content and concepts: pay attention to their delivery of the training and think about how to ensure active engagement
- Focus on the quality and effectiveness of the training,
- Identify evaluation tools and key indicators that best capture what trainees have learned, and
- Add supplementary activities to meet best the needs of the youth and women in the community.

However, as new content, activities, and tools are added, the trainers should ensure that the additions are aligned with the approaches, learning principles, and engagement strategies that underpin this OJT manual.

3. The curriculum

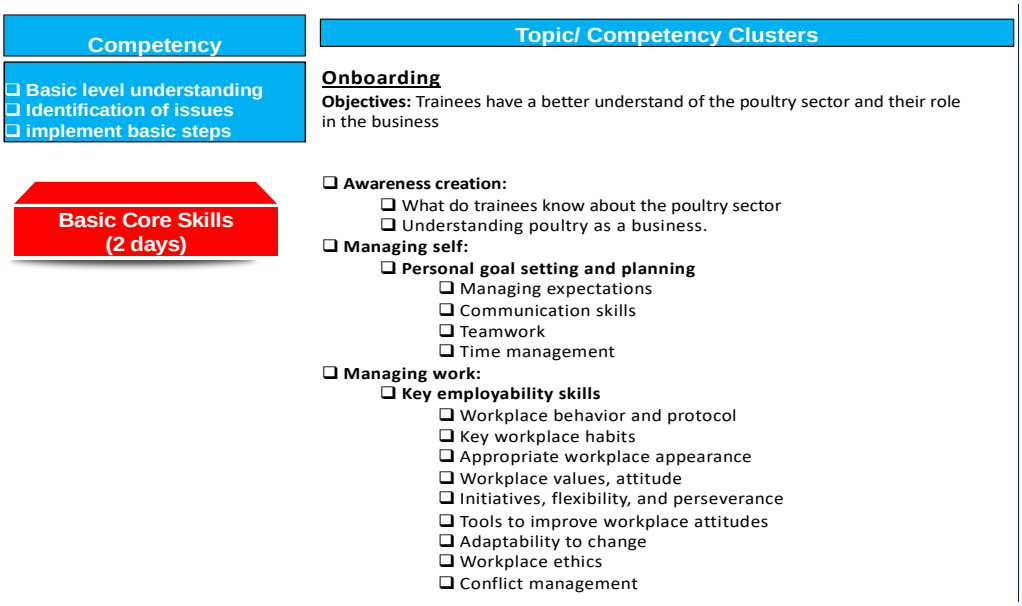
2-day basic-level core life skills training

3.1.Module 1: Basic core skills competencies

Objective: Trainees have a better understanding of the poultry sector and their role in the business

Acquiring core life skills is a lifelong process. And it is reflected in day-to-day life. Basic core skills training provides individuals opportunities to assess, reflect, and evaluate themselves to build their confidence, aspiration, and motivation and take the initiative to act and persevere in life and at work. The training takes a comprehensive approach that concentrates on building awareness of the skills needed for life and work, including communication, decision–making, critical thinking, problem-solving, negotiation skills, as well as workplace ethics, expectations, and responsibilities.

Figure 4: Basic core life skills – Module 1 topics and competency clusters



CS 3.1.1. What are basic core skills?

These skills, unlike technical skills, are transferable across work, life, and across different employment sectors. Core skills are knowledge, mindsets, and behaviors that employers mention time and again as critical skills for workers to succeed across industries and for all employees to grow in their careers. These skills are variously referred to as “life skills for the workplace,” “transferable skills,” “soft skills,” “social-emotional learning,” “non-cognitive and cognitive skills,” “21st-century skills,” or “character development.” Evidence shows that these employability and life skills are as valuable to a person seeking employment or in employment. Basic core skills include:

- Basic level life skills focused on a growth mindset, interpersonal skills, taking the initiative, adaptability and flexibility, self-motivation, self-efficacy, and social awareness.
    - Collaboration, creativity, communication, critical thinking, problem-solving, and time management are critical skills required universally.
    - Inclusive, gender-sensitive behavior and outlook
- Workplace culture, attitude, and behavior.
    - Attendance, punctuality, getting one's work done well and on time, teamwork and willingness to cross-train, having a positive attitude, taking responsibility, conflict resolution, knowing the basic technology tools of one's industry, being able to learn new things, asking questions to understand clearly, and seeking feedback.
    - Inclusivity and Gender sensitivity: to provide a safe work environment, treat trainees with dignity and respect

CS 3.1.2. How to delivery core skills?

Trainees must have the opportunity to practice and develop these skills and apply them in concrete terms. The more exposure to and practice trainees will have with core skills, the more adept they will be using them. Trainers are encouraged to offer the core skills training as a stand-alone course at the beginning of the training and continue the skills training by embedding it into other aspects of technical training when applicable. They should encourage trainees to create a journal (notebook) where they keep a running record of their reflections, activity prompts, and any notes they want to write for their learning and recall at a later date.

Learning techniques: There are certain techniques which can be woven throughout all sessions and activities to deliver the training:

Stories, Scenarios and Role-Play

Stories and scenarios have proven to be highly effective as starting points for discussion and as scenarios for learning. The stories and characters have been adapted to relate to the type of situations, work and challenges that participants in the training are going through. Stories, scenarios and role-play also build valuable communication and social empathy skills in Trainees as they place themselves in other situations and communicate back to the group.

Coaching and Group Work

An essential part of this module is providing one-to-one support for participants throughout each session as well as within many of the activities. This one-to-one support is referred to as 'coaching'. The trainer will play the role of a coach. Coaching can include:

- Reviewing/observing trainees' work
- Encouraging trainees to make discoveries of their own
- Creating space for trainees to share their thoughts and ask questions

Group work (working with peers) builds essential social skills as trainees interact, collaborate and find ways to cooperate with each other on a given task.

Peer to peer discussions

After most activities, trainees should discuss what they have learned using open-ended discussions. Open-ended questions are those that do not have a “yes” or “no” answer. These discussions are a critical part of internalizing the knowledge they have learned. They encourage trainees to share their thoughts freely without a concern of being wrong or right. This enables full participation and inclusive discussion.

CS 3.1.3. How to evaluation learning acquisition?

Trainers need to have a clear sense of what trainees know and are able to do as a result of participating in this course.

- **Performance-based evaluations** capture what trainees can demonstrate in terms of competencies attained. In these, their actual behavior and performance are being assessed.

Trainers should set up a spreadsheet that has the elements they plan to include in assessing progress, so they are able to capture data throughout the training session.

- **Attendance:** To measure trainee’s self-management and readiness for work. Given that an important part of being work ready is showing up to work every day, on-time, and appropriately ready for work/class, trainers should take attendance and assign a percentage of the overall assessment of regular attendance and professional demeanor.
- **Observations:** To measure social-awareness, active engagement and relationship skills. Trainers should take note as an element of the assessment.
- **Performance:** To measure trainee’s ability to perform real world tasks as a direct measure of skills.

CS 3.1.4. A two-day basic level core life skills training

Objectives: Trainees have a better understand of the poultry sector and their role in the business. , they have identified key employability skills and have implementing basic steps
(Time required 2 days)

Basic core skills competency clusters include:

1. Awareness creation: What do trainees know about the poultry sector?
2. Self-management: What are the motivation and aspiration of the trainee? Setting personal goal setting and planning.
3. Workplace preparedness: What are the employability skills needed?

The poultry sector produces a relatively inexpensive source of food and employment opportunities for smallholder and commercial level producer. Most of the poultry meat comes from large-scale specialized production system. The demand for chicken has continuously risen in the local and global markets.

With increased demands for chicken, biosecurity risk has increased as demand for chicken increases. Chicken in mainly sold live in open markets, where risks of spreading transmittable

diseases is high. Slaughterhouses also run high biosecurity risks since most do not follow cleaning and disinfecting protocols and proper waste disposal methods.

CS 3.1.4.1. Onboarding – Awareness creation.

What are the trainees understanding of the poultry sector as a business?
(Time required 2 hours – Day 1)

The poultry sector is one of the most rapidly growing livestock sectors worldwide. Although industrialized countries have a higher average per capita consumption, developing countries like Ethiopia have increased over time. Ethiopia's eggs and chicken meat productions are significantly lower than that of its regional counterparts and the per capita consumption (.5 kg/year) is significantly lower than the average (2.3 kg/year) in sub-Saharan Africa.[7] However, chicken egg and meat production is now growing steadily despite a lack of sophisticated production techniques. Small-scale chicken farms account for less than 1% ,and larger commercial chicken farms account for less than 2% of national production; the remaining ~98% of poultry farming is largely an informal affair conducted at the village or backyard level.

Village and backyard poultry are prevalent in Ethiopia, with very little focus on commercial enterprises. Urban and peri-urban areas typically have small-scale poultry farmers (50 -500 flock size) characterized by medium-level feed, water, and health service inputs. A commercial level production has over 10,000 flock sizes characterized by imported breeds that require intensive inputs. Informal producers face many challenges including shortages of feed, poor animal health services and short supply of medical inputs, and poor regulatory measures. The lack of regulation extends to traders, processors, and processing standards.

The skills gap in the poultry value chain is most pronounced at the processing stage. Minimal extension services are available to farmers; the lack of a short-term skills training to develop sector knowledge and hands-on learning is another challenge for the sector.

Despite the challenges, Ethiopia holds key advantages in the poultry sector: a large consumer market, low production costs, and government-sponsored investment incentives. Chicken meat and eggs are among the cheapest forms of animal protein in Ethiopia and may open to international markets as a potential exporter, considering Ethiopia's large young labor force and competitive labor costs.

The Ministry of Labor and Skills (MoLS) highlights the following interventions as ways to increase the quality and quantity of poultry and eggs in Ethiopia:

1. Import substitution of feed at a large scale and supply to smallholder farmers
2. Encourage job creation opportunities through MSMEs throughout the value chain

[7] Plan of Action for Job Creation 2020 – 2025. The Job Creation Commission (2019).

3. Ensure the availability of private extension services to support poultry production and consumption.
4. Ensure the availability of finance, technical support, and working space/land to facilitate formal production, and
5. Incentives market linkages for poultry producers.

The value chain provides job opportunities for the youth and women. Short-term training can provide specialized knowledge focused on designing and implementing feeding plans, health control systems, operating machinery and equipment, keeping good records for improved production and financial gains, and running a poultry enterprise.

CS 3.1.4.2. Managing self: What are the expected roles of the trainees?

Objectives: Trainees understand the difference between short- and long-term goals and are able to develop constructive goals for their professional and personal lives in the short- and long-term. Trainees are self-aware of gender-sensitive and inclusive behaviors.
(Time requirement 4 hours – Day 1)

CS 3.1.4.2.1. Develop goal setting and planning skills

What is the difference between short- and long-term goals?

What are SMART goals?

ACTIVITY	ACTIVITY DESCRIPTION
Goal Setting	Trainees understand the difference between short and long-term goals and are able to develop constructive goals for their professional and personal lives in the short and long term.
SMART goals	Trainees understand how to set SMART goals.

Advanced Preparation/Facilitation Notes

To set effective goals, it is important for trainees to understand the difference between long-term and short-term goals.

Long-term goals are large aspirations that a person wants to achieve, which will require dedication, patience, planning and many short-term goals or steps to be accomplished along the way. Setting long-term goals helps trainees also plan and think of the actions they are taking now, and what actions help or detract from reaching their goal and what steps they need to take to progress. It can help Trainees become self-aware of risky behavior, which can create barriers and obstacles to achieving their goals. Long-term goals can also change as Trainees grow and develop; however, it is valuable to have a vision of where Trainees want to go to visualize and internalize how they will get there.

Short-term goals are helpful for trainees to plan for the upcoming future and are many times steppingstones to achieve long-term goals.

Materials

- Flip chart paper
- Markers
- Tape
- 3 pieces of small blank paper for each trainee
- Complete timelines on flip chart paper from Session 1
- Create a flip chart version of S3.1: SMART Goals or put it in a PowerPoint slide
- Print and cut out S3.2: Goal Scenarios, one scenario for each group of 4-5 Trainees.

Setting goals[8]

Long-term goals	Big goals to achieve in the future, such as in 2 years, 5 years, 10 years, etc. Long-term goals require time and planning and typically need many short-term goals to get there. Examples include graduating from the university, running your own business, working in your dream job, etc.
Short-term goals	A goal one wants to complete in the near future. The future could mean today, this week, next month of even in one year. The length of time can vary for each individual. Examples include becoming proficient at a new skill, doing well on a test, writing a CV, etc.
SMART Goals	SMART goals are an acronym Trainees can use to set and act on short and long-term goals to determine if a goal is a good and well thought out. A good goal should be Specific (S); Measurable (M); Achievable (A); Relevant (R); Time bound (T).

Goal reach game

1. Give each trainee 3 pieces of small blank paper.
2. Have Trainees think about 3 different goals they want to achieve in the future and write or draw their goals on their paper. One goal per piece of paper. To help them brainstorm, use the following questions:
   - What do you want to have in the future?
   - What do you want to be doing in the future?
   - What do you want to be an expert on, in the future?
3. Lead a discussion with Trainees using the following questions:
   - How did it feel to reach out for a goal?
   - What happened when you could not reach a goal? How did it feel?
   - What strategies did you use to reach the more difficult goals?
   - What are examples of easy to reach goals and difficult to reach goals in your life?
   - What makes them easy or difficult to reach?
4. Write Long-Term Goals on one piece of flip chart paper or on one side of the blackboard and Short-Term Goals on another. Post them at the front of the room. Discuss the difference between the two.
5. Have Trainees review their 3 goals and decide which ones are short-term and long-term goals.

[8] Adopted from Education Works: Transferable Life Skills. Brandeis University & Save the Children.

Setting SMART goals:

	DESCRIPTION	KEY QUESTIONS TO ASK
S	Specific Be specific and not general	▪ Who is involved? ▪ Where will this goal be accomplished? ▪ What are the requirements?
M	Measurable Establish concrete criteria to measure progress	▪ What are benchmarks or milestones for my goal? ▪ How will I know when my goal is accomplished?
A	Achievable Challenge yourself but be realistic	▪ Can I physically and emotionally do this? ▪ Am I safe and healthy doing this goal? ▪ What are the limitations?
R	Relevant Chose a goal that matters to yourself, your family and the people around you	▪ Is this goal relevant to my career path and personal journey? ▪ How? ▪ Does this goal seem worthwhile? ▪ Is this the right time for this goal? ▪ Does this fit into other goals and activities in my life?
T	Time-Bound Set a deadline or timeframe to achieve the goal	▪ When do I want to achieve this goal?

Activity steps:

1. Explain: “One of the key things about setting goals, especially for the short-term is setting what we call SMART goals. This will help us make sure we are ready and can achieve them.”
2. Display the flip chart version of S3.1: SMART Goals at the front of the room for everyone to see or show it on a PowerPoint slide. Discuss each of the different letters and what they mean.
3. Next read out the first scenario for S3.2: Goal Scenarios. As a group decide if it is SMART or not and discuss ways to improve the goal to make it SMART.
4. Divide Trainees into groups of 5-6. Give each group one of the scenarios. Have them discuss and determine if the goal is SMART or not. Have them discuss and think about ways to improve the goal to make it SMART. Visit each group and provide assistance as needed.

   OPTION: For a large group, you can give the same goal scenarios to multiple groups. Once groups have completed their analysis of the goals and improved them, they can present it to groups who have the same card. Afterwards, groups can vote on who will share their scenario and analysis to the larger group.
5. Have groups present their goals to the large group and discuss.
6. Next have Trainees, think about their own goals they would like to achieve in the near future.
7. Have them work in groups of 4-5 and write their SMART goals.
8. Have 1-2 Trainees share back their SMART Goals with the group.

Check points:

- ☐ Trainees understand the difference between short and long-term goals.
- ☐ Trainees understand the difference between short and long-term goals.
- ☐ Trainees are able to develop constructive goals for their professional and personal lives in the short- and long-term.
- ☐ Trainees are able to map out key difference resources and services which will support them in their career paths and personal and family development.
- ☐ Trainees are able to critically assess positive and negative spaces that exist in their community.

CS 3.1.4.2.2. Develop an inclusive and gender-sensitive behavior

The division of labor between women and men in agriculture indicates the different needs in skill training and extension services because women are more considered helpers for men farmers. Even though women play a vital role largely in backyard poultry production, socially defined norms and roles leave them outside the mainstream flow of information and training opportunities.

Trainers must create a positive environment where young men and women are equally valued and encouraged to participate. They should avoid stereotypical gender assumptions and consider the best gender-sensitive pacing and timing for the training sessions.

To ensure inclusion, a deliberate effort to overcome gender inequality and gender bias is required. Increased understanding, awareness, and sensitivity of what equality means in the workplace are important to create an empowering work environment for women.

Learning through roleplay

Activity Steps:

1. Three groups will each be assigned a short script to dramatize the roles described below.
2. Each group will be given time to assign roles in the play and act out the script to their peers.
3. Peer discussion will follow each roleplay.

Team 1 Roleplay:

Ask for two volunteers, one female and one male, to perform the role play.

The general idea for the role play: The female discusses her career plan with the male, and the male discourages her (he will use gender bias scenarios to deter Helen). For example, he tells her that men are better businesspeople than women.

Team 2 Roleplay:
Ask for three volunteers, two females and one male, to perform the roleplay.
The general idea for the role play: The two females and the male discuss their desire to find employment at the company after the on-job-training. The male appears to be very confident that he will be offered the job than his female peers just because he is a male (he will use gender bias assumptions that are generally the norm). For example, he will say that females have family responsibilities and chores, which makes them less desirable to get hired).

Team 3 Roleplay:
Ask for four volunteers, two females and two males, to perform the role play.
The general idea for the role play: The two males are always eager to dominate the discussions or activities during the training without giving the two females a chance to participate in the activities they all are engaged in. The two males are unaware of their actions; they seem to think the two females are not as exciting or eager to participate. The male actors are blindsided and exclude the females without realizing how their actions affect the females in the group.

Lead the peer-to-peer discussion, ask:

- What are some of the gender insensitive exchanges in the role play?
- What effect do you think it will have on the aspiration or motivation of the females?
- What are some of the common beliefs or messages based on the social norms we need to be aware of?
- What can we do, and how can we behave differently to create a more inclusive workplace environment?

CS 3.1.4.3. Workplace preparedness: What are the key work-related competency skills?

Objective: Trainees have a better understanding of the workplace expectation and their responsibilities.
(Time requirement 6 hours - Day 2)

- A skill is the ability, acquired through learning and/or practice, to undertake a manual or mental activity.
- Competence is a broader concept, and it includes the mix of knowledge skills, and attitudes that an individual uses to perform adequately in a job.[9]

CS 3.1.4.3.1. Conduct a SWOT analysis

Objectives: Trainees are able to understand and identify their skills and develop positive and professional work behaviors and values.

[9] Rosas G. Corbanese V., Glossary of key terms of learning and training for work, ILO

Activity steps:
A self-assessment tool to determine areas of strength and areas that need further skill development. In this session trainees will explore what it means to be a professional and think about how they want to present and act in their workplace.

SWOT Analysis

MY STRENGTHS What hard and soft skills do I have? What are the relationships and resources I have around me?	**MY CHALLENGES** What things do I want to improve about myself in the future? What hard and soft skills do I want to improve?
MY OPPORTUNITIES What job opportunities exist in my chosen profession?	**MY THREATS** What limitations or barriers could prevent me from pursuing my chosen profession? How can I overcome these limitations and barriers?

CS 3.1.4.3.2. Employability skills

Objectives: This section helps trainees reflect on key employability skills and how these apply to work.

Conduct self- assessment: Do I have the skills and experiences valued by employers?
Activity steps:
Check all the employability skills and experiences you think you have from the list below and give examples. This section helps trainees reflect on key employability skills and how these apply to work.

Table 1: Employability skills

People skills
- ☐ Help and care for others
- ☐ Manage conflicts
- ☐ Interview people
- ☐ Be kind and understanding
- ☐ Negotiate
- ☐ Show patience
- ☐ Be pleasant and sociable
- ☐ Supervise, teach/ train

Manual skills
- ☐ Assemble kits
- ☐ Build or repair things
- ☐ Work well with hands
- ☐ Operate tools, machinery
- ☐ Use complex equipment
- ☐ Drive or operate vehicles
- ☐ Inspect and maintain equipment or vehicles

Data/information skills
- ☐ Mange money, make a budget
- ☐ Record facts, classify information
- ☐ Analyze data, audit and maintain records
- ☐ Pay attention to details
- ☐ Investigate and clarify results
- ☐ Gather information
- ☐ Research and write reports

Creative/ artistic skills
- ☐ Write short stories or articles
- ☐ Express yourself through
- ☐ Perform and act
- ☐ Use computer to create presentations
- ☐ Achieve high scores in games

Verbal/ Communication skills
- ☐ Talk easily with others
- ☐ Express yourself clearly
- ☐ Create and talk about new ideas
- ☐ Be logical
- ☐ Work well with others
- ☐ Write clearly and concisely
- ☐ Speak in public
- ☐ Set up own networks

Leadership skills
- ☐ Make decisions
- ☐ Direct work of others
- ☐ Solve problems
- ☐ Motivate people
- ☐ Find agreement with a group
- ☐ Take risk when necessary
- ☐ Show self-confidence
- ☐ Organize/ chair meetings

CS 3.1.4.3.3. Teamwork

Objectives: Trainees understand the value of working in a team and are able to work in a team successfully to achieve an overall goal. They understand the importance of trust in the workplace.

Teamwork and being able to understand and get along with other people are an essential skill for employability success. In this session, Trainees will think through what it means to be a team player and importance and value of working in a team. Trainees explore the concept of empathy and walking in another person's shoes and build conflict resolution strategies to build and enhance their social skills.

The following provides definitions of terms and examples of how one can demonstrate the skill:

Teamwork: the cooperative and collaborative effort of a group of people acting together towards a common objective or interest. People who demonstrate teamwork skills:

- Cooperate with others in group situations.
- Help the team create ground rules and use them to guide their actions.
- Encourage and support other team members.
- Do their fair share of the work.
- Help the team deliver what it needs to do.
- Work with other team members to solve problems.
- Understand situations where they are strongest working alone (versus working in a team).
- Learn more about how to be good at teamwork.

Term	DESCRIPTION
Teamwork	Trainees understand the value of working in a team and are able to do so successfully to achieve an overall goal. They understand the importance of trust in the workplace. • The cooperative and collaborative effort of a group of people acting together towards a common objective or interest
Respect	Trainees understand the importance of respecting other people's different talents, skills and backgrounds. They are able to empathize with others.
Trust	The confidence placed in a person. This involves relying on a person and their actions.

Advanced Preparation/Facilitator Notes

In our careers, we are going to work with many different people. Being able to work as a team, understand and consider other people's viewpoints, collaborate and negotiate together, involves building trust in one another and solidarity for shared interests and goals. There are some helpful things to do when working in a team.

Circle of Trust

Activity Steps:

1. Ask: "What does trust mean to you?" Write answers on flip chart paper or blackboard. Explain: "To think about trust, we are going to play a trust game."

   Note: For this game you may need to break the groups into male and female groups since the young women may not be comfortable holding hands and doing this exercise with their male peers.

2. Have Trainees stand in a wide circle and tightly hold hands. Go around the circle assign each person to be #1 or #2. If there are an odd number of participants, join the circle to play as well.
   Explain: This is the circle of trust. When we are in the circle, we trust each other and support each other. To see if we really trust each other when I say "go" the #1s are going to slowly lean forward and the #2s are going to slowly lean back. Make sure not to let go of your hands. As we lean, we are going to keep our feet firmly planted on the ground. If we trust each other, we will be able to hold each other up so nobody falls."

   OPTION: If there is not enough space, divide Trainees up into small groups of 7-8 Trainees and make it a competition between the groups.

   OPTION: If there is still not enough space, have Trainees partner together and do Trust Leans, where one person stands in front of the other 50cm away and leans back. Their partner has to catch them.

3. Have Trainees play the game. Watch carefully to make sure no trainee is in danger of falling or hurting others and stop the game if you see a danger.

4. Bring Trainees back together and lead a discussion on the activity:
   - How did it feel to be supported in the circle?
   - What was needed for the leaning forward and backward to work? What would have happened if somebody did not do what they were supposed to do?
   - What is a situation where you had to trust someone?
   - What is a situation where someone had to depend on you? What happened?
   - Who is someone that you trust in your life? Why do you trust them?
   - Why is trust important in the workplace?
   - How can you build trust in people that you work with?

Check points:

- ☐ Trainees understand how to work effectively in a team.
- ☐ Trainees demonstrate respect and are able to empathize with others.
- ☐ Trainees develop strategies to resolve conflict effectively and peacefully.
- ☐ Trainees demonstrate the ability to change their roles on a team in accomplishing a given task.
- ☐ Trainees understand the value of teamwork

CS 3.1.4.3.4. Communication

Objectives: Trainees identify what makes up effective communication and explore and practice active listening and strategies to communicate effectively. They will also learn how to be assertive and present themselves as a professional in the workplace.

There are many different ways that we communicate in the workplace. We communicate face-to-face, through presentations, on the phone, by email or correspondence, and with technology through Skype, FaceTime and our mobiles. There are all types of communication. Believe it or not, the type that uses not words is the kind that is the most important. When it comes to communication, what people SEE is often more memorable that what they read or hear. This is often referred to as body language. Body language includes facial expressions, eye behavior, gestures, posture, and more. Body language can express your emotions, feelings, and attitudes. It can even contradict what you say verbally! People in different cultures may understand some global non-verbal expressions, while other expressions may be culture specific. If the participants are from many different cultures, ask if they can give an example of non-verbal communication cues specific to their culture.

Table 2: Communication styles

Supporter/Relater

- Harmonizer
- Values acceptance and stability in circumstances
- Slow with big decisions: dislikes change
- Builds networks of friends to help do work
- Good listener: timid about voicing contrary opinions, concerned for others' feelings
- Easy going; likes slow steady pace
- Friendly and sensitive; no person is unlovable
- Relationship oriented

Promoter/Socializer

- Entertainer
- Values enjoyment and helping others with the same
- Full of ideas and impulsive in trying them
- Wants work to be fun for everyone
- Talkative and open about self; asks others' opinions; loves to brainstorm
- Flexible; easily bored with routine
- Initiative, creative spontaneous flamboyant approach
- Optimist: nothing is beyond hope
- Celebration oriented

Analyzer/Thinker

- Assessor
- Values accuracy in details and being right
- Plans thoroughly before deciding to act
- Prefers to work alone
- Introverted; quick to think and slow to speak; closed about personal maters
- Highly organized (even plans spontaneity!) cautious, logical, thrifty approach
- Thoughtful; no problem is too big to ponder
- Idea oriented

Controller/Director

- Commander
- Values getting the job done
- Decisive risk taker
- Good at delegating work to others
- Not shy but private about personal matters; comes on strong in conversation
- Likes to be where the action is
- Take charge, enterprising, competitive, efficient approach
- Fearless, no obstacle is too big to tackle
- Result oriented

The following are definitions of terms and provide examples of how one can demonstrate these skills:

Active listening: a communication technique where the listener fully concentrates, understands and responds, as well as remembers and follows up with what is being said. People who demonstrate active listening skills:

- Are able to listen with all senses providing positive verbal and non-verbal cues (such as smiling, nodding, agreeing, eye contact, etc.) to put the speaker at ease and show your interest.
- Are able to reflect back to the speaker what they have heard to check accuracy.

Verbal communication and non-verbal communication

Verbal communication: a two-way information sharing process which involves one party sending a message that is easily understood by the receiving party.

Non-verbal communication: communication without words; it includes behaviors such as facial expressions, eyes, body posture, use of hands, and tone of voice, as well as less obvious messages such as dress, and spatial distance between people.

People who demonstrate verbal and non-verbal communication skills:

- Understand their own communication styles.
- Speak clearly and accurately.
- Listen carefully.
- Make sure that they understand what other people are saying by reflecting back what you think you heard.
- Interact with people of other backgrounds and cultures.
- Understand the various types of non-verbal communication.

Reading and writing: the ability to read and write clearly and carefully; to understand instructions and learn new information; to identify reading sources that may apply in their current or future work. People who demonstrate reading and writing skills:

- Are able to read and understand business and common documents.
- Are able to write clear sentences, paragraphs and summaries of what they have read or heard.
- Are able to use reference materials to enhance learning and inform work projects.
- Know the elements of a well written email vs. a badly written email, discuss the consequences of communicating poorly over email and practice composing a professional email.
- Understand the difference between appropriate and inappropriate technology use.

CS 3.1.4.3.5. Assertiveness

Objectives: Trainees understand the difference between being assertive, aggressive, and timid, and develop strategies to handle situations in an assertive way. Understanding how to be assertive is a major step towards taking initiative.

Advanced Preparation/Facilitator Notes

Being assertive is a core communication skill where you express yourself effectively and stand up for yourself, while at the same time respecting others' rights, beliefs and perspectives.

It is important not to be aggressive and inappropriate as this will not yield the results we want. If we put forth our ideas and perspectives by being aggressive, it can ruin our reputations and ability to work with others over the long term. Being assertive involves assessing the situation, determining your ultimate outcome, considering the other person's perspective, and speaking and acting confidently in your interactions.

Being assertive can apply to many different aspects of Trainees' lives in the workplace with colleagues and supervisors, but also in their personal lives in their relationships with family members, peers, partner, and friends.

Materials

- Flip chart paper
- Markers
- Tape

Assertiveness

Assertive	Speaking and communicating confidently.
Aggressive	Ready or likely to attack or confront someone. Pursuing one's interests and goals forcefully.

Scenario Example

Activity Steps:

1. Explain: "One key part about communication is how to manage what you say and how you act when something is not going your way. We have to learn to be assertive and firm, both in our careers as well as in our personal lives. But it is important to not appear aggressive and inappropriate. To think about this, we are going to do a role-play."
2. Have six Trainees come to the front of the room to participate in the role-play. Have them get into pairs. One partner will be Olivia and the other will be the front desk clerk. Give each trainee one of the three scenarios that they will act out from S10.7: Assertiveness Role-Play Responses.
3. Read out the situation to the entire group. Have one of the groups act it out as you read.

   "You are told by your job counselor that you have an interview at PhoneTel the next day at 2:00 pm for a position in their human resources department. It was confirmed by the manager of PhoneTel. You are very excited because after your Transferable Life Skills training you feel confident and ready for an interview. That evening, you practice interview questions with your older sister. The next day after a one-hour taxi ride, you arrive at the front desk of PhoneTel. You smile at the front desk clerk and politely say your name and that you are here for an interview. The clerk says that they do not have any positions available but that you can drop off your CV and they will contact you later."

4. As the presenters prepare, explain to the rest of the Trainees that while the presenters are performing, they should closely observe the scenario being shown and make notes.
5. Have each pair of presenters act out their responses to the scenario.
6. After each presentation, use the following questions to lead a discussion:
   - Which was the appropriate response? Why?
   - How did Olivia react to the receptionist's statements in each case?
   - What was the body language of Olivia in each case?
   - How can being timid be a negative thing in a work situation?
   - Have you ever been in a situation where you need to be assertive but not aggressive? What happened?
   - What are ways that we can assert ourselves without being aggressive to get what we want?
   - How can being assertive help us in our personal lives and with relationships that we may have or want to have in the future?
   - Where else can being assertive help us in our lives to achieve our goals?

Check points:

- ☐ Trainee knows how the difference between assertiveness and aggressiveness
- ☐ Trainee knows how to articulate my own ideas clearly.
- ☐ Trainee knows how to express myself in proper ways.
- ☐ Trainee understands effective verbal and non-verbal communication.
- ☐ Trainee has identified methods of communication at work

CS 3.1.4.3.6. Time management

Objectives: Trainees learn to prioritize tasks in a work and manage their time. They understand the key concepts and strategies to manage and schedule their daily time effectively. Trainees are able to identify common situations that make it challenging to balance work and personal life, and to communicate effectively in order to manage both.

Time Management	The ability to use one's time effectively or productively, especially in work.

People who demonstrate time management skills:

- Understand the key strategies to manage and schedule their time effectively.
- Learn how to prioritize important tasks to manage their time across their work and personal lives.
- Are able to complete assignments on time.
- Start and end on time, including work hours and specific tasks.

There will be situations in a workplace where trainees will be confronted with a lot of work to complete or workplace dynamics to navigate. They will be anxious about how and when to start or how to handle the situation. Prioritization of work activities and being able to handle stress is critical to completing work efficiently and effectively.

Effective scheduling

Scheduling	Determining the amount of time required to complete one or many tasks and when such tasks will be completed. Scheduling can also be organizing a person's day, week, month, year, etc. and how one will use their time to ensure that all essential tasks and priorities are accomplished.

Advanced Preparation/Facilitator Notes

Time is one thing that we cannot buy, and if wasted or used ineffectively we can never get it back. Scheduling is the art of planning activities so that Trainees can achieve their goals and priorities in the time they have available. Scheduling could be for a simple task or to plan out a day, week, month or even year, and relates closely with our short- and long-term goals. Scheduling is part of how we will achieve those goals.

When scheduling is done effectively, it helps you to understand what you can realistically achieve, make sure you have enough time for essential tasks, add contingency time for any unexpected things which may arise, and avoid taking on more than you can handle.

There are some key strategies that trainees can use if they come across challenges with time. This helps them build their time management skills. Tools that can be used to schedule time effectively can be writing a simple pen on paper daily or weekly schedule, organizing time in an online planner, setting tasks on phones, or writing to-do lists.

When using these tools, it is important to:

a. Identify the time available.
b. Schedule essential activities.
c. Schedule high-priority activities.

d. Schedule contingency plans in case unexpected essential or high-priority activities should arise.
e. Analyze activities and re-plan if more or less time is needed for future scheduling.

Scheduling will be very different for different people and there are also many differences which may appear between genders. How we schedule our time relates to our gender roles and the expectations that society has of young men and women. In many societies, women are responsible for a lot more domestic care and not provided as much free or personal time as men, which can impact their ability to grow personally and in their careers.

As young workers, it is important for trainees to recognize these different roles and responsibilities and understand ways to make changes to societal norms and expectations in the interest of gender equity and fairness. This understanding is also important so men in managerial roles can support and encourage women's full participation in the workplace. As young men and women grow and develop as professionals, this can help them break down some of the discriminatory norms which create gender inequalities in the workplace.

Materials

- Flip chart paper
- Markers

Activity steps:

Icebreakers

1. Explain: "Imagine that you have 86,400 Birr to spend any way you wish. The restrictions are that you cannot keep any money and if you do not use any of the money you lose it. You also only have one day to spend it."
2. Give Trainees 5 minutes to come up with how they will spend the money in the day. As a group, discuss some of the ideas.
3. Then, explain: "Did you know that 86,400 are the number of seconds that we have each day? If we do not use those 86,400 seconds wisely, we lose them! Imagine that your time is as valuable as money. We should consider trying to spend our time on things that are important to us, like we would with our money."

Managing Priorities

Balancing Work and Personal Life — Trainees are able to identify common situations that make it challenging to balance work and personal life, and to communicate effectively in order to manage both.

Activity steps:

1. Explain: "As we start working in a job we are going to be faced with many different tasks, both in the job and in our personal lives. We will have to prioritize what tasks are important to us and think about different strategies to help us manage our time."
2. Ask the following questions:
   - Have you ever experienced time management problems like the scenarios?
   - What happened?
   - What sort of time management problems could you expect in your future jobs?
   - What would you have to do?
3. Ask: "If you realize that it is impossible to complete a task in a certain time frame given, what are some ways to resolve the issue?" What will you do:

- Share and discuss tasks with your boss. A good manager should recognize if you have too much that is impossible to accomplish!
- Keep your boss updated on the progress.
- Ask for support from peers and colleagues you trust.
- If you cannot complete a task, provide alternatives and solutions so the person has alternative ways or times to get the task done.
- Discuss with family and friends. They can help you find solutions and calm you down.
- Set expectations in advance with your boss so they know when or how you can get tasks done.
- Before saying yes to a request from someone, check your priorities and determine when it can be done.

Check points:

- ☐ Trainees understand the key concepts of time management.
- ☐ Trainees develop strategies to manage/schedule their daily time effectively.
- ☐ Trainees learn how to prioritize important tasks over smaller tasks.
- ☐ Trainees are able to manage their time across their work and personal lives.
- ☐ Trainees are able to set priorities

CS 3.1.4.3.7. Workplace appearance

Objectives: Trainees understand the importance of proper dress code for safety and to be a professional.

ACTIVITY	DESCRIPTION
Workplace Appearance	Trainees identify the proper dress and appearance for jobs in their industry. They understand the importance of proper dress code for safety and to be a professional.

Advanced Preparation/Facilitator Notes

Being a professional is about both acting the part and looking the part. It is about holding the values, attitudes, and mindsets, and acting in the workplace in ways that other people respect and admire.

Trainees should reflect on what appearance is appropriate for the job they are doing. If working in a mechanic shop, the dress code will be different than working in a laboratory or office. There are specific clothes and equipment (personal protective equipment) that are required to stay safe on the job. Trainees should recognize these differences and ensure that if safety gear is required for the job, it is provided by their employers.

Workplace appearance

Professionalism	The actions, values, attitudes and appearance that make a person successful in the workplace.
Personal Protective Equipment (PPE)	Protective clothing, helmets, goggles or other garments or equipment designed to protect the wearer's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne particulate matter.

Activity steps

1. Facilitator leads a discussion on what it means to be professional—ask for a few participants to define what 'professional' means to them.
2. Discuss the required PPE
3. Explain that professionalism is not only about wearing a suit or carrying a briefcase; it also means conducting oneself with responsibility, integrity, accountability, and excellence. It means communicating effectively and appropriately and always finding a way to be productive.
4. Explain that employers want new workers to be responsible, ethical, and team oriented, and to possess strong communication, interpersonal, and problem-solving skills. Wrap these skills up all together and you've got professionalism.

Check points:

- ☐ Demonstrate an ability to dress and appear professional for a job in their industry.
- ☐ Prioritize important values for their work and life.
- ☐ Demonstrate positive and professional attitudes and behavior in the workplace.
- ☐ Understand the importance of delayed gratification in work and determine consequences for their actions in the workplace
- ☐ Understand the importance of taking initiative in work.
- ☐ Manage expectations in the workplace

CS 3.1.4.3.8. Workplace values, attitudes, and behaviors

Objectives: Trainees understand the concept of values and define their own values for themselves in their life and work. They can demonstrate positive and professional attitudes and behaviors in the workplace.

ACTIVITY	ACTIVITY DESCRIPTION
Workplace Values, Attitudes and Behavior	Trainees understand the concept of values and define their own values for themselves in their life and work. They can demonstrate positive and professional attitudes and behaviors in the workplace.

Advanced Preparation/Facilitator Notes

Our values, attitudes and behaviors can affect how people see us and respond to us, which can impact how we succeed in the workplace.

Values help us grow and develop. Everyone is involved in making many decisions every day. The decisions and actions we take reflect of our values and beliefs of what is most important for ourselves, our families, communities and society. Values are individual and shared rules that guide our behavior. Being a professional involves understanding and embracing important shared values that exist in the workplace and with others around you. There are different types of values that can exist for people and organizations:

a) **Individual values** which reflect how a person lives. These are values important for one specific person. No one person's values are more important than another's and people may put different

emphasis on different values at different times. Examples include enthusiasm, creativity, humility, respect, tolerance, etc.

b) **Relationship values** are those which reflect how a person relates to others. Examples include openness, trust, generosity, caring, etc. In a workplace, such values are important to build group cohesion and solidarity to achieve group tasks.

c) **Organizational values** reflect how a workplace operates and what a company or organization sees as important. This can include teamwork, growth, productivity, etc. Organizational values may not always be explicitly stated, and Trainees will have to watch, listen, and be perceptive about what elements are valued in their workplace. Trainees need to learn to recognize these values, so they understand what is expected of them in the workplace. They may also see conflicts between what an organization says it values and the ways in which it acts. Navigating those differences is an important skill that all employees need to learn.

d) **Societal values** reflect how an individual or an organization relates to and perceives society. Examples could be equality, environmental sustainability, democracy, human rights, the welfare of future generations, etc.

e) **Attitudes** can positively or negatively affect a person's behavior. In the workplace, a person's attitude can be reflected in the work they do and how others want to work with or for them. It is important to keep a positive attitude in the workplace as attitudes can affect others and boost or lower morale.

Materials

- Flip chart paper
- Markers
- Bag
- The "Ideal Employee" flip chart from Activity I
- Small pieces of paper with different values written on each one. Values can include: perseverance, creativity, hard work, determination, positivity, helping others, independence, teamwork, leadership, commitment, loyalty, honesty, openness, flexibility, timeliness, security, community, health, money, family, success, religion, humor, courage, reliability, etc.

Work-habits

Attitudes	The way of thinking about something or someone and reflected in one's behavior. Workplace attitudes are a way of thinking about a job and tasks to be completed in the workplace, as well as how one thinks about colleagues, supervisors and the organization as a whole.
Values	One's principles or standards of behavior. One's judgment of what is important in life. Workplace values are what one judges as important in the workplace.
Behaviors	The way one acts or conducts oneself, especially in relation to others.

Ideal Workplace Behaviors and Attitudes

Activity steps:

Attitudes Role-Play

1. Divide Trainees into 2 groups. Ask the first group to lead a role-play of 2 different scenarios that show a trainee working with a negative or indifferent attitude. Different negative attitudes or behaviors to act out could include:
    - An employee is not polite to a customer on the phone
    - An employee is distracted by others around him or her
    - An employee is not assisting the client with their request
    - An employee does not listen to their boss
    - An employee talks on the phone or texts when they should be working
2. Lead a discussion with the whole group using the following questions:
    - How did the customer or boss react? What was the overall outcome?
    - Was the work done well or poorly? Why?
    - What was the attitude of the employee?
    - Why do you think someone might have this attitude when working?
    - How could this attitude change?
    - How would a positive attitude change what happened in this situation?
3. Ask the second group to lead a role-play, this time with a positive attitude. Different positive attitudes or behaviors to act out could include:
    - An employee politely greets a customer and helps them find what they are looking for
    - An employee offers suggestions and helps a colleague in their work
    - An employee makes sure their task is complete
    - An employee encourages and motivates others around them
    - An employee is proud of the work they do
4. Lead a discussion with the whole group using the following questions:
    - How did the customer or boss react the second time? What was the overall outcome?
    - What did the employee do differently?
    - How did the employee show a positive attitude?
    - What are some things you can do to stay positive at work?
    - Why is a positive attitude important in your work?
    - How can you help your friends have a better attitude?
    - Can attitudes change during the day or week? What are some reasons for an attitude to change?
    - Who or what affects the attitudes you have towards your work?
5. Ask Trainees to share one strategy they have that will help them maintain a positive attitude at work and how to convince others to do the same. Write their answers on flip chart or blackboard for everyone to see.

CS 3.1.4.3.9. Managing expectations through delayed gratification

Objectives: Trainees understand the importance of delayed gratification in work and determine consequences for their actions. They identify expectations they have for work and how to manage and prioritize them.

ACTIVITY	ACTIVITY DESCRIPTION
Delayed Gratification	Trainees understand the importance of delayed gratification in work and determine consequences for their actions in the workplace.

Delayed gratification: the ability to put off something mildly rewarding in the present in order to gain something that is more rewarding later. People who demonstrate delayed gratification skills:

- Go to work even when they feel like staying at home.
- Follow workplace dress codes even if they'd rather wear different clothes.
- Finish tasks on time or even ahead of time.
- Make sure to double check their work rather than leave it for someone else.

Advanced Preparation/Facilitator Notes

In life there are many temptations that we may have. We may also not want to follow through on activities if they appear too difficult or unachievable. However, before succumbing to easy temptations, it is important to assess the situation, what the consequences may be in the short- term and long-term and how the consequences can impact the short- and long-term goals we set for ourselves.

If your boss asks you to do a task you do not want to do, you may want to quit or not do it. However, if we quit, we would not have money to pay for the things we need like rent or food. You would not get a good reference from your boss, and it may be difficult to find other work. You might think you will get another job, but a similar situation could occur there as well. Hence, it is best to learn how to cope constructively with challenges rather than quit your job when a challenge occurs.
Conversely, if we delay gratification and persevere with the task we have been asked to complete, our boss could reward us. You could get a raise or a promotion. You could get a good reference for a different job in the future that helps you reach your personal goals. It is important to critically assess the situation. If we find ourselves in an unsafe or unhealthy situation with work, then action is required, as our health and safety is a key priority.

A trainee who is just starting work may find themselves in jobs that seem boring and low paying because they do not have a lot of experience. Many times, in work, it is about starting from the bottom and working your way up, where you gain experience and build relationships and networks with people who can help you in the future. These things take time and do not happen right away.
Trainees should approach their work with a learning mindset so that they are more focused on developing their skills and learning new things than on "being right" or "being bored" in the workplace. They should understand that trust and autonomy have to be developed by their actions and behaviors, and that more responsibility and "interesting" work will come to them if they show that they can fulfill their current assignments well and on time.

Ability to delay instant rewards

Delayed Gratification	The ability to put off something mildly rewarding in the present in order to gain something that is more rewarding later. For example, you could watch TV the night before a test or practice delayed gratification and study for the test to pass and succeed in your education.

Temptations	A desire to do something, especially something wrong or unwise. It may lead to a mildly rewarding result in the short-term but will, most often, not be a good decision in the long-term.

Delayed Gratification Scenario

Activity steps:

1. Read out the following scenario:

   "You are working on counting inventory at a store which your boss needs completed by tomorrow. Suddenly, your friend texts you and invites you to karaoke. At the time you feel bored and want to have a break."

2. As a group fill, in the chart together using the following questions to help prompt Trainees:
   - What are some of the positive thoughts you might have in this situation?
   - What are some of the negative thoughts?
   - What would be the consequences if you go to Karaoke with your friend?
   - What would be the consequences if you stay and finish the assignment?
   - What would you do and why?
   - What could be a situation in a job where you have to resist temptation? Let Trainees come up with ideas for temptations and add to the list with the following ideas:
     - Coming late
     - Not finishing a task
     - Stealing if nobody is looking
     - Gossiping in the workplace
     - Quitting
     - Being on your mobile phone when you should be working
     - What would be the consequences of some of these things?
     - What are ways you can cope with a situation you are tempted with?

Explain: In work, there are things that you may be tempted to do. If your boss asks you to do a task you do not want to do, you may want to quit or not do it. But before acting out, it is important to think about the situation and what the consequences are. "If I quit, I will not have many to pay for the things I need like rent or food." "I would not get a good reference from my boss, and it may be difficult to find other work." But if you delayed gratification, did not quit and persevered, your boss could reward you. You could get a raise or a promotion. You could get a food reference for a different job in the future that helps you reach your personal goals.

3. Share the following story of Selam:

   When Selam started her job in Engineering, she thought that she would be working on machines all day. She imagined herself using tools, designing products and eventually becoming an expert. In reality, she was a long way from being in that type of role. When she discovered that it may take over a year for her to be in a position to design things herself, she was disappointed and even thought of quitting.

4. Use the following questions to lead a discussion with trainees. Write their responses on flip chart or blackboard.
   - Can you imagine such a situation in either your current work or future work?
   - What would it look like?
   - Who has expectations of their current and future job? What are they?

5. As a large group, use the following questions to lead a discussion:
    - What should we do when things do not turn out exactly as we want them to?
    - What are some situations in a job which could be discouraging where we may be?
    - disappointed?
    - Why is it important to persevere and not give up on a job or in a task?
6. Go through the expectations listed on the flip chart paper and discuss with the group which are realistic, which are not, and which we do not know yet. Ask: “If you are not sure, about the expectations of a job, what could you do to find out more to help you manage the expectations and determine what is best for you?” Write ideas and add any missing strategies to the list.
   Additional ideas could be:
    - Discuss with your boss.
    - Discuss with other peers or people in the industry to hear about their experiences
    - and discuss your expectations with them.
    - Make a list of expectations for your work and prioritize what is the most important
    - and what you could negotiate for any jobs in the near future.
7. Conclude the activity by explaining: “Managing expectations is an important skill in work and life. While it is important to have high expectations of oneself and others, one needs to keep them realistic and understand what is and is not possible in your role in a workplace. For example, if you are hired to do administrative tasks, you may not be able to do some interesting program related tasks soon after you join. While you may aspire to join the program department, you will have to show that you are doing well at your current job before other department managers will consider giving you an opportunity you might desire.”

CS 3.1.4.3.10. Taking initiatives

Objective: Trainees understand the concept of taking initiative and reflect on examples of where they have taken initiative in the past. Trainees are able to weigh the pros and cons of taking initiative.

Term	**DESCRIPTION**
Taking Initiative	The power or opportunity to act or take charge before others do.

Advanced Preparation/Facilitator Notes

Taking initiative is a very important aspect of succeeding on the job. The ability to jump in or take a first step without being asked makes you stand out to employers and helps set you up for other opportunities. Trainees will reflect on times in their past when they have taken initiative and learn about the pros and cons of taking initiative in the workplace.

Materials

- Flip chart paper
- Markers

Activity steps

1. The Facilitator has participants explore taking initiative by explaining that "taking initiative" is a skill they should learn and demonstrate because this skill is a very important aspect of succeeding on the job.
2. Ask whether there is a participant who would volunteer to write the other participants' ideas on the flip chart or the blackboard.
3. Ask participants, "When I say, 'She took initiative to help other members of the team,' what do you think' 'took initiative' means?"
4. Working with the participants to build on their responses to this question, formulate a group definition of "taking initiative" and post on chart/blackboard.
5. Show participants how several dictionaries define "taking initiative," then ask whether there are any words about which they are unclear.
   - Have participants provide clarifications if they are able; if not, facilitator provides clarification.
   - Have participants compare these definitions with what they came up with as a group.
6. Ask if there any connection between taking initiative and volunteering?
   - Ask, what are some situations where you took initiative recently at home, in life, in school, etc.?
   - What occurred (pro or con) because you took initiative? Discuss patterns of what resulted
   - What are some good reasons for taking initiatives?
   - What are some risks in taking initiatives?
   - How can we create a safe environment for you to take initiative?
     Note: people often take initiative when they are particularly interested in or excited about something; that is, they are motivated. They also usually have a reasonable belief that thy can succeed at what they initiate.
   - Ask, what are some of the motivating factors for taking initiative on a job?
   - While working on your job, what kinds of situations might arise in which it would be a good idea to take initiative? For example, when you complete a task, instead of pulling out your cellphone to check who's been trying to reach you, you take initiative by doing what?

CS 3.1.4.3.11. Adaptability to change / flexibility

Objectives: Trainees explore what being adaptable and flexible means, considering the social and emotional knowledge, attitudes, and skills that helped them be adaptable and flexible in the past. They then experience being in different roles connected with one task and analyze what it feels like to change roles.

Adaptability The ability to change one's actions, course, or approach to doing things in order to suit a new situation.

- The ability to change one's actions, course, or approach to doing things in order to suit a new situation.
- The ability to adjust … readily to different conditions.
- The ability to change (or be changed) to fit changed circumstances.

- Adaptability in the workplace is when an employee can be flexible and have the ability to adapt to changing work conditions.

Adaptability and Flexibility

Term	DESCRIPTION
Adaptability and Flexibility: Adapting to Role Change	Trainees explore what being adaptable and flexible means, considering the social and emotional knowledge, attitudes, and skills that helped them be adaptable and flexible in the past.

The following are definitions of terms and provide examples of how one can demonstrate these skills:

Adaptability and flexibility: the ability to change one's actions, course, or approach to do things in order to suit a new situation. People who demonstrate adaptability and flexibility:

- Try new things.
- Adjust smoothly to changes.
- Able to change their thinking or compromise when their first suggestion or idea does not go over well.
- Can take on roles or jobs they didn't expect.
- Can let go of an idea they presented when other people don't accept it.

Activity steps:

1. The trainee considers an on-the-job situations that could occur during which it might be appropriate for them to consider being adaptable and flexible. The Facilitator asks:
    - In a job, what kinds of situations might arise in which it is important to adjust and adapt?
    - Do you think your ability to manage your emotions and stress would make a difference in these situations? If so, how?
    - Do you think that evaluating the consequences of your attitudes and actions would make a difference in these situations? If so, how?
    - Do you think being open to other's ideas would make a difference in these situations? If so, how?
    - Are there other skills or attitudes that would make a difference in this situation?

Adaptability Fact Sheet #1

Adaptability and flexibility involve:

- Keeping calm in difficult or surprising situations.
- Planning ahead but having options ready in case things go wrong.
- Thinking quickly to respond to sudden changes in circumstances.
- Staying on track in the face of unexpected difficulties.
- Taking on new challenges at short notice.
- Dealing with changes in priorities and workload.
- Viewing different ideas and approaches to situations as a way to think creatively about solutions.

Adaptability Fact Sheet #2

When working with a team, the following strategies can help you be adaptable

- Stay calm so you are better able to stand up to the pressure when something changes, or a problem occurs.
- Develop a solution or plan when there is a problem.
- Keep an open mind, be flexible, hear each other's ideas, and consider ideas that you might not like when you first hear them.
- Work with people who have different ideas or use different approaches than you do so you get the benefit of new ways of thinking and expressing ideas.

Adaptability Fact Sheet #3

Adaptable people

- Have a number of ideas about how to handle a task, issue, or solve a problem.
- Are able to change their thinking or compromise when their first suggestion or idea does not go over well.
- Can let go of an idea they presented when other people do not accept it
- Can take on roles or jobs they did not expect.

CS 3.1.4.3.12. Workplace ethics

Objective: Provide a safe work environment and handling all business with integrity and honesty

Check points:

- ☐ Get a full day's pay for a full day's work.
- ☐ Get the training, tools and equipment you need to work safely and productively.
- ☐ Get paid on time.
- ☐ Be treated with respect.
- ☐ Work in a healthy and safe environment.
- ☐ Show up for work on time.
- ☐ Treat co-workers with fairness and respect.
- ☐ Use the training they provide and follow their instructions.
- ☐ Use the right tools, equipment and clothing for the job.
- ☐ Correctly use safety equipment.
- ☐ Work and act safely around co-workers.
- ☐ Report safety concerns.
- ☐ Give a full day's work for a full day's pay on time.
- ☐ Have access to leave in cases of illness or family emergencies.

CS 3.1.4.3.13. Conflict management

Objective: Trainees are able to identify causes of stress and identify coping mechanisms to manage and overcome stress.

The following are definitions of terms and provide examples of how one can demonstrate these skills:

Conflict resolution: strategies for two or more parties to find a peaceful solution to a conflict. People who demonstrate conflict resolution skills:

- Have the ability to understand all of the reasons for the conflict and coming together to solve it for a peaceful outcome.
- Have the ability to be committed to resolving the conflict and actively communicating with all parties involved to gather information and understand other groups' perspectives (i.e., their intentions and reasons for holding their beliefs).
- Have the ability to be empathetic and come together for a collective negotiation that works for everyone.

Conduct self-Assessment on steps to resolve conflicts

Activity steps:

Wait until you are calm	Am I still angry or upset? Will my emotions prevent me from solving the conflict?
Agree to talk	Do we both agree to listen to each other in a positive way?
Understand the conflict	What is the conflict? What is causing the conflict? What are the facts?
Understand each other's point of view	What could the other person be thinking? Why do they think that way? Do they have a reason to be upset?
Think of possible solutions	What are all of the possible ways we can solve this conflict? What are the positives and negatives for each way to solve the conflict?
Chose the best solution	What solution will everyone feel comfortable enough with to support it? Do we all agree this is the best solution?
Create an Agreement	Who will do what to make this solution happen? What needs to be done to make this solution happen? Why are these activities important? When will it be done? How will we know when the problem is solved?

CS 3.1.4.3.14. Coping with stress

Objective: Trainees are able to identify causes of stress and identify coping mechanisms to manage and overcome stress.

Stress	A state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

Stress Management	A wide spectrum of techniques to control a person's levels of stress for the purpose of improving one's overall well-being and work.
Coping Mechanisms	The ways in which internal or external stress is managed, adapted or acted upon. Coping is defined as constantly changing cognitive and behavioral efforts to manage external and/or internal demands.

The following are definitions of terms and provide examples of how one can demonstrate these skills:

Stress management: a wide spectrum of techniques to control a person's levels of stress, for the purpose of improving one's overall well-being and work. People who demonstrate stress management skills:

- Can identify causes of stress.
- Understand how stress can be a benefit and what kinds of stress create negative effects.
- Make sure to build in time for health breaks.
- Take walks, listen to music, talk with friends to chill out.
- Manage the balance between work and personal lives.
- Develop their own special ways of reducing stress.

Coping mechanisms: the ways in which internal or external stress is managed, adapted or acted upon; coping is defined as constantly changing cognitive and behavioral efforts to manage external and/or internal demands. People who demonstrate coping skills:

- When something bothers them, they know how to identify and manage their feelings in a constructive way.
- Know when to take a break in order to calm down and think things through.

Advanced Preparation/Facilitator Notes

Stress is a part of life and work. We are all juggling many things in our lives and can feel like we are doing too much and cannot succeed. Most of us feel 'stressed out' at least once in a while, however there can be negative effects of continuous stress overtime on a person's health, productivity, state of mind and relationships with others, like family, peers, colleagues and supervisors at work.

How Trainees handle stress can help them succeed in the workplace. Handling stress requires commitment from oneself to the necessary time and effort required to effectively manage the causes of stress. This involves accepting the feelings of stress and self-reflecting on the causes. Sometimes stress can be managed by getting more sleep, eating healthy, doing hobbies, and relaxing. However, many times it is about addressing the issue and talking to those who can support you as you cope with the stress. It can also involve looking at the positive side of stress and recognizing alternative perspectives where the feelings could bring about positive results.

Materials

- Flip chart paper
- Markers
- 6 balls per 8 Trainees

Stress Toss Game

Activity steps:

1. Divide Trainees into groups of 6-8. Have each group stand in a circle.
2. Show Trainees a ball. Explain: “This ball is a Stress Ball.’ It represents a stress that we may have in our lives. We are going to play a game to see which group can manage stress the best. The rules of the game are as follows:
   - One person in the group will throw the ball to another person, but not the person on their right or left. It is important to remember the person you threw it to!
   - That person will then throw to a different person and so on until every person has been thrown the ball.
   - You will now continue this same pattern or order. The last person sends it back to the first person to keep the ball rolling. This time a little faster.
   - Once you have the pattern, we will add another Stress Ball and another up to 6 that we have to manage.
   - If you drop the ball, pick it up and keep going. See how many times you can complete the pattern and how quickly you can do it.”
3. Play the game and add up to 5-6 balls for each group.
4. After the game, lead a discussion using the following questions:
   - How did you feel playing the game?
   - What was challenging about the game?
   - What did you have to do to be successful in the game?

Explain: Like this game, we juggle many things in our lives at one time and if we are not focused things can get dropped. Sometimes we may try to do too much and have too many balls in the air and then this can cause everything to fail. Stress is a part of life and work. How we handle stress will help us succeed in the workplace. We are now going to think about the stress balls in our own lives and strategies we can use to cope and manage stress.

Group Discussion and Situational Analysis

Activity steps:

1. From the game, what sort of stress in your left of work could the ball represent?
2. What were the causes of each stress? Why did you become stressed?
3. What are ways that you manage or could manage these types of stress?

Explain: Stress is mostly caused by worrying about something that will happen. For example, worrying that you cannot complete the task well or on time, worrying that you are not accepted by others or might disappoint others, worrying about money or the future.

Ask, what sort of worries have you experienced?

Explain: The best way to handle our worrying and stress is to acknowledge the worries and face them.

“Part of being able to manage stress is to try and think with a positive mind and attitude. This can be difficult but thinking positively can help us manage and get through it.”

4. Ask 1-2 Trainees to share an experience they had turning a stressful situation into a positive one.

5. As a group, to fill out the two examples on the chart and discuss. Possible answers to the two situations could include:

SITUATION ONE: Overwhelming and Difficult Task

NEGATIVE THINKING	FEELING THAT ARISES	PHYSICAL REACTIONS
"I cannot do this task; it is too difficult."	Anxious, incompetent, angry	Avoid and do not complete it
POSITIVE THINKING	**FEELING THAT ARISES**	**PHYSICAL REACTIONS**
"Through this task I can learn and build my skills. It will allow me to learn from others and become an expert."	Energetic, determined, motivated	Approach others to help and learn from. Create a plan to do task.

SITUATION TWO: Make a Mistake

NEGATIVE THINKING	FEELING THAT ARISES	PHYSICAL REACTIONS
"Everyone is laughing and judging me."	Anxious, failure, low self-esteem	Avoid, retreat
POSITIVE THINKING	**FEELING THAT ARISES**	**PHYSICAL REACTIONS**
"I can learn from this mistake. I now know what not to do in the future. Next time I will succeed."	Wise, focused, understanding, positive	Share learning with others. Keep trying.

Strategies to manage stress

Activity steps:

Conduct self-assessment on identifying and applying the following stress management strategies

Strategy	Questions To Ask
Accept feelings	How does this stress make you feel? What am I stressed about?
Create a list of concerns	Why am I stressed? What is going in my life to make me feel this way?
Reflect on the cause of stress	What could be a positive thing about this situation? How could I react in a positive way?
Think in the positive	How would my role model or mentor handle this situation? What positive ways have I handled stress in the past?
Reflect on possible approaches	Who could I turn to talk to about my concerns?
Talk it out	How will I make this stress go away?

Address the stress	Now that the stress is gone, how did I handle the stress? What will I do the same or different next time?
Reflect on how you handle stress	How can I make sure the stress does not come back?
Appreciate yourself and enjoy being stress free!	Great job handling that stress!

Managing Stress

Activity steps (you will be assigned one of these situations):

A. Abhdis having some problems with his boss. He feels that she is always checking up on him and that she does not trust him. He is feeling a lot of stress from this situation. He can't seem to concentrate or get anything done at work.
B. Nyala can't stand going to her job every day due to problems with her co-workers. She gets harassed and called names by people at her job. She is so anxious and stressed by the problem that she has not been able to get enough sleep.
C. Every day Abraham is getting into arguments with his supervisor. He feels that his supervisor is treating him unfairly. Since he is so stressed out over this problem, he gets angry with everyone in his life, including his mom and his little brothers.
D. Marjani feels like her co-workers put too many responsibilities on her, and whenever her co-workers do not do their job, she has to pick up the slack. She cannot stop thinking about all that she has to get done at home and work.
E. Mazaa just heard that a co-workers has been talking about her and telling stories that are not true. This problem is really getting to her.

The Facilitator will lead a discussion to close the session by:

1. Telling Trainees, they have 1 minute to call out as many healthy coping strategies as they can.
2. Ask, how will you use this strategies in these stressful situations at work?

Did they do the right thing?

1. Chaltu's mobile phone rang while she and her co-workers were preparing the dining room for a banquet. She answered her phone. It was her mother. Her mother wanted to talk about a family problem. Chaltu excused herself from her co-workers. She was talking to her mother for 15 minutes outside of the dining room.
2. Ahmed was working at an unpaid internship. It was giving him good experience. His parents thought he was earning money, so they were asking him to buy things. Ahmed did not want to disappoint them. He was borrowing money from friends to buy what his parents needed. When he got home one evening, his parents told him that his uncle died. They needed money for the funeral. Ahmed told them he didn't have money. They got into an argument. His parents accused him of wasting his paycheck on his friends.
3. Abhdis was working at the local pharmacy. At the end of his shift, his manager was always asking him to stay on for a few more hours. He was not getting paid extra for this. Abhdi felt

that he needed to stay or lose his job. This was going on for months. His friends and family were complaining that he was never around. His girlfriend started thinking he must be seeing someone else.

4. Zebider was working as a head chef in a restaurant. Her mother needed to travel for family business for the day and needed Zebider to watch after her baby brother. Zebider knew she should not miss work. She knew her mother needed help. Zebider decided to bring the baby with her. After all, he would be sleeping most of the day.
5. Zainab had an accident recently and is supposed to go for check-ups every 3 days. She is an accountant at a local business. Nearly every day, her boss asks her to work late due to a limited number of staff. Because of this, she does not get the opportunity to go to the clinic and has not gone for any check-ups. Zainab is often in pain but fears losing her job.

Conflict Scenarios and Discussion

Activity steps:

1. Explain: In working and in our personal lives, we will all run into conflicts and challenges when working with others. When conflicts arise, it is our attitudes and how we respond and handle the situation that will help us succeed.
2. Read out the following scenario. As you read ask Trainees to listen carefully and identify the different conflicts and ways that the characters resolved the conflict.

   "Mariam and Ahmad work as managers at a store in the local market. They are close friends and always go out of their way to help each other out, while not always helping other staff. Yuli and Dani begin like getting jealous and gossiping that Maria and Ahmad like each other and are dating. When Ahmad hears the rumors, he gets angry and refuses to help any of the other staff."

   "When Tino, a new employee, asks Ahmad for help lifting a heavy box. Ahmad rudely responds, "Do it yourself." Tino has been having a bad day and starts yelling at Ahmed. They are yelling so loud, other staff are worried they will get in a fight."

   "The supervisor hears the news and the gossip about Maria and Ahmad and calls all five staff into her office to discuss the situation. Everybody but Maria meets the supervisor. Maria deliberately skips work because she is afraid of the supervisor."

3. Lead a discussion using the following questions. Write answers on flip chart paper or blackboard.
   - What are some of the conflicts that arose in this situation?
   - What were the causes of these conflicts?
   - How do the different characters respond to the conflict?
   - What action should be taken by the supervisor?
   - Describe a conflict that you or somebody you know has had with another person. What happened?
   - Who was involved? What steps did you or the person take to face the conflict?

4. Review the different ways to face conflict and reflect back to the scenario and what the different characters did. Ask: “What alternative responses and attitudes could the characters have had to resolve the conflict without involving the supervisor?” Discuss.
5. Next, review the different steps to resolve a conflict and what this could have looked like between the characters. As a group, fill in the S11.4: Steps to Resolve Conflict using the scenario.
6. Ask: “Why is resolving conflicts important for employees in the workplace?” Discuss the reasons.

Resolving Conflict in the Workplace

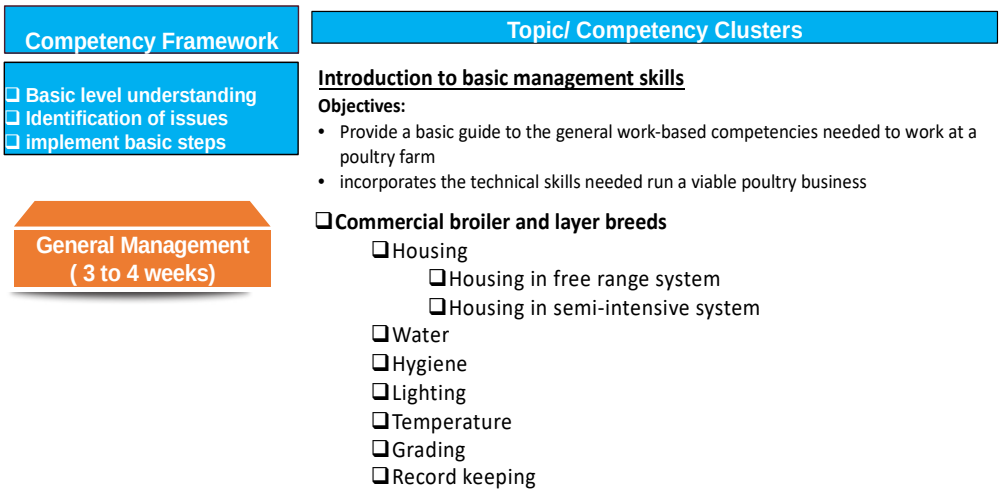
Activity steps:

1. Ask Trainees in their groups to think about a conflict with another person or a conflict they identified that could occur. Have them think about how they would resolve the conflict and write it in their trainee journals. Visit each group and provide assistance as needed.
2. In groups, have Trainees create a role-play of the potential conflict and how they would resolve it.
3. Have 1-2 groups share their role-play and steps to resolve the conflict.

3.2. Module 2: General management

To achieve optimal flock welfare and performance knowledge of best practices and skills in husbandry is critical. Providing the correct housing, stocking density, lighting, feeding, and drinking space is essential.

Figure 5: General management skills – Module 2 topics and competency clusters



GM 3.2.1. Commercial broiler and layer breeds

Preferences for specific type of breed may depend on various factors including, parent stock, feed-type, vaccine and medicine availability, environment, and investment capital. Breeds that have low input costs with improved productivity may involve crosses of local with exotic breeds or crosses of two exotic breeds/ lines design to contribute improved productivity in line with increased investment.

The selection of the breed type should be based on commercial broiler or layer breeds, given regular and timely supply of chicks, good feed, health services, and marketing supply chain. It is easier to start a broiler poultry farm than layer farm because the initial cost is cheaper and the expertise or skills needed are minimal compared to layers, which are more complex and costly initially.

One can start earning income within a few weeks for broilers but must wait for a minimum of about 5 months for layer chicken to start laying eggs (i.e., for framers that start the brooding of day-old chicks themselves). Layers tend to develop diseases more compared to broilers because they are reared for longer period of time. One can start making a profit with few hundred broilers but needs a larger number of layers to make profits. On the other hand, broiler feeds most costly than layers since they require higher formulation of protein and energy for quick weight gains.

GM 3.2.1.1 Layer farming

A layer is a commercially viable egg producing bird. Eggs have a nutritional value and are a good source of protein and essential mineral. It is a growing industry in the livestock sector. Layers require adequate spacing and clean housing for optimal growth and production. Preferably, the housing for layers should be closer to the market and feed, away from residential or crowded areas, easily accessible to transpiration, and electricity and clean water provisions. Quality feed is important to achieve maximum growth and improve the performance of the birds.

Brooding is carried out from day-old chicks up to six weeks of age. The recommended feed is a "layer starter" during this stage. It is done in order to provide warmth to the chicks and prevent chick mortality. Efforts need to be made to protect chicks from predators, excessive noise, and overcrowding. The dirking water should be treated with soluble antibiotics for at least five days. Chicks' upper beaks should be trimmed after the third or fourth day of arrival to minimize the incidence of feather picking and cannibalism, and it prevents feed wastage as birds cannot select

Table 3: Five stages of Layer Operation

Brooding	1 to 6 weeks
Growing	6 to 12 weeks
Pullet	12 to 20 weeks
Laying	20 to 120 weeks
Replacement process	80^{th} week

During the growing stage, spacing to accommodate the chicks' body expansion is critical. The "layer. Grower" feed is recommended for chicks during this stage. The mortality rate from brooding to growing should not exceed 5%. The "pullet developer" feed is recommended when chicks are 12 to 20 weeks of age. The demand for feed, water, and floor space increases as the birds during the pullet stage, and the type and amount of feed and adequate water will determine the productivity of birds. Random weighing of the birds is critical to monitor how the birds are performing. During the egg laying stage, the use of "layer" feed begins, and the birds are expected to be productive egg-layers for approximately two years. Those that are not producing eggs or that are sickly and slow-growing should be culled (i.e., they should be removed from the flock). The replacement stage involves two phases: pre-replacement (i.e., ordering baby chicks to replace existing layers as they reach low productivity levels, which is around 80 weeks old) and replacement phase (i.e., replacement or culling of layers that are 120 weeks old).

GM 3.2.1.2. Broiler farming

The broiler management requires higher performance in terms of feed conversion, uniformity, and meat yield. Broilers grow very rapidly within a relatively shorter time, which means monitoring in hours more so than days matters the most. The slightest interruption can result in growth stagnation, sickness, and mortality. Proper care of the flock starts with close observation.

Broilers meet the following four components for optimal results:

1. An insulated roof
2. Heating system
3. Ventilation system
4. Lighting system

The young chicks have not developed their gut flora since they are separated from their mothers' natural gut flora, and they run the risk of becoming susceptible to all kinds of bacteria. Additionally, the transportation of day-old chicks from the hatchery to the broiler farm exposes the young chicks to harmful pathogens unless the necessary hygiene measures are followed.

Chicks in the egg and those newly hatched cannot regulate their body temperature properly, which means their body temperature varies with that of their environment. They only start regulating their body temperature around 5 days of age. The broiler needs to be kept warm in the first few weeks, but once the birds start producing body heat, they require a good ventilation system. Otherwise, they suffer from respiratory problems.

Healthy chicks take in a little more water each day, and a sudden increase in their daily intake may indicate an increase in temperature or elevated mineral levels in the feed. On the other hand, if there is a reduction in their water intake is indicative of the quality of water. The chicks also need to be well feed. A crop test can help determine if the water to feed ratio is at the desired level. The crop is a muscular bag at the bottom of a chick's neck which stores feed for the day. The crop that does not spring back when pressing indicates enough feed in take but not enough water intake. On the flip side, a swollen crop signals more water intake and insufficient feed. A crop that feels soft and pliable signals a food water to feed ratio.

After the first few weeks, the skeleton, organs, and muscle mass start to grow strong. During this phase, there is a high risk of metabolic problems. Droppings from chicks can signal gut health. A firm consistency without too many undigested particles is considered normal. Dropping that is soft with undigested food particles and surrounded with greasy or oily film indicates poor gut health.

As the broilers gain body weight and are getting heavier, they require regular leg quality checks. The measure of the bird's weight (i.e., taking a sample of various birds) during the first week and keeping an eye on the continuous weight gain is a key indicator of the chick's healthy growth rates. It signals a good conversion of feed into muscle tissues. The birds must continue to feed well, and their feed intake should increase dramatically. If the feed intake does not continue to increase, it means that the bird can no longer get rid of their body heat properly, which diminishes their appetite and growth levels.

A production cycle for broilers takes 7 weeks on average. Modern broiler farms produce chicks ready for slaughter in 5.5 to 6 weeks, or at a slow-growing broiler farm, it takes up to 9 weeks for the chicks are ready to be slaughtered and processed.

GM 3.2.2. Housing

This section will focus on small to large scale intensive chicken production system that is market oriented for both broiler and layer production. Both breed types of relay on the space availability (room

for adequate exercise and conducting a variety of normal behavior), ventilation (air flow) to reduce heat stress, humidity, and extreme cold weather, light proportions (duration and intensity) for proper maturity in growing pullets and increasing productivity of layers, and housing (free-range or semi-intensive systems).

GM 3.2.2.1. Housing in free range system

- For a free-range system, overnight shelters (fixed or mobile) that is roomy, clean and airy are necessary to provide protection from predators, and exposure to the sun.

GM 3.2.2.2. Housing in semi-intensive systems

- The deep liter system can be made from dry hay, teff straw, coffee pulp, and sow dust that provide comfort for the chicken and absorb waste excretion creating a dry environment. It serves as a good insulator protecting chickens from cold and hot weather. The litter must be turned often and should be sprayed with disinfectant chemicals at least once a week.

Check points:

- ☐ The litter should be removed when culling existing stock
- ☐ Spray with disinfectant before the introduction of new stock
- ☐ Maintain dry environment at all time
- ☐ Thickness of the litter should be less than 5cm

- A cage system is more appropriate for layers. It can be built from locally available timber/wood materials. The cage system allows for larger flock, it is less labor intensive and reduces diseases caused by parasite, and ticks and prevents predators. Poor layers can be identified and culled immediately, saving feed. Cages have high cost of installation per bird and require constant ventilation and the skills for proper construction but are a cheaper option in the long run. However, since the chicken does not have access to free ranging, supply of well formulated feeding is critical.

Check points:

- ☐ Attending to problems with cage layer fatigue or paralysis
- ☐ Continuous ventilation
- ☐ Reduce the number of broken eggs
- ☐ Check on the feed formulation

- Full or partially stated flooring designs provides a higher body weight chickens and increases productivity. It saves litter costs, reduces moisture and bacterial growth, and provides easy cleaning options to remove manure dropping.

GM 3.2.3. Water

Providing clean and adequate water is very important and having the right type of equipment that is easily accessible for proper growth. Water consumption rate various depending on the temperature and growth phase. A simple tin with punched holes of about 2 cm from the open end can provide a cheaper option. The position of the punched hole can help regulate the water level. Clay pots with holes around the side also be used to water adult chicken. Clay can be helpful to keep the water cooler than tin containers.

Sufficient water intake is critical, particularly during the first week. Water is essential but often given less attention than feed intake. If water intake is limited, then feed intake declines.

Table 4: Water consumption requirements for best results

Age (weeks	Daily consumption (Liters)	Water space (Meters)
0-1	3	0.7
2-4	10	1.0
9 or more	25	1.5
Layer	50	2.5

Check points:

- ☐ Avoid rust in tin water containers
- ☐ Regular pH measure of acidity, microbial growth and digestive enzyme activity are sensitive to pH
- ☐ Avoid biofilm buildup

GM 3.2.4. Hygiene

When chicken disease occurs in one area, it can transmit quickly, disrupt the production process, and spread to neighboring farms. It is very important to have early detection of unhealthy or sick birds to initiate the proper measure to prevent transmission. Vaccinated or medicated birds may be able to fight against the diseases, but unhealthy birds may have difficulty in fighting diseases.

Check points:

- ☐ Cleanliness of drinker lines to avoid bacterial colonies from forming biofilms that adhere to the inner walls of water lines. Biofilms also attract microbes and debris.
- ☐ Flushing water lines between flocks and during production
- ☐ Equipment maintenance
- ☐ Regular monitoring of temperature, humidity, ventilation, feed and water consumption to monitor the flocks' progress. Increasing the frequency can also help early disease detection
- ☐ Avoid we litter accumulation to prevent ammonia levels to rise
- ☐ Dryness and dustiness of litter can be indicative of low water consumption
- ☐ Proper cleaning and disinfection measures between flock placements. Adequate downtime reduces transmission of disease between flocks
- ☐ Check for normal position of the head and neck, strong leg, normal voice, bright eyes and comb
- ☐ Avoid keeping too many chickens together, avoid different age groups
- ☐ Culling of diseased chicken, burning of dead chickens and provision of drugs
- ☐ Proper vaccine storage, clean syringes and droppers

GM 3.2.5. Lighting

Continuous lighting should be provided for the first 48 to 72 hours post placement of new flocks for 7 days to help chick find feed and water. Exposure to light and its intensity should gradually be decreased.

Table 5: Light exposure needed for best results

Age (days)	Light (hours)
0-3	23
4-7	16
8-14	12
14-28	8

GM 3.2.6. Temperature

Observe chicks and adjust temperature to make sure the area is not over heated or chilled. An excellent indicator of floor temperature is the temperature of the chick's feet. If chicks are comfortable, they should be moving around the brooking area. If taking a measurement of the chick, it should range from 40-41 degree Celsius for newly hatched chicks and it should increase to 41-42 degree Celsius during the first 5 days. If the internal chick temperature is more than 41 or lower than 40 degree Celsius may indicate discomfortable environment for the chicks. Proper temperature regulation and a good ventilation is important for young birds.

GM 3.2.7. Grading

Birds grow at different rates due to their genetic make-up but also because of their eating temperament. Shortcoming in feeder space, temperature, ventilation and feed delivery as factors that determine birds eating conditions. Grading of birds by bodyweight is indicative of good feeding conditions to improve and maintain flock uniformity. Production results have shown improvement by grading the flock by weight and placing them with chicks of similar weights.

GM 3.2.8. Record keeping

Good record keeping on a daily and weekly basis is important to manage chicken production. It is important to document daily observation of the flock to spot early signs of disease, malnutrition, or other problems. These include:

- Feed intake related data – age in weeks, light exposure in hours, chicken category based on age (grower, layer, cock), and feed intake (gm/day/head).
- Health record sheets – date of vaccination, name of vaccinator, type of vaccine, method of vaccination, name of the disease.
- Treatment data – date of treatment, age of chicken in weeks, type of drug used, the dose, and method of drug administration.
- Chicks data collection – growth data, date of brooding, breed, age in days, number of chicks present, average body weight (every 15 days), mortality data, and cause of death

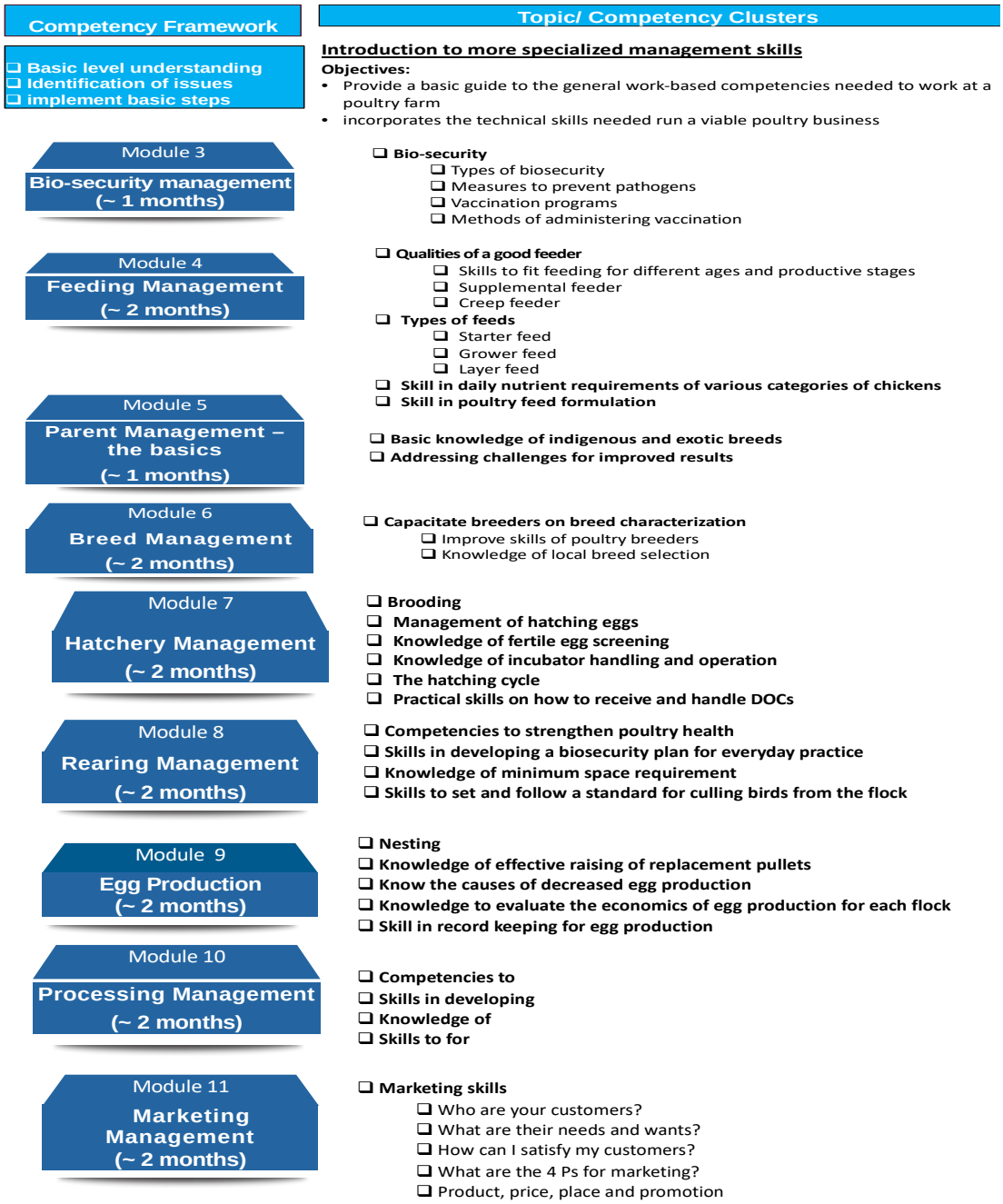
- Layer data collection – date of brooding/ hatching, date of start of laying eggs, breed, number of eggs laying per day/head, number of broken eggs, number died/ transferred, eggs laid, dead chickens, and the cause of death.
- Market related data – number and chicken type sold, eggs sold, where and to whom sold, income, in-house consumption, the price and date of purchase.

Check Points:
Trainees are introduced to the basic technical skills using their 5 senses to monitor the wellbeing of the flock:

- ☐ Hearing –Listening to birds' vocalization, breathing, and respiratory sounds and the surrounding environment (noise)
- ☐ Sight – Observing birds' behavior (posture, alertness, eyes and gait), feeder and water spacing, air (dust) and litter quality.
- ☐ Smell – Notice the smell of the environment (smell of ammonia).
- ☐ Taste – Water and feed quality.
- ☐ Feel – Handling of birds, crop fill, feather condition, ventilation, and temperature.

14- weeks specialized poultry management technical skills: Modules 3-11

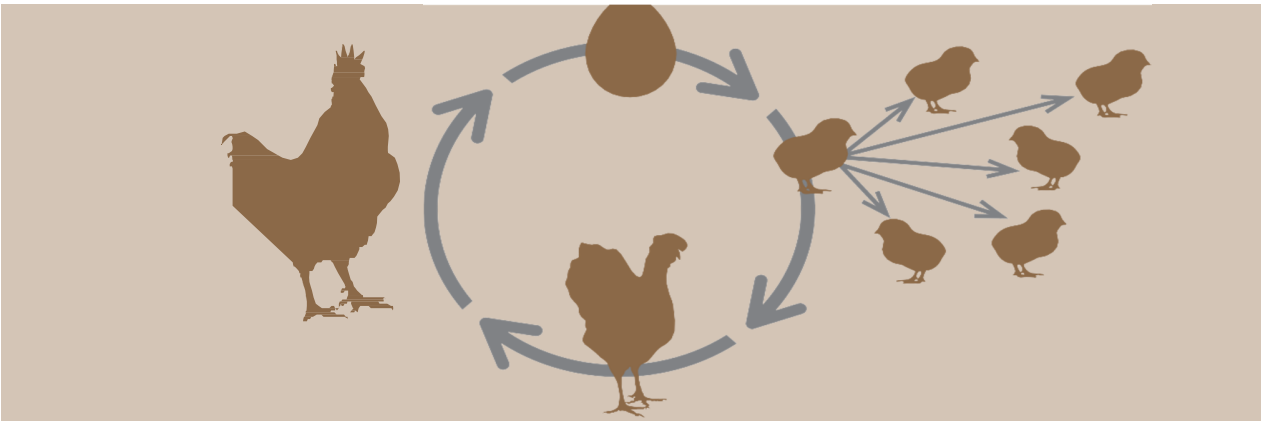
Figure 6: Specialized management skills –topics and competency clusters



3.3.Module 3: Bio-security management

Numerous diseases are vertically transmitted from breeders to their progeny and require strict sanitary control throughout a chick's life cycle (refer to figure 7). The control strategy should be in place to keep flocks free of pathogens. Biosecurity can be defined as the procedures put in place to prevent pathogens from infecting chicks and spreading to other poultry farms. It has to be practiced by all the actors engaged at the farm.

Figure 7: Infection cycle



B-S 3.3.1. Types of biosecurity

A biosecurity program plays a key role in maintaining chicks in good health. There are three main types of biosecurity:

1. Conceptual biosecurity: Relates to the design, location, and surroundings of the farm.
    - Farms should be situated away from other poultry, bird market, hatcheries, and slaughterhouses.
    - If another farm is close by, structural and operation biosecurity provisions should be strengthened.
2. Structural biosecurity: Relates to the physical structure of the farm to prevent the introduction or spread of disease
3. Includes fencing, creating a buffer zone, bird-proofing, booth baths, work clothing and footwear, feed storage, dead bird disposal
4. Operational biosecurity: Relates to how work is done on the farm to prevent the introduction or spread of diseases
    - Restriction of visitors, workers, suppliers from introducing pathogens to the farm and implementing preventative measures.

B-S 3.3.2. Measures to prevent pathogens

1. The first step is to prevent the introduction of pathogens by visitors or other items introduced by visitors entering the farm.

All visitors should be treated as risks, and the following steps should be implemented:

a) Register visitors – record date and time of visit and contact information.
b) Implement visitor policy – visitors coming from external farms on the same day are not permitted entry. Visitors from sites of a disease outbreak are not permitted entry. Visitors from company farms are coming, and sequence visits from the younger flocks to the older ones.
c) Work clothing – staff and visitors must wear work clothing or coverup.
d) Disinfect vehicles entering the farms or should be parked outside the farm.
e) Disinfect equipment, especially if it comes from another farm.

2. The second step is to take measures to prevent the introduction and spread of pathogens by vermin (rodents and birds) and insects.
   a) Keep the perimeter around the housing free of grass and other organic material
   b) Keep fee free of rodents
   c) Remove any spilled feed
   d) Install baits and other rodent control measures
   e) Bird-proof the housing. Avoid other birds from entering the housing using netting.
   f) Clean up bird's feces, manures, and avoid direct or indirect contact with feces or manures
   g) Establish safe insecticide program.
3. The third step is to train workers to observe biosecurity measures
   a) Provide training to ensure the implementation of biosecurity regulations.
   b) Ensure that workers and trainees are not raising poultry at home or are in contact with other birds.
4. The fourth step is to avoid the spread of pathogens through feed or water.
   a) Ensure that the quality of raw material and hygiene measures at the feed mill is pathogen-free
   b) Disinfect feed transport materials and storage area
   c) Chlorinate the drinking water
5. The fifth step is to prevent the introduction of pathogens during waste removal.
   a) Remove manure and dispose it at least 3 km away from the site.
   b) Ensure that other farms are not depositing manure within a 3 km radius.
   c) Remove and dispose of dead birds away from the housing. Dead birds should be collected outside the farm and visitors handling dead birds should not be allowed entry.
6. The sixth step is to prevent pathogens from being transferred from one flock to another.
   a) If a severe infestation of mites or other parasite has occurred, implement measures to use chemical disinfectants.
7. The seventh step is to prevent the introduction of vertically transmitted pathogens.
   a) Ensure that the breeder flock is disease-free. Sample one-day-old chicks to avoid contamination.
   b) Clean and disinfect trucks and equipment to avoid transmission.

B-S 3.3.3. Vaccination programs

Vaccination for disease-causing agents may be needed. This decision needs to be made by a veterinarian or health specialist based on careful consideration of the risk factors involved, including previous exposure, exposure to neighboring flocks, regulations, endemic factors, and geographic location. Careful administering the vaccines is an important element of the vaccine program. Mistakes are often made by failing to follow proper procedures. Here are a few steps to follow:

1. Transport and storage
    - Check for the condition of the vaccine
    - Preserve the cold chain transport and storage
    - Do not freeze vaccine or expose it to sunlight
    - Follow the direction for proper storage
2. Preparing vaccines for administration
    - Follow the manufacturer's instructions for the reconstitution (preparing vaccines) process
    - Avoid contact with disinfectant
    - Use the vaccine immediately after
3. Administering
    - Use the appropriate technique to administer
    - Vaccinate only healthy chicks
    - Do not dilute or take short cuts
    - Avoid contact with disinfectant when administering
    - Avoid using medication and antibiotics for 3 days preceding
    - Avoid using medication and antibiotics for one week after live bacteria vaccination
4. Monitoring
    - It is necessary to verify that the vaccination programs have been correctly implemented. It is necessary to work with a veterinarian and veterinary laboratory to run and analyze samples and submit lab results on a timely basis.

B-S 3.3.4. Methods of administering vaccination

Mass administration : Most comment vaccination techniques, it can be administered in the drinking water. Disinfectants and chlorine in the water must be avoided.

Spray: used for respiratory disease vaccination. Disinfectants and chlorine in the water must be avoided in the sprayed water.

Eye drop: this technique requires proper training to administer the vaccination properly. The use of dye can help determine the efficiency of instillation.

Injection: used for inactivated and certain live vaccines. Requires proper training to administer vaccines properly and effectively. The injection can be subcutaneous or intramuscular depending on the vaccine.

Wing inoculation: used for Pox vaccination, check for reaction ager 7 days after administering the vaccine. Requires proper training to administer vaccines properly and effectively.

B-S 3.3.5. Skill in developing a biosecurity plan for everyday practices

Biosecurity refers to measures taken to prevent or control the introduction of infectious agents. Biosecurity planning is an important step in preventing and minimizing diseases. It comprises of two main elements: bio-containment (preventions) and bio-exclusion (elimination of infectious agents). Biosecurity also applies to general public health measures taken to reduce spreading of diseases between humans and animals.

The following measures should be implemented as part of the daily biosecurity routines:

1. Know your source: poultry purchased from an unknown source should be strongly discouraged.

2. Isolate new birds: two-week confinement of new birds before mixing with older birds is advisable. Introducing new birds to existing flocks poses a risk, necessitates isolating and quarantining the incoming stock for at least 3 or 4 weeks. Regular observation of the new birds or doing blood test can be very helpful before mixing them with the older flock.
3. Contacts with birds: co-habiting with a human should be strongly discouraged to avoid zoonotic pathogens and bird flu.
4. Grouping: keeping different age and sex groups separately.
5. Isolate and quarantine: separate the sick from the rest of the flock.

Unkept slaughter facilities are also threats to biosecurity. Slaughter facilities next to markets are typically poorly constructed. The personnel handling the killing, de-feathering and dressing of the carcass are not well protected and could potentially cause the spreading of pathogens. Open markets are not disinfected routinely and may become a source of infection to neighboring birds.

The following measures should also be implemented:

1. Provide training to slaughter personnel on personal hygiene, use of proper protective ware, cleaning and disinfecting procedures, and proper disposal of carcasses, feathers and other biohazardous wastes.
2. Avoid pilling cages by placing a waste try between the cages.
3. Check the health status of the birds before taking live birds to the market.
4. Unsold chickens returned to farm should be isolated

During an outbreak, the following measures should be implemented:

1. Prepare an emergency action plan. Common measures include restricted movement of birds, equipment, and personnel.
2. Complete assessment checklist of farm inputs and outputs management practices.
3. Choose appropriate biosecurity protocols.
4. Implement the action plan.

3.4.Module 4: Feed management

The major production cost incurred in an intensive chicken production system is feed. Feed related costs account for around 60-70% and should be properly utilized to determine the profitability and sustainability of the farm.

Raising awareness of the types and quality of feeds, including sourcing, formulation, and storage, are critical. Training on creep feeding of chicks and supplementary feeding of growing and laying birds helps producers achieve higher productivity.

The type of feed and amount rationed should be fit for the various growth spurs and optimal production. A balanced ration is critical to maintain proper growth and production, build resistance against disease, and prevent diseases. The amount of energy (3/4 of the diet) in the ration is the major nutrient that determines the daily feed consumption of the chicken. The young chickens have a special diet and should be fed separately from the adult chickens. Certain breeds, laying hens, require calcium rich food for good shell production.

Major source feeds include cereal grains such as maize, sorghum, rice, wheat, and barley. The raw materials for commercial feed formulation typically are crop and animal by-products and agro-industrial by-products that are locally produced or at times imported (pre-mix) which drives the price high making the smaller farmers rely more on scavenging systems. Guidance on using on-farm mixtures of locally available raw materials is critical to maintaining the nutritional quality of the feed resources.

Protein (1/5 of the diet) is needed for growth and keeping up a good health status, for maintenance, production, and to grow feathers. Protein sources are obtained from both animal and plant origins. Plant sources include oil crop by-products that are high in fat. Animal sources include ground meat and bone, fish by-product, maggots, insects, and worms, etc., and vitamin sources include grass and vegetables. Major mineral sources are salt, crusted eggshell, snail shells, limestone, sand, and calcium phosphate.

Making sure that the feed is accessible to the birds is as important as the quality of feed; therefore, feeders should be distributed evenly. A good feeder should be:

- Durable to withstand frequent cleaning
- Stable enough not to be knocked over
- Have correct height and depth for easy access
- Have a lid to prevent contamination and birds from getting to it
- Easy to clean and durable

Check points:

- ☐ The height should not be more than 1/3 full and at the level of the back of the chicken to prevent them from contaminating the feed with litter
- ☐ Reduce spoilage of feed and mold problems

FM 3.4.1. Skill to fit feeding for different ages and productive stages

Chicken at different stages of development requires different feed formulations. The daily nutrient intake is a result of the feed formulation and the daily feed intake level (feed consumption). The nutrient intake should match the daily nutrient requirements at all stage of the birds' development. The nutrient requirement for layers is influenced by the daily egg mass produced, which is the result of egg weight and the number of eggs produced.

In the period of 18 – 35 weeks of age, the nutrient requirement is more to maintain growth rather than in the earlier stages of growth. As birds come into the production stage, the nutrient requirements should meet sufficient levels of essential amino acids.

The feed strategy should allow birds to develop uniformly. In a situation where uniformity is low, digestible amino acids are good options. The energy consumption is determined by feed composition, feed presentation, and feed management.

Feed efficiency is a major variable in determining the cost of a kilogram of poultry meat. The feed conversion ratio (FCR) is a helpful benchmark to determine the profitability of a farm; it is a measure of the amount of feed ingested by an animal that is converted into one kilo of live weight. It can be applied to a single-age poultry flock in an enclosed house. FCR is important to know how to improve the ratio and reduce costs.

FM 3.4.1.1. Supplemental feeder

The use of supplemental feeders is helpful for baby chicks during the first 7 to 10 days. Adding feed several times throughout the day is a better practice than having too much feed at one time.

FM 3.4.1.2. Creep feeders

Creep feeders enable baby chicks to have access to feed while blocking access to larger chickens. Creep feeds can be made from split bamboo strips bound at the joints with a string or wire. The tip is about 0.5 to 1 cm wide, 75cam at the base, and 70 cm high with 20 cm wide for access at the top. The height should be adjusted during the first 14 days and raised incrementally throughout the growing period. Weekly feed increases should be based on body weight targets. Smaller chicks can be fed with a higher density diet and extra nutrients.

FM 3.4.1.3. Starter feed

Starter feed in either a mash or fine crumb should be given starting from 7 day to achieve uniform body weight and size at 4 weeks of age. Provide adequate feeder space for males (15 cm) and females (11.5 cm) at all times. The feeding time should be consistent and evenly distributed.

FM 3.4.1.4. Grower feed

Pelleting feeds improve growth and feed efficiency. After 8 weeks of age, the grower feed is used in place of the starter feed up to 20 weeks. Grower feed helps maintain the growth rate for pullets to reach their sexual maturity and target weight.

FM 3.4.1.5. Layer feed

Feed intake of layers 2- 3 times per day, early in the morning and late afternoon, improves egg production in terms of the number of eggs, size, or mass. Layer feeds are formulated for chickens that are laying table eggs. It contains higher energy and protein than grower feed, and compared to grower feed, it contains more calcium for strong shells. The feed intakes of layers are lower compared to broilers due to lower body size and lower growth rates.

FM 3.4.2. Skill in daily nutrient requirements of various categories of chickens

- Energy feeds are important to maintain body temperature. Food source includes maize, rice, wheat, barley, millet, cereal and sorghum.
- Protein is needed for growth, maintaining body weight and growing feather. Food source includes plan or animal products.
- Vitamins are important additives from natural sources like grass and vegetables, or supplemental source mixes.
- Minerals from bone or eggshell formulation. Laying hens should have calcium-rich food or need to be supplemented with calcium-rich sources like eggshells.
- Feed additives can improve palatability, color of the yolk, and can preserve the freshness of feed.

FM 3.4.3. Improve the knowledge and skill in poultry feed formulation

Table 6: Ration formulation for starter, grower, and layer[10]

Ingredient	**Starter (%)**	**Grower (%)**	**Layer (%)**
Maize	45.9	52.9	50.4
Wheat bran	7.5	7.5	7.5
Dried and grounded trifolium	2	2	2
Grounded bone and meat	4	4	4
Noug seed cake	37	30	30
Limestone	1	1	4.5
Grounded bone	2	2	1
Sale	0.35	0.35	0.35
Vitamin and Mineral mix	0.25	0.25	0.25

Check points:

- ☐ Proper ration in the formulation of feed
- ☐ Consider nutrient requirement, availability of feed ingredients, its nutrition value, daily intake and price

[10] CASCAPE project (2015).

3.5.Module 5: Parent stock management

PSM 3.5.1. Basic knowledge of indigenous and exotic breeds

Parent stock management starts with the genetic stock for the industry. Primary breeder flocks consist of elite (pedigree/foundation), great-grandparent, and grandparent birds. Grandparent flocks produce the final generation of breeding birds (multiplier/ parent flocks). Eggs from multiplier flocks hatch to become broilers and layers birds.

About 97% of the Ethiopian poultry population consists of indigenous breeds, and 3% consist of crossed and exotic breeds. The indigenous breeds are the mainstay of chicken meat and eggs supply in the country; however, these breeds are characterized by slow growth and low performance in late maturity. Due to these factors, Ethiopia introduced exotics breeds since the 1950s to improve production and productivity. Issa Brown, Bovan Brown, Badcock, Rohde Island Red, Australorp, New Hampshire, White Leghorns, and Potchefstrom Koekoek (hybrid) breeds were imported to improve breed supply.[11] Ethiopia's Poultry Multiplication and Distribution Centers (PMDC) supplies day-old-chicks to growers and farmers. Growers then sell them to farmers after 40 days. The PMDCs select new and improved breeds by naturally or artificially insemination to supply improved breeds. Some of PMDCs have their own parent stock and hatchery facilities, where they multiply and distribute day-old chicks.

The indigenous, in comparison to the exotic breeds, have more resistance to diseases, they are less prone to predator attacks, and can survive under lower nutritional and harsh environments and conditions. The Fayoumi breed from Egypt is closer in characteristics known for its adaptability to harsh environments and is being distributed in Ethiopian on trial bases.[12] The indigenous genetic makeup is improved by cross-breeding them with exotic breeds. Crosses between the local break and the Fayoumi, Horro, has performed relatively well in Ethiopia.

PSM 3.5.2. Addressing challenges for improved results

Although Ethiopia's breed supply has improved over time, there are challenges with the quality of feed, diseases, genetic dilution of local breeds, shortages of veterinary service, and extension problems. The contribution of improved breeds is low due to poor adoption of good husbandry (feeding, housing, healthcare, etc.) practices and lack of strong extension services, to mention a few of the main ones.[13] Evidence shows that extension linkages, research, and dissemination of innovative technology have been weak and given little attention. Furthermore, poor market linkages and distribution have created an imbalance between demand and supply, resulting in a shortage supply of day-old-chicks, pullets, and cockerels keeping poultry farms unproductive or shut as a result of poor hatchery management practices. The Ethiopian indigenous genetic stock is endangered due to the random distribution of exotic breeds, eroding the genetic resources of the local breeds. Genetic dilution has resulted from the extensive distribution of the Rhode Island Red breed at the woreda level.

Check points:

- ☐ Poultry multiplication and distribution centers should improve performance through standardized cross breeding methods of indigenous and exotic breeds to minimize genetic dilution
- ☐ Poultry husbandry practices should be improved
- ☐ Extension linkages should be more accessible and efficient to develop the knowledge base and best practices

3.6.Module 6: Breed management

BM 3.6.1. Capacitate breeders on breed characterization

The Ethiopian poultry population consists of indigenous chicks (78.85%), hybrid breeds (12.03%), and exotic (9.11%) breed[14]. The largest proportion consists of laying hen at34.26%, chicks at 32.86%), pullets at 11/36%, cocks at 11.2%, and cockerels at 5.74%. The rest are non-laying hens at 4.59%. The distribution of the chicken population is the highest in Oromia and Amhara regions, followed by the southern and Tigray regions.

The type of breed, flock size, housing, feeding, health, and biosecurity levels can vary depending on whether the poultry production is for small, medium, or lager commercial or backyard/village production. The large-scale commercial production uses commercially compounded feeds, modern concrete housing with regulated internal environment, regular health checks, and cold chain market system. A medium-scale production varies in their use of local or homemade feed mixtures, including scavenging feed, health service provisions, and market access. Similarly, small-scale production with lesser capacity may use local material, sources, and veterinary services.

Breed characterization is important for identifying the risks and for planning. Improvement of the productivity of indigenous chicken is primarily focused on crossbreeding or replacing them with exotic breeds. However, poor management, adaptability to the local environment, and lack of feed inputs, vaccines, and veterinary inputs have limited the success rates.

Local Horro – one of the indigenous breeds of dual purpose (meat and egg proportion).

Koekoek- dual purpose exotic breed from South Africa

[14] CSA 2021

Hubbard JV – Exotic breed for broiler chicken imported from France.

Selective breeds (crosses between indigenous and exotic breeds)

BM 3.6.2. Improve skill of poultry breeder

Understanding that the feed consumption variation from one type of breed to the other is an important factor to note. The average feed intake is the highest for exotic breeds like the Hubbard JV, followed by the dual-purpose breed, Koekoek compared to the indigenous breed like the Local Horro.

The demand for vaccination and susceptibility to diseases also varies. The indigenous breeds have the highest natural (genetic) immunity and adaptive traits characterized by having minimal feathers and black bone that helps with thermoregulation. The indigenous breed is more adaptable to scavenging and caring for their young.

Keeping the birds' physiological, nutritional and environmental well-being is critical for all types of breeds. Proper health management skills require:

- Proper PPEs (protective clothing) to avoid contamination
- Regular vaccination
- Proper cleaning and disinfecting
- Isolating the sick from the healthy using an isolated pen
- Disease incidents must be followed by proper disinfection and disposal
- Close observation of the premises, feed and water containers

BM 3.6.3. Knowledge of local breed selection

Breed supply largely comes from private hatcheries, followed by agricultural research centers. A smaller percentage are hatched at the household or village level. The best breed selection involves a good understanding and evaluation of feed consumption, adaptability, susceptibility to disease, vaccination demand, productivity, and efficiency of the breed. However, most farmers is dependent

on high feed, and vaccination intake of exotic and even the hybrid breeds making the indigenous the relatively appropriate option despite its low production and efficiency levels. On the other hand, if a shortage of feed or vaccination/ medicine is not of a major constraint for a farmer, the hybrids that are moderately susceptible to diseases, moderate feed consumption, and medium-level production and efficiency could be the best option.

Table 7: Key Management Timetable[15]

Age (days)	Action
Before chicks arrive	• Air temperature of 30 C (measured at chick height in the area where feed and water are positioned) • Floor temperature of 29-30 C • Relative humidity of 60-70%
At the time of chick delivery	• Maintain optimum environmental temperature • Maintain optimum ventilation • Monitor chick behavior • Take bulk weigh of sample of chicks • Place chicks in brooding area carefully and quickly (chicks should not be left in the chick boxes longer than necessary)
0 – 7 days	• Good brooding practice • Maintain optimum temperature • Ensure adequate drinker and feeder space • Ensure quality feed • Maintain 23 hours of light and 1 hour of dark for the first 2 days after placement • Maintain light intensity uniformly • Take crop fill assessment to indicate chick's appetite • Monitor bird behavior
7-14 days	• Achieve target body weights • Measure bulk weight at 7 and 14 days of age • Increase the number of birds weighed or the frequency of weighing to 2 -3 times a week during the first 2 (14 days) to 3 (21 days) weeks • Maintain 8 hour of daylight by day 10 of age • If by 14 days the body weight is below target weight, provide longer day light until 21 days to stimulate feed intake
14-21 days	• Start recording individual body weights between 14 and 21 days of age
28 day	• Grade males and females • After grading, revise body-weight profiles to ensure target body weight by 63 days (9 weeks)
28 – 63 days	• Ensure adequate feeder space and feed distribution • Monitor and record body weight weekly • Adjust daily feed allocation to maintain uniformity
63 day	• Re-check graded population weights in relation to the body-weight target • Combine population of similar wight and feed intake • If populations are not following the target profile, draw a new target body-weight line
63 – 105 days	• For population that are over the target weight a new target line should be drawn to bring back to target weight at 105 days (15 weeks) • Population under the target should gradually be brought back to target by 105 days

[15] Adopted from Parent Stock Management Handbook. Pocket Guide: Rearing 0 to 20 weeks. 2019. Arbor Acres.

	• Ensure feeding space and distribution • Monitor and record body weight weekly • Adjust feed and light accordingly to maintain uniformity
105 day	• Re-examine body weight • Underweight birds need to be brought back by 147 days (21 weeks) • Draw a new target line for population over the target weight • Remove any sexing errors • Stop movement of birds between populations
105 – 140 days	• Ensure feeding space and distribution • Achieve correct body-weight gains, weight and recorded weekly
126 – 140 days	• Remove remaining sexing errors • Begin assessment of pin bone spacing

Check points:

- ☐ Data collection of reed intake
- ☐ Chicks growth data
- ☐ Date of brooding, breed, age in days
- ☐ Number of chicks present
- ☐ Mortality data
- ☐ Average body weight (every 15 days)
- ☐ Cause of death
- ☐ Layers data, date of brooding/hatching, date of start of laying egg, breed, number of eggs laying per day/head, number of eggs broken or out of use, number of hen (present, died, transferred), eggs laid, and cause of death
- ☐ Market data, number and chicken type sold, eggs sold where and to whom, and consumption
- ☐ Health record, date of vaccination, make of the vaccinator, type of vaccine, make of the disease, method of vaccination
- ☐ Treatment data, age of the chicken, type of drug used, dose of the drug use, method of drug

3.7. Module 7: Hatchery management

HM 3.7.1. Brooding

The brooding period, the first 14 days, is generally the most sensitive phase in a bird's life. Survival of the newly hatched chick is largely dependent on how quickly and efficiently the transition is made from the hatcher to the farm environment. In general, is the most sensitive phase. Improper brooding practices may result in poor flock uniformity and poor pullet performance.

Insufficient feed amount and feeder space will negatively affect the weight gain and flock uniformity. Obtaining a body weight at 7 days is a good indicator of how successful the brooding was managed. The target weight at 7 days is about 4 to 4.5 times the weight of the day-old-chick. The effect of early stress may not be evident until later in the growth cycle, which may negatively affect the reproductive performance of the flock.

Check point:

- ☐ A good brooding period is key for developing the gut, immune system and the skeleton.

HM 3.7.1.1. Understanding the physiological changes in chicks

During the first two weeks, the immune system, digestive system, skeletal system and chicks' thermoregulation undergo physiological changes that will later dictate their health.

- Immune system: passive immunity is inherited from the mother through the transfer of antibodies breeder hen. Active immunity develops from day-old vaccinations and exposure to field pathogens.
- Digestive system: internal digestive organs grow rapidly; feeding is critical for growth at this stage.
- Skeletal system: rapid growth and thickening of structural bones; mineral metabolism to produce strong legs
- Thermoregulation: during the first five days, chicks do not have the ability to regulate their body temperature and thermoregulation is not fully developed until 2 weeks of age. The chicks' survival rate is highly dependent on temperature of their environment.

HM 3.7.1.2. Knowledge to select, properly set up, use, and maintain a brooder

- Natural brooding: Chick brooding involves the mother/hen. Naturally hatched chicks are reared and protected by the broody hen that provides body head and guides chicks to the feed.
- Artificial brooding: This type of brooding requires heaters like hay box, or run by kerosene, charcoal or electricity.

Check point:

- ☐ Naturally brooded chickens that depend on their food source from scavenging under free-range system often have higher rate of mortality

HM 3.7.2. Management of hatching eggs

Maintaining the uniform shape and size of the hatching eggs is critical to produce the best results. Proper care of the eggs before setting them in the incubator is important for embryo development. Proper egg storage is the time spent between oviposition and the incubation process and should be limited to two days. Storing eggs beyond two days will lead to lower quality and hatchability.

The following measures should be implemented:

1. Collection of eggs should be done at least three times a day and should be increased to five times if the temperature exceeds 30 degrees Celsius. Twice or three times in the morning and once or twice in the afternoon
2. Do not wash eggs or soak them in water; clean them with damp, warm cloth.
3. Store eggs in cool-humid storage area (13 degrees Celsius and 75% relative humidity). Do not store eggs at temperatures of 24 degrees Celsius or higher and humidity lower than 40%. It will drastically decrease the eggs' hatchability.
4. Make sure eggs are dry before storing and store them with the smaller end pointed down, slanted at 30-to-45-degree angle.
5. Alter egg position periodically (at least once a day) if it is not incubated within 4 to 6 days.
6. Do not store eggs for more than 7 days before incubation. The hatchability drops to almost zero if the eggs are stored for more than three weeks.
7. Carefully plan storage use to avoid problems with hatching.
8. Allow cool eggs to warm slowly to room temperature before placing them in the incubator. Abrupt warming of the egg causes moisture condensation on the eggshell, which will lead to pathogen growth.

HM 3.7.3. Knowledge of fertile egg screening

Breeders try to set as many eggs as possible; however, the setter space will limit that numbers to incubate. The selection of eggs from well-develop and healthy breeders is important for producing quality eggs. Young and very old flock produce smaller and usually less fertile and thin shelled eggs.

There is a high correlation between the size of the hatching eggs and the size of the chick hatched. Excessively large eggs hatch poorly, and small eggs produce small chicks. The desired egg size is about 56.7 grams. Eggs that have proportion of 2 of white to 1 yolk hatch better. Different size eggs are not suitable for hatching.

The following measures should be taken to avoid poor hatching practices:

1. Test all hatching eggs for cracks by gently tapping two eggs together. A dull sound is indicative of cracks and should not be used for incubation.
2. Avoid shaking the eggs while shipping eggs to hatcheries.
3. Use slightly warmer water than the egg to dampen a piece of cloth to wipe soiled eggs. It allows the egg to seat the dirt out of the pores.

HM 3.7.4. Skill in incubator handing and operation

Good practice at the hatchery includes:

1. Differentiate between single-stage or multi-stage incubation.
    a. Single-stage means that all the eggs are at the same embryonic stage and are set together. This enables setting the temperature, humidity, and ventilation to the needs of the embryo.
    b. Multi-stage incubator is used for eggs with different embryonic ages. However, it has one setting. The advantage of using a multi-stage can be energy efficient and its simplicity to control.
    c. The optimum incubator temperature is 37.7 degrees Celsius and relative humidity of 60%.
2. Proper cleaning and disinfecting of the incubator after each batch of eggs.
3. Adjust the incubator to the number of eggs to be hatched.
4. Oxygen concentration should be above 20%, and carbon dioxide below 0.5%. The air movement should be 0.34 cubic meters per minute.
5. Measure the temperature of about 10 to 15 eggs per trolley and from the middle of the tray. The temperature of the eggshell can be taken with an infrared thermometer at the equator. The measurement is expected to be between 37.5 and 38 degrees Celsius during the first 12 days of incubation. The temperature will increase after 12 days since the embryo starts to produce more heat.
6. Do not adjust the heat upwards during the first 48 hours after setting the eggs. If a power interruption occurs, keep the eggs as warm as possible using by using cardboard box or blankets over the incubator.
7. Measure weight loss. The humidity also influences the incubation process, where water vapor escapes through the pores of the shell. Mark and weigh 3 to 6 sample trays before setting and reweigh the trays. By the 18^{th} day, the weight loss should be around 12% (or in the range of 11% - 13%). If the weight loss differs by more than 0.5%, the incubation should be adjusted for the next incubation period.
    a. The humidity setting should be increased by 2% if the weight loss exceeded by 0.5%
    b. Eggs collected from older flocks requires higher humidity setting to avoid excessive moisture loss.
    c. Eggs collected from younger flocks require lower humidity setting.
    d. Eggs stored more than 7 days require higher humidity settings.
8. Ventilation to supply adequate oxygen and remove carbon dioxide. The ventilation system also removes water vapor evaporation. The ventilation should be based on the oxygen requirement of the embryo.
    a. Set the ventilation based on the developmental stages of the embryo. The oxygen requirement is limited during the first seven to ten days and rises rapidly after the eleventh to twelfth day reaching the highest rate after the seventeenth day.
    b. Adjust the ventilation holes to allow air exchange.
9. The incubator should not be opened to maintain the desired humidity level.
10. Turning is important to prevent the embryo from sticking to the shall membrane.
    a. Eggs are turned hourly
    b. Eggs should be rotated at least 3 times a day
    c. Turning stops at 18 days (before the last three days during the incubation cycle

11. Identify infertile and dead embryos by passing the tray over a strong light source. This step is referred to as the candling. Samples from each flock should be candled weekly. If it exceeds 10%, then all the eggs should be candled and cleared.
    a. Candling should be done on day 9 or 10

HM 3.7.5. The hatching cycles

Following good hygiene at the hatchery is very important for higher quality chicks. The eggs are transferred to the hatcher baskets after 18 -18.5 days. Care must be taken since the shells are very fragile at this stage. The eggs will stay in the hatcher for three days, during which time the embryo develops into a chick. Check several times during the hatching cycle for hatched chicks.

Keeping a record of the hatching cycle can be helpful to figure out the setting time for the flock. If the hatching is too early or too late, it can be indicative of the condition of incubation. It is good practice to remove the hatch chicks at once.

HM 3.7.6. Practical skill on how to receive and adequately handle day-old chicks (D.O.C)

Day-old chicks are grouped as either first grade (good quality) or second grade (bad quality). The first-grade chicks are ready for vaccination and distribution. They are of normal size and active with straight feet and toes, bright eyes, straight beaks, and dry feathers. The second-grade chicks, on the other hand, are small and weak with curled feet and toes, abnormal eyes, cross or open beak, and sticky feathers.

On arrival of the DOC, they should be checked for deformity or suspected sickness. Chicks suspected to be sick should be culled immediately. The day-old chicks need a constant warm temperature and good ventilation. The brooder should allow adequate room to spread them evenly and should be checked every 2 hours to make sure they are comfortable, eating and drinking water.

The DOC's first week is referred to as the brooding period. Post-hatch, chicks are unable to maintain their body temperature and are dependent on external heat sources. Chicks gain four times their original body weight during the first week. The rapid weight gain is highly dependent on the nutrients (protein, calcium, phosphorus and other minerals) fed.

The following steps should be followed for optimal growth:

1. Regular monitoring of the temperature
2. Observe chick behavior. If chicks are huddled, they are cold. If inactive with spread wings, they are too warm.
3. Regularly monitoring air humidity
4. Regularly monitor hydration of chicks
5. Regularly monitor their feeding
6. Keep the feed fresh, empty, clean, and refill water and feed containers daily
7. At 18 weeks, adjust the feed

Check point:

- ☐ If chicks are place the same day they hatch, the crops should be checked after placement to ensure that they have accessed the feed and water.
- ☐ If placed a day after hatching, the crops should be checked 8 hours post placement to evaluate feed and water intake. Crops should feel soft and pliable, hard crops indicate inadequate water intake and swollen crops indicate inadequate feed intake.

3.8.Module 8: Rearing management

The key to successful rearing lies in an effective management program. Rearing facilities should be clean and disinfected before placing the new flock. Males should be grown separately from females for the first 6 weeks; however, complete separating rearing for 140 to 154 days is highly recommended for best results.

Check points:

- ☐ The floor should be covered with a good quality litter to prevent heat loss (7.5 to 10 cm coverage)
- ☐ Litter should be evenly spread to ensure even floor temperature and allow mobility
- ☐ Water lines should be cleaned, sanitized and flushed out

RM 3.8.1. Professional competence to strengthen poultry health

Careful examination of the general condition of the bird is critical to determining the health of the flock.

- Respiration: check for open mouth breathing or any sign of difficulty breathing.
- Bone structure: twisting or deformity of the bone structure, wings, feet, and leg are indicative of nutritional intake.
- Wings: need to be checked for swelling, fracture, discoloration of feathers or skin, and paralysis.
- Legs: observing the legs and nails is indicative of proper care.
- Feathers: check for the condition of the feathers. Sick birds typically have soiled feathers.
- Beak: should be checked for damage, discoloration, length, shape, texture, and alignment.
- Eyes: need to be checked for discoloration, scars, and accumulation of discharges. The eyelids should be checked for swelling, redness, and dryness.
- Nostrils: should be observed for discoloration, swelling, discharges, odor, texture, and alignment. Observation of any sound coming out of the nostrils is helpful.
- Oral cavity: need to be checked for discoloration, odor, discharges, and unknown growths. Check the cleft accumulation of discharges in the upper cavity.

RM 3.8.2. Knowledge of minimum space requirements

High flock density may be more susceptible to hens pecking and cannibalism. Record keeping can be helpful practice to minimize overcrowding. Keeping flock size relative to available space is important to manage feed resources and reduce rapid transmission of disease.

RM 3.8.3. Skill to set and follow a standard for culling birds from the flock

Training in rearing should be provided to poultry workers to keep the flocks' healthy and productive. Housing should be kept clean and monitored daily for any changes, including growth and egg production or any sign of sickness. Isolation of sick birds is critical to avoiding the transmission of diseases. Reporting it to nearby health/ veterinary office or clinic is helpful to track outbreaks.

Periodic culling of unproductive chicken and regular monitoring of the production performance can improve productivity.

3.9.Module 9: Egg production

EP 3.9.1. Nesting

Providing nests for laying makes it easier to collect eggs and should be kept clean. The adaptation period is important for laying eggs on the layers. Marking these eggs will allow collection of new eggs. Egg collection twice a day (morning and evening) avoids cracked eggs and dirty nests, as well as hens become broody. A nest box for village producers that is 30 X 30 X 30 cm is enough for 5 layers. The following points should be considered to avoid the number of eggs laid by hens:

- Place enough nests and introduce nests one week before the onset
- Collect eggs many times a day
- Provide a comfortable nest
- Do not feed hens when nesting
- Avoid dark corners
- Do not collect the first egg
- Divide nests uniformly and place nest away from windy places

EP 3.9.2. Knowledge of effective raising of replacement pullets

Poultry producers who raise their own replacement pullets have better control over the growth, condition, and development of the flock. The quality of the pullet flock will have a direct effect on the subsequent level of egg production. The most important quality factors for replacement are proper body weight and uniformity. Pullet weight at 6 weeks of age influences subsequent egg production. It is important to monitor the progress of chicks by weighting random samples of pullets. Chickens lay in response to the number of hours of light in the day. It is also important to also monitor light exposure with the replacement pullets to come in production at the correct time and weight.

EP 3.9.3. Know the causes of decreased egg production

Egg production is based on the productive performance of the chicken. Factors that affect egg production include:

1. Age: As chickens age, they produce fewer eggs. They start laying at about 18 to 22 weeks of age and reach peak production of 90% in the first 8 weeks and start to decrease after 12 months.
2. Nutrition: Energy diet, protein, calcium, and vitamin D are among the most important nutrients.
3. Water supply: Egg production depends on adequate hydration of the hen.
4. Environmental conditions (light and stress): Lighting stimulates egg production. Sudden changes of temperature, humidity, and feed can result in stressful situation for the hen.
5. Molting: Feathers provide vital thermoregulatory functions. Birds have natural molting periods to renew their features, and during this period, egg production decreases drastically.
6. Broodiness: birds stop laying eggs as they shift focus to incubating the laid egg.
7. Diseases: A bird taxed by illness, injury or parasite reduces egg production

EP 3.9.4. Knowledge to evaluate the economics of egg production for each flock

The productivity in terms of the average egg weight is the lowest for the indigenous breeds compared to the exotic breeds, with the hybrids averaging between the indigenous and the exotic breed. The production per month also varies, with the exotic breeds producing the highest (gram egg per bird) compared to the indigenous breeds.

The profit from egg production depends on many variables, including:

1. Market preferences for different egg sizes
2. Disease control and nutrition throughout the life cycle
3. Availability of suitable rearing conditions
4. Pullet and spent hen prices
5. Seasonal variation in price

EP 3.9.5. Skill in record-keeping for egg production

Record keeping and meeting production targets are good management practices that allow the identification of challenging situations and applying solutions to address these issues. It expands the knowledge base to prevent recurrence of the problems. Keeping records of equipment repairs and equipment settings can help identify problems with deviation and incorrect uses of the equipment.

Records of production, growth, feed, egg weights, mortality, and treatments allow easy detection when production performance is lower than expected or in cases of disease outbreaks.

Check points:

- ☐ Observe weight loss
- ☐ Keep records of mortality and numbers sick
- ☐ Record fertility and hatchability

3.10. Module 10: Processing management

PS 3.10.1. Poultry meat slaughtering process

Broilers could be exposed to factors that are responsible for mortality, injuries, health risk, and changes indicating increased stress during loading and transport to slaughterhouse. Cages and crates should be designed, monitored, cleaned, and managed to reduce injury and death to reduce mortality during transportation. In practice, broilers are not fed for several hours before being collected and transported to the slaughter plant. One recommendation during transportation is to reduce the time broilers are kept in containers to less than 24 hours and provide access to water. If unavoidable delays occur, the birds should have shed protection and access to feed and water.

Good management at the processing plant can reduce the effects of some of the factors that affect mortality, bruises, and contamination. Handling of live birds carries a great risk of exposure to viruses for poultry workers and families, as well as the risks to exposure to pathogens originating from slaughtering, processing, storage, and preparation phases. During these phases, controlling the contamination of carcasses, especially in small-scale operations, is critical. It is important to know how, where, and when contamination with microorganisms occurs to quantify the food safety risks along the production and market chain. The adoption of improved technology and strict hygiene measures in the handling of live birds, cleanliness of the slaughtering area, defeathering process, and the cleanliness of the processing area can reduce these risks.

The buildings of the slaughterhouse, including structures, rooms, and compartments, must be of sufficient size to allow processing, handling, and storage of the product to be suitable for human consumption and meets required regulations. The design of the slaughterhouse must work in a directional flow to prevent cross-contamination between live poultry and dressed carcasses, and signages should be used to utilize appropriate allocated spaces. Rooms for stunning, bleeding, scalding, and defeathering should be provided. Separation of live-birds holding area from the bleeding and defeathering area, and a room for evisceration. Defeatured poultry room separation is also an important measure.

Depending on the degree of automation, the bird is shackled, ready for slaughter. Steps in slaughter process start with the killing and bleeding step, after which the scalding, plucking, evisceration, and the harvesting of organs follow. The method of killing the bird typically involves the cutting of the n veins in the neck causing the heart to pump blood out of the body, which takes from 2 to 5 minutes, depending on the size of the broiler. If the broiler does not bleed enough, the flesh may become dark, or if the broiler loses too much blood, the breast fillet will lose the pink color and become pale. Next, scalding the bird in hot water (50-60 degrees Celsius) loosens the feathers by softening the feather follicles. Plucking the feathers by hand works for small-scale industry or by plucking machines. The broiler is then sprayed with water to remove loose feathers and dirt. Following that, the broiler undergoes the evisceration process involving pulling all the organs out.

Slaughterhouses should have at least two closed areas, one for manipulation of products prepared for human consumption, specifically from evisceration to the refrigerated area. The other for handling the organs and their content.

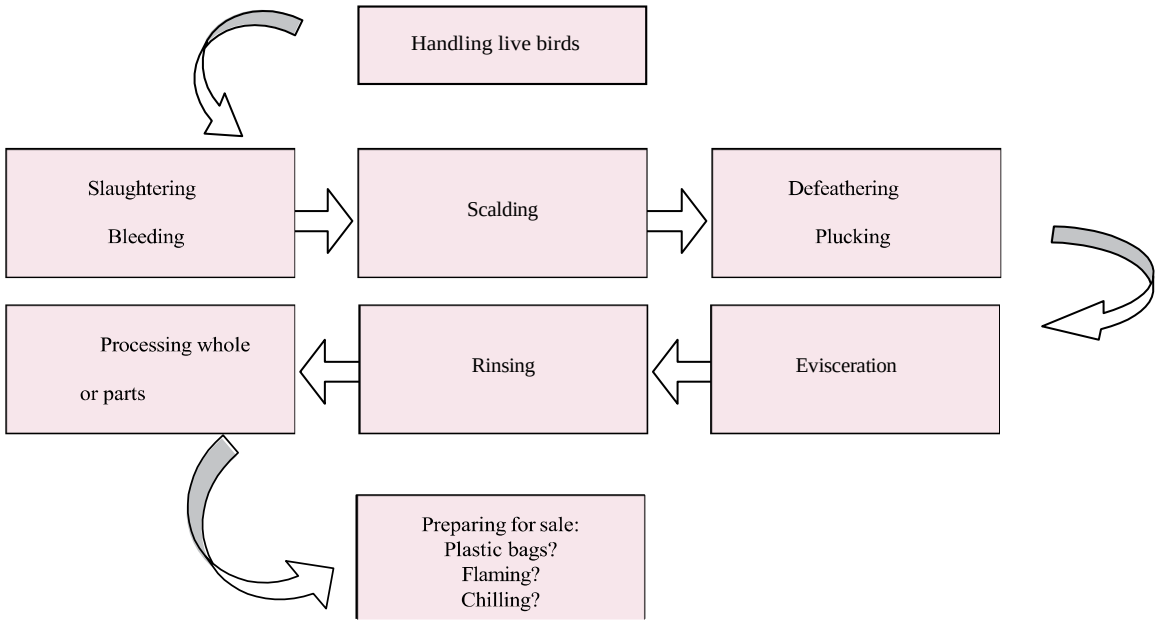
PS 3.10.1.1. Large-scale commercial slaughterhouses

Modern large-scale slaughter plants are highly mechanized, they use automated equipment to expedite the process with minimal contamination. Automation enables the efficient control of hygiene and residues to deliver safe products through a cold chain processing to reduce bacterial growth (below 4 degrees Celsius within six hours). The broilers are removed from the crates and hung upside down by their legs as they go through an electrically charged water bath. Then go through the neck cutting and bleeding, scalding, plucking and evisceration processes.

PS 3.10.1.2. Small-scale slaughtering facilities

The broiler is killed, scalded, plucked and mainly eviscerated by hand in small-scale slaughtering facilities. Before and after evisceration, carcasses are often washed that my run the risk of exposure to bacteria. The products are then often displayed on shelves at ambient temperature, opening room for microorganism to grow, resulting in rapid deterioration of the meat's quality if the products are not cold stored.

Figure 8: Steps in small-scale slaughtering[16]



PS 3.10.1.3. Reducing slaughterhouse contamination

Slaughtering staff should wear protective gear to avoid splashing blood on their clothing and face; they should wash their hands frequently. Contamination can be avoided by:

- Using drinking quality water for rinsing carcasses. Washing reduces microorganisms.

[16] Adopted from Poultry Development Review – risks for human health. FAO. 2013.

- Regular supply of clean water for cleaning equipment and utensils.
- Cleaning working tables, sinks and draining boards during processing.
- Placing bird carcasses in plastic bags to prevent contamination. In some cases, the surface of carcass is flamed to reduce bacteria contamination.
- Quick chilling at 4 to 10 degrees Celsius to prevent bacterial growth.
- Slaughter by-products and wastes like the blood, feathers, and carcasses should be disposed of properly.
- Poultry meat that is unhealthy or unfit for human consumption must be, marked, removed, kept away, or disposed of properly.

PS 3.10.1.4. Product processing

Slaughterhouses must have adequate chillers and freezers for storage. The products must be chilled to 4 degrees Celsius or below for at least 20 minutes or frozen at minus 18 degrees Celsius or below. The temperature should be recorded regularly, and chillers and freezers labeled. The temperature should be maintained during processing, transport, and storage. The chilling methods can be by airing the poultry meat, immersing in cold water, or spraying.

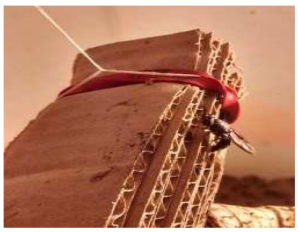
PS 3.10.2. Harvesting black soldier fly larvae (BSFL) for poultry feed processing

The use of insects in poultry feed can serve as a viable and cheaper protein source for the poultry industry. Building a closed system that can breed, cultivate, and harvest the black soldier fly larvae (BSFL) at sufficient quality allows farmers to control the inputs and produce the desired outputs. The BSFL are found naturally and in abundance around piles of manure or around organic wastes such as coffee bean pulp. The BSF larvae are rich in protein and fat; it is a good source of energy and amino acids. Their bioconversion is faster than composing. Harvesting the black soldier fly larvae has the ability to convert organic waste into high value biomass.

PS 3.10.2.1 BSFL harvest process

Considering the nutritional benefit, the ease of harvesting BSFL makes this process even more attractive. The flies are native to warmer environments or can be introduced to cooler regions. Direct sunlight or exposure to a light source is key to successful mating. Besides light, the temperature should be kept at 23 degrees Celsius for mating and above 13 degrees Celsius to keep them alive. A source of clean water, rotting organic matter such as banana, cornmeal, or wheat barn can be used. For the best results, place young larvae in the organic matter for the adult fly to find a suitable environment to lay eggs.

[17]Using specially designed egg traps or inexpensive cardboard, create an area above the rotting organic material for the fertile females to lay their eggs. Keep a moist food source nearby. One way to prevent mold buildup or smell is to use BSFL in the food source. The larvae consume the fungi that cause the fold and bacterial growth. The farmer should harvest the eggs and replace the cardboard every day, or every two days to make the space available.



The BSF has five stages in its lifecycle: egg, larvae, prepupae, pupae, and adult. It takes 30 - 40 days to complete this cycle, depending on the environmental conditions. The eggs typically take 4 days to hatch under around 20 – 30 degrees Celsius. A healthy colony of larvae has a core temperature between 32 – 44 degrees Celsius. If the temperature is above 44 degrees Celsius for over 4 hours, the larvae will die. The larvae spend most of their life feeding and consume a large amount of the organic matter and manure wastes to grow, rapidly turning them into protein, fat, and calcium. These nutrients are utilized by larvae to morph into pupae and into adults. The main purpose of the adult is to mate and lay eggs; they do not feed but drink water and rely on the fats stored from the larval stage of their life cycle. After 10 days of hatching, the larvae are ready to compost food scrap. The larvae can grow from grasses like alfalfa, vegetable waste, animal feces, or meat. If the larvae were given enough moist food, they would develop from egg to prepupae within 3 weeks on average.

The larvae contain high protein comparable to that of soybean meal, meat meal, and fish meal; therefore, the inclusion of BSF larvae meal into the poultry feeding system has economic benefits. Fresh larvae could be collected when they are fully grown but before the pupation stage has begun for optimum nutritional feed quality. A technique used to separate the larvae quickly is to use a rotating drum with a mesh screen; another is adding water to a vessel containing the larvae.

PS 3.10.3 Egg powder processing

The demand for dried egg powder is rising in other parts of the world because powdered egg has a long shelf life. Egg powder can be stored and transported at room temperature without damage and product loss. Powdered eggs are fully dehydrated and can replace the use of fresh eggs in baking, food preparation, and input for agro-processing. Evidence shows that the primary barrier for consumption of eggs is the high price relative to income.[18] Innovation that can improve the egg value chain increase the shelf-life of eggs and reduces transaction costs and food losses. More importantly, egg powder will increase consumption of eggs leading to improved child development and growth.

There are no processing plants for egg powder currently in Ethiopia. The raw material required for an egg powder manufacturing plant is about 20,000 eggs per day, which presents a challenge as the production level of eggs is low. However, as egg production improves in Ethiopia, the egg powder process holds the potential to improve egg consumption.

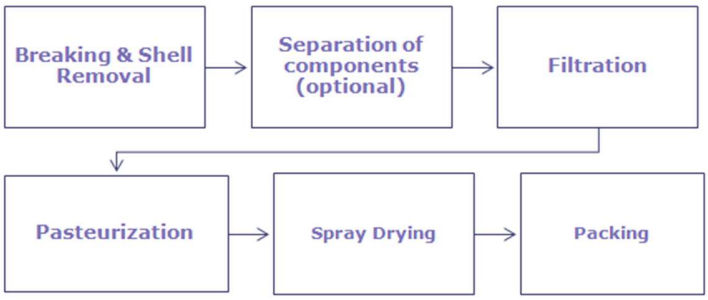
[17] Process manual for the establishment of a BSF (2015)
[18] Hirvonen et al., 2020

PS 3.10.3.1 Egg powder manufacturing process

The manufacturing of dried egg powder starts with the breaking of eggs and removing eggshells. At this point, there are options to produce whole egg powder, egg yolk powder, or egg white in powder forms. The egg mixture is then filtered and stored at 4 degrees Celsius, after which it goes through a heater system to dry the product at about 65 degrees Celsius for 8-10 minutes.

The technologies used to convert eggs to powder involves spray drying and freeze drying. The principle behind the spray drying method is the rotation and atomization of the liquid egg to form droplets that get dehydrated to get the powder form. Spraying a feed material into hot drying state at temperature ranging from 100 to 300 degrees Celsius, in which the liquid material evaporates. The heat and vapor facilitate the process and yield 80%. After a special filtration process separates and removes the residual liquid and shell. The powder is then fed to a storage tank ,where it is cooled down to 40 degrees Celsius. Following that, the powder undergoes a pasteurization process by passing the powder through a heating process at 650 degrees Celsius for 6 minutes. The egg powder is then fed to a high-pressured drying unit. The spray dryer is cylindrical with a conical outlet for air and powder. The drying air is heated by steam, and the powder is cooled as it enters the drying chamber, where it is collected for packing.

Figure 9: Egg powder manufacturing process



Alternatively, the freeze-drying method uses low temperature and low pressure for drying. This method freezes the egg liquid at minus 20 degrees Celsius for two hours into crystalized form, and it is treated under a vacuum at minus 45 degrees Celsius for one day, where it sublimates into vapor form. The vapor is condensed, and the egg liquid is dehydrated. This method yields almost 100% because there is almost no material loss, and the volume is unchanged.

3.11. Module 11: Marketing management

Managing the market requires first understanding the market actors, which include the producers, assemblers, wholesalers, retailers, hotels and restaurants, and the consumers involved in the production to consumption system in the poultry sector. Secondly, a basic understanding of the difference between market and value chains would be helpful. The terms production chain, supply chain, market chain, and value chain are often used interchangeably, but important differences need to be considered. Value chain marketing involves participants with a long-term interdependency approach to control product quality and add value to the product along the way in response to market demands linking the product into the hands of the consumer. In comparison, production or supply chain marketing focuses on the movement of goods through a vertical chain of activities to increase sales and cash flow and reduce costs.[19]

Aggregating production through co-operatives can minimize supply-side risks and increase transaction frequency, especially given goods transportation barriers. Furthermore, market linkages between surrounding woreda provide access to larger markets, allowing them easier access to market information, market prices, and distribution to meet market demands.

MM 3.11.1. Skill training in marketing

Effective and efficient market systems are one of the challenges in the poultry sector, particularly for the smallholder, backyard/ village producers. Micro and small enterprise producers face marketing challenges due to poor market selection and accessing high potential markets. Evidence shows that the youth, particularly women, could benefit from skill-building training to gain a better understanding of the post-production marketing schemes. Skill training for women is critical as they typically rely on local and community-based marketing as opposed to men, who travel a long distance to access larger markets. Lower exposure to larger markets can translate to lower income and skill competencies, affecting their ability to compete in larger markets.[20]

MM 3.11.1.1. What is marketing?

Marketing is the effort to identify and satisfy customers' needs and wants. It involves finding out who your customers are, what they need and want, the prices, the level of competition. It involves the knowledge and all the processes you undertake to sell your product.

Marketing answers the following questions:

- Who are my customers?
- What are my customer's needs and wants?
- How can I satisfy my customers'?
- How do I make a profit as I satisfy my customers?

[19] Harris et al., 2001
[20] ILRI, 2011

MM 3.11.1.2. Who are your customers?

Your customers are the people or other businesses that want your products/ services and are willing to pay for them. They include:

- People who are buying from you now.
- People you hope will buy from you in the future.
- People who stopped buying from you, but you hope to get them back.

MM 3.11.1.3. What are my customer's needs and wants?

An Important point to note is that customers want to look at different products so that they can choose what they like best. Some customers want a different design and others want high quality and are willing to pay extra for that.

MM 3.11.1.4. How can I satisfy my customers?

You need to do everything to find out who your customers are and what they need and want in order to satisfy them improve your sales and make a profit. You need to find out:

- Products/services your customers want.
- Price your customers are willing to pay.
- Location of your business in-order to reach your customers (Place).
- Promotion to use to inform your customers and attract them to buy your products or services.

MM 3.11.1.5. What are the 4 P's of marketing?

1) Product, 2) pricing, 3) place and 4) promotion.

Activity (optional)

Market simulation activity
Objective(s) of activity: Participant will get to experience marketing through a live simulation. At the end of the activity participants will be able to; ▪ experience the interplay of factors influencing the market such as price, product, place and promotion ▪ realize the difficulties new entrepreneurs have when entering the marketplace ▪ observe the impact of different marketing strategies on the capturing of market share
Materials/ Handouts needed: • Materials found in the classroom e.g. pens, mobile phones, bag, shoes etc. ▪ Pen ▪ Paper
Instructions: 1. Divide participants into buyers and sellers. 2. In the first round, four sellers set up shops in demarcated areas of the training room and sell their allocated products to the buyers at a set selling price. 3. The buyers are divided into high, middle and low-income groups. Each income group is given a limit on how much it can spend to purchase products.

Reflection questions:

- What are your thoughts on your experience of the exercise?
- What have you learnt about marketing and competition analysis during the exercise?
- What lessons can you apply in your business today?

Extension/ Simplification options:

1. One of the buyers in this round is an entrepreneur who wants to start a business.
2. In the second round, he/she (entrepreneur) uses the opportunity to study the competition and potential customers and develop a marketing strategy that will ensure a profitable market share is captured.
3. In the second round the fifth seller enters the market and applies his/her marketing strategy.
4. The second round is less restrictive than the first round as selling prices, demarcated areas and products are not allocated to sellers. The fifth seller's success depends on the strategy applied, his/her selling ability and how the other competitors respond to their market shares being encroached upon .The role of the fifth seller is similar to that of the participants, after the training, as they are new entrepreneurs about to enter an existing market.

Materials/ Handouts needed:

- Materials found in the classroom e.g., pens, mobile phones, bag, shoes etc.
- Pen
- Paper

Instructions:

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1. PRODUCT

Product refers to goods/services produced for sale, the product /service should relate to the needs and wants of the customers

Some important questions you need to ask yourself include:

- What products/services do I sell?
- Why did I decide to sell these products?
- Do I have the products customers want?
- Do any of my products not sell well?
- Do I stock products that do not sell well?
  - Always listen to what your customers like and don't like. When their needs change your products and services to satisfy the new needs.
  - Do more market research in order to provide those products or services an increase your sales.
  - If your product is not selling well, think of new ideas like finding new customers.

2. PRICING

Pricing refers to the process of setting a price for a product/service. Your prices must be low enough to attract customers to buy and high enough to earn your business a profit.

To set your price you need to:

- Know your costs.
- Know how much customers are willing to pay.
- Know your competitors price.
- Know how to make your prices more attractive

3. PLACE

Place means the different ways of getting your products or services to your customers. It is also referred to as distribution. If your business is not located near your customers, you must find ways to get your products/services to where it is easy for customers to buy. You can distribute your products to your customers through:

- Selling directly to the consumers of the products.
- Retail distribution and wholesale distribution.

4. PROMOTION

Promotion means informing your customers of your products and services and attracting them to buy them. Promotion includes advertising, sales promotion, publicity and personal selling.

Use advertising to make customers more interested in buying your products or services.

Some useful ways of advertising include signs, boards, posters, handouts, business cards, pricelists, photos and newspapers.

You can use sales promotion to make customers buy more when they come to your business, you could also:

- Ensure you maintain attractive displays.
- Let customers try new products.
- Have competitions
- Give demonstrations
- Sell complementary products (products that go together)

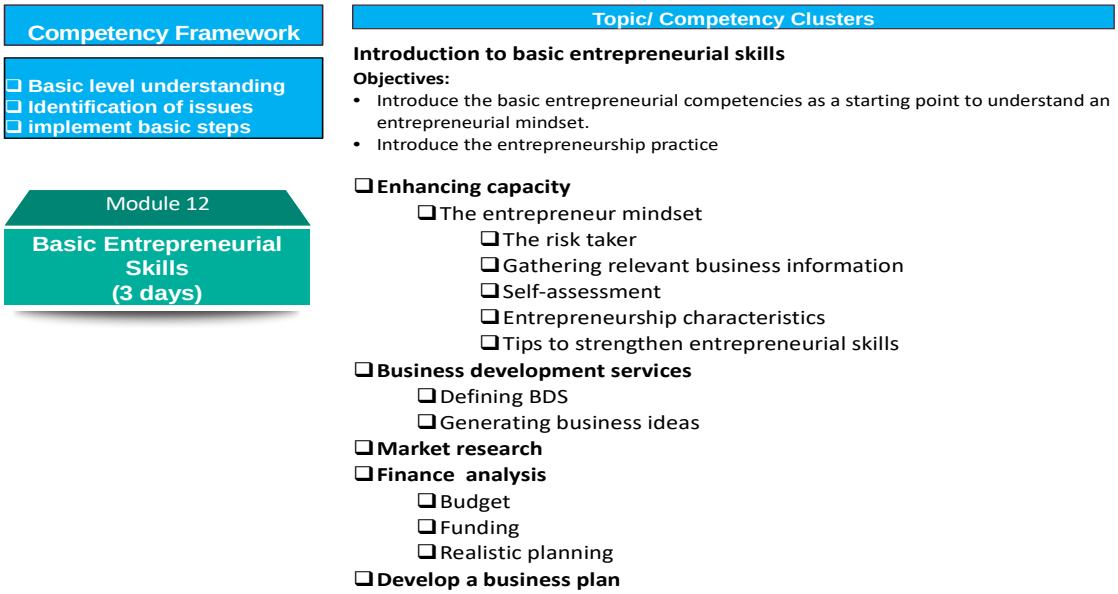
3-day basic entrepreneurial skills training

3.12 Module 12: Basic entrepreneurial skills[21]

Often, self-employment and entrepreneurship are confused to be the same. Although an entrepreneur and a self-employed person share similarity of owning a business, their mindset and approach are completely different. Entrepreneurs are self-employed, but not all self-employed individuals are entrepreneurs. The distinction between self-employment and entrepreneurship in the Ethiopian context revolve around a subsistence earning verses one who devises, sets ups and runs a business and is willing to take risks for long-term gains/impact.

Entrepreneurship is defined in a number of ways. In some cases, it is defined as a skill helped by an individual or starting one's own business or working for oneself rather than wage employment. In this context, entrepreneurship is the drive to solve problems where individuals face limited resources, which requires creative thinking in the social and business sectors. Such an individual relies on the following critical skills to increase the odds of success across all outcomes as an entrepreneur: social, communication, higher order thinking (problem-solving, creative and critical thinking, and decision-making) that are supported by the interpersonal (self-concept, self-control and of self-motivation, and positive self-concept) skills.

Figure 10: Basic entrepreneurial skills – Module 12 topic and competency clusters



ES 3.12.1. Enhancing capacity

Entrepreneurship[22] is a practice and process that results in creativity, innovation and enterprise development and growth. It refers to an individual's ability to turn ideas into action involving and engaging in socially-useful wealth created through the application of innovative thinking and

[21] Start and Improve your Business. ILO, 2014

[22] Adopted from Entrepreneurship development training manual. DSW. EU

execution to meet consumer needs, using one's own labor time and ideas. Engagement in entrepreneurship shifts people from being job seekers to job creators, which is critical in countries with limited resources.

Entrepreneurial trainers, therefore, are more a coach than a lecturer. They support the individual learning processes and development of personal competencies. Entrepreneurs to have an environment that enables innovation, and they benefit from concrete and tangible learning approaches – active learning, practical experience, and learning by doing to motivate budding entrepreneurs.

ES 3.12.1.1. The entrepreneur mindset
Objectives:

- Trainee have better understanding of the meaning of entrepreneurship and entrepreneur
- Trainees assess the qualities of an entrepreneur
- Trainees understand the concept of perseverance
- Trainees value time management
- Trainees build self-confidence

Basic concept of entrepreneurship

Entrepreneurship and Entrepreneur

Term	Definition
Entrepreneurship	Driven from the French verb *entreprendre* which means "to undertake." ▪ The process of identifying opportunities in the marketplace, arranging the resources required to pursue these opportunities and investing the resources to exploit the opportunities for long term grains. It involves creating wealth by bringing together resources in new ways to start and operate an enterprise. ▪ The processes through which individuals become aware of business ownership then develop ideas for and initiate a business. ▪ The art of identifying viable business opportunities and mobilizing resources to create a successful enterprise through creativity, innovation, risk taking and progressive imagination.
Entrepreneur	▪ A person who creates and develops a business idea and takes the risk of setting up an enterprise to produce a product or service which satisfies customer need. All entrepreneurs are business-persons, but not all business-persons are entrepreneurs. ▪ A person who discovers a business opportunity to produce improved or new goods and services that meet the needs of potential customers. Therefore, this individual constantly scans the environment looking for changes that can provide opportunities for growth.

ES 3.12.1.1.1. The risk taker – the story of a local entrepreneur

1. Explain: An entrepreneur always makes concerted efforts towards the successful completion of a goal. An entrepreneur perseveres and is undeterred by uncertainties, risks, obstacles, difficulties, or failures which could challenge the achievement of the ultimate goal.
2. Tell a story of a local entrepreneur who was persevered through thick and thin to achieve his/her goal.
3. Ask: What are the major challenges faced? What achievements were attained? What are the causes for achieving success? What did you learn from this story?

Risk Taking

An entrepreneurs tend to:

- Set their own objectives where there is moderate risk of failure and take calculated risks
- Gain satisfaction from completing a job well
- Not be afraid of public opinion, skepticism
- Take responsibility for their own actions

Importance of risk-taking

- Build self confidence
- Create a feeling of leadership
- Create strong motivation to complete a job well

An entrepreneur needs to consider the following issues before taking a risk:

- Is the goal set realistic?
- How big is the potential reward for this risk?
- How big is the potential loss?
- What is the probability of failure with this risk?
- How can I minimize the potential negative effect of taking this risk?
- What kind of support or resources do I need to have in place to help minimize or prevent potential negative effects from this risk?
- What further information do I need before taking this risk?
- What past experience do I need to review in order to inform the strategy for taking this risk?

Demanding for efficiency and quality

Efficiency**:**

- Being efficient means producing results with little wasted effort.

Quality:

- The ongoing process of education, communication, evaluation and constant improvement of goods/services to meet the customer's need in a way that exceeds the customer's expectations.
- A characteristic of the product or service that makes it fit to use. It makes a product, process, or service desirable.
- The ability of a product or service to meet a customer's expectations for that product or service. The importance of quality management in entrepreneurship is reflected in the income statement

of the business. There is always a demand for quality products and efficient services. Quality plays an important role in this new era of globalization because it confers certain benefits which include:

- **Reduction of waste**: Striving to maintain quality means examining all processes that contribute to the creation of a product, to remove non-productive processes and waste. If businesses keep to their standard of maintaining the quality of the product, the number of defective products will be reduced. Consumers prefer to buy quality products. Hence the quality products/services help in increasing the share in market and ensure that they will not be returned.
- **Cost-effectiveness**: Striving to ensure quality helps businesses to minimize the chances that they will make mistakes. As a result, the costs of re-doing work or changing the product after it has been sold are greatly reduced.
- **An increase in market share**: Customers prefer to buy the same product again and again if they are satisfied with the quality. If they are satisfied with the quality of a product, then they will not only purchase the product/services more than once, but they will also recommend it to their friends. As a result, this contributes to an increase in the company's market share.
- **Better profitability**: better quality of product satisfies customers. Increased customers mean increase sales, increased shares in market and consequently increased profits.
- **Social responsibility**: By providing quality products and services, a company is more likely to be able to fulfil its responsibility to the community and meet standards set by government.
- Reputation: Quality of goods and services improves the reputation of the business for competition in the market and growth.

Time management

- Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. Time management is about getting more value out of your time and using it to improve the quality of your life.
- Initially time management referred to just business or work activities, but eventually the term broadened to include personal activities.

Information seeking

Successful entrepreneurs do not rely on guesswork and do not rely on others for information. Instead, they spend time collecting information about their customers, competitors, suppliers, relevant technology and markets. Gathering relevant information is important to ensure that the entrepreneur makes well informed decisions.

ES 3.12.1.1.2. Types of information that are important for business

An entrepreneur should have sufficient information and seek additional information on various factors that are relevant to his/her intended new business activity. The different types of information required are indicated below:

Market

- Market segments for low, middle- and high-income groups
- Competitors and similar products
- Sales forecast
- Strategic business location

Supply

- Machines/equipment
- Raw materials
- Other assets like office furniture
- List of suppliers and prices

Power, water & other facilities

- Transport facilities

Business Management

- Organizational form of the business
- Needs in accounting & accounting courses
- Availability of qualified personnel
- Training facilities for staff and owner

Finance

- Micro-finance loan conditions
- Government financial facilities

Legislation

- Commercial code
- Business registration process
- Tax obligations
- Tender procedures

ES 3.12.1.1.3. Self-assessment

An entrepreneur does not only do things by him/herself, but also gets things done through others. Entrepreneurs inspire, encourage and lead others to undertake the given duties in time.

Self-assessment activity

Complete a self-assessment of your entrepreneurial qualities. Go through the statements below and score yourself to the best of your ability and as honestly as possible. Do not take too long thinking about any one answer, your first guess is probably the most accurate. Use the scoring key below.

Scoring:

5 – Always 4 – Often 3 – Sometimes 2 – Rarely 1 – Never

Characteristic	1	2	3	4	5
I enjoy doing things on my own. Nobody has to motivate me to get started on a task.	1	2	3	4	5
If I make up my mind to do something, I don't let anything stop me.	1	2	3	4	5
I do not hesitate to undertake risks related to creating and operating an enterprise.	1	2	3	4	5
I plan my time and resources well, so I produce high quality products.	1	2	3	4	5
I act upon the opportunities that needs and problems present.	1	2	3	4	5
I keep trying again and again despite great challenges and failure.	1	2	3	4	5
I work hard to try to foresee potential risks so as to prevent future risk.	1	2	3	4	5
I make personal sacrifices to complete jobs in order to keep my word and meet promised deadlines.	1	2	3	4	5
I always strive for improvement and progress despite feedback from people that they are satisfied with my work.	1	2	3	4	5
Before undertaking my job, I try to gain as much information about it as I can and verify the accuracy of the information I am receiving.	1	2	3	4	5
I set short and long-term goals for my personal life and business.	1	2	3	4	5
I do everything I can to accomplish set business goals, through careful planning and implementation.	1	2	3	4	5
I team up well with others for tasks which I cannot accomplish on my own.	1	2	3	4	5
I am able to make decisions on my own, incorporating the suggestions and ideas of others as part of that process.	1	2	3	4	5
I collect all the necessary information I need before I start a job or task.	1	2	3	4	5
I set goals based on the resources and skills I have.	1	2	3	4	5
I have the skills to persuade and communicate with people.	1	2	3	4	5
I regularly evaluate my job performance, looking for areas of improvement.	1	2	3	4	5
I am happy with my work and am confident that I will make progress and improvement in the future.	1	2	3	4	5

Analysis of the result

Analysis one: Each statement is focused on different entrepreneurial qualities as stated below:

- Question 1+ Question 6 = Opportunity-seeking
- Question 2+ Question 7 = Perseverance
- Question 3+ Question 8 = Risk-taking
- Question 4+ Question 10 = Demand for efficiency and quality
- Question 5+ Question 9 = Commitment to work contract
- Question 11+ Question 16 = Information-seeking
- Question 12+ Question 17 = Goal-setting
- Question 13+ Question 19 = Planning
- Question 14+ Question 18 = Persuasion & Networking
- Question 15+ Question 20 = Self Confidence

Now evaluate how you ranked yourself for that characteristic (based on your score for each of the questions). For example, if you rated yourself a "5" for both questions 1 and 6, then according to the key above, you have a strong opportunity seeking trait. If you rated yourself a "1" or a "2" for questions 14 and 18, then perhaps persuasion and networking are not among your strengths right now – and could be skills for you to work on.

Analysis two: Add up your total score from all the numbers you wrote in each row. Write your total sum here, and then interpret it below:

Total Sum = _____

Result Interpretation

Score Meaning

< 50: Limited entrepreneurial qualities at the moment. It does not mean you are not meant to be a businessperson. It only means that you should spend more time preparing yourself to handle any problems you might face once you start a business.

Between **50 – 80 Average:** there are gaps that need to be filled or improved upon. You might consider upgrading your knowledge or skills. Consider taking some courses.

>80: Good entrepreneur - keep it up and continue to develop.

ES 3.12.1.1.4. Entrepreneurship characteristics action plan

Based on your individual analysis of the self-assessment, please answer the questions below.
1. Identify three characteristics of an entrepreneur for which you scored the highest mark.

_____

2. Identify three characteristics of an entrepreneur for which you scored the lowest.

_____

3. Prepare an action plan which will help you to improve upon three characteristics of an entrepreneur for which you score the lowest.

4. Working with a partner, either trade worksheets, or talk about your weakest characteristics and ideas for improvement. See if your partner has any further ideas for what you can do to improve on your weaknesses, and then do the same for him/her.

The facilitator summarizes the discussion and individual action plan based on the following information.

ES 3.12.1.1.5. Tips to strengthen entrepreneurial skills

If you do not have enough of the qualities and abilities necessary to open/strengthen your own business, there are many ways to improve your business skills and alter your characteristics.

You can:

- Talk to people in business so you can learn from them
- Get some training, enroll in a course to study specific areas you need to improve in.
- Get work as an assistant/ apprentice to a successful business-person
- Read books that will help you develop your business skills
- Read articles about businesses in the newspaper and think about their problems and
- methods.
- You might want to think about finding a partner who complements your strengths and
- weakness, instead of going into business entirely on your own.
- Often people have not had much experience or practice in a business situation. If your number of weaknesses is high, go through the personal assessment exercise again and try and understand how the attitudes and characteristics described affect how a business is run. Try to develop the skills and attitudes described by applying them in your daily activities, for instance:
- Practice discussing the advantages and disadvantages of any situation or idea.
- Increase your motivation by planning for your future
- Study successful business-people and learn that your success depends mostly on your
- own efforts.
- Develop the ability to consider and assess a problem and take risks

Think about and learn how to deal with crises situations better

- Talk to your family about the difficulties of running your own business and persuade them to support you.
- Become more open to new ideas and other people's views.
- When things go wrong, analyze what happened and improve your ability to learn from mistakes
- Increase your commitment to work and realize that only hard work brings success.

ES 3.12.2. Business Development Services[23]

The ILO has identified four external factors and created a manual that influence the success of women entrepreneurs based on the societal norm and stereotypes that determine gender roles. The four factors are: business development organizations (private, NGO, Government etc.), broader enabling

[23] Start and Improve your Business. ILO, 2014

environment (regulations, policies, and processes), market environment (opportunities and threats), and socio-cultural context (attitudes, aspiration, confidence and permission, etc.).

Successful entrepreneurs have turned adversity to their advantage by first addressing constraints in accessing market information (pricing and product quality) by examining the needs around them, availability of resources, and assessing the skills required. Hence, a business development service (BDS) training helps enterprises to strategize their market development:

- Finding out what customers prefer regarding price, promotion and packaging to increase sales to existing customers.
- Reaching out to new customers through better market intelligence to expand sales.
- Developing new products according to the needs assessment evaluation of customer's preferred requirements.
- Seeking opportunities in new market, diversifying options.

Defining BDS

BDS	A range of services used by entrepreneurs to help them operate efficiently and grow their businesses with the broader developmental purpose of contributing to economic growth, employment generation and poverty reduction.

Table 8: Different types of BDS

Marketing

- Market intelligence
- Product design
- Packaging
- Distribution
- Promotional materials
- Advertising
- Trade fairs & exhibitions
- Showrooms
- Marketing trips & exporting
- Negotiations with buyers
- Contract & sub-contracts
- Supply chain

Advice on Laws & Regulations

- Business registration
- Licenses
- Health & safety
- Employment law
- Legal structures
- Taxation
- Procurement & tendering
- Export procedures
- Patents & copyright
- Insurance
- Quality assurance standards

Infrastructure

- Incubator units
- Workspace
- Storage & warehousing
- Transport & delivery
- Telecommunications
- Money transfer
- IT services & support
- Premises

Accessing Finance & Accounting Services

- Innovative financing mechanisms
- Facilitating supplier credit
- Providing information on grants, loans, equity & credit guarantees
- Bookkeeping
- Accountancy & audits

Technical support

- Commercialization
- Technical training
- Productivity improvement
- Design services
- Equipment

Skills & motivation training

- Exchange visits
- Mentoring
- Role models
- Training
- Consultancy
- Counselling
- Networks

ES 3.12.2.1. Generating a business idea[24]

Objectives: Learners will be able to generate a number of business ideas that can be carried out by a group or an individual.

How to structure this session:

1. Explain that the session is about generating a business idea as a group and explain some of the key principles described below
2. Divide plenary into groups and ask each group to develop a list of needs for products or services within their community. Advise the participants to approach this task by identifying a difficulty the community is experiencing and then determining what product or service could help overcome that difficulty.
3. Ask groups to share their feedback in plenary to develop a list of possible business ideas
4. Allocate two business ideas to each group and ask them to develop a list of skills/ experience that would be necessary to implement each business idea.
5. Each group should share the key points of their discussions in plenary
6. Do a Q &A session.

ES 3.12.2.1.1. What is a business idea?[25]

Every business is born from an idea. Business ideas should come from observation, to find a potential opportunity, or try to forecast what people or other businesses might want. Business ideas are sometimes developed from someone's education and past experience. It should be known that by considering your natural talent you might find the seed for a good business idea. It is an idea about what products you are going to offer, what services you are going to provide or what goods you are going to sell; where and how you are going to sell them and who are you going to sell them to. A business idea is therefore a short and precise description of the basic operations of an intended business. A good business starts with a good business idea. Before you can start a good business, you need to have a clear idea of the sort of business you want to run. A successful business meets the needs of its customers. It gives people what they need or want.

Your business idea will tell you:

- Which need your business will fulfil for its customers?

[24] Women entrepreneurship development – capacity building guide. The ILO and Development Cooperation of Ireland.

[25] Start and Improve your Business. ILO, 2014

- What product or service your business will sell?
- Who will your business sell to?
- How is your business going to sell its products or services?

Business ideas are identified through positive, creative thinking. They can come from different sources such as ideas built on local resources, local needs, local activities, interests and hobbies.

WHICH

Which need does your product or service satisfy for your customer? Your business idea should always have the customer and the customer's needs in mind. It is important to find out what your future customers want when you work out your business idea.

WHAT

What type of product or service will your business sell? Your business idea should be based on products you know about or services you are good at. They must be products or services that people are willing to pay for. Analyzing various business ideas will help you to focus on the type of business you will be good at.

A product is an object that people pay for. It may be something you make yourself or it may be something you buy to re-sell. Tools, baked goods, clothes and retail goods are all products.

A service is something you do for people, which they pay for, for example, shining shoes, delivering messages, keeping money safe in a bank and repairing items.

WHO

Who will buy your products or services? Customers are an essential part of every business. It is important to be clear about the customers you intend to sell to. Will you sell to a specific? type of customer or to everyone in an area? There must be enough people who are able and willing to pay for your products and services or the business will not make a profit.

HOW

How are you going to sell your products and services? If you plan to open a shop this is clear, but a manufacturer or service operator can sell in many different ways. A manufacturer can, for example, either sell directly to customers or to retailers. Starting a business is not an easy job - it takes lots of work and a lot of planning. The effort and money it take to start a business may all be lost if you don't start the right business.

The right business begins with a good business idea.

Running a business is like juggling. You have to balance knowing what the customer wants, your skills and experience, knowing what it costs to provide it, and knowing how much the customer is willing and able to pay. You have to keep your eye on all of these factors because they are always changing. If you can juggle what customers want, what you can provide, with the right costs and prices – you make profit. If you fail to pay attention to any on one of these, your business will not be successful.

ES 3.12.2.1.2. What makes a good business idea?

A good business idea is one that is based on:

- A product or service that customers want
- A product or service you can sell at a price customers can afford, and which will give you a profit
- The knowledge of skills you have, or you can get
- The resources and money you are able to invest.

All good businesses begin with a good idea that has been well thought through. Assessing your abilities and experience; your work experience, practical knowledge, technical abilities, hobbies, contacts and family background can also be important factors for business success.

Many small jobs you do around your home can be ideas for starting a business, for example growing vegetables, cooking, looking after children, dancing, fixing watches or machines, washing clothes, sewing etc. Your interests and hobbies can give your ideas of a new business.

Telling stories, drawing pictures, fishing, listening to music, playing football, baking cakes are all hobbies that can be turned into business ideas.

ES 3.12.2.1.3. How do people find good business ideas?

Ideas are everywhere but entrepreneurs need to match their ideas to what customers want and can pay for products or services. A good business idea is based on the needs of customers. If a business makes a good product, but nobody needs it, the business will be a failure.

The people who might want to buy a product or service are called the “market” for that product or service. Every good business idea is based on knowledge of what the market wants. Entrepreneurs should also realize that the market’s needs may differ from place to place. It depends on who lives in the area, what they spend their money on, and how frequently. When you know about the people in your area, you can find many business ideas that you might have ignored.

ACTIVITY

Now find out about some successful business ideas yourself

1. Think of three businesses in your local area that you think are successful. Try to select businesses that are at least three years old. Write down in the space below the name of each business and the product or service they sell.
2. Go and talk to the three owners. See if they agree with you that business is a successful one. Ask them how they decided to go into that business. Did they see a need in the market that was not being met? Did they have some experience, contacts or skill to build upon? Did they know someone else in the business? Was this the first business they ever worked in? Write in the space below any other questions you want to ask the owners.

3. After you finish talking to the owners complete a Business Idea Information Form for each business putting in as many details as possible.

4. Think about all the factors that have made the business idea a good one and why it has become successful business. Find answers to the following questions and write them in the form under "notes".
   - What lessons can you draw from the experience of the business owner?
   - What mistakes do you think the owner made?
   - How can you avoid the same mistakes?
   - What do you think has made the business a success?

BUSINESS IDEAS INFORMATION FORM

1. Name of the business.

_____

2. Products or services sold.

_____

3. Main customers

_____

4. When and why did the owner decide to start this business?

_____

5. Why did the owner think it was a good idea to start that particular kind of business?

_____

6. How did the owner find out what local people wanted?

_____

7. What strengths or assets did the owner use to start this business? (E.g. previous experience , training, family background, contacts, hobbies)

_____

8. What problems did the owner face in setting up the business?

_____

9. Has the product or service changed over time?

_____

GENERATE YOUR OWN BUSINESS IDEAS[26]

Maybe you do already have a business idea? This is a good sign. It shows that you are committed to starting a business and you have already started the work of "thinking". But you should be careful not to hold on too tightly to your first idea. There are many opportunities, and the first idea can lead to an even better idea.

When generating a business idea, it is best to try and keep an open to mind. The first goal should be to think of as many ideas as possible and make a list of all the business opportunities you can think of. Business ideas can be generated through:

- Using experiences
- Visits to your local business area
- Investigating your environment
- Brainstorming

[26] Women entrepreneurship development – capacity building guide. The ILO and Development Cooperation of Ireland.

AN “IDEA” LIST

Begin an ideas list for your own business. Go back over the various activities you have done so far, select any ideas that might be suitable for you and write them down in the activity box below:

In this list, jot down ideas you will generate as you carry out other exercises to generate business ideas, here is an example:

Ideas list for my own business	
Idea	**Description**
A catering service delivering lunches to office	I know about and enjoy cooking. No one else does this in town. There will be lots of customers. I can find out what they want and know how much money is needed to start. It will probably be tiring with many deliveries to make. I would enjoy meeting so many people.

USING EXPERIENCES

Your own experiences

Look at the list of your experiences and contacts, which you have. Are there any possible business ideas that you can derive from your own past experience?

Brainstorm for each type of experience.

Start with yourself. What has been your experience as a customer, in the marketplace? Have you ever searched all day for some item and not been able to find it anywhere? Think about the products or services you yourself have wanted at different times and had difficulty in finding.

Other people’s experiences

Listen carefully to what other people say about their experiences – they are all potential customers

Ask your family and friends about their experiences. Expand your social knowledge: talk to people you don’t usually talk to - perhaps elderly people, or teenagers, or people from different ethnic groups or social class. Try talking to members of the opposite sex. Go to a different church. Have tea in different restaurants.

Ask people about their problems in finding the product or service they want.

INVESTIGATING IN YOUR ENVIRONMENT

You can use your creativity to find more business ideas in your area. Look at the list of businesses in your area. If your list covered a large enough section of your local market, you are probably beginning to see what industries or services your local economy depends on.

Example: John’s town is a farming center and therefore depends on agriculture as the main economic activity. It provides services to many surrounding villages. Maybe your town depends on mining, fishing, industry or tourism. Perhaps there are a number of educational or other public institutions that employ many people in your area.

It may be useful to brainstorm for good business ideas by considering all the resources and institution in your area. For example, think about:

Resources from nature, people's abilities and skills, institutions, industries, import substitution, waste products, publication, trade fairs and exhibitions.

BRAINSTORMING

Brainstorming is a way of opening up your mind and helping you to think many different ideas. You start with a word or topic and just write down everything that comes into your mind. You continue for as long as you can, putting down everything even if it seems irrelevant or odd. Good ideas can grow from very strange beginnings.

Brainstorming works best when carried out with another person or a group of people, but you can also try it on your own. Many large companies use this method to come up with new product ideas.

For example, Peter asked his sister and two friends to brainstorm with him on a business idea. He has worked as a carpenter in a furniture factory for a long time, so they started with the word "wood". At first, the ideas for businesses related to wood came slowly. But soon they had many possibilities.

ANALYSE YOUR BUSINESS IDEAS AND SELECT THE BEST ONE

Screen your ideas list

By now you probably have quite a few possible ideas for your own business - at least five or perhaps over twenty. Your next task is to take this list and try to bring it down to between three and six ideas- the ones that are most suitable for you.

You can select the most suitable ideas from your list by thinking carefully about each idea. There is probably still a lot you don't know about the business on the list, but the questions below will help you settle on one feasible idea.

Go through your list of business ideas and make notes about each by answering these questions:

WHICH

- Which customer needs do you want to satisfy?
- Which customer needs will your product or service satisfy?

WHAT

- What product or service do your customers want?
- What quality of the product do your customers want?
- What do you know about the product or service for this business?

WHO

- Who are your likely customers for this particular business? Will they be enough in number to keep your business viable?
- Who are your competitors?

HOW

- How will you be able to supply goods and services the customers want?
- How much do you know about the quality of goods and services the customers want?
- How does running this sort of business suit your personal characteristics and abilities?
- How do you know there is need for this business in your area?
- How do you imagine yourself running this business in ten years' time?

OTHER IMPORTANT AREAS TO CONSIDER

- Where can you get advice and information about this business?
- Will this be the only business of this kind in your area?
- If there are other similar businesses, how will you be able to compete successfully?
- Why do you think this business will be viable?
- Does this business need equipment, premises or qualified staff? Do you think you will be able to get the finances to provide what is needed?
- Where will you get the resources to start this business?

SWOT ANALYSIS

One method people often use to decide which the most suitable business idea is the SWOT analysis. It helps you focus on possible problem areas and potential advantages of each idea.

S- Strengths
W- Weaknesses
O- Opportunities
T- Threats

Inside the business

To analyze the strengths and weaknesses of a business an entrepreneur should look inside the planned businesses. What will the business be good at and what are its weaknesses?

1. Strengths are the specific positive aspects, which will give your proposed business an advantage over similar business ventures and competitors. It could be that you propose to offer a better-quality product or to have a location, which is located near your customer.
2. Weaknesses on the other hand are specific aspects that your business will not be good at. Perhaps your costs will be high because your business is located far from suppliers, and you will have to pay more for transport.

Outside the business

To analyze the opportunities and threats of your proposed business an entrepreneur should look outside the business i.e., the external environment. What aspects of the external environment will benefit the business and what aspects will negatively affect the business?

3. Opportunities are on-going potential developments around you that will be good for your business. It could be that the demand for the product you are proposing will increase because of the influx of tourists.

4. Threats are probable events that may affect your business negatively. For example, the business idea could be so simple that other people may start similar businesses in your area and reduce your share of the market.

ES 3.12.2.2. Marketing research[27]

Objectives: By the end of the session, participants will be able to

- Define market research
- Know how to identify their likely competitors
- Know how to identify the likely demand from customers

A market is an area of potential exchange, i.e., there are potential buyers (customers), and people who are willing to sell products or services. Prices are affected by the forces of demand (of products) and supply (by sellers).

- A product is anything that can be offered to a market for buying, use or consumption that might satisfy a want or need, for example, eggs, coffee, and mangoes.
- A service is performed when one group offers something to another. A service is not tangible and does not result in ownership of any kind. Examples include train services, and public transport services.

ES 3.12.2.2.1. What is market research

Market research is conducted in order to collect information, which enables you to make the right decision on the marketing of your product/service. The main focus within this activity is to find out as much as possible about people's buying habits and your competition.

Market research is a systematic, objective collection and analysis of data about a particular target market, competition, and/or environment, often conducted as the first step in identifying the viability of business ideas. It always incorporates some form of data collection whether it is secondary research (often referred to as desk research) or primary research which is collected direct from a respondent.

Having developed a business idea, you first need to know about your potential customers and competitors so you can position your business to maximize customers and overcome competition from others. Market research helps to assess the viability of a business.

Note: It is necessary to define your potential market for the product/service you plan to offer. This could be a village, parish, sub-county, district, region or nearby cities. There are youth groups that produce dried fruits for export. Do not commit yourself to much in the beginning.

ES 3.12.2.2.2. The Marketing Process

Market research: is the gathering of information that ties a small enterprise to its customers. It provides the information that is necessary for companies to correctly position their product in the marketplace and offer the best combination of product, price, place/distribution, promotion, and person.

[27] Adopted from Entrepreneurship development training manual. DSW. EU

Well-designed market research gives a person an edge on their competition, reduces their risk and improves the effectiveness of their enterprise activities. Quality market research is the key to success for the small entrepreneur. If a person does not understand their customer and their needs, they will likely fail in their enterprise.

Why Conduct Market Research?

- To develop product, price, promotion, place/distribution, and people plans
- To identify problems in their marketplace and discover new opportunities
- To learn about competitors and how they are marketing their products.
- To find out what consumers think about their product category
- To gauge the performance of existing products

Market research involves the organized, objective collection and analysis of the above data. It is often conducted as the first step in identifying the feasibility of an enterprise idea. It always incorporates some form of data collection and is either secondary research (often referred to as desk research) or primary research (direct from an individual).

ES 3.12.2.2.3. How to do market research?

Before starting a business, it is absolutely important to know the market conditions, in which the business will be operating: What are the customer needs? Who is the competition? What are the prices at which products and services are sold? These are only some of the questions that need to be clarified before starting. So, after having come up with a brilliant idea, you need to check if it can work in the market. You need to carry out a market survey.

The main focus within this activity is to find out as much as possible about your potential customer's buying habits and competition

- What do they buy?
- Where do they buy?
- Why do they buy from XY?
- When do they buy?
- How much do they buy?
- Which price do they pay?
- What are their preferences?
- Do they get any extras?

ACTIVITY

1. Talk to potential customers .

Ask them, for example:

- What products or services they want to buy?
- What do they currently buy?
- Where do they buy?
- Why do they buy from XY ?
- When do they buy?
- How much do they buy?

- Which price do they pay?
- What are their preferences?
- Do they get any extras?
- What do they think about your competitors?

2. Study your competitors' businesses .

Find about:

- Their products or services, for example quality and design
- What prices they charge
- What exactly do they sell?
- How does their product differ from yours?
- Where do they get their inputs?
- Where do they sell?
- How do they promote their product/service?
- Do they have any special approaches to customer care?
- How can you compete?

Important note: Be very careful to carry out your research in a friendly, sensitive way; ask questions and also observe – be aware: nobody like more competition!

3. Ask suppliers and business friends
   - Which goods sell in their business
   - What they think about your business idea
   - What they think about your competitor's product.

ES 3.12.2.2.4. Checklist for Market Survey

Instructions: Go out into town with your small group and find a business that most closely matches the "best business" that you identified in Module 3. Find out if the owner/manager, or an employee has some time to answer some questions for you. Try to gather as much information as you can, based on the categories/potential questions below. If there is time in the two hours that you are out in the field, do the same with a second business, so that you can compare answers. Record what you find out in the middle column. The column on the right is for your own comments, analysis, suggestions, reactions, etc. Remember to be respectful of the person's time – he/she has a business to run – and only take as much time as he/she wants to give. Also, keep in mind that there are some questions that the person may not feel comfortable answering, so be respectful of that as well.

Checklist: Categories of information to be collected for market survey

Category/Question to be	Category/Question to be	Category/Question to be
Who are customers		
Working place and costing		
Cost of owning or leasing premises		
Availability, supply and cost of raw materials		
Availability of staff		
Cost of working tools and equipment		
Competitors analysis		
Advertising Methods		
Tax issues and legislation		
Challenges		

ACTIVIT

Talk to potential competitors:

- Their products or services (for example quality and design)
- What prices they charge
- What exactly they sell
- How their product/services differ from yours
- Where they get their inputs?
- Where they sell?
- How they promote their product/service
- Any special approaches to customer care
- How you can compete

Important note: Be very careful to do research in a friendly, sensitive way; ask questions but also observe, be aware: nobody likes more competition!

Ask suppliers and enterprise friends.

- Which goods sell in their enterprise
- What they think about your enterprise idea

Example of a marketing action plan:

NO.	Target Customers	Products to be sold/supplied	Their preference needs for the product (e.g. quality, color, size)	Mode of delivering	Target sales per month or week
1					
2					
3					

ES 3.12.2.3. Financial analysis

Objectives

By the end of the section, participants will be able to:

- Develop a budget for their enterprises
- Know how to find out costs of starting a business and how to find out whether or not a venture will be profit-making
- Understand what types of resources are needed to start up a business and know how to identify resource providers

BUDGET

Every enterprise must have a budget. A budget is a calculated estimation of the value or price of the project and is always composed of the expenses – the costs of the project – and the income – the resources brought into the project to cover the expenses. Without a budget, it is impossible to control the project, and it is impossible to know if it is feasible. If you do not know how much it costs you will not know how much you need.

INCOME

Include all sources of funds necessary for the project (your organizations own resources, participants' contributions, grants, materials and services donated or loaned and amount requested from backers).

- Estimate the rental cost of material loaned or donated by sponsors.
- The total amount requested must be made clear (and must not exceed the maximum
- usually granted).
- Calculate total receipts. This figure must be higher than total expenditure (otherwise there will be no profit).

EXPENDITURE

- List all expenses connected with the project.
- Estimate the cost of all outgoings (in the currency specified on the form).
- Your estimate must be realistic (show how you have arrived at the final sum).
- Expenditure must correspond to the anticipated program of activities
- Estimate the rental cost of any material loaned by the private sector and include it under expenditure (and receipts).
- Calculate your total expenditure.

A simple format for a budget

Activity	Amount in Birr
Income (money in)	
Total Income (money in)	
Expenditure (money out)	
Total Expenses (money out) (	
Savings	
=+Surplus/ - Deficit (money in – money out)	

Resource mobilization

To mobilize resources effectively, consideration must be given to three elements, which together are referred to as a resource mobilization framework. The three elements of the framework are 'resources', 'mechanisms' and 'resource providers'. If necessary, define each of these three and clarify their meaning by providing some examples.

- Resources - Money is one of the key resources that all projects need to be able to function and carry out their work. However, there are other resources that are also useful to starting a business. Examples include skills training, staff, inputs (e.g. seeds, tools, land etc.).
- Resource mechanisms - Resource mobilization mechanisms are the ways that resources can be mobilized from resource providers. Mechanisms are the actual processes of requesting or getting resources – for example, writing proposals, holding fundraising events, selling services, Selling products, face-to-face meetings, etc.
- Resource providers – Resource providers are the sources of funds and include banks, micro-credit agencies, government agencies, and charitable organizations.

The advantages and disadvantages of source of funding

A new entrepreneur should investigate as many sources of funding as possible in order to secure the best terms and conditions of repayment. The most important types of start-up funding are owner's equity, loans (personal or from a lending program) and grants.

	Advantages	Disadvantages
Own resources	▪ Own decision ▪ Own planning & timing ▪ Full control and benefits ▪ No extra costs (interest) ▪ Self-reliance motivating	▪ Capacity of individuals limited ▪ Danger of relaxation in business management ▪ No sharing of risks
Gifts, offers	▪ Free ▪ No extra costs involved	▪ Not reliable ▪ Not timely ▪ May be tied to other person's agenda, wishes
Loans	▪ Extra resource ▪ Enforces discipline ▪ Induces external control	▪ Interest charges ▪ Not timely ▪ Tight repayment regime ▪ External control of one's business ▪ Risk of loss of one's other assets in case of ▪ failure
Credit (esp. from supplier) offers	▪ A sure way of obtaining supplies ▪ No interest charges ▪ Reduction in operation expenses	▪ High prices ▪ Inferior supplies ▪ Inflexibility in planning supplies ▪ Dependency on supplier
Grants (public or private)	▪ Free ▪ Higher amount	▪ Consider specific levels (local, regional, national, international), sectors (e.g. health, agriculture, politics) and target groups (e.g. youth, orphans, women) ▪ Strict rules for application and accountability ▪ High competition

Owner's Equity

This is the private money one puts into the business. It is sometimes called risk capital because if the business fails, you lose this money. Investing your own money in a business is risky; however, it puts less pressure on the business rather than borrowing. Investing your own capital may be risky, but it shows that you have faith in your business idea. This can encourage others to invest with you. If you don't have enough capital, you can try and find a partner who may be interested in the same business idea. A partner may or may not be work in the business but can invest money in it. Ensure you have clearly-defined terms of partnership to avoid unnecessary misunderstanding later.

Loans

A loan for start-up capital refers to borrowed money which you will pay back at a later date with interest. The loan may be paid back in full in one or several instalments depending on the agreement. A loan inherently puts significant pressure on the business due to the requirement to pay it back. The more you borrow the more you pay in terms of interest and instalments.

You may borrow money for:

- Land and buildings.
- Equipment.
- Working capital.

These are some of the possible requirements when applying for a loan:

- A thorough business plan with a business idea that the lending institution believes in.
- Some kind of collateral may be required. Collateral means security that the lending institution has for the repayment of your loan. This may be your business if you own one, your home, machinery and any other equipment.
- Being an account holder or member of a bank, credit institution or association and having operated an account successfully for some time
- Having a certain percentage (part) of the total loan as security in your account
- Information on yourself/yourselves and your ability to repay the loan
- Having a minimum age (mostly 18 or above)
- Referees, guarantors (honest people with a good reputation)

When is it useful to get a loan?

- When there is a justifiable financing gap in your business funding plans
- When other options such as saving, and group-financing are not possible.
- When there is the need to take up an urgent opportunity that could lead to quick profit

Where can you borrow?

- Banks and financial institutions
- Societies and associations
- Friends, relatives, family members
- Suppliers
- Government
- Savings and Credit Cooperatives

Types of loans

- Group loans
- Loans with formal banking institutions (such as SACCOs)
- Individual loans
- Loans with informal savings groups and associations

Before one borrows money, they should consider these factors seriously.

- Develop a solid business plan including total funding requirements and running costs for the first few months
- Develop a financing plan including identifying funding sources
- Identify and approach financial institutions in your area
- Obtain the terms and conditions for the loan to be availed
- Compare them with those of other financial institutions around
- Check your business plan to establish the implications of such a loan (monthly repayment and interest rates will affect your income/profits).
- Check if your business can cope with these implications

- Initiate further discussions with the financial institution or association

Grants

A grant is an allowance that a government or organization gives to support small business creations in the country. Government and non-governmental organizations sometimes give grants to potential entrepreneurs to support them in starting small businesses. Further information on accessing funding through grants is covered in a later session.

ES 3.12.2.4. Realistic planning

Milestone-planning for the realization of your business will have an essential influence on the financing and risks associated with the business. Planning helps you to think your way through all the aspects and to analyze the effects of individual steps in implementation.

However, realistic planning is not simple, more so when founding a new business. In spite of this attempt to carefully sketch the individual steps needed to implement the business plan. In this way, you gain credibility from your backers and business partners and enhance the chances of success for your business.

Four simple rules can help simplify realistic planning for you:

1. Subdivide the tasks into packages

Since there is a great deal of detailed work to be carried out when setting up a business, there is always the danger of losing sight of the big picture. Thus, you should always organize the individual activities in “packages.” The business plan should, however, not contain more than ten such packages; you can specify them further at a later date. A concrete objective is to be set for each package.

2. Ask the experts

Make use of the expertise of specialists in order to underpin major steps in planning. Marketing specialists, for example, could show you how long it will take to develop and conduct a given campaign.

3. Set priorities

Every overall planning concept comprises a series of events and assumptions that in some cases run in parallel and are linked with one another. Certain activities can, if delayed, endanger the entire project – similar to assembly line production that comes to a halt, if certain parts are lacking. Activities such as these are referred to as the “critical path.” You should devote particular attention to them in your planning

4. Reduce risks!

Try to schedule activities that will reduce risks at the beginning of the implementation. You could, for example, carry out a market survey immediately or just shortly after market entry. If you do not carry out such surveys or polls until a later point in time and find that there are not enough customers for your product, all your previous work may have been in vain:

ES 3.12.2.5. Developing a business plan

Objective: participants will be able to explain the value of having a business plan, understand what a business plan is and how to develop a simple business plan

How to structure this session:

1. Ask learners to think about the purpose of a business plan.
2. Ask learners to think about what would constitute a business plan
3. Ask learners to visualize a journey to a destination of their choice.
4. In a paired discussion, let the learners plan for that journey giving all the details of what is needed for the successful completion of the journey
5. Ask participants to form groups and come up with a list of possible items in a business plan, giving reasons why they have included each item
6. Let a few people share their plans with the plenary
7. The facilitator then introduces business planning and relates this to going on a journey
8. Hold discussion in plenary while referring to the business plan checklist

Business plan

Definition: A business plan is a written summary of your proposed business. It includes information about the plans, operations and financial details, its marked opportunities and strategies, as well as the entrepreneur's personal background

A business plan is a document used to summarize an entrepreneur's business aspirations, secure legal authority and mobilize resources to launch the business. Just as you need a map to help you find the route to an unknown destination, you need a plan to help you determine in which direction to go to get your business up and running. Written document explains your overall strategy and objectives in words and numbers. Your first plan should estimate your goals, your expenses, and how much you plan to charge for your services. It should also show how you plan to attract and keep customers. After you actually begin your business, you will find that the plan needs to be reviewed on an on-going basis. A business plan is a changing, dynamic document. There are no guarantees that your business will succeed but a well-written and well-researched business plan plays an important role in a business's success

ES 3.12.2.5.1. Why business planning is necessary

- Business plans show you if the business can expect to make a profit in the future. It shows what money to expect to come into and out of the business. For instance, if your costs are expected to be high, there would be needed to increase prices.
- A plan will be able to identify parts of the business that require improvement. In so doing, one will be forced to think about every part of the business. To work out a plan, one must therefore think carefully about everything that affects the business
- A business plan makes it possible to access a bank loan because most banks are interested in knowing the expected sales, costs and anticipated profits as well as cash flows before offering a loan.
- It forces you to think deeply and plan every detail properly before you start your business.
- It helps you to determine the direction you want to move in.
- A business plan serves as a map against which you can determine your process.
- A business plan provides details of resources required and can be given to potential

- investors/financiers.
- A business plan indicates chances for success and potential critical points.

Checklist for business plan: think about the following issues (not an exhaustive list).

- The product
  - Why would customers buy the product/service?
  - Are the product specifications clear and acceptable?
- The market
  - Geographical description of the business location
  - Is there local demand for the product and if not, how can it be created?
  - Who are the big competitors, how can you counteract them and their influence?
  - How many competitors does the business have? If they are many, your market share is low, which means that aggressive promotion is necessary to ensure visibility.
  - Does your product need publicity and if so, what expenses would that incur?
  - What is the trend in the selling price? Is there any seasonality?
- Technical factors
  - Have you selected all the necessary equipment? What are your reasons for this?
  - selection?
  - If you buy machinery, check if you have a guarantee and if after sales service is
  - included.
  - Do you know where to source the equipment from? Who is the supplier?
  - Do you have the necessary skills and if not, where can you get them?
- Infrastructure
  - Is the working/selling space adequate for your business operation to function?
  - Are ownership/tenancy documents for the land/shop/workshop in order?
  - If water is required for your business to operate, is it available close by?
  - Do you have/need a supply of electricity?
  - Is transport of raw materials or finished goods a critical factor and if so, how do you plan to handle it while minimizing costs?
  - Do you need to register your business? What are the legal requirements?
- Financial analysis
  - Have you done financial calculations of needed costs, resources, income etc.?
  - Have all the costs of production been included in your calculations?
  - Does the business generate enough cash from the beginning so as to meet immediate liabilities (e.g., rent, loan repayment)?
  - Check your cash flow projections. Are they realistic?
  - Check all estimates of capital required as well as running costs.

Table 9: Contents of a business plan

1	General description of business	▪ Name of business, business location and address ▪ Nature of business activity ▪ Type of business organization (partnership, cooperative, new, old,) ▪ Any further explanation summarizing why the business will be successful
2	Personal background	▪ Name of business owner(s), promoter(s) ▪ Educational, professional background ▪ Relevant experience in business-related activities
3	Market plan	▪ Business market area and targeted customers/ customer groups ▪ Why you will be able to compete with existing products/services and how do you compare competitors (price, quality, appearance, performance,) ▪ Past, current, future (projected) market demand for your product/service (if possible, in terms of volume/units per day/months) ▪ Suppliers and supply terms and conditions ▪ Unit pricing and list of all items/services being offered ▪ How you will be selling your produce (direct, dealers) ▪ Tip: Include the market research survey report as an annex
4	Business management plan	▪ Who will be the actors in this business? ▪ Specify their roles and the division of labor (if applicable) ▪ How will the business work be organized (e.g., working shifts, working times, working conditions)
5	Financial plan	Investments required ▪ Fixed assets/starting equipment (e.g., land, tools, machinery) ▪ Preliminary expenses o Pre-operative expenses (e.g., legal fees, licensing fees, bank charges,) o Start-up expenses (e.g., water, electricity connection, cleaning of premises, etc.) ▪ Working capital (raw materials, rent, water, transport, etc.)
6	Source of raising funds	▪ Total requirements o Own contributions/investments o Family/friends contributions o Already secured loans, credits etc. o Total funds available ▪ Deficit/funding gap o Loan support required
7	Operating plan forecast	▪ Projected operating income statement o Income from sales o Less cost of production and overhead/fixed costs -Net profit ▪ Break even analysis ▪ Cash flow projection
8	Major assumptions	Give the assumptions you've made that underpin your plan e.g., assumptions that particular resources will be available
9	Business profile	Summary that shows all major aspects on one page

ACTIVITY

1. Divide learners based on their groups or places they come from
2. Using the business plan template, ask learners to develop business plans for their potential businesses.
3. The learners make their presentations and receive feedback from the plenary
4. Ask learners whether they can apply this information

BUSINESS PLAN TEMPLATE

NOTE: A business plan is a document that describes your business details and giving goals and objectives and lists the steps you will undertake

SECTIONS OF YOUR BUSINESS PLAN

A. Cover page
B. Table of contents
C. Executive Summary
D. Statement of Purpose
E. Business Description
F. Organization and Management
G. Production Plan/Operational
H. Risk Reduction

FINANCIAL PLAN

A. COVER PAGE

i. Business Name_____
ii. Business Address_____
iii. Name of Presenter_____
iv. Organization presented to_____
v. Date of presentation_____

B. TABLE OF CONTENT

Give numbers of various key sections of your business plan

C. EXECUTIVE SUMMARY

Give brief overview of your business highlighting the key features.

What is the business about, products/services on offer, market-main customers, human resource?

The organization's structure, financial summary-projected income and assets among others.

D. STATEMENT OF PURPOSE

Outline the purpose of the business plan

E. BUSINESS DESCRIPTION

i. Business Location address
ii. Business Ownership(nature of the business)
iii. Products/Services offered
iv. Industry which the business will operate under

v. Justification of the business
vi. Short term and long-term goals
vii. Entry and growth

F. MARKETING PLAN

Highlight how your plan to market your products/service i.e., how do you intend to reach your target?

i. Outline the characteristics of the potential customers
ii. Competition
- Who are the main competitors?
- What are their strengths?
- What are their weaknesses?
- How do you intend to capitalize on their weaknesses?

iii. Market share - expected total market share
iv. Pricing strategy; outline your pricing strategy
v. Advertising and promotion; outline your pricing and promotion strategy

G. ORGANISATION AND MANAGEMENT

i. Organization structure (draw your organizational chart)
ii. Management team

State the composition of your management team, its qualification/post, duties and responsibilities

- Other personnel (What other employees will you require?)
- Outline how you will recruit and train your staff

iii. Remuneration of staff

Highlight how you will recruit, train and develop your staff

iv. Remuneration/incentives (How will you remunerate them?)
- Salaries/wages
- Fringe benefits

v. List the support services required
vi. Licenses/permits
- Required licenses/permits
- Who will provide the licenses /permits and at what cost?

H. OPERATIONAL/PROCEDURAL PLAN

Describe briefly how you will operate your business

i. Production facilities and capacity utilization
ii. List the machines, equipment and tools required
- Describe the cost, capacity and supplier of required machines and equipment

iii. Production strategy
- Outline the materials requirement
- What is the material cost?
- Outline the source

iv. Production design development
- Outline how you will design and develop your product
- What will it cost to design and develop your products?

- Outline the estimated cost of product/service Direct Material cost+ Direct labor cost +Overheads

v. Relevant regulation
   - List the patents and regulations needed
   - What is the cost of obtaining the patent trademarks?
   - List other legal rights will seek

RISK REDUCTION STRATEGIES

Outline how you will analyze and reduce business risks

- Future business risks

BUSINESS FINANCE

Identify how you will obtain and use business finance:

i. Pre-operational costs
   a) Outline your pre-operational cost
   b) What is our proposed capitalization capital?
      - Own contribution (your capital)
      - Funds from borrowing sources
      - Total investments

ii. Identify the working capital requirements
   a) Prepare your income statement (Template A)
   b) Prepare your balance sheet (Template B)
   c) Prepare your projected cash flow statement (Template C)
   d) Outline how you expect to finance your operations
   e) Outline your initial capitalization for existing business
   f) What is your proposed capitalization?
   g) What is your break-even level?
   h) How do you measure your profitability?

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Appendix A: Validation workshop report - On the Job Training (OJT) Module for the poultry sector

14 July 2022
Venue: Radisson Blu Hotel, Addis Ababa
Chair: Ms Ruchika Bahl, Chief Technical Advisor (CTA), Pro Agro Project, ILO

Facilitator: Mr. Albert Okal (ILO)

Participants: Representatives from Ministry of Industry (MoI), Ministry of Agriculture (MoA), Ministry of Labour and Skills (MoLS), Ethiopian Investment Commission (EIC), Ethiopian Poultry Producers and Processors Association, Confederation of Ethiopian Employers Federation (CEEF), Ethiopian Employers Federation (EEF), Confederation of Ethiopian Workers Trade Union (CETU), Private Poultry Farm and Feed Processors, Entrepreneurship Development Institute (EDI),GiZ, and ProAgro project team, International Labour Organisation (ILO)

Agenda item	Key points and discussion
Presentation on the Job Training (OJT) Module' by Ms. Blene Aklilu (PhD), Consultant	Dr. Blene made detailed presentation about the module and discussed on Skills ranking, opportunities and challenges. she also presented the On Job Training (OJT) module which is grouped in to four sections: Basic core skills, general management training, specialized training, and basic entrepreneurship training.
Summary of feedback and questions on OJT facilitated by Mr. Albert William, ILO Regional Office, Forced Displacement Skills & Employability Specialist	Following OJT module presentation, Mr. Albert opened the floor for discussion and the feedback and comments raised during the discussion are summarized as follows: • Most participants of the workshop commented that the Module is comprehensive and relevant to produce the required skills in the poultry sector. • There were also comments from participants of the workshop on the need to have an incentive package for trainees and industries to make OJT most functional. • Does the ILO conduct capacity assessment of the private sector to be able to accommodate the OJT module? • Who are the target groups of the training? • The module should have in depth information on biosecurity section. • How to integrate OJT with the out growers? On the need to include processing in the module. **EPPPA:** • The training module will contribute a lot towards filling the existing practical experience gaps of the skills and knowledge in managing the poultry sector. Unlike Ethiopia, other countries have well established institutions that provide such trainings. Thus, this training will need to get institutionalized and practical support in improving skill/ expertise gap in the poultry sector can also be provided by the Poultry Association. **Ministry of Agriculture (Ms. Alemtsehay and Dr. Yohannes)** • Why is the training module named as on Job training module? • Asked if the consultant has reviewed the exiting trends and experiences of the sector? • Questioned the consultant for the current experience of the sector training and who is the eligible trainee/ target groups?

Agenda item	Key points and discussion
	• Instead of having short term training, it is advisable to link the training module with the existing Agricultural TVET colleges training programs and make it part of the regular training programs to support the long-term plans and sustainably solve the existing skill gaps. • Health and biosecurity aspects should come out as a component. **Participant- Poultry association** • Five years ago, poultry on job training module has been developed and included in the universities` curriculum at Diploma, Degree and Masters' levels. However, there was no progress thereafter. • For long term solutions, it is important to institutionalize the on-job trainings and make the training part of curricula instead of on-the-job trainings. **EIC- Ato Fekadu** • Strong engagement and cooperation of the private sector is needed for this to work. • It is important to look into the private sector mindset and think of how the private sector should be incentivized to hire trained workers. TVETs should also cooperate and ensure sustainable engagement of the private sector. **GIZ** • For whom is the training designed at the level of operation in the poultry sector is different. • Harnessing the potential of the out growers is important. • The poultry products processing should be included. Ato Berhanu (EPPPA) has further suggested for the inclusion of the poultry processing part in the module and to address the respective areas of expertise/work procedures. He further reflected that the association have been collecting and publishing different recipes suiting to the household levels. And the promotion aspect is underway. • Entrepreneurial competence of employees and business owners is important to transform the poultry sector MOA • There is a need for a socialised module on biosecurity – rely and draw on the already existing curricula. • 'CPD' programme underway. This OJT can be combined with that. Ethiopia Chambers of Commerce Sectoral Association: • Short term private sector trainings are needed. • The draft modules presented here are valid. EDC: • The content if the modules are good but delivery is of key importance here. Cannot be delivered like a university lecture. Alema Farms • The training should be included in the poultry studies and made part of the regular college curriculums. EEF: • Entrepreneurship module to be at least 5 days instead of 3 days • Experiential sharing/study visits to successful OTJ poultry farms abroad to be organized. Ethio Chicken:

Agenda item	Key points and discussion
	• Validate the need and relevance of short-term trainings **Dr. Blen responded to some of the queries/comments forwarded by participants of the workshop as follows,** • The module is developed after conducting an intensive gap and needs assessment and review of the key findings of the project Market Systems Analysis (MSA) studies. • The focus of the assignment was to contribute to the basic knowledge base from the bottom. Thus, the trainees are the private sector-for the employees that are hired locally. The role of the TVET is also taken to make the involvement of the private sector easier. • The module is called OJT as it is intended to be used by industries to facilitate training within the industry setting. As the assessment has shown that so far, there is no module available to serve on the industry training on poultry sector. • Targets of the Training should be young men and women looking for jobs in the agribusiness sector. Mostly, youth- entering the poultry with some ideas about the poultry. • The consultant agreed to add more information on the Bio-security section. Mr. Albert thanked the participants of the workshop for their feedback and inputs. Then, he explained that the ILO would pilot the module and requested companies interested on this. To this end, the following companies have shown their interest to collaborate in piloting the OJT. 1. Elere Farms 2. Jacob Farm 3. Ethiochiken and 4. Alema farm Mr. Berhanu Million, Manager, Ethiopian Poultry Producers and Processors Association, explained that the association is willing and committed to support the piloting of the on-Job training module and support the process.
Directives on the Job Training by Mr. Ayalu Admass, National project coordinator - Employment and Skills development.	Mr. Ayalu briefly shared the draft directive on the Job training developed by Ministry of labor and Social Affairs (MOLSA), which is now under custody of Ministry of labor and skills (MoLS). The directive indicated the duration of OJT should be from six months to three years, six months for graduates from TVET and Universities whereas three years for trainees who are new to the sector and/or school dropout youth. The practice-theory ratio proposed in the directive 80:20, 90:10 and 95:5 for school dropout youth with no area of expertise in the area, TVET graduates and University graduates respectively. The directive also has provisions on the need to have contact agreement in which the scope of the work and obligation between the worker and employer is indicated clearly. (Find below presentation on the draft directive on the Job training developed by Ministry of labour and Social Affairs (MOLSA) to the end of the slide**)**