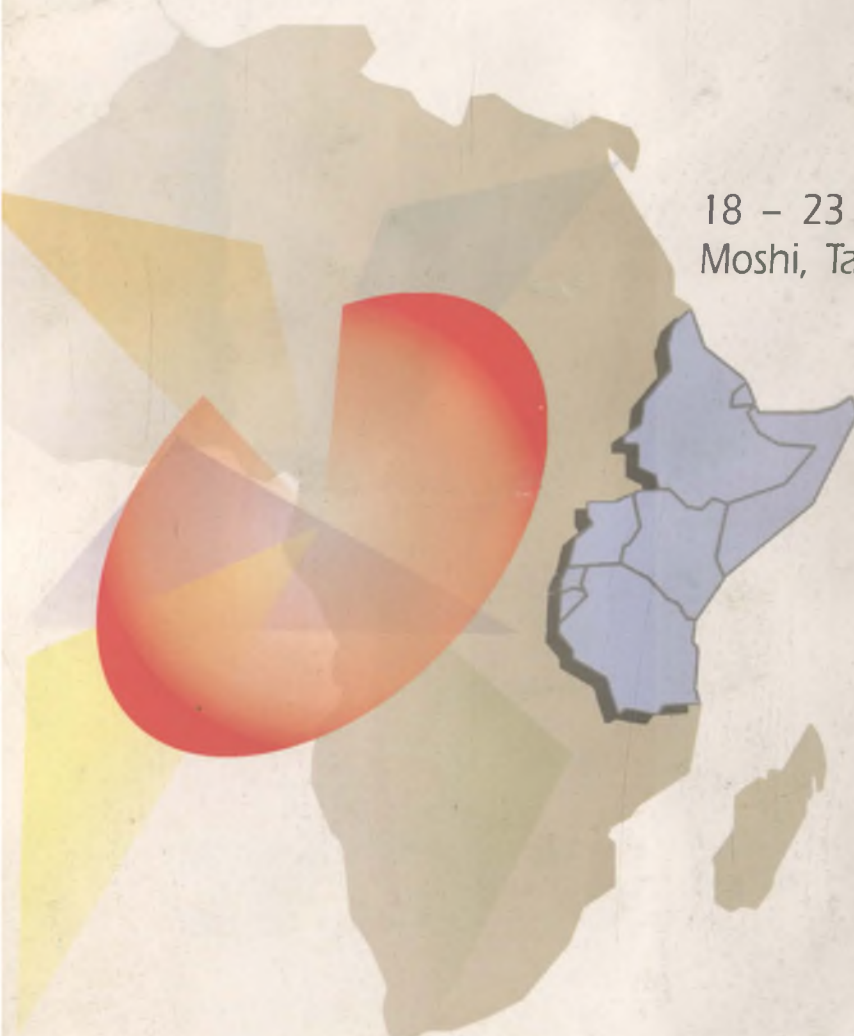


Sub-regional Workshop on
**Co-operative Capital Formation
and Management Training**
in Eastern Africa

18 – 23 January 1999
Moshi, Tanzania



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International Co-operative Alliance
Regional Office for East, Central and Southern Africa

Sub-regional Workshop on
**Co-operative Capital Formation
and Management Training**
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June 1999

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Designed by:

Noel Lumbama

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Introduction

This report outlines the proceedings and presentations as well as deliberations of a workshop organised jointly by the ICA and the FAO in Moshi Tanzania on the 18 – 23 January, 1999. The workshop had two themes, that is, *1. Co-operative Capital Formation* and *2. Management Training in Agricultural Co-operatives*.

The purpose of the report is to bring out the essence of the workshop; the nature of the aspects considered the experiences shared, the views put forward and most importantly the proposals made. For those who attended the workshop, this report should serve as a record as well as a source of reference with the aim of being the basis for action. For those who did not take part, it should at first be a substitute to make up for their inability to attend; giving them information on what was deliberated and resolved at the workshop. They too, it is hoped can find this report a practical basis for action.

Chapter 1, “Introduction,” gives the overall background to the two sessions of the workshop as well as the objectives of the workshop. It also points out the main stages and processes during both the session on Co-operative Capital Formation and the one on Agricultural Co-operative Management Training. Chapter 2, “Main Findings and Recommendations,” covers both sessions and encapsulates the essence of the processes as well as the outputs of the whole workshop. The “Annexes” are arranged so that those that refer to the whole workshop come first.

1.1 Background

The ICA and the FAO have a long history of productive collaboration not only in Africa but also in other parts of the world. In the case of East, Central and Southern Africa, the two agencies have worked very closely on the implementation of the Regional Co-operative Development Decade declared to cover 1985 – 1995. Under this initiative The ICA together with

the FAO and ILO carried out Interagency Missions in Botswana, Lesotho, Malawi, Somalia, Swaziland, and Tanzania. The main objective of these missions was to review progress made by co-operative movements in the region towards the attainment of Self-reliance and to recommend how to accelerate that progress.

The FAO approached the ICA Regional Office for East, Central and Southern Africa in mid-1998 for the purpose of running a joint workshop on Co-operative Capital Formation and Management Training in Eastern Africa. A Letter of Agreement was signed between the two organisations under which the ICA Regional Office undertook to be mainly responsible for the logistical and other organisational aspects. The FAO was responsible for the funding as well as the technical back-up.

1.2 Objectives of the Workshop

The objectives of the workshop were formulated in line with the two main issues addressed. That is, 1. Co-operative Capital Formation and 2. Management Training in Agricultural Co-operatives.

Thus the objectives and expected outputs of the workshop were to:

- review the findings and recommendations of the FAO-Turku case study on agricultural co-operative capital formation and investment decision-making within the coffee and dairy sectors in Kenya and arrive at recommendations for strengthening co-operative capital within the sub-region; and to
- field test and adapt the draft Co-operative Training of Trainers Manual prepared as part of the FAO Co-operative Training of Trainers (TOT) Programme and outputs and more specifically develop a set of methodological proposals for adapting the Manual for further Co-operative Training Programmes in anglophone Africa.

1.3 Workshop Proceedings

The workshop was held on January 18 – 23, 1999 at the Uhuru Lutheran Hostel in Moshi, Tanzania. Twenty-five persons from Ethiopia, Kenya, Tanzania, Uganda, and Zambia participated in the workshop, including government officials, co-operative trainers and movement leaders. They came

from government ministries, co-operative HRD institutions, and national co-operative federations. The others were representatives from the co-sponsoring agency, *i.e.* the organising International Co-operative Alliance (ICA), from FAO Headquarters, from the FAO Regional Office for Africa and international researchers from the Turku School of Economics and Business Administration. Annex 2 shows the complete list of participants.

The workshop was divided into two working sessions: the first two-and-a-half day session addressed the theme of co-operative capital formation in agricultural co-operatives in the sub-region and lasted from Monday, 18 January until mid-day, Wednesday, 20 January. Following a one-half day break, the second session on the topic of co-operative management training began on Thursday, 21 January and lasted until mid-day Saturday, 23 January. The programme for the week is shown in Annex 1.

Vincent Lubasi, ICA Regional Director for East, Central and Southern Africa inaugurated the workshop. Professor Philemon Sarungi, the Regional Commissioner for Kilimanjaro Region, formally “opened” the workshop on Friday, 22 January. The workshop officially ended at noontime on Saturday, 23 January 1999.

Session on Co-operative Capital Formation

At the start of this session, John Rouse, Senior Officer, FAO gave a brief introduction to the session topic outlining the history of and rationale for FAO’s focus on the issue of co-operative capital formation, the origins and background of the Kenya study, and the main objectives of the workshop.

He highlighted some of the broader issues that seemed to be affecting the capital formation process within the sub-region. These included: market liberalisation and growing competition; the decline in international and government development assistance to the co-operative sector; financial crises in S.E. Asia, Russia and Brazil and the possibility of a global recession in 1999; the declining availability of external capital to finance co-operative business development; the particular problems that agricultural co-operatives in the sub-region have in mobilising internal member capital; the sources of co-operative capital and stakeholder interests; and the way in which adherence to co-operative principles influences capital mobilization efforts.

This was followed by the presentation of five country papers on the theme of agricultural co-operative capital formation in Ethiopia, Kenya, Uganda, Tanzania and Zambia by country team members which highlighted some of the main problems currently limiting co-operative capital accumulation in those countries.

The main focus of discussions, however, centered on the presentation of the paper on “Capital Formation and Kenya Farmer Owned Co-operatives” delivered by FAO Kenya study team members: Mr. Pekka Jamsen and Dr. Pasi Malinen of Turku School of Economics and Business Administration, and Dr Seppo Ikaheimo, Helsinki School of Economics and Business Administration. The presentation focused on a summary of the empirical findings drawn from a two-year study of co-operative business and capital formation performance in four coffee and an equal number of dairy co-operatives in Kenya, plus two private coffee estates and one private dairy plant for comparison.

Co-operative business performance and capital formation were measured in quantitative as well as qualitative terms. Quantitative measures included: an analysis of financial results achieved over the last 8-10 years in terms of profitability, financial leverage, liquidity, growth and efficiency. The researchers adopted a different approach for assessing the qualitative measures of performance by using an “organisational culture” framework of analysis.” This “culture” information was collected in 59 in-depth interviews conducted with government, development agency, co-operative management, and members.

The study findings generated considerable discussion among the participants. The consensus was that the capital shortages facing agricultural co-operatives in the sub-region was a serious problem that had to be addressed by movement and government leaders and that new strategies and policies were required. To that end , a series of recommendations were formulated for the sub-region and Country Task Forces established for follow-up action at the country level.

Session on Co-operative Management Training

The second session of the workshop on Co-operative Management Training took place on 21-23 January, 1999 and was facilitated by M J. Sizya, T. O. Kibwana and L.H.K. Mlowe who are all Trainers at the Co-operative

College, Moshi. This session focused on a critical review of the FAO draft manual “Co-operative Development: A Manual for Trainers.” The session began with a review of national experiences in agricultural co-operative management training. Each country team made a presentation of the current situation, problems and training needs. This was followed by group discussions aimed at identifying critical training requirements for the sub-region. The facilitators then demonstrated how the manual could be “tried out” by actually using Module 1 and involving participants in developing a shared vision statement and implementation strategy for future co-operative development in Africa. A discussion followed in which the methodology was assessed by the participants.

Using a visualisation technique, participants were then asked to come up with uniform criteria for evaluating the other modules of the draft manual. The criteria included: module objectives, target group, applicability and relevance, logical sequence of contents, teaching methods, appropriateness of style, format, use of illustrations and language. The remaining six modules were then given to the three groups (two modules per group) to evaluate them using the above criteria.

Notwithstanding the short time allotted to this second session, the technique utilised by Co-operative College trainers did lead to a comprehensive review by participants and trainers of all training modules of the draft manual and to concrete and useful recommendations for improving the manual and adapting its contents to the particular co-operative management training needs of the sub-region.

Findings and Recommendations

2.1 Findings on co-operative capital formation

The findings and recommendations of this session were based on the personal experiences of the participants, the Kenya case studies and the country presentations made at the workshop.

The Kenya Case Studies showed that market liberalisation was well-underway in the co-operative dairy sector with generally negative results. For example, during the 1983-1997 period, total share capital for all dairy co-operatives increased from only Kshs 8 million to 9 million, while the value of average member share capital actually fell from Kshs 92 to 77. Two other important policy factors influencing these trends were shown to have been inappropriate government taxation policies and overly strict adherence to the co-operative principles of “one-member, one-vote” and “limited return on capital.”

In contrast, market liberalisation is just beginning in co-operative coffee sector with growing competition and mounting pressure for breaking-up the larger unions into smaller processing units. While individual membership has begun to decline, the total value of share capital in registered coffee co-operatives has more than doubled during the same time period. More worrisome, however, has been that the value of total share capital per volume of annual turnover is now declining. This implies that the member capital base needed to finance this turnover is declining and that capital shortages are likely to get worse.

With respect to observations covering both sectors, the empirical evidence shows that, in spite of the financial weakness of many co-operatives, members seem to have money to invest but are often reluctant to do so due

to a lack of trust in their co-operative and a low expectation of return on their share capital investment.

The study also showed that computerisation of accounts and management information was either weak or non-existent in all co-operatives visited. This appeared to be in sharp contrast to computerisation taking place within the private sector where two out of the three private sector businesses visited actively used computers to assist in the processing and analysis of business information.

Participation of women and youth in membership and decision-making processes in dairy and coffee co-operatives was also extremely low, and the leadership of the all the sampled co-operatives was predominantly composed of older males. This partly explained why the approach of most of the sampled co-operatives to capital formation was reactive and conservative rather than pro-active and business-oriented. But some performed better than others. The study therefore divided sample co-operatives into two categories: “well-managed” co-operatives , which included those co-ops identified as being more pro-active and future-oriented and “fairly-well managed” co-operatives, comprising those co-ops that were more reactive and conservative. Well-managed co-operatives were, as a rule, more customer- and investment-oriented than the less well-performing co-operatives. The latter appeared to be more concerned with providing their members maximum payback and services at minimum cost, leaving little for capital improvements.

Well-managed co-operatives demonstrated higher levels of member share capital contributions than “fairly-well managed” co-operatives, where members tended to subscribe to the minimum level of shares to maintain their memberships and access to co-operative services. They also were able to mobilise higher levels of collectively-held, permanent capital (“institutional capital”) for working capital or investment purposes than “less-well managed” co-operatives which often resorted to costly bank overdraft financing to cover their working capital needs.

Another important feature of well-managed co-operatives was that they showed more transparency in their business transactions and more open communications with membership than in the less-well performing co-operatives surveyed.

In conclusion, the study findings showed that there was a strong positive correlation between good co-operative business performance, high levels of member and “institutional” capital, openness of communications and member participation; however, there was some discussion regarding the cause-effect relationships between each of them. Good co-operative business performance could lead to greater member interest in contributing to the capitalization of the co-operative. On the other hand, member capital shortages (as is currently the case) could also have a negative impact on co-operative business growth.

2.2 Recommendations for improving co-operative capital formation

Workshop participants formulated a series of policy and other recommendations for improving co-operative capital formation in the sub-region and assigned responsibility for follow-up action.

Need for critical review of co-operative principles, legislation and policies

- Since countries in the sub-region are at different stages in the formulating of co-operative legislation and policies conducive to capital formation in co-operatives there should be continuous discussions and networking on capital formation at both national and regional levels. (Action: ICA/Participants of workshop.)
- National Task Forces should be established in each country to co-ordinate this matter and also communicate with other countries in the sub-region and ICA. (Action: ICA/Participants of workshop)
- ICA/FAO should provide technical and financial assistance to facilitate interactions and information exchange between countries in the sub-region on development policies and legislation which encourage co-operative capital formation (Action: ICA)
- Where there are unresolved policy and legislative issues the co-operative movements should continue dialogue with their respective governments until the matters are resolved. (Action: National Task Forces)
- Co-operative principles should be reviewed at country level to determine their implications for capital formation. (Action: National Task Forces)

- In the short run, co-operative organisations should re-examine their by-laws to identify areas where they can exercise flexibility to facilitate capital formation. (Action: National Task Forces)

Reform of existing taxation policies

- Co-operatives should lobby for more equitable taxes with a view to have co-operative taxation levied at the individual member level to avoid double taxation and promote capital formation. (Action: National Task Forces)
- Tax planning should be encouraged in co-operatives through the use of tax consultants. (Action: National Task Forces)
- Co-operatives should lobby for favourable tax treatment , i.e. be allowed tax holidays for capital investment. (Action: National Task Forces)

Improved co-operative financial management

- Co-operatives should sensitise their members on the obligation to subscribe to the capital of their society and also their obligation to demand accountability and transparency from co-operative management. (Action: National Task Forces)
- Agricultural co-operatives should be encouraged to form co-operative savings and credit societies to serve their members but with separate management. (Action: National Task Forces)
- The co-operative movement as a whole should lobby for the establishment of a specialised co-operative regulatory authority to control the operations of savings and credit co-operatives (rural and urban) through an Act of Parliament. (Action: National Task Forces)
- Agricultural co-operatives should create a special reserve fund which would be used for the redemption of member shares at an appropriate value. (Action: National Task Forces)
- Agricultural co-operatives should be encouraged to generate profits so that they are able to pay more attractive dividends on shares and patronage bonuses to members. (Action: National Task Forces)

Modernization of agricultural co-operative business information systems

- Agricultural co-operatives should acquire and utilise modern information technology. (Action: National Task Forces)
- Each country should undertake a detailed feasibility study to assess the cost-benefit of establishing co-operative computer centres. (Action: FAO/SDAR, National Task Forces)
- FAO/ICA should assist in the production of training materials and in the Training of Trainers. (Action: FAO/SDAR and ICA)
- FAO/ICA should assist countries in the sub-region in the development of appropriate software packages and in the training of co-operative staff in computer operations for business purposes. (Action: FAO/SDAR and ICA)

Follow-up to Kenya study

- Publication of the study report in book form, possibly with co-financing support from the Finnish government. (Action: FAO/SDAR.)
- Upon receipt by FAO of an official Kenya government request for TCP assistance to develop a computerised agricultural co-operative business information system (ACMIS), SDAR should be prepared to launch a three-week TCP project formulation mission aimed at developing an ACMIS prototype system for pilot implementation in selected Kenyan coffee and/or dairy co-operatives. (Action: FAO/SDAR)
- Explore with Turku and other interested organisations, including the World Bank, ICA, Kenya Co-operative College and Kenya National Federation of Co-operatives the development of “an agricultural co-operative business trainer’s toolkit” for co-operative management training in the sub-region. (Action: FAO/SDAR, Turku)

2.3 Findings on agricultural co-operative management training

The findings and conclusions contained in this section were reached through a participatory process that fully involved and engaged the facilitators and the participants. The findings and the recommendations presented in this section of the report relate specifically to the draft manual reviewed and

discussed during the second workshop session on Agricultural Co-operative Management Training.

Generally, all participants regarded the draft manual and its emphasis on participatory training methods as a welcome complement to existing, though outdated co-operative management training materials in the sub-region. The manual was viewed as systematic in its approach and generally relevant for training of co-operative movement personnel and committee members in the sub-region.

They also considered the manual as a rich source book (of knowledge) for trainers with an extensive bibliography. The loose-leaf bound, module format also had built-in flexibility as it allowed trainers to select which areas of the manual/modules are relevant, depending on the training demands of a particular target group. Participants especially welcomed the participatory manner in which the manual was being developed which was quite different from the way in which manuals had been developed by FAO and other UN agencies in the past.

Participants did, however, point to a number of weaknesses in the manual, namely:

1. The manual optimistically presumes trainers will be able to adapt the rather general material provided in the manual to fit different training audiences and the specific needs of different types of agricultural marketing co-operatives e.g. coffee marketing, maize marketing, tobacco marketing, and other types of agricultural co-operatives.
2. The training strategy at the beginning of each module does not cover all the material in the module. For example, issues of marketing from pages 32–47 in module 5 are not covered in the training strategy for that module. Likewise, only about 70% of the issues in module 7 are covered in the teaching strategy for that module. If it is assumed that the Trainer himself will extend the teaching strategy to cover other issues, then it has to be made clear in the introduction to the manual.
3. Some technical concepts lack definitions and adequate background information. It is assumed that all trainers will be well versed with such concepts, which may not be the case. Examples include

Leadership page 5 module 5, Planning page 4 module 6, linked markets page 6 module 1 and Problem Tree page 12 module 6.

4. Market Research in Annex Module 5 page 5 is very important in agricultural marketing co-operatives. Unfortunately it is not mentioned in the module and in the key learning points.
5. The teaching strategy mainly uses one participatory training technique, that is, group discussions. Other techniques like case studies, role-plays, etc do not feature much and in some instances they have been relegated to the annexes.
6. There are typographical errors that need to be corrected before the final version comes out.

2.4 Recommendations on agricultural co-operative management training

Participants provided a long list of recommendations for better adapting the manual to meet sub-regional training needs.

Split the manual into two parts

- The first part focusing on a description of the Trainer's Teaching Strategy (for each module). The Teaching Strategy for each module should be as exhaustive as possible and cover as many participatory techniques as is possible.
- The second part containing the main subject matter content to be delivered to the trainees, including the Reference Information in Modules 1 – 7.

Module 2

- Section 2.1 should be removed from this module. Section 2.1 is on Theory of member participation in the affairs of the co-operative. This is different from Section 2.2 on Training in Co-operatives which looks at participatory training techniques/methodologies. It is therefore recommended that Section 2.1 be shifted to Module 1, page 5 under Essentials for Continued Success of Co-operative Organisations.

Introductory Module

There should be an Introductory Module, which should address three main issues:

- Participatory Training Methods – mainly as presented in Section 2.2 of Module 2.
- Training Needs Assessment Techniques (TNA) partly covered on pages 12 – 13 of Module 2 Planning and Preparing Training Sessions.
- Evaluating Training Programme. In this way Trainers would have acquired the necessary training tools before embarking on actual training.

Annexes in Modules 3 and 6

- These should be integrated into the Teaching Strategy of the respective strategies. Likewise the exercise under Problem Analysis page 11 Module 6 be shifted to the beginning of the module under the Teaching Strategy.

Market Research

- Market Research deserves substantial coverage under the section on Marketing, page 32 of module 5. A key learning point needs to be formulated and included under Key Learning Points page 29 of the module.

Role of Government

- When discussing the role of the government (module 7, page 7) in the sub-region care should be taken to avoid emphasising too much on the negative aspects. What may seem undesirable as a role of government in some parts of the world may be still desirable in the sub-region. To maintain a fair balance, the manual should devote more space to explaining how government can play a more constructive role in promoting stronger member financed and controlled co-operatives in the sub-region.

Content and Presentation

- The manual should be printed double-sided to reduce weight and size and each module should be separately bound to improve ease of use as detachments. (Action: FAO/SDAR)

- Simpler language and shorter sentences should be used throughout to improve readability and ease of use. (Action: FAO/SDAR)
- At the beginning of each module there should be a brief explanation of the areas and subjects intended for each target group. (Action: FAO/SDAR)
- The manual should include local illustrations which capture the attention of the trainee or at least word descriptions of the types of local illustrations that could be used to illustrate certain points in the text. (Action: FAO/SDAR)
- The consensus was that Module 5 needed to be completely re-written and possibly expanded. It assumed prior knowledge of most of the topics covered and treated many superficially. (Action: FAO/SDAR)

Revision and Distribution of the Manual

- FAO and ICA should contact Country task forces for more detailed comments and suggestions for revision, including illustration ideas. (Action: FAO/SDAR and ICA)
- Country task forces were asked to provide ICA Moshi with the names and addresses of individuals and institutions within the sub-region that should receive copies of the revised manual. (Action: Country task forces, ICA)
- It was also agreed that FAO should distribute the manuals via the FAO Country Representatives and ICA Sub-Regional Office in Nairobi. (Action FAO/SDAR)

Annexes

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Annex I

Workshop Programme

MONDAY, 18 JANUARY 1999

- 0900 Practical Matters and Introduction of Participants
- 0915 Introduction to Workshop Themes, Objectives and Procedures
- 0930 The Importance of Co-operative Capital
- 1030 Coffee/Tea Break
- 1100 Presentation of Country Sheets on Co-operative Capital Formation
 - Ethiopia
 - Kenya
 - Tanzania
- 1300 Lunch Break
- 1400 Presentation of Country Sheets on Co-operative Capital Formation
 - Uganda
 - Zambia
- 1600 Coffee/Tea Break
- 1630 Summary of Key Observations on Day's Proceedings
- 1700 Adjournment

TUESDAY 19 JANUARY 1999

- 0830 Presentation of two Case Studies on Co-operative Capital Formation in Kenya
- 1030 Coffee/Tea Break
- 1100 Presentation of Summary Findings from the Kenya Case Studies 1 and 2
- 1200 Plenary Discussion of Kenyan Case Studies

- 1300 Lunch Break
- 1400 Group Discussions on Sub-regional Policy Implications of Case Studies and Country Fact Sheets (3 Groups)
- 1600 Coffee/Tea Break
- 1700 Plenary Discussion of Policy Implications

WEDNESDAY 20 JANUARY 1999

- 0830 Drafting of final Policy Recommendations on Co-operative Capital Formation
- 1030 Coffee/Tea Break
- 1100 Presentation of Policy Recommendations and Adoption in Plenary
- 1200 End of Sessions on Capital Formation
- 1230 Introduction of the Purpose and Themes of Part II of the Workshop
- 1300 Lunch Break
- 1400-1800 Field Trip to Marangu

THURSDAY 21 JANUARY 1999

- 0830 Theme 1: Exchanging Experiences in Co-operative Training
- Individual Presentations in Plenary
 - Country Presentations in Plenary
- 1030 Coffee/Tea Break
- 1100 Theme 1 Continued
- Regional Perspective
 - Group Task
 - Presentations by Groups
- 1300 Lunch Break
- 1400 Theme 2: Trying out the Manual
- Input by the Facilitation Team (in Plenary)
- 1500 Designing a Participatory Event
- Group Tasks
- 1800 Adjournment

FRIDAY 22 JANUARY 1999

- 0830 Theme 2 (Continued)
- Group Presentation of Participatory Training Events (in Plenary)
- 1030 Coffee/Tea Break
- 1100 Theme 3: An Overview of the Co-operative Management Training of Trainer's Manual
- Developing a methodology (Criteria) for reviewing the Manual (in Plenary)
- 1130 Reviewing the Manual
- Group Tasks
- 1300 Lunch Break
- 1400 Group Task (Continued)
- 1600 Tea/Coffee Break
- 1630 Preparation of Group Reports
- 1800 Adjournment

SATURDAY 23 JANUARY 1999

- 0830 Theme 3 (Continued).
- Presentation of Group Reports (in Plenary)
- 1030 Tea/Coffee Break
- 1100 Proposals for Adaptations to the Manual (in Plenary)
- 1230 Official Closing

Annex II

List of Workshop Participants

	NAME	ORGANISATION	ROLE
1.	J. Rouse	FAO Headquarters	Resource Person
2.	A. Fayossewo	FAO RAF	Observer
3.	V.M. Lubasi	ICA ECS Africa	Director & Organiser
4.	B.A. Kadasia	ICA ECS Africa	Observer
5.	P. Jamsen	Turku University	Researcher
6.	S. Ikaheimo	Turku University	Researcher
7.	P. Malinen	Turku University	Researcher
8.	P. Musyimi	Ministry of Co-operative Development, Kenya	Participant
9.	G. Nyamwange	2nd Small holder Coffee Improvement Programme Kenya	Participant
10.	K. Okiror	Principal, Co-operative College, Uganda	Participant
11.	F. Ntuhe	Ministry of Trade, Commerce and Tourism, Uganda	Participant
12.	I.B.M. Wakeda	Uganda Co-operative Alliance - Uganda	Participant
13.	Z. Alemayehu	Co-operative Bureau, Office Of Prime Minister, Ethiopia	Participant
14.	H. Diriba	Oromia Agricultural Co-operative Promotion Bureau, Ethiopia	Participant
15.	K. Kaonga	Zambia Co-operative Federation	Participant
16.	G. Mbozi	Ministry of Agriculture, Food and Fisheries, Zambia	Participant
17.	J.M. Siza	Moshi Co-operative College	Trainer-Participant
18.	O.T. Kibwana	Moshi Co-operative College	Trainer-Participant
19.	L.H.K. Mlowe	Moshi Co-operative College	Trainer-Participant
20.	Saidi S. Said	Tanzania Federation of Co-operatives	Participant
21.	M.S. Muya	Dept. Of Co-operative Development, Tanzania	Participant
22.	S.M. Miring'u	Co-operative College, Kenya	TCDC Resource Person
23.	A.K. Kariuki	Kenya National Federation of Co-operatives	TCDC Recourse Person
24.	P. Oluka	Uganda Co-operative Savings and Credit Union	TCDC Recourse Person
25.	C. Imbula	Registrar of Co-operative Societies, Zambia	TCDC Recourse Person

Annex III

Official Opening Speech

**By the Regional
Commissioner for Kilimanjaro,
Professor Philemon Sarungi**

Co-operators

Colleagues
Invited Guests
The Media

I am very happy and honoured to be here with you today.

My first duty as I see it is to take this opportunity, on my own behalf, on behalf of the Government of the United Republic of Tanzania and on the behalf of the people of this region to welcome you all to Tanzania and to Kilimanjaro Region. I know that you have been here for a few days already and that words of welcome have already been extended to you by others. I nevertheless still want to let you know that we value your presence immensely and have great pleasure in having you with us. Please feel at home.

I have been informed that your workshop is divided into two distinct and equally important parts. I am further told that the first component addresses capital formation in co-operatives with the objective of arriving at recommendations for strengthening co-operative capital formation within the Eastern Africa sub-region. And that the second part of this workshop will address co-operative management training with the aim of agreeing on a suitable Manual for Training of Trainers.

The timing of this workshop is very appropriate in view of both the situation in which the co-operatives in this region find themselves as well as when we

recognise that we are just about to enter the new millennium. The emphasis on agricultural co-operatives is also very much in line with the focus and priorities of our people and countries.

Agriculture is a key sector in all the economies of this region. It contributes 29% of Gross Domestic Product in Kenya, 12 % in Swaziland, 48% in Tanzania, 46% in Uganda and 18 % in Zambia. The figures for Ethiopia are similar. What is important for us to note is that even where direct contribution to recorded GDP appears low, still the significance of agriculture is very high. The percentage of the population living in the rural areas and engaged in Agriculture in Sub – Saharan Africa ranges between 60 % and 80 %.

Agricultural co-operatives have played a major role in East, Central and Southern Africa both before and after independence. After independence nearly all the Governments specifically promoted and supported co-operatives. For these countries co-operatives provided the main means for the majority of the population to participate in agricultural development. In terms of numbers and strength they have continued to dominate those in other sectors. Of the 25 000 or so registered co-operatives in East, Central and Southern Africa, 58% are in agriculture.

But things are changing.

Agricultural markets have been opened up as part of the structural adjustment process. This process whose main thrust is liberalisation is still going on. Many agricultural marketing co-operatives, previously operating under government initiated monopoly, have been unable to cope with the new situation and have closed down. Others have fallen into a semi-dormant status in which their services have deteriorated, or become seriously limited.

It was hoped that new entrants on the market would be able to replace those co-operatives that were unable to compete on the market, but we know that this has not always been the case. It takes time for a new network of traders to develop into an effective and competitive market force, particularly in those countries where few, or no incentives have been provided by the market and the policy makers. Furthermore, few of the new entrants have so far been interested in providing the integrated service package many co-operatives offered their members. They have been less interested in providing agricultural inputs and credit than purchasing the output of the producers. It is also known that the private traders have tended to target the more easily

lucrative products and producers near large markets and with well developed infrastructure . This has created a void on the market, which is a disincentive for the producers and affects agricultural production negatively. The outlying areas or those areas sometimes referred to as remote have been particularly hard hit.

Liberalisation is here to stay and we are all committed to seeing that it succeeds so that some of the weaknesses and failures of planned – controlled economies are avoided and corrected. But liberalisation cannot be a panacea, a cure-all. Moreover, its benefits will take time to realise. Open markets have their own weaknesses and can be abused. An underdeveloped market in which deals are faulty before the law, in which traders can vanish with money due to farmers, in which the traders are inefficient and flimsy is dangerous. That is why co-operatives can and should still play an important role. Their first role would be to provide a countervailing force to contribute to soberness and order in potentially chaotic free markets. A diverse and competitive market, where co-operatives compete with other market operators will best serve the interests of the producers, and consumers.

A number of things have to happen if co-operatives are to survive in the new environment and provide the countervailing force we have in mind. Obviously they need to be strong. They need to have many committed and active members. They need to handle significant volumes of business. They need to be efficient and profitable. They must match the competition.

Past attitudes where a co-operative came to be known as the chairman's property, or that of the government or a catchment crucible for donations and loans must be discarded. Habits like cheating farmers on weights or quality must stop. And the question of capital is important.

Co-operatives need capital for daily operations and for investments. I recall the hue and cry that was raised by the farmers, the marketing boards, the co-operatives, the banks and the general public about ten years ago. This is when it was learnt that the co-operatives owed so much money to members and to the banks that they could not get any more funds to purchase produce. We also know that co-operative factories and ginning factories were left to grow so old that they simply damaged farmers produce in the name of processing. Co-operatives must therefore address the issue of working and fixed capital squarely.

The first responsibility for the provision of capital for the co-operative lies with the members. Members need to put shares and other long term funds in their co-operative. But for this to happen members need to see that putting money in a co-operative makes sense. That they get value for their money. That they get services and returns whose combined value exceeds alternative use of their funds. This will not happen if members do not trust their co-operative leadership or management. Trust and confidence must be built and earned.

Of course there are many external factors beyond the internal dynamics of the co-operative organisation which affect realities of capital formation in co-operatives. We know that legislative and policy environments must be right to encourage or at least not deter capital formation in co-operatives. Monetary and fiscal policy can discriminate or distort investment behaviour as we all have most likely seen before. There are many other factors in this category.

Effective education and training which is the other component of your seminar has a major role to play in igniting and supporting the rebirth of co-operatives. I must admit here that for some reason we do not seem to have achieved the objectives of past massive education and training programmes. What went wrong? Has it been a case of wrong diagnosis after diagnosis?, wrong strategy?, wrong methods?, under-doses? or rebellion?

Nevertheless, members need to understand the meaning and process of co-operation. The leaders need to understand the context of their organisation as well as its internal dynamics. Both should be familiar with basic tools to effectively guide and control their organisation. Managers on their part must be competent and qualified, nothing less.

Mr. Chairman the few items I have just given all point to the importance of capital formation and effective training. The immediate task before you is of course to discuss and analyse the relevant issues so as to recommend the way forward. You will share experiences and test new ideas as well as raising diverse, even conflicting views. This is the way it should be. To achieve the objectives of the workshop is one level of challenge and I have no doubt in my mind that the team assembled here before me is more than equal to that task.

The greater challenge and objective is for co-operatives to improve their capital position on a sustainable and efficient basis. And for co-operative education and training to get results translatable into tangible benefits. Your workshop must not lose sight of this greater challenge.

Let me take this opportunity to wish you a successful workshop and assure you of my personal and official support. Many people in our various countries and beyond are looking forward to the results of this timely workshop dealing with very relevant and important issues.

I want to thank the Food and Agriculture Organisation (FAO) of the United Nations and the International Co-operative Alliance Regional Office for East, Central and Southern Africa for organising and hosting this important workshop. Thank you for your attention.

I now declare this workshop officially open.

Annex IV
Report on the Session on
Agricultural Co-operative
Management Training

A N N E X I V

**REPORT ON THE SESSION ON
AGRICULTURAL CO-OPERATIVE
MANAGEMENT TRAINING**

FOOD AND AGRICULTURE ORGANIZATION
OF THE UNITED NATIONS (FAO)
&
INTERNATIONAL CO-OPERATIVE ALLIANCE (ICA)

21–23 JANUARY, 1999
MOSHI, TANZANIA

M.J. SIZYA

O.T. KIBWANA
CO-OPERATIVE TRAINERS

L.H.K. MLOWE

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The facilitation team feels proud to have been accorded the opportunity to contribute in the review of the Training Manual for Co-operative Trainers. In this respect, we wish to record our appreciation of the support and encouragement we received from the officials of the International Co-operative Alliance, Regional Office for East, Central and Southern Africa who were retained by the Food and Agricultural Organisation of the United Nations to organise and manage the Workshop. We wish in particular to mention Mr. B. Kadasia the Senior Projects Manager of the ICA who tirelessly gave needed guidance as we proceeded to design an appropriate facilitation strategy fitting the participants of the workshop and the time frame availed to us. In the circumstances where contact with the FAO was restricted, Mr. Kadasia acted as an effective sounding board against which we were able to discern the context of our terms of reference.

The workshop participants drawn from varied professional backgrounds and experiences proved to be very enthusiastic as they carried out the various workshop tasks whose outputs presented a comprehensive review of the manual. Their contributions form the basis of this report. We are grateful for their efforts and hope that we have ably presented their suggestions and observations towards making the final manual relevant to the circumstances of our region.

The FAO deserves special commendation for the long-standing collaboration it has continued to extend to the Co-operative College over the years leading to the writing of the Manual. Starting with the experiences of the College as implementing agent of the PPP, the FAO has supported a special initiative to test participatory training methodologies for Co-operative promoters. This was done under the *Training in Co-operative Principles Project*. It was the materials developed during this training effort that were the genesis of the manual, which has since evolved and embraced experiences from other countries to its present format. On behalf of the College we wish to acknowledge this support which has definitely contributed to the development of new approaches to co-operative promotion and training.

We wish to thank the College authorities for permitting us to take on the facilitation. It is indeed the great understanding of the Co-operative College Principal which made it possible for us to have the time and space to prepare for the workshop.

We wish to state that while we received all support as detailed above we remain responsible for the contents of the report and any errors of interpretation or otherwise that remain in the report.

M.J. Siza

O.T. Kiswana

L.H.K. Mlowe

EXECUTIVE SUMMARY

Twenty Five co-operative policy makers attended the three-day workshop organised collaboratively by FAO and ICA-ROECSA, from countries in East, Central and Southern Africa. Two FAO and two ICA senior officials were in attendance.

The Workshop was facilitated and moderated by three Trainers from the Co-operative College – Moshi. A participatory facilitation strategy was employed which made it possible for the Workshop participants, on the basis of an interactive exchange of their experiences on co-operative training in the region, to critically review the Manual and propose aspects for adapting it to East, Central and Southern Africa.

All participants agreed that the Manual represented an important addition to the limited literature available on Co-operative Management Training. Its basic strength lay in its attempt to consolidate a participatory co-operative training methodology introducing organisational development which emphasises a process facilitation management approach in keeping with the democratic values of co-operation. As is usually the case with comprehensive training manuals of this type, most participants thought that some important topic areas of relevance to the sub-region were either not dealt with in enough detail or not covered at all.

Another general observation by participants was that the Manual focused too much on management issues of concern to agricultural marketing co-operatives while giving less attention to management issues of importance in other types of agricultural co-operative enterprises. It was agreed that broadening the focus of the Manual to include other types of agricultural co-operatives would increase its usefulness.

Participants suggested that the Manual be broken into two parts: Part I, focussing on Participatory Training Methodologies for Co-operative Trainers, and Part II containing miscellaneous Training Modules for Specific Target groups. Part I should include the key aspects of Training Needs Assessment and the Design of Training Programmes. These aspects are not included in the current Manual.

BACKGROUND

In 1994, FAO launched a series of studies focusing on the problem of agricultural co-operative capital formation within the context of market liberalisation in India, Guatemala and Kenya which led to an FAO sponsored international workshop on the topic in Rome in December 1995. One of the recommendations of that workshop was that follow-up continues on that subject in India and Kenya. In support of that recommendation, FAO entered into an FAO Partnership Agreement with Turku School of Economics and Business Administration in Finland to conduct a follow-up comparative study of capital formation and business investment behaviour within the co-operative coffee and dairy sector of Kenya.

It was planned to hold a sub-regional workshop in Moshi for technical and policy purposes at the end of the study to discuss the study findings and develop a set of policy recommendations for strengthening capital formation in agricultural co-operatives in the sub-region. Since FAO was also interested in field testing a prototype Training-of-Trainers manual on Agricultural Co-operative Management in the sub-region and it could not afford to hold two separate workshops, it was decided to organize two three-day back-to-back workshops in Africa covering both topics. This would allow the same invitees to participate in each of the two workshops, thus reducing travel and participation costs.

INTRODUCING THE MANAGEMENT TRAINING WORKSHOP

The main objectives of the workshop were to:

- review the findings and recommendations of the FAO-Turku case study in Kenya on agricultural co-operative capital formation and investment decision-making within the coffee and dairy sectors and arrive at recommendations for strengthening co-operative capital within the sub-region; and to
- field test and adapt the Co-operative Training of Trainers Manual which has been prepared as part of the FAO Co-operative Training of Trainers (TOT) Programme. Within this overall objective the Workshop will serve the double aim of a training course based on the Manual, on the one hand, and a workshop providing inputs for the assessment of the Training Manual, including methodological proposals for its use in East Africa region, on the other.

PREPARATION FOR THE WORKSHOP

The ICA Regional Office made copies of the manual available to the facilitation team. The team members read through the manual. They held several meetings among themselves to exchange ideas and check on the status of the review process. At a later stage, the facilitators held meetings with ICA Regional Office. They discussed pertinent issues including the TOR; Workshop Objectives; Timetable and professional background/work experience of the participants.

As a result of reading the manual and the discussions held with the Regional Office, the facilitators identified two major challenges. Firstly, how to motivate the participants to seriously read through, study and understand the manual (given the fact that it is rather bulky and the time available is limited) and secondly,, how to assist the participants to situate/relate the manual to their own work experiences (so that they can make concrete and practical recommendations for improvement).

The facilitators were of the opinion that the most effective way to meet these challenges was to use a Participatory Process-oriented Facilitation Strategy. Underlying the facilitation strategy was the use of participatory techniques, which ensured active participation of all participants. The workshop thus became a test case for actual application of the manual by the participants.

The TOR and Timetable proposed by the organisers envisaged a four-session trainer input framework. Instead, the facilitators proposed a configuration of overrunning thematic sessions. In this format, all the sessions are linked. The outputs of a preceding session become the inputs of the subsequent one.

The first session was focused on *Exchanging Experiences in Co-operative Education and Training*.

This session had two objectives. One, to develop a common understanding of issues pertaining to Co-operative Education and Training in the sub-region; and the second, to lay the ground for participants to examine the manual in the perspective of the issues raised in objective one above.

The second session centred on *Trying Out the Manual*.

The objective of this second session was to enable the participants to develop deeper insight into the manual and give them an opportunity to have a feel of an actual training session based on the manual. On the basis of the issues generated and discussed in the first theme, and the experiences gained in the second theme, the participants now were in a good position to attempt the third theme.

The final session was on *Getting an Overview of the Manual*.

At this point, the participants were in a position to identify strengths and weaknesses of the manual and make recommendations for its adaptation to the conditions of the sub-region.

HIGHLIGHTS OF THE FACILITATION PROCESS

The facilitation process started off with Mr. John Rouse from FAO Rome making a brief presentation on the background of the manual; its intended use, target group, and the process in which it is being developed (which includes this revision). Then a member of the facilitation team presented an overview of the two and half days or so of the workshop. The issues covered included:

- The Workshop Programme
- Workshop objectives and expected outputs
- Responsibility sharing among participants
- Facilitation approach including the logical sequencing of the three major themes.

As a matter of procedure, each thematic session started with a facilitator making a short input. This briefly explained the objective of the session, its expected outputs and how the session is organised in order to realise the expected outputs.

5.1 Thematic Session One:

Exchanging Experiences in Co-operative Education and Training

The facilitator started the session by pointing out the fact that all the participants attending the workshop had been involved with some aspects of training as part of their routine work. For some, it had been direct involvement as Trainers or Training Managers. Others had been involved in less direct ways, as Policy Makers or Managers. All the same, every single individual attending the workshop had some experiences that could be shared with the rest.

The sharing of experiences was done in three steps. The first step was carried out in the plenary. All participants were asked to reflect on their own work experience. They were asked to think of something, be it an episode, event, their own philosophy or stand on co-operative education and then to share

this experience in a creative way with the other participants. That is, instead of merely narrating their experiences, they were encouraged to use things like symbols, drawings, stories, quotes etc. to express their ideas. After about five minutes of individual reflection, participants were invited, one by one, to come forward and share their experiences. (See Annex IV-A for the summary of the output from this session).

After the individual presentations, the session moved into the second stage, that of sharing experiences. Again, this was done in the plenary; but this time it was on the basis of the countries represented in the workshop. The country teams were asked to present their country experiences using the format given to them prior to their coming to the workshop.

With individual experiences shared and recorded, the third stage, involving group work, followed. Participants were then divided into three cross-country groups. Each group was required to look at the individual and country experiences shared so far. They were then asked to identify the major issues that had emerged and to highlight the commonalties as well as any distinctive features of each. After the discussions in the three groups, there followed presentations in the plenary.

5.2 Thematic Session Two:

Trying out the Manual

The facilitator conducted this session using a variety of Participatory Training Methods and applying several Participatory Training Tools. He started by making a short input – introducing the process details. It was explained that the session would be conducted in two steps. In step one, the facilitator demonstrated the possible use of the manual based on Section 6.1 of Module six. Thereafter, in step two, the participants were divided into three groups. Each group was then asked to design, and later conduct a training event based on a selected module of the manual.

The facilitator then introduced Section 6.1 of the manual by displaying on the board, two quotations from famous people (Martin Luther King Jr. and J.F. Kennedy). Both quotations contained important elements of a “vision.” The participants were then asked to state what ideas these vision statements generated in their minds. This was to emphasise: *The need for vision as a monitoring factor which gives a sense of direction.*

After this short brainstorming session, the participants were asked to reflect individually on what desirable characteristics they would wish to see in the African co-operative movement of the future. They were asked to write down only one characteristic on a given card. Then in small buzz groups, they were requested to reach consensus on two key characteristics – These responses were recorded on newsprint and displayed in the plenary.

Given that there was a major gap between the desired characteristic of the co-operative movement of the future, and the present situation, the participants were then asked to identify the steps that would have to be taken to close this gap. This exercise was undertaken as a 20 minute Group Task. The results were then written on newsprint and later displayed in the plenary. Finally, participants were referred to the relevant section of the manual.

This approach served to get all participants actively involved in the learning process. But it also gave them an opportunity to see how these methods and tools could be used in any training event. That they had taken note of this, was demonstrated later in their own enactment of training events.

After the demonstration by the facilitator, the participants were then randomly (by counting one-two-three) divided into three groups. They were then asked to use the remainder of the afternoon to work in their groups. The group task was to select a module (or more realistically a section of a module) from the draft Manual and, based on (but not limited to) the guidelines given, design a twenty minute training event to be conducted during the second day of the workshop. On the second day, the three groups, one after the other, demonstrated their training event in the plenary.

5.3 Thematic Session Three:

Getting an overview of the manual

The session started with a schematic presentation of the logical sequencing and linkage between the two preceding sessions and this one. It was illustrated, by use of a diagram, how the outputs of the two previous sessions would be used as inputs for this session. It was then explained that once again, the same groups were expected to make use of their own individual and country experiences in co-operative education and training (shared and recorded during the first session) as well as the insights generated during the demonstration by the facilitator and themselves when carrying out a

simulated training event based on the module each group selected from the draft Manual (during the second session). These presentations and the plenary response to each of them, would then constitute the evaluation of the Manual.

In order to facilitate this evaluation process a set of criteria had to be developed. This was done in the plenary. For the purposes of this task, the facilitation team had decided beforehand that six of the seven modules of the manual would be reviewed. The idea was that each of the three groups would review two modules. One of these would be the module on which they had based their Training Event, whereas the other would be covering new ground. Because this work was very engaging, the participants were given the rest of the morning and the whole of the afternoon and evening to work on the task.

OBSERVATIONS AND RECOMMENDATIONS

6.1 Observations

6.1.1 Strengths

- The manual is systematic in its approach and generally relevant for training of co-operative movement personnel and committee members in the sub-region.
- The manual, to a great extent, has conceptualised organisation development (OD) in co-operative enterprises and has extensively incorporated these concepts.
- The manual provides a rich source book (of knowledge) with extensive bibliography thus enabling the Trainer to make further references whenever need arises.
- The manual has an built-in flexibility whereby Trainers can select which areas of the manual/modules are relevant, depending on the training demands of a particular target group.
- Unlike other manuals developed by FAO and other UN organisations in the past, the manual has been developed in a participatory way allowing the Sub-region to adapt it to local conditions. As such it is likely to be accepted by the co-operative trainers.

6.1.2 Weaknesses

a) Weaknesses of the workshop

- For reasons of cost cutting, the Training of Trainers (TOT) workshop session was organised for two days following the three-day session on Capital Formation in Co-operatives. The two workshop sessions had different objectives to achieve. Secondly, they were organised and executed differently and by different resource persons. As such, maintaining continued interest of the participants in the second workshop session greatly depended on the motivation and mood which participants had developed in the first session.
- The time allocated for the review of the manual by both the Trainers and the participants was too short to produce a comprehensive review

of all the modules. However, the workshop session did manage to sensitise a group of people from the co-operative sector who can be relied upon to promote the use of the manual in the sub-region.

- There was not a single woman out of the 25 participants who attended the workshop. Nevertheless, the participants had all been nominated by the relevant government ministries and ICA Member Organisations.

b) Weaknesses of the Manual

- The manual optimistically presumes that the Trainer will be able to adapt the rather general material provided in the manual to fit different training audiences and the specific needs of different types of agricultural marketing co-operatives e.g. coffee marketing, maize marketing, tobacco marketing, etc. and other types of agricultural co-operatives.
- The training strategy presented at the beginning of each module should cover all the material in each module, not just a small portion. For example, issues of marketing from pages 32 – 47 in module 5 are not covered in the Training Strategy for that module. Likewise about 70% of the issues in module 7 are covered in the Teaching Strategy for that module. If it is assumed that the Trainer himself will extend the Teaching Strategy to cover such issues, then it has to be made clear in the introduction to the manual.
- Some technical concepts lack definitions and adequate background information. It is assumed that all Trainers will be well versed with such concepts, which may not be the case. Examples include Leadership page 5 module 5, Planning page 4 module 6, linked markets page 6 module 1 and Problem Tree page 12 module 6.
- Market Research in Annex Module 5 page 5 is very important in agricultural marketing co-operatives. Unfortunately it is not mentioned in the module and in the key learning points.
- The Teaching Strategy mainly uses one participatory training technique, that is, group discussions. Other techniques like case studies, role-plays, etc do not feature much and in some cases they have been relegated to the annexes.
- There are typographical errors that need to be corrected before the final version comes out.

6.2 Recommendations

6.2.1

The manual should be split into two parts:

- a. The Trainer's Teaching Strategy (for each module). The Teaching Strategy for each module should be as exhaustive as possible and cover as many participatory techniques as is possible.
- b. Co-operative Development: A Manual for Trainers. This should contain the Reference Information in Modules 1 – 7.

6.2.2

Module 2. Section 2.1 should be removed from this module. Section 2.1 is on Theory of member participation in the affairs of the co-operative. This is different from Section 2.2 on Training in Co-operatives which looks at participatory training techniques/methodologies. It is therefore recommended that Section 2.1 be shifted to Module 1, page 5 under Essentials for Continued Success of Co-operative Organisations.

6.2.3

There should be an Introductory Module, which should address three main issues:

- a. Participatory Training Methods mainly as presented in Section 2.2 of Module 2.
- b. Training Needs Assessment Techniques (TNA) partly covered on pages 12 – 13 of Module 2 Planning and Preparing Training Sessions.
- c. Evaluating Training Programme. In this way Trainers would have acquired the necessary training tools before embarking on actual training.

6.2.4

Annexes in Modules 3 and 6 should be integrated into the Teaching Strategy of the respective strategies. Likewise the exercise under Problem Analysis page 11 Module 6 be shifted to the beginning of the module under the Teaching Strategy.

6.2.5

Market Research deserves reasonable coverage under the section on Marketing, page 32 of module 5. A key learning point needs to be formulated and included under Key Learning Points page 29 of the module.

6.2.6

When discussing the role of the government (module 7, page 7) in the sub-region care should be taken to avoid emphasising too much on the negative aspects. What may seem undesirable as a role of government in some parts of the world may be still desirable in the sub-region. To maintain a fair balance, the manual should devote more space to explaining how government can play a more constructive role in promoting stronger member financed and controlled co-operatives in the sub-region.

Annex 4A

SOME SELECTED TASKS AND OUTPUTS

Reflect on your own work experience

Identify something of interest that you can, in a creative way, share with other participants.

Some individual experiences with Co-operative Education and Training

1. Education & Training is like the heartbeat. It sustains the Co-operative Movement.
2. Reminds me of the Fish story: Teach some one how to fish. Don't give them fish. Education and Training provide the knowledge and skills for self-reliance and sustainability in the Co-operative Movement.
3. Some people agree that Co-operative Education and Training is costly. That reminds me of the sticker that reads "If you think Education is Costly, then try ignorance."
4. Reminds one of the two branches of health management – Preventive and Curative. Co-operative Education & Training is preventive. Co-operative Promoters to work as health officers.
5. Education and Training can be illustrated by a wheel that denotes the Communication Process.
6. Education and Training is Elephantine. So big, so huge; what is it really? Where do you start?
7. It reminds me of the Quotation "Because I speak Cockney, You think I am stupid" – This has implications on our basic assumptions about the capacity of the ordinary member and therefore calls for change of attitude among Co-operative Trainers. This will in turn influence our choice of content and methodology in Co-operative Education and Training.

Group Tasks and Outputs

1. Developing Criteria for Reviewing the Manual
2. Reviewing the Manual

Task

Drawing on your experiences from:

- Individual experiences in training;
- Country experiences in Training;
- Regional perspectives in training; and
- Trying out the Manual

Critically

review the modules assigned to you focusing on the following aspects:

1. The objectives of the manual
2. The target group
3. Applicability
4. Relevance
5. Logical sequencing of contents
6. Adequacy
7. Cost and timing of modules
8. The teaching methods
9. Appropriateness of the style
10. Size of the manual
11. Format, page layout and illustrations
12. Language – Clarity and simplicity
13. Any other aspects relevant for review of the manual

Group III

Title

Should be “Co-operative Training” not “Co-operative Development: A Manual for Trainers”

Target Group

Co-operative Trainers/Promoters/General Co-operative Knowledge

Module I: Understanding Co-operatives

Introduction

What is called Introduction is an overview. Therefore, it lacks Introduction.

Section 1.1

Instead of making sentences following one another, it should be by point by point. See page 3.

Advantage of Co-operatives over suppliers should be Advantages of Co-operatives over other organisations. See page 3.

Under Reference Materials, “avoiding linked markets” is not clear. What does it mean? See page 6.

The role of Government and external Assistance, whereby it is stated that governments should not be involved in co-operatives, should not be generalised. It should be left open-handed. See page 7 – the word “undermined”.

Generally, there is a need to do editing work in Section 1.1.

Section 1.2

Module 1 page 15, there is “The Control Board”. This is not familiar to the Sub-Region. What is familiar is the term “Supervisory Committee”.

Module 5: Co-operative Management

Over-view of the Module:

There is a case study on Managing a Co-operative but it does not appear. Instead Section 5.3 on “Management of Services to Support Member

production” is mentioned on page 29. But it is not one of the objectives on Module 5, page 2. There is no mention of a case study. This is therefore a typographical error and it is not logical.

Section 5.1

Box 5.1 is a check list not a box as referred to in Module 5 page 4 on top. What is written on Module 5 page 7 has no poor format.

On Module 5 page 9 paragraph 2 refers to Module 7. The idea should be discussed in Module 5. Then when you reach Module 7, it is referred to Module 5. This looks illogical.

The “free-rider” effect should not appear in the text as it is a misapplication by some government authorities. See Module 5 page 10.

Module 5 page 12, small characters are used in paragraph 2, they should be reformatted.

Section 5.2

This is overloaded. The four areas need to be separated into:

- Sources of Capital
- Finance and Budgeting
- Accounting
- Co-operative Management including personnel

The objectives of the Section do not tally with key learning points. It requires (i.e. 5.2) to be rewritten.

Section 5.3

Management of service to support member production does not appear in Module 5, page 2. It was not stated in the introduction. It needs to be sequenced and re-arranged and rewritten in a logical order by having additional units. E.g. There is a mix up of Marketing with Disputes/Conflicts.

Section 5.4

The sequencing is not proper. Diversification should have come first but it is on page 51. The section should be re-organised to have a pattern that is in line with key learning points.

Module 5 page 55 has the concept of Research. It is necessary but it is not backed by objectives. It does not appear in objectives or in Key learning points.

Marketing Research should be a topic of its own.

Group II

Module 4: Organisational Development

Objectives of the module are met.

Target group

- Not explicit for (Members, Committee staff or students)

Applicability

- Yes

Relevance

- Yes

Logical Sequencing

- It is logical but not obvious

Adequacy in terms of Coverage

- Since module is not specific on the target group, it is not adequate enough vis-a-vis the target group.

Cost and Timing

- The module is written in an academic manner. Whereas it could take a short time for students it will obviously take longer with members, and committee members hence costly and time consuming.

Teaching methods

- Although the methodology is clear, they are not target-group specific.

Size of the Module

This is okay.

Format

- Each Module should be bound separately for convenience

Language

- Okay for trainer but to be adapted to local situations

Module 7:
Participatory Appraisal, Monitoring and Evaluation

Objectives

- Met

Target Group

- Specific

Applicability

- Limited target group

Relevance

- It is relevant

Sequencing

- It is okay

Adequacy

- It is okay

Cost and Timing

- Time and cost of material is enormous and may be beyond the trainers and the co-operative's ability.

Methodology

- This is okay but needs fine tuning depending on number of members, literacy levels etc.

Size of Module

- It is okay

Format

- Each Module to be separately bound.

Language

- It is okay for trainer but to be adapted to local situations.

Group I (Module 3 and 6)

Objectives

- Remain as is

Target Group

- Manual should indicate at the beginning of each module/areas/subjects intended for each Training Group.

Applicability/Relevance

- With the proposals made the manual should be applicable and relevant.

Logical Sequencing

- Remain as is

Adequacy

- Module 3 pg. 11 on meetings – more information on preparation, minute taking.
- Module 6 pg. 11 and 12 – more information be provided on development of problem tree.
- Other areas should be looked into for same purpose.

Timing

- This be left to strainer to decide depending on T/G, objectives, methods and Resources.

Cost

- Trainers be availed with reference materials quoted in the manual.

Methodology

- Recommend participatory methods as in manual, though others can be used.

Size

- Print on both sides

Format/Layout/Illustration

- Separate materials for the Trainer from those for the Trainees
- Include local illustrations, which capture attention of trainees

- Comments on the examples should be located adjacent to the examples, not far away.
- Repetition e.g. module 3 in 3.0 and 3.1 should be crossed out.
- Paging on the main text should be different from that on the annexes.
- Trainers Text should be shortened probably in note form.
- Modules be bound separately
- Or separated for easy reference.
- Sentences should be shortened and precise and all typing errors corrected.
- Translation of manual into local language where possible be facilitated by FAO.

Group II (Modules 4 and 7)

Pictures/Illustrations/Case Studies

- Wherever used, trainer be instructed to use local examples
- Repeat instructions at the beginning of every module.

Target Group

- Where not specified this should be done.

Costs

- Especially on participatory approach, suggestions on making the approach affordable should be taken into account.

Language

- Simple, easily understandable be used

Methodology

- Trainer be instructed to take local conditions into consideration.

Group III

Overall Objective

- Acceptable

Target Group

- Acceptable

Modules

- Detachable

Manual

Separation

- Facilitator
- Participants

Module 5

- Reorganisation
- Rewriting
- Logical Sequencing

Language

- Avoid negative conditions – government

Layout/Size of Fonts

- Be consistent and graphic

Mechanism/Adaptation

- FAO/ICA/Country Teams

Time span

- Need for time frame

WORKSHOP EVALUATION

1. What interested me most in the Workshop

- The participatory method of evolving ideas and discussion by the participants was quite rewarding as every participant did a particular piece of work.
- The Country Sheets as future reference materials
- Content of the workshop
- Methodology of presentation especially on TOT
- Field sightseeing
- Acquired enough knowledge because of interacting with experienced participants
- Educated on different experiences i.e. country by country
- The workshop was interesting because it enabled member countries to solve existing capital formation and co-operative training problems
- I was able to learn much from the workshop about how co-operatives are performing in a challenging environment which now requires our serious attention.
- Participants were very interacting
- Mode of Presentation of Workshop Themes
- Interacting with seasoned and experienced co-operators
- Lively Group Discussions
- Technical Side of the Workshop i.e. programme facilitators material
- Technical/Professional Aspects quite okay

- Topics covered
- Methodology/i.e. used
- Participation of members
- Moshi
- The participants
- The issue – capital formation and the manual
- Content
- Composition of participating group
- Presentation of the workshop
- Capital formation had a lot of information to interest participants because of good preparation
- The workshop was highly productive due to combination of people with almost similar abilities. They worked and socialised in a very conducive environment
- The plenary sessions (presentations)
- Group Discussions
- Team work/spirit
- The flow of the subject matter
- Travel arrangements

2. What I disliked most

- Each participant should have been given an opportunity to decide where to stay i.e. free individual choice of accommodation.
- The methodology was participatory, OK, but more involvement of resource persons would have contributed a lot to final outputs.
- Time allocations were not consistent with work to be done (outputs were affected)
- Distance from town
Absence of social interaction
- I disliked the first day because power blackouts disturbed the programme
- The venue is not appropriate:
 - Expensive
 - Distraction from other gathering
 - It seems adequate preparation was not made for the Workshop
- The choice of the venue was restrictive and expensive for those who ventured to socialise out
- Meal Allowances could not match high cost of this tourist town
- Venue inappropriate
- Limited Information for the participants (especially extra workshop activities)

- Co-ordinators could have done better
- Hotel conference facilities were far from satisfactory
- Organisation poor
- Organising the Workshop during holidays
- Planning and administration of the workshop was highly inadequate
- Seminar Hall was ill-prepared – no water for participants/facilitators to use
- Participants were left in the hostel without somebody to assist in case of problems i.e. sickness
- Venue was too confining.
- Lack of socialisation time
- The hostel arrangement and atmosphere
- Congestion of timetable allowing no time even to visit places/offices like ICA Offices/ILO COOPNET, etc.
- I wish the venue had been in the /Co-operative College to minimise the cost.

3. Suggestion for future Workshops

- Participatory methods should continue
- Female participants should be encouraged to attend, as they are silent co-operators. It also brings in affirmative action.
- More involvement of resource person at every stage will enrich seminar overall results.

Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

— *extract from Co-operative Principles*

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