



**INTERNATIONAL
CO-OPERATIVE ALLIANCE**

**Regional Office for East and Central Africa
P. O. Box 946 MOSHI - Tanzania.**

REPORT OF THE MINI - SEMINAR ON

THE RECOMMENDATIONS

OF

**"THE HIGH - LEVEL MANPOWER
TRAINING NEEDS AND FACILITIES
SURVEY REPORT"**

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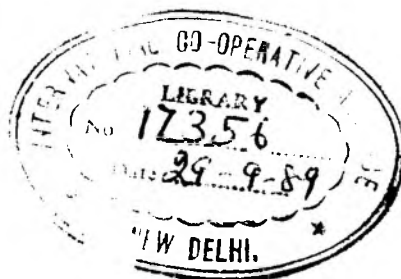
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REPORT OF THE ICA REGIONAL MINI-SEMINAR ON "HIGH-LEVEL MANPOWER
TRAINING NEEDS AND FACILITIES SURVEY REPORT" HELD IN ARUSHA FROM
15 - 16 MARCH, 1976

1. OPENING

Before opening the Mini-seminar, the Regional Director gave the participants time for self-introduction.

In his opening remarks Mr. Dan J. NYANJOM, the ICA Regional Director, first said a few words of welcome to the participants, particularly those from the Southern African States of Mauritius, Lesotho, Swaziland and Botswana. Although the invitation to these participants was extended belatedly upon his return from a visit to the three last mentioned countries, it was altogether gratifying that for the first time in the history of the Regional Office, representatives of all the four countries were participating fully at such an important Regional Co-operative forum, alongside their East African and Zambian colleagues. This, Mr. NYANJOM said, indicated that the Regional Office was on the threshold of a formal embrace of these four countries in an expanded Region.

The Regional Director also extended an open invitation to all the participants to attend both the meeting of the Standing Committee on Co-operative Education Training and Publicity which would be starting in the afternoon of the following day, as well as the "Ad hoc Consultations of College Principals and their deputies" under the Co-operative Education & Training Consultancy Service (CETCOS), which consultations he particularly commended to the representatives of the four Southern African States as being of very practical relevance and significance to them.

Turning to the Mini-seminar on "High-level Manpower Training Needs and facilities" survey Report, the Regional Director informed the participants that Messrs SABUNI and VERHAGEN would be attending a meeting of the Executive Committee of the Advisory Group on the International Training of Co-operators (AGITCOOP) in London which was scheduled to take place on 18th and 19th March. This meeting would discuss inter alia, the High-level Manpower Training Needs and Facilities Report. It was the feeling of the Regional Office that there was a need to avail the participants a fresh opportunity to review and perhaps place into sharper focus, the recommendations contained in the Report so that AGITCOOP, when they do, act on an up-to-date and hence factual situation so far as the Report concerns them and International Co-operative Training Centres. Accordingly, he urged the participants to air their views without any fear of possible embarrassment to their governments, because ICA are aware that in the final analysis, implementation of the recommendations would depend on the training and other policies and priorities of each Government. As far as AGITCOOP are concerned, the Regional Director continued, he already found them at once positive and eager to assist .. only they did not yet know when and in what specific areas of training. He therefore hoped that the Mini-seminar's ensuing deliberations would fill that gap in our relationship with the International Co-operative Training Centres. This also explained why the Mini-seminar was mainly concerned with the conclusions and recommendations of the Report. However, he also felt that it would greatly facilitate discussions on the Report at the AGITCOOP meeting in London, if Mr. SABUNI could take with him a Regional mandate on the recommendations.

2. Seminar Procedures:

The Seminar programme and modus operandi were explained by Mr. OKUMU ODEDE who suggested that the conclusions and recommendations (see appendix B) of the "High-level Manpower Training Needs and Facilities" survey report constitute the basis of the Mini-seminar deliberations. It was further proposed to have FOUR GROUPS, each drawn to represent, as far as possible, the countries and institutions of the participants.

To ensure adequate attention to each of the listed points, Groups 1 and 2 would tackle headings I to V from opposite ends, i.e. Group 1 headings I to V and Group 2 headings V to I. Similarly Groups 3 to 4 would in like fashion, discuss headings VII and VIII. Each Group would, of course, have its Chairman and Rapporteur. When all the groups will have covered their grounds, Groups 1 and 2 would meet (16.30 - 19.00 hrs.) to synthesise their views in a joint Group Report. Likewise Groups 3 and 4. In this way the plenary would receive and debate two complete Joint - Group Reports instead of four. These procedures still left out heading No. VI which it was felt, lent itself more to a country approach. It was also hoped that this arrangement would give the participants from the Southern States not covered by the survey, an opportunity to indicate their training needs in a suitable form.

The introduction that Mr. VERHAGEN would be giving, would therefore serve to aid the effective participation of the representatives of the Southern States and generally, to give the discussions to ensue, the right momentum and direction.

Finally, the Regional Director who would chair all the plenaries, would summarise the deliberations before closing the seminar.

3. Introduction

Mr. VERHAGEN prefaced the introduction with an apology for the many spelling errors which he ascribed to poor secretarial facilities at the Regional Office at the time of production of the report. Happily these handicaps have already been rectified and it is therefore hoped that future reports would be of high quality production. Addressing himself to the substance of the Report, Mr. VERHAGEN re-interated the objectives of the survey, which were:-

- (i) a stock-taking exercise to sketch out the main features of the high-level manpower situation in the Region;
- (ii) to identify the unsatisfied training needs and facilities of the Region; and
- (iii) to analyse the relationship between the various ICTCs and the Region.

During the survey, Mr. VERHAGEN discovered that greater attention than originally intended, had to be given to possible ways of improving

the effectiveness of the most important source of high-level manpower, namely, the on-going Diploma Courses at the Co-operative Colleges in the Region (see Chapter III). In addition he also found that pre-conditions for effective training turned out to be crucial and accordingly he devoted the whole of Chapter IV to them.

After further explanations on the structure of the report and the various concepts appearing in it, Mr. VERHAGEN highlighted the main points of the survey. In his comments on chapter II, he reminded the seminar participants that the survey had amply shown that with regard to co-operative training, both locally and abroad, civil servants were more favoured than movement staff and officials. For example, for every ONE high-level trained movement executive, there were SEVEN government executives similarly trained. To heighten this imbalance, most of the high-level movement staff have not been trained commensurate with the requirements of their jobs (see Table I on Page II - 1 of the Report). There was, however, one category of staff which was in very short supply even in Government service, viz. auditors and accountants (see Table 3, page II - 3)

4. Plenary Session and Seminar Recommendations

4.1. Preamble

The two joint-group reports were received and discussed in the morning of 16th March at a plenary chaired by Mr. NYANJOM. Where the seminar modified the recommendations of the "High-level Manpower Training Needs & Facilities survey Report", the new recommendations are written out in full or the modifying comments given. Otherwise the High-level Manpower T & F Report's recommendations not modified have, as far as the text of this report goes, merely been "accepted", with or without comments/observations, as applicable. For ease of reference, however, these "accepted" recommendations have been given in full at appendix E.

Debate before final resolutions naturally presumed but where the latter was not possible, as many views as were expressed are presented here.

4.2. - RECOMMENDATIONS

4.2.1. DIVISION OF FUNCTIONS BETWEEN PROMOTING GOVERNMENT AGENCIES AND MOVEMENT ORGANISATIONS WITH REGARD TO TRAINING POLICIES.

Recommendation No. 4 (p. II - 6) was modified to read as follows:-

"That by organising specialized advanced training for movement staff on a wider scale, direct intervention by government officers be lessened but at the same time, conditions be created allowing government to concentrate on improving the efficiency of its inspectorate. The recommended clearer division of tasks should lead to greater labour specialization and to increased emphasis on job-oriented training."

4.2.II ALLOCATION OF HIGH LEVEL TRAINED CO-OPERATIVE MANPOWER BETWEEN MOVEMENT AND GOVERNMENT AND POLICIES TO REDRESS IMBALANCES.

Recommendation No. 1 (p. II - 6) Accepted.

Recommendation No. 2 (p. II - 6) was modified to read thus:-

"that, where necessary and possible, terms and conditions of service for movement personnel be modified to guarantee their attractiveness compared with those for government staff, parastatals and the private sector".

Recommendation No. 1 (p. II - 8) - Financial support to movement training

Was accepted but with the observation that the existing imbalances were partly caused by the financial problems of Co-operative Unions and partly by preferential treatment to government employees with respect to scholarships by overseas donors/sponsors. The seminar urged the establishment by the other countries (than Kenya & Uganda) of a National Co-operative Education Fund but with more imaginative system of financing.

Recommendation No. 2 (p. II - 8) should now read:-

"That in order to further the exchange of experiences within the Region, a fund of adequate size be created at a regional level and that governments in the region be encouraged to support and finance the exchange programme even though it is accepted that the movement must increasingly contribute more for its own training programmes. For the present, the "Commonwealth Fund for Technical Co-operation", a body based in London, besides foreign co-operative organisations, should be approached by the Regional Office to finance the exchange in the initial period. Feasibility of such a plan could be discussed at the ICA CO-OPERATIVE DEVELOPMENT COMMITTEE AND/OR AGITCOOP.

4:2:111 MANPOWER MANAGEMENT PROBLEMS

Recommendations Nos 1, 2 and 3 (all on p. 1V - 5) were accepted as they appeared in the High-level Manpower Training Needs and Facilities Survey Report.

Recommendation No. 4 (p. 1V - 5)

The seminar felt that the advantages of locating a manpower management unit at the National Co-operative Apexes was not evident to everyone and as such its location should be left to be determined by the competent national authority.

Recommendation No. 2 (p. III - 7) - Integrating Manpower recruitment & dev.

This recommendation was sub-divided into two separate recommendations as follows:-

- 2 (a) "that Government manpower requirements be determined by Manpower Development Sections of the Co-operative Development Departments/Divisions".
- 2 (b) "that movement manpower requirements be determined by co-operative apex organisations".

It was noted that assistance in setting up such manpower management systems could be sought from ILO which has expertise for all the components of the suggested scheme.

4.2. 1V - DIPLOMA COURSES AT THE CO-OPERATIVE COLLEGES

Recommendation No. 1 (p. III - 7) - Diploma course options.

Accepting the original recommendation, the participants, however, felt that its adoption or otherwise, should be determined by the level of co-operative development in each country, the availability of a strong nucleus of trained middle-level manpower cadre as well as on the training policies of each country - financial and physical constraints at the Colleges not ignored.

Recommendation No. 3 (p. III - 7) - Pragmatic review of courses.

After a fairly animated debate on the necessity to incorporate into the Diploma programme/syllabus, certain training requirements of the movement (e.g. salesmanship, management of housing or transport co-operatives, etc), the substance of the recommendation was accepted with the further observation that Tanzania, in fact, constantly undertook regular reviews of their diploma programme

Recommendation No. 5 (p. III - 8) - Movement representation on Co-operative College Boards.

Whilst appreciating the good intention implicit in the recommendation, the seminar felt that whereas there should be "reasonable" movement representation on the College Committees (or Boards of Governors), the actual number should be left to the discretion of each country.

Recommendation No. 6 (p. III - 8) - Research & Course evaluation at Co-operative Colleges.

This recommendation was accepted but the last sentence thereof should read thus: "it is felt that ideally those professional course evaluators should not be burdened with additional important tutorial tasks."

Recommendation No. 7 (p. III - 8) - Utility of the Diploma Programmes

Accepted without any modification.

4.2. V: RELATIONS WITH THE UNIVERSITIES IN THE REGION

Recommendation No. 4 (p. III - 7) - Linking Co-operative Diploma to University curriculum

Except for the Kenyans who opted for parallel training since their co-operative training was professionally-oriented rather than academic, the other participants accepted the recommendation. Tanzania went even further and observed that there could also be practical co-operation with the Universities for post-diploma training at the universities.

Recommendation 5 (p. V - 18) - Inter - agency consultations.

Accepted as it was.

4.2. VI - HIGH-LEVEL MANPOWER TRAINING FOR WHICH EXTERNAL ASSISTANCE IS REQUIRED

Table 2 (p. V - 6) has been revised as shown overleaf.

Table 2: Revised List of specialized short or sandwich courses
(3 - 6 - months) with average numbers of personnel
to be trained annually

Type of Course	Average number per country to be trained annually								
	L	B	M	S	K	T	U	Z	TOTAL
1. Management of Multi-purpose societies	6	5	2	5	20	20	5	5	68
2. Consumer and Wholesale distribution	6	10	3	5	20	20	5	5	74
3. Induction course for university leavers	2	3	-	-	20	20	5	n.a	50
4. Transport Management	-	1	2	1	25	15	5	10	59
5. Farm Management (small scale) and extension	1	10	1	-	20	5	10	10	57
6. Teacher training	2	4	-	2	10	10	15	5	48
7. Farm Management (large scale)	-	5	-	-	20	20	5	5	55
8. Savings & Credit	6	5	-	-	20	20	5	n.a	56
9. Housing Co-operatives	2	-	-	-	n.a	10	n.a	5	17
10. Building Co-operatives	1	-	-	1	n.a	n.a	n.a	5	7
T O T A L	26	43	8	14	155	140	55	50	491

Key:

L = Lesotho

B = Botswana

M = Mauritius

S = Swaziland

K = Kenya

T = Tanzania

U = Uganda

Z = Zambia

Table 3: Revised list of professional categories for which top level specialised training is sought (training period preferably not longer than one year) See pp. V - 22 & 23.

Type of course	number to be trained for each country under a single course								
	L	B	M	S	K	T	U	Z	TOTAL
Planning and Development Economics	1	1	1	-	2	6	3	-	14
Project preparation, Administration and Evaluation	1	2	1	-	2	3	3	-	12
Agricultural Marketing	-	4	1	1	2	2	4	-	14
Farm Management (large Scale)	-	-	-	-	2	-	2	-	4
Farm Management & Extension (small scale)	-	2	-	-	-	4	2	-	8
Business Administration/Management	1	2	1	1	2	1	4	-	12
Financial Management	1	1	1	1	3	5	4	-	16
Transport Economics & Management	-	1	1	-	-	4	2	-	8
Management Accounting	-	1	1	-	2	*	2	-	6
Accountancy, Auditing & Taxation	1	1	-	2	2	*	6	-	12
Business Mathematics, Statistics & systems Analysis	-	-	-	-	1	-	1	-	2
Co-operative Housing	1	-	-	-	1	1	1	-	4
Co-operative Insurance	-	1	1	-	1	-	1	-	4
Co-operative Banking	-	1	-	-	4	-	2	-	7
Export-import Business	-	-	1	-	1	-	2	-	4
Consumer & Wholesale Distribution	1	4	1	1	-	4	3	-	14
Economics & Management of small scale Industries	1	-	1	-	2	-	3	-	7
Rural Sociology	-	-	-	-	-	-	3	-	3
Rural Planning & Demography	-	-	-	-	-	5	2	-	7
Personnel Management	-	1	-	-	1	1	1	-	3+1
Industrial Relations	-	-	1	-	-	1	2	-	4+1
Audio - visual extension methods	1	2	2	1	2	2	3	-	13
Mass Communications	1	1	2	1	1	2	2	-	10
Research Methods & Quantitative Analysis	-	-	-	-	1	4	2	-	7
Home Economics	-	-	-	-	-	3	2	-	5
Pedagogy, Didactics, Training Techniques	1	2	2	1	1	-	2	-	9
Commercial Law	-	-	-	-	1	-	1	-	2
Co-operative Law	1	1	-	-	1	-	1	-	4
Land Law	-	-	-	-	1	-	1	-	2
Hotel Management	-	1	1	-	-	-	-	-	2
TOTAL	12	29	19	9	36	48	67	-	220

* From July 1975 these courses are now catered for by a 2 - year training

Table 4. (p. V - 23) - Technicians to be trained annually

Note: The training needs in this category have only been revised by Uganda. Also now included are the requirements of Mauritius, Botswana, Lesotho and Swaziland.

Course Category	Numbers to be trained under a single course								
	K	T	U	Z	M	B	L	S	Total
Production Engineers (Mills)	10	5	10	n.a.	-	-	-	-	25
Small Scale Industry technicians	-	25	10	-	-	-	-	-	35
Agricultural Mechanization specialists	6	10	2	-	-	-	-	-	18
Printing Press Technicians	6	10	7	-	1	1	1	1	27
TOTAL	22	50	29	-	1	1	1	1	105

leading to the qualification of Certified Public Accountant. The Course, continues to be part of the UNDP/ILO support for co-operative accountancy training in Tanzania.

- Note: (i) Kenya have suggested that only Planning and Development Economics, Project Preparation, Administration and Evaluation as also a Postgraduate Diploma in Co-operative Management and Administration (each 2 places annually) be long courses (9 months at least) leaving the rest of the courses in Table 3 to be run as short or "sandwich" courses.
- (ii) As Tanzania did not give any indication of any changes in their training needs, their previous figures (where applicable) have been retained in the table.

4.2.VII. MODES OF COURSE PLANNING AND PREPARATION

Recommendation Nos. 1 & 2 (p.V -II) - Specialized courses: planning & objectives

Both the recommendations were accepted in their original form. The five guidelines (p.V - 9) were also accepted with the following observation on guideline number 3:- "The level of competency should be discussed in relation to such factors as educational background, experience and work performance".

Guideline No. 5:- The last phrase - "lasting three to six months" should be omitted. It was held that the duration of a course is a function of many other factors, e.g. course objectives, the level of competence of the attendants, etc,

4.2.VIII. RELATIONS WITH INTERNATIONAL (CO-OPERATIVE) TRAINING CENTRES (ICTCs)

4.2.VIII .I - Co-ordination: Recommendation at paragraph 6.2.2. pp VI - 2 & 3

Whilst accepting this recommendation, the Seminar noted the problems involved in its implementation. It was appreciated that some foreign donors might not like the idea of having a third party coming into their bilateral relations with another country. Moreover, varying individual country scholarship policies in the Region might also pose a problem. However, having accepted the recommendation, the problems notwithstanding, the seminar further recommended that because of the ICA's position and experience, a (one man) permanent secretariat for high level manpower training be established and located at the ICA Regional Office, Moshi. Whereas the use made of the High-level Manpower Training Secretariat would depend on the training needs and priorities of each country - Tanzania even saw it more as an information bank that anything else - the following tasks, inter alia, should be assigned the Secretariat:-

- (i) assisting co-operative organizations and government departments in the Region to identify their high-level manpower training needs,
- (ii) informing training centres abroad of the training needs of the Region, among other things, by attendance of the AGITCOOP meetings as a representative of the Region;
- (iii) assisting in preparing and planning of local and overseas courses for co-operators from the Region;
- (iv) collaboration with educationists in the Region and abroad to assess the effect of training on job-performance and on co-operative development;
- (v) keeping educationists in the Region informed about training opportunities at the various international training centres, in particular at ICTCs, and to scrutinize received offers of training; and
- (vi) advising and assisting (if requested) in the selection of candidates.

The Seminar further suggested that the external financial assistance necessary for establishing the project should be introduced to the ICA Co-operative Development Committee by the Regional Office as a proposal of the Region.

4.2.VIII.2. - SELECTION OF PARTICIPANTS (Paragraph 6.2.2.4. page VI - 5)

Recommendation No. 1 - Qualifications for post-graduate training

Was accepted with a rider that related but relevant experience outside the co-operative sector also merited "open" consideration.

Recommendation No. 2 - Training for what?

Was accepted with the important observation that once a person has been selected for training, it should be clear to both the selector and the candidate that after training, the latter would be required to serve in a certain job/line (for which he has been trained) for a specified period of time. The functional aspect of the training should be discussed with the candidate before the course starts and should be reviewed after the employer has received confidential report by the trainers, on the student's performance, character and potential.

Recommendation No. 3 - Co-operative experience for homogeneity

Accepted. The participants, however, noted that hitherto, training institutions have not given proper guidance for selection of candidates for various courses. They (participants) emphasised that the training institutions should be strict with their acceptance of nominations/selection of candidates. Whereas they appreciated the prerogative of a country to select from different offers of training given it, the participants strongly felt that to be able to do so rationally, there was a need for adequate and correct information such as they hoped the ICA regional permanent secretariat recommended at paragraph 4.2.VIII.I above, would competently furnish.

4.2. VIII. 3-AWARDS (page VI - 6)

The recommendation on Awards was accepted but the following observations were made:-

- (a) There should be consultations with the national bodies concerned.
- (b) There are real or possible problems with "interference" with national awards, such as national and/or institutional pride, i.e. it might be offensive to an institution or a country, to reduce her degree to a diploma or the latter to a certificate.
- (c) The main issue is not so much one of designation; rather it is an issue of rating in relation to such qualifications elsewhere.
are
- (d) Since students/often innocent victims of this rating problem, rating should preferably be determined prior to a student's departure for a course so that he is at least aware of the consequences of his training for himself.

4.2: VIII. 4- RECOMMENDATION ON EVALUATION (page VI - 8)

The recommendation was accepted. Being somewhat related to the issue of awards, its problems like those of awards, could be intractable. It was, however, agreed that if done, its benefits would far outweigh the problems and costs involved in the exercise. Nevertheless cheaper ways of evaluation such as the use of questionnaires should be explored and adopted as appropriate.

Finally, the participants appreciatively noted that although some international training institutions have been doing some evaluation, they have not done it properly. Noting further that the ICA High-level manpower training Secretariat at the Regional Office could initially do the work, the meeting recommended that evaluation ideally should involve the three parties concerned, namely the student, employer and trainer.

4.2.VIII.5 - LANGUAGE PROBLEMS (p. VI - 9)

Both recommendations (a. and b) accepted as given in the Report.

4.2.VIII.6 - LOCATION OF COURSES & FUTURE ROLE OF ICTCs (pp VI - 14 & 15).

All the three recommendations were accepted with the caution that the specialised and professional courses ran the risk of irrelevance if they were not oriented towards practice and action.

5.COMMENT The Seminar urged that the International Training Centres should be invited to comment on the aspects of the proceedings of this mini-seminar which are either of concern or interest to them.

6. SUMMARY & CLOSING OF THE MINI-SEMINAR:

After a brief summary of the more topical recommendations, the Regional Director in his closing remarks assured the participants that the Regional Office was thoroughly satisfied with the response they showed by their active and constructively critical examination of, and debate on, this first extensive study completed by the ICA's Research Unit.

Continuing, Mr. NYANJOM assured the participants that the conclusions and recommendations as endorsed or modified by them would be pursued with industry for implementation and that with the participants' valuable support as well as that of brother-co-operators in the developed nations, the report would undoubtedly bear fruition. Reiterating that Mr. SABUNI now had a fresh regional mandate to take to the AGITCOOP meeting in London, Mr. NYANJOM thanked Mr. VERHAGEN and the Research Unit now strengthened by Mr. OKUMU ODEDE as his counterpart, for the report and the strategy designed for the complete execution of the business of the Mini-seminar.

At this point, the Regional Director announced the glad news of the imminent recruitment of Mr. Charles Haba-Gashumba and a Tanzanian as Research Officer-Trainees with the ICA Research Unit in Moshi. He was giving this advance information in view of the long list of research priorities of the Region and the complex and delicate nature of some of the research tasks such as the current one on "institutionalised supervision/control and co-operative performance" which clearly called for more research manpower.

Finally, terming as historic the attendance of the participants from Lesotho, Mauritius, Botswana and Swaziland alongside their East African and Zambian colleagues, Mr. NYANJOM thanked all the participants for their contribution to the success of the seminar, which he then declared closed.

SEMINAR PROGRAMME - 15TH - 16TH MARCH, 1976

MONDAY 15TH MARCH

- | | |
|--------------------|--|
| 9.00 - 9.30 hrs. | - Opening by the Regional Director
Mr. D.J. NYANJOM |
| 9.30 - 9.45 hrs. | - Seminar procedures by Mr. OKUMU ODEDE |
| 9.45 - 10.30 hrs. | - Introduction by Mr. K.C.W. VERHAGEN |
| 10.30 - 11.00 hrs. | - Coffee Break |
| 11.00 - 12.30 hrs. | - Group Work |

L U N C H 12.30 - 14.00 B R E A K

- | | |
|--------------------|--------------------------|
| 11.00 - 16.00 hrs. | - Group Work (cont'd) |
| 16.00 - 16.30 hrs. | - Tea Break |
| 16.30 - 19.00 hrs. | - Inter-group Reporting. |

D I N N E R 19.30 - 21.00 T I M E

TUESDAY 16TH MARCH 1976

- | | |
|--------------------|---|
| 8.15 - 10.30 hrs. | - Plenary Session for Joint-group
Reports. |
| 10.30 - 11.30 hrs. | - Coffee Break & Country consultations
(for Heading No. VI). |
| 11.30 - 12.30 hrs. | - Summarising & Closing of the
Mini-seminar. |

L U N C H 12.30 - 14.00 B R E A K

PROPOSED LIST OF POINTS FOR DISCUSSION

The findings and recommendations of the report on the High level Manpower Training Needs and Facilities' Survey are to be considered as a starting point for:

- an exchange of views (headings I to V).
- the formulation of unsatisfied training needs and recommendations in a form preferably acceptable to all participants (headings VI to VIII).

The report's recommendations have been re-grouped for ease of discussions, according to the following headings:

I. DIVISION OF FUNCTIONS BETWEEN PROMOTING GOVERNMENT INSTITUTIONS AND MOVEMENT ORGANIZATIONS, AND RELATED TRAINING POLICIES.

Recommendation No. 4 at paragraph 2.7.4., page II - 6

II THE ALLOCATION OF HIGH LEVEL TRAINED MANPOWER TO THE MOVEMENT AND GOVERNMENT SECTOR, AND POLICIES TO REDRESS IMBALANCES.

Recommendation No. 1 at paragraph 2.7.4., page II - 6

Recommendation No. 2 at paragraph 2.7.4., page II - 6

Recommendation No. 1 at paragraph 2.9.2., page II - 8

Recommendation No. 2 at paragraph 2.9.2., page II - 8

III MANPOWER MANAGEMENT PROBLEMS.

(a) Movement Staff

1. Terms and Conditions of service.
2. Manpower development schemes.
3. Working atmosphere on the job.

(b) Government Staff:

(See sub-headings under III (a) above)

Recommendation No. 1 at paragraph 4.7.1., page IV - 5

Recommendation No. 2 at paragraph 4.7.2., page IV - 5

Recommendation No. 3 at paragraph 4.7.3., page IV - 5

Recommendation No. 4 at paragraph 4.7.4., page IV - 5

Recommendation No. 2 at paragraph 3.3.2. a & b, page III - 7

..... more

IV DIPLOMA COURSES AT THE CO-OPERATIVE COLLEGES

Recommendation No. 1 at paragraph 3.3.1., page III - 7

Recommendation No. 3 at paragraph 3.3.3., page III - 7

Recommendation No. 5 at paragraph 3.3.5., page III - 8

Recommendation No. 6 at paragraph 3.3.6., page III - 8

Recommendation No. 7 at paragraph 3.3.7., page III - 8

V RELATIONS WITH THE UNIVERSITIES IN THE REGION

Recommendation No. 4 at paragraph 3.3.4., page III - 7

Recommendation No. 5 at paragraph 5.4.3.8., page V - 18

(by error not included in the compiled recommendations in Chapter VII).

VI UNSATISFIED TRAINING NEEDS FOR HIGH LEVEL MANPOWER TRAINING FOR WHICH EXTERNAL ASSISTANCE IS REQUIRED

Table 2 on page V - 6

Tables 3 & 4 on pages V - 22 and 23.

VII MODES OF COURSE PLANNING AND PREPARATIONS

Recommendations 1 and 2 at paragraph 5.3.5., page V - 11

Guidelines 1 to 5 at paragraph 5.3.2., page V - 9

VIII RELATIONS WITH THE INTERNATIONAL TRAINING CENTRES

- Co-ordination

Recommendation under paragraph 6.2.2, pages VI - 2 and 3

- Selection of participants

Recommendations 1 to 3 under paragraph 6.2.2.4. page VI - 5

- Awards

Recommendation under paragraph 6.3. page VI - 8

- Evaluation

Recommendation under paragraph 6.4. page VI - 8

- Language problems

Recommendations under paragraph 6.5 page VI - 9

- Location of courses and future role of ICTCs

Recommendations under paragraph 6.6.4. pages VI - 14 and 15.

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FULL TEXTS OF THE HIGH LEVEL MANPOWER TRAINING NEEDS & FACILITIES
SURVEY REPORT'S RECOMMENDATIONS "ACCEPTED" BY THE REGIONAL
MINI - SEMINAR

Note:-

1. The recommendations merely "accepted" by the Mini-seminar are reproduced here in the order of their appearance in the seminar report.
2. The Roman numbered pages (with paragraphs as appropriate) refer to the pages of the High Level Manpower Training Needs and Facilities Survey Report itself whilst the "contra" pages (together with relevant paragraphs, if any) refer to the pages of the present report.

1. ALLOCATION OF HIGH-LEVEL TRAINED CO-OPERATIVE MANPOWER BETWEEN MOVEMENT AND GOVERNMENT AND NEED TO REDRESS CURRENT IMBALANCES

1.1. Recommendation No. 1 - Imbalances: (p. II - 6 contra page 3 para 4.2.11.)

It reads:

" that in order to ensure a more even distribution of high level trained staff between the co-operative movement's organizations and the co-operative departments, training programmes, recruitment and assignment policies for high level manpower in the co-operative sector be reviewed thoroughly".

1.2. Recommendation No. 1 - Financing (P. II - 8 contra pp 3 - 4 para 4.2. II)

The observation on this recommendation is already given in the text of the present report. The recommendation itself reads, as follows:-

" that with a view to removing the financial restraints on movement staff training, in each country of the Region, a special national fund be created for financing high (and possibly middle) level training of movement staff. Where special funds for co-operative training and education already exist (Kenya and Uganda) their field of operation should be enlarged so as to include high level professional training of movement staff, either within the Region or abroad, as appropriate. Contributions to the fund are to come from the movement, the government as well as from overseas sponsors".

2. MANPOWER MANAGEMENT PROBLEMS

2.1. Recommendation No. 1: (P. IV - 5 - contra page 4 para 4.2.III)

" that in each country two complementary manpower development schemes be designed; one for the movement and one for the co-operative department staff".

2.2. Recommendation No. 2 (p. IV - 5 - contra page 4 para 4.2.III.)

"that manpower development schemes be "integrated" in nature, e.g. the scheme should contain and harmoniously combine all the constituent parts mentioned in Chapter IV, such as manpower projections, job analyses and definitions, training programmes, performance appraisal systems, etc., regarding co-operative training implementation of the schemes would imply that training becomes more directly related to job requirements and the careers of the trainees".

2.3. Recommendation No. 3 (p. IV - 5 contra page 4 para 4.2.III)

"that in each country, recruitment, training, determination of salary scales, promotion and transfer of high (and possibly middle) level movement staff be centrally organized in close connection with a manpower development scheme".

2.4. Recommendation No. 4 (p. IV - 5 contra page 4 para 4.2.III)

"that institutions in charge of manpower management for the movement be based preferably at the national co-operative apex body, even if at an initial stage, financial support from the state be sought to ensure proper staffing and programme implementation. (Implementation of this recommendation in Tanzania would imply that the functions of the Unified Co-operative Service Commission be transferred to a Manpower Management Department operating under the Co-operative Union of Tanganyika)".

3. DIPLOMA COURSES AT THE CO-OPERATIVE COLLEGES3.1. Recommendation No. 1 - Diploma Course Options
(p. III - 7 contra page 5, para 4.2.IV)

"that instead of having a single "Diploma Course" or a course with only two lines of specialization a "Diploma Programme" be organized offering several options. After completion of the first part of the diploma education common to all students, the final part should be devoted to preparing students for their future (or present) jobs through one or more optional courses. Opportunities for specialization offered as part of the Diploma Programme would also have the additional advantage that there is no longer need for topping up and extending the two years' programme by additional specialized courses as is the tendency at present.

Such a new set-up of the "Diploma Programme", e.g. a common core with the remainder split into various streams, could only be successful if manpower requirements in the different branches of co-operative activity are known. It is therefore also recommended (see recommendation No. 2 p. III - 7 contra p. 4 para 4.2.III)

3.2. Recommendation No. 3 - Pragmatic Review of Courses (p. III - 7)
contra p. 5 para 4.2.IV)

"that part of the Diploma Course programme be reviewed so that special needs of the movement can be taken into consideration".

3.3. Recommendation No. 5 - College Board Representation (p. III - 8 contra p.5 para 4.2. IV)

" that in order to promote the development of high level training systems and courses for movement staff, half of the board of administrators of the Co-operative Colleges be composed of movement representatives on the model of the Co-operative Centre Zambia".

3.4. Recommendation No. 6 - Research & Course Evaluation at Co-operative Colleges (p. III - 8 contra p. 5 para 4.2. IV)

" that each Co-operative College owns a Research Unit, whose main task would be to assist the study organizer in the evaluation of relevance of courses and their continuous revision according to changing training needs. The unit could then assist with the subsequent development of teaching material in collaboration with the tutors. It is felt that those professional course evaluators should not be burdened with additional important tutorial tasks".

3.5. Recommendation No. 7 - Utility of the Diploma Programmes (p. III - 8 contra p. 5 para 4.2. IV.)

" that in order to compare orientation, contents, and levels of teaching and examination of the Diploma Courses, a regional workshop be organized for study organizers and heads of teaching departments from the three - co-operative colleges of Kenya, Tanzania and Uganda. This first workshop should be followed by another one with larger attendance, comprising the leading educationists of the Region, in order to discuss the organization of a "Diploma Programme", in the light of the specific requirements in each country and the findings of the first workshop.

A point which is recommended for special attention, is the actual tendency of the Diploma Course to become more and more of a vocational training course for professional accountants and auditors, while the main purpose ought to be to provide high level basic training for rural management and co-operative development workers, preferably complemented, as said, by specialized training courses".

4. RELATIONS WITH THE UNIVERSITIES IN THE REGION

4.1. Recommendation No. 4 - Linking Co-operative Diploma to University curriculum (p. III - 7 contra p. 5 para 4.2. V)

" that closer contacts be established with the universities, and an arrangement be made whereby diploma graduates with a satisfactory performance during and after the course would qualify for entry to university undergraduate courses".

4.2. Recommendation No. 5 - Inter-Agency consultations (p. V - 18 para 5.4.3.8. contra p.5 para 4.2. V)

" it is therefore recommended: that the organization of an induction course for university leavers, the teaching of Co-operation at the universities

and other problems related to the integration of university leavers into co-operative service be subjects of discussion during a regional workshop to be organized for university lecturers concerned, principals of co-operative colleges and heads of the government or movement educational divisions/sections"

5. COURSE PLANNING & PREPARATION

5.1. Recommendation No. 1 - Specialised course Planning (p. V - II para 5.3.5. contra p. 9 para 4.2.VII)

" that the planning and preparation of specialized courses for co-operative staff from the Region, irrespective of the place where these courses will be held, include the undertaking of problem identification missions in the recipient countries by possible course organizers and/or sponsors"

5.2. Recommendation No. 2 - Course objectives (p. V - II para 5.3.5 contra p. 9 para 4.2.VII)

" that course objectives be determined in accordance with the following guidelines (page V - 9)":

Guideline 1 :-

" that courses be organized with the aim of imparting to participants knowledge and skills they can immediately apply upon completion of the course. Hence the need of each course to state its objectives in behavioural terms, e.g. what the participant should be able to do";

Guideline 2 :-

" that, as part of the course preparations, tasks analysis be under-taken with a view to determining knowledge and skill requirements for the type of jobs the participants will be trained for";

Guideline 3 :-

" that an attempt be also made to assess the "existing level of competency" of future course attendants which, compared with "the required level of competency", should serve as a basis for the determination of course objectives, contents, training methods and duration";

Guideline 4 :-

" that participants with practical experience in the subject be associated in defining the course objectives and actively engaged, as far as possible, in arranging conditions for the achievement of these goals (determination of problem areas, collection of case study material, organization of field trips)";

Guideline 5 :-

"that the duration of a course should depend on the time necessary to achieve the course objectives. Experience has shown, that a duration of a few days to two weeks is indicated for skill maintenance courses or for discussing new technological developments in the participants' fields of specialization. But co-operative staff not having received any professional training yet in the subject would need courses of a longer duration".

6. RELATIONS WITH INTERNATIONAL (CO-OPERATIVE) TRAINING CENTRES6.1. Recommendation on Co-ordination (pp. VI - 2 & 3, para 6.2.2. contra p. 9 para 4.2.VIII.I)

"that at a Regional level a co-ordinating machinery be established which would act as a link between, on the one hand, training institutions, government departments (responsible for co-operative development) and apex organizations in the Region and, on the other hand, training centres abroad. The machinery should be provided with a permanent secretariat, with the task of keeping educationists in the Region informed about training opportunities offered by international training centres. At the same time, it should inform training centres abroad about the needs of the Region and, if so requested by the recipient organizations, assist in the selection and submission of names of candidates. Offers at present being channelled through Embassies should be copied simultaneously to the Secretariat for information purposes".

6.2. Recommendations on Participants' Selection (p. VI - 5 para 6.2.2.4. contra pp. 9 - 10 para 4.2.VIII.2)6.2.i. Recommendation No. 1 -- Qualification for post-graduate training

"that with a few exceptions practical working experience in the co-operative sector be accepted and recognized by donor as well as recipient countries as a precondition to qualification for specialized postgraduate training",

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6.2.ii. Recommendation No. 2 - Training for what?

"that the job the trainee will occupy or, at least, the functional area in which the trainee will be employed after the training be defined and well known to all parties involved";

6.2.iii. Recommendation No. 3 -- Co-operative experience for homogeneity.

"that homogeneity of groups for short term specialized training courses be sought by putting greater emphasis on general co-operative background and similarity of development problems than on academic qualifications".

6.3. Recommendation on Awards (p. VI - 6 contra p.10 para 4.2.VIII.3)

"that by mutual consultations, national and international training centres jointly arrive at establishing a standardized system of designation of courses, distribution of awards and assessment of equivalences of levels of training".

6.4. Recommendation on Evaluation (p. VI - 8 contra p. 10 - 11 para 4.2.VIII.4)

"that an evaluation mechanism between international training centres and recipient organizations be set up for the purpose of assessing the effect of training on job behaviour and work performance of former trainees and its overall impact on co-operative development in the Region.

The evaluation should preferably be carried out in collaboration with an institution which can be considered as objective, and form an essential part of a feedback system which is to be developed at an international level as well as by each training centre individually";

6.5. Recommendation on language (p. VI - 9 contra p. 11 para 4.2.VIII.5)

(a) "with respect to courses of a one year duration or shorter,

that all training of movement personnel and government staff from the Region at international training centres be conducted in English, while teaching by simultaneous translation be avoided as much as possible; and that familiarity with language foreign to English, should not be a consideration for the judgement of students' performances at final examinations and subsequent issuing of awards";

(b) "with respect to long term courses,

that in cases where the trainee is not familiar with the host country's language, field assignments be preceded by intensive language courses, provided that such assignments are essential to achieving the course objectives".

6.6. Recommendation on Course siting and future role of ICTCs (p.p. VI - 14 & 15, para 6.6.4. contra p. II para 4.2.VIII.6)

With respect to the location of courses and the future role of international (Co-operative) training centres, it is recommended:-

6.6.1. "that in view of the considerable advantages of training being organized in the countries or regions of origin of the prospective participants, international training centres explore vigorously the possibility of setting up professional training courses in the Region itself. This should be done with the understanding that a selected group

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of top leaders and top level specialists should still have an opportunity to broaden their horizons through courses and/or working tours in the industrialized countries as part of training programmes";

6.6.2. "that the apparent need for developing high level training facilities on an ever increasing scale in the recipient countries themselves leads to a review of the role of the ICTCs in the framework of a long term policy";

6.6.3. "that in the definition of the ICTCs long term policy and objectives, due regard be given to the fundamental needs of the Region which are:

- a. the need for high level specialized or professional training rather than general training.
- b. the need for strengthening the training capacities of the local training institutions as a matter of first priority, which can take the form of:
 - i. assistance in planning and organization of specialized courses, including and in the supply of production and instruction material;
 - ii. special programmes for training the trainers, among others, by the introduction of an exchange programme for lecturers;
 - iii. the ICTCs' mediation and support in securing sources of funds for purposes such as the financing of the initial capital investments, course fees, scholarships, etc".

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