

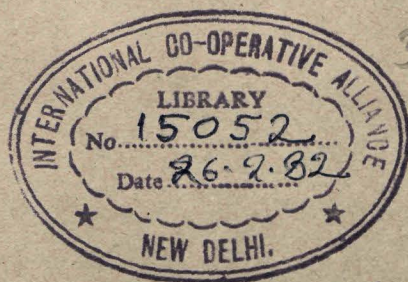
**International Co-operative Alliance**

**"Regional Seminar on,**

**THE CO-OPERATIVE EDUCATION  
SECRETARY SYSTEM**

Co-operative College Moshi

11th - 15th June, 1973



**ICA Regional Office for East and Central Africa,**

**P O. Box 946 - MOSHI - Tanzania.**

## LIST OF CONTENTS

	<u>Page</u>
Preface	1
Resolutions	3
Job Description	7
The Co-operative Education Secretary, His Status and Responsibilities, (A. Holmberg)	9
<u>Country Reports</u>	
Kenya	13
Uganda	17
Zambia	21
Tanzania	25
<u>Appendices</u>	
Programme	29
List of Participants	30

## PREFACE

The role of the ICA Regional Office for East and Central Africa has, during the four to five years of its existence, been mostly one of supplementing and augmenting the arduous and urgent task of developing Co-operatives in each member country of the region. With the guidance and support of the respective Governments, the Co-operative movements of the region have each embarked on ambitious development programmes, aimed at improving the performance and contribution of Co-operatives, in order to shape them into efficient and effective tools for use in national development programmes.

Quite rightly, development planning has centred mainly on investment in the evolutionary process of education and training, as the eventual long-term means of bringing about the necessary "know-how" which is at present badly lacking in co-operative development. Yet co-operative education and training is such a vast field, that all the current efforts being invested in this particular aspect of co-operative development through national colleges, regional wings, mobile units, correspondence, radio and T.V. programmes, etc, can only be referred to, at best, as a "small beginning".

With its limited resources, the ICA Regional Office decided from the very beginning, that for its contribution towards education and training, it would concentrate mostly on a programme of "training the trainers", in the hope that through the "multiplier" method, the benefits of its efforts might be spread to cover the region, with some chance of showing tangible results.

In pursuit of this policy, a series of seminars and courses have been organized by the Regional Office over the years at both national and regional levels, for all those engaged in co-operative education and training work such as: Wing Teachers, Education Secretaries, and Lecturers/Tutors at the national colleges. At these seminars, the primary objective has been to equip these educationists with the tools of their trade i.e., modern methods and techniques in mass communication, adult education and classroom teaching etc.

Also, in further pursuit of this objective, a special regional seminar was successfully conducted in 1972 on the Selection, Production and Use of Teaching Aids. In this connection too, the Regional Office has been especially privileged in being allowed to contribute directly to the development of the Co-operative Education Secretaries system, firstly, by encouraging District/Regional Co-operative Unions (through the national apex organizations), to create posts and appoint these officers; and later by providing a systematic training programme for them at national, regional and international levels.



Although it has been possible all along to assess both the needs as well as the effectiveness of the Regional Office's various contributions, through the Education Training and Publicity Standing Committee, it has been considered necessary to hold a special conference to evaluate progress to-date with the Co-operative Education Secretaries System, and make specific recommendations regarding the future role and functions of this particular group of educationists. This is what led to the Regional Conference held at the Co-operative College, Moshi from 11th to 15th June, 1973, whose report appears in the following pages.

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RESOLUTIONS EMERGING FROM THE I.C.A. REGIONAL CONFERENCE ON THE  
CO-OPERATIVE EDUCATION SECRETARIES SYSTEM

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We, the delegates attending the ICA Regional Conference on the Co-operative Education Secretary System, representing Co-operative Colleges, Departments for Co-operative Development and National Co-operative Apex Organisations in Kenya, Tanzania, Uganda and Zambia as shown in the appended List of Delegates, do hereby recommend as follows:

Resolution One:

ESTABLISHMENT OF A CO-OPERATIVE EDUCATION DEPARTMENT:

REALISING that co-operative education is the life blood of any co-operative enterprise and NOTING that education and training form an integral part of co-operative development, and that the scourge of co-operatives to-day is the consequence of an uninformed membership, we RECOGNISE the need to liaise and coordinate all those functions carried out under different departments in a given co-operative organisation, so that there is maintained an effective free flow of information to and from all those connected with the co-operative body.

We now therefore RECOMMEND that:-

AN EDUCATION AND PUBLICITY DEPARTMENT be formed within the co-operative unions, such department to be headed by a Co-operative Education and Publicity Officer (CEPO) directly responsible to the Manager on similar status as heads of other existing departments. Co-operative unions of a smaller size may decide to begin by forming a section instead of a department.

Resolution two:

THE ROLE AND PLACE OF THE CO-OPERATIVE EDUCATION AND PUBLICITY OFFICER

To make the status of the Co-operative Education and Publicity Officer recognised, the Conference RECOMMENDS that task analysis outlining the detailed job description and the perview within which the office will operate be made a priority. The conference further resolves that proper planning, budgeting and coordination of Co-operative Education Programmes be effected so as to help implace the status of the Co-operative Education and Publicity Officer.

Resolution Three:

REALISING the fact that if the Co-operative Education and Publicity Officer is to be involved in the total co-operative education network, his duties must be spelt out with precision and therefore recommend the following job description, subject to prevailing conditions in the countries concerned:-

- (a) The Co-operative Education and Publicity Officer shall assume the position of a head of the Education and Publicity Department directly responsible to the Manager.
- (b) He shall diagnose and determine education and training needs.

- (c) He shall initiate, plan, coordinate, motivate execute and develop co-operative education and training programmes.
- (d) He shall initiate ~~the~~ flow of information between his union staff and members on matters of management policies.
- (e) As a Public Relations Officer, he shall liaise between the union and its affiliated primary societies.
- (f) He shall keep the management informed of the progress as well as problems facing primary societies, but should refer controversial cases to more appropriate authorities for clarification in which case confidence within the system must be kept.
- (g) He shall carry out public relations and publicity functions.
- (h) He shall represent his organisation in other bodies carrying out educational functions.
- (i) He shall carry out other functions relevant and necessary for the effective operation of his duties as shall be directed from time to time by the Manager.

Resolution Four:

CO-OPERATIVE WINGS/EDUCATION TEAMS

The existence of Co-operative Wings or Education Teams be looked at as useful institutions in the total co-operative education network. It is further recommended that these institutions be continued but be subject to constant review by co-operative leaders.

Resolution Five:

THE ROLE OF THE CO-OPERATIVE EDUCATION AND PUBLICITY OFFICER AS MANAGEMENT TOOL

REALISING that hitherto Co-operative Education Secretaries have not been fully utilised by the Management of Co-operative Unions as 'management tools', i.e. been directed to help in the solving of such problems facing the management which arise out of insufficient information and knowledge among the members, the Conference URGES and APPEALS to the Management of Co-operative Organisations to view more positively and objectively the role of the Co-operative Education and Publicity Officer in problem-solving and development.

METHODS IN EDUCATION

The Conference approves the following methods and their underlying objectives to be adopted in carrying out co-operative educational programmes:-

- (i) Member information days or one day courses
- (ii) Organising demonstrative activities such as agricultural shows, participating in fairs, etc.
- (iii) Short residential courses
- (iv) Co-operative newsletters and - papers.
- (v) Educational Radio Programmes
- (vi) Member information during meetings and in addition;
- (vii) Organised study tours.

It is further recommended that for the Co-operative Education Secretary to adopt these methods more effectively, he should be properly equipped with the tools of his trade.

Resolution Seven:

RECRUITMENT, TRAINING AND PROMOTION FOR CO-OPERATIVE EDUCATION AND PUBLICITY OFFICER

REALISING the need to develop Co-operative Education as a career, the Conference recommends that clearly stated terms and conditions of service providing for career development opportunities within the co-operative education network, be drawn up by the management of Cooperative organisations outlining the following particulars:-

A RECRUITMENT

- (i) Basic entrance qualification be School Certificate or the equivalent thereof, but, exceptions should also be accommodated so that experienced and well trained candidates with lesser formal educational background are considered on the basis of their merit.
- (ii) Apart from the foregoing qualifications co-operative training and experience should be taken as a pre-requisite in recruiting the Co-operative Education Secretaries, and Publicity Officers.

B. TRAINING NEEDS FOR THE CEPO

Opportunities should be provided for, so that the Cooperative Education and Publicity Officer undergoes training in all those subjects related to his work, and in particular, adult education methods and techniques, cooperative ideology, and journalism.

C. PROMOTION

Flexibility should be exercised in considering career development i.e. CEPO should aspire towards horizontal as well as vertical promotion.

For the fulfilment of the above objective the CEPO should always have an assistant so as to ensure continuity in the educational activities.

Resolution Eight

A "Centre" for service and support of the Cooperative Education and Publicity Officer's work be maintained in each country. Such "Centre" may be set up as is most suitable in the country concerned although the Conference feels that the respective national Cooperative Apex organisations would be the appropriate bodies to be charged with this responsibility.

Resolution Nine

REALISING the diversity of terminology used in Cooperative education within the sphere of influence of the ICA Regional Office, NOTING the confusion that is likely to arise in the ICA Regional Office's efforts to coordinate cooperative education activities in the Region, the Conference RESOLVES that where possible a register of common terminology or terms often used in Education and Training be compiled, and that the ICA Standing Committee on Cooperative Education Training and Publicity be charged with this responsibility, assisted by the ICA Regional Office.



MODEL JOB DESCRIPTION FOR CO-OPERATIVE EDUCATION

SECRETARY

Presented to

REGIONAL CONFERENCE ON THE EDUCATION SECRETARY SYSTEM

BY A WORKING GROUP CONSISTING OF:

Mr. C. Ngibombi - National Study Organiser, CEC, Moshi - Chairman

Mr. D.O. Arende, Assistant Commissioner for Co-operative Development  
Kenya - Secretary

Mr. A. Karekona - Co-op. Education Secretary, Mbarara

Mr. D. Wakunuma - Co-op. Education Secretary, Choma

1. INTRODUCTION (Objectives)

We consider the responsibility for staff development, education and training must be based on the organisation. It is the organisation which has the primary responsibility to know what the members of each employee are expected to do and to see that their potentialities are fully developed and that they receive all the education and training they need. We consider that the Manager of the Union should accept the responsibility as Executive Head of the organisation for the education and training and development of the staff and members.

Education and training can only be effective in the context of a sound organisation where there is clear understanding of each person's role and also an objective appraisal system to see how well the role is being performed. Education and training are an integral part of the running and development of the organisation and must be viewed in the light of managerial climate and philosophy of the organisation which in turn dictate its personnel and financial policies and its ultimate goals. They cannot be considered in isolation. The primary emphasis of education and training must therefore be on the development plan of the organisation which includes all the people forming it and working in it rather than the education and training of individuals to plug specific gaps and to improve specific areas of operation. We wish, however, to stress that formal education and training are not the panacea for all organisational ills though they may play an important part in the cure of many of them.

Staff training is to be considered a career long activity. It will start with a proper induction, continue with on-the-job instruction and may include courses specifically designed to fit an individual for increased responsibilities. It will most certainly involve the improvement of his relevant knowledge, attitudes and skills at appropriate stages throughout his careers. This will involve all organisations in carrying out a thorough task analysis for all posts. By task analysis we mean a detailed description of the job within which its areas of activity and level of responsibility are defined and the knowledge and the skills required by the job holder are clearly identified. Such analysis are a useful aid to self-development and also in assessing training needs. Indeed without them it is impossible to identify the talents and skills which are required for the job or to evaluate how well the task is being performed. These are essential prerequisites of a successful and effective staff development programme and organisation.

2. JOB DESCRIPTION

1. Head of Education and Publicity Department and directly responsible to the General Manager.
2. To diagnose and determine training needs. (Helping and directing the learners to identify their needs for co-operative education within the scope of a given situation. It is important for the C.E.S. at the very early stage to try and base his approach as far as possible on the "felt-needs" so as to stimulate the learners' desire for self-improvement).
3. To create favourable conditions that will encourage the learners to want to learn.
4. To plan, co-ordinate, motivate and execute co-operative education in a way for members, committees, staff and general public (potential members) such/as to achieve his Union's educational goals and objectives.
5. Inform the members and staff from time to time the activities of the Union and her affiliated societies through public meetings, radio, newsletters, circulars, film shows and any other approved and effective media of information.
6. To be responsible for publicity and public relations of his Union in order to create and promote good relations between members, committee members and staff within the affiliated societies and the different institutions in the area.
7. To develop training programmes and set strategies of training development.
  - (a) Determine and describe what is to be achieved.
  - (b) Do what is necessary to achieve the desired results.
  - (c) Check to see that success is achieved in what is set to be done.
8. To carry out any other functions and responsibilities relevant and necessary for the efficient and effective operation of his Department as directed by the General Manager.

CO-OPERATIVE EDUCATION SECRETARY, HIS STATUS AND RESPONSIBILITIES  
IN THE REGION

- By Arne Holmberg

1. INTRODUCTION

This paper deals with a "Union" meaning a Marketing Union or a multi-purpose Union or on the whole a secondary society with affiliated primary societies. The tasks of the Co-operative Education Secretary as a Union employee is, at least to a considerable extent, linked with the problem of having a good understanding and a joint policy among the affiliated primary societies and the Union itself. The area covered by all the primary societies together is supposed to form a natural region for instance, by way of common produce, such as the coffee production on Kilimanjaro or comprising one tribe or other ethnic groups or certain geographical area, etc.

The reasons for having many primary societies and one Union in the Area and not one big primary society concern the distances to the headquarters and the communications as well as the development of agriculture in the Area.

Under the present circumstances in all our countries it is certainly important to consider the rural co-operatives as village co-operatives - co-operatives for a comparatively small area within walking distances for the members. The successful primary society therefore tends to be a multipurpose one which, in various ways, assists its members.

2. KEEPING THE SOCIETIES TOGETHER IN A COMMON POLICY

It is always easy to blame somebody else for difficulties encountered. It is easy for a primary society to blame the Union for not being able to negotiate the prices for the crops and it is also easy for the Union to blame the primary societies for not doing their job efficiently. We have got the democratic machinery through which the primary societies have board-meetings and general meetings and are able to inform the Union and the Co-operative Office of their wishes and thoughts through copies of the minutes from these meetings. We have also got the representatives from the societies to the Unions general meeting and to the board of the Union. In addition, there is the supervision and control function by the Co-operative Department and sometimes by the Union Office.

Nevertheless, it is strongly advocated in this paper that this machinery is not enough but that it is the task of the co-operative education secretary to organize the various educational activities in the different primary societies and in the Union between the general meeting so as to catch, collect and record for the management of the Union the views of the primary societies-how the relations between the primary societies and the Union could best be organised. During the first one or two years of his work the CES shall find himself collecting a lot of complaints and negative statements but it is important for the management also to look into those as there may reflect something that is generally wrong and the correction of which could concern several or all societies. Thus, when the usual complaints have been dealt with it should be possible through member and committee-member education, to gradually switch the debate about relations between the societies and the Union onto a positive and constructive stage, where the development of the co-operative societies and the Union turn into new faces of multipurpose activities.

It is the task of the co-operative education secretary to work out a draft education plan or outlines of an education plan and discuss that with the education committee. This plan should be prepared well before the estimates for the coming year of the Union is submitted to the board of directors for consideration. It may thus be necessary to have at least two meetings of the education committee, as it is not only the question of preparing a plan for twelve months but also to work out the costings of that plan. No manager will seriously consider a plan unless it is also provided with estimates. If he can know what the total cost for co-operative education is, should also know whether it is possible or not for the Union to accept a sum of that size. It is for the manager to convince the board of directors to accept the co-operative education plan for the coming year. The board shall submit their total suggestions for the coming year to the general meeting. If the manager, the board and the general meeting find that they cannot afford the co-operative education activities suggested there are only two possibilities either to cut down the activities or to discuss whether the primary societies themselves could contribute towards the activities in their own societies.

A particular problem in this context concerns the cost for a training staff in the primary societies as this can usually not be borne by the societies themselves but contributions from the Union are necessary.

As the co-operative education secretary is responsible for preparing the co-operative education plan and estimates, he is also responsible for the execution of the contents of the plan. This necessarily involves the co-operation of other Union staff as well as the co-operative department staff and possibly other government staff and also co-operation of the Union board and the societies boards. A quality that we must find in the co-operative education secretary is thus that of being able to organise and also to enthuse and work well with others. It is necessary that he shall travel a lot. We should find him visiting the primary societies at least twice a year.

It is also natural to include in the responsibilities of the CES the democratic machinery of the primary societies and the Unions. He should teach the committees about their own responsibilities and the importance of, for instance, keeping the minutes. A general meeting should be held and again minutes from these meetings should be kept and acted upon in the society and the Union.

Whether or not the co-operative education secretary is the secretary to the Union board meetings is a question of minor importance, but the CES should read the minutes of the board meetings and take care that actions are taken on all questions of education, information and publicity.

Usually, the co-operative education secretary is also responsible for publicity and public relations of his Union and this again is a serious task. Certainly, the most important matter is the good relations between members committee members and staff within the societies and Unions themselves, but of great importance is also the relations between the Union and the different institutions in the area as well as the concept of the public about the Union, the societies and their work.

### 3. THE STATUS OF CES.

The CES should report to the management. In a fairly small Union this means reporting exclusively to the general manager and probably to be asked to come to the board meetings to give certain reports there. In a larger Union, it also usually means to report to the general manager but in certain cases to other assistant managers such as the assistant manager, the produce manager or the chief accountant in certain specific cases.

It therefore seems natural and important that the Co-operative Education Secretary is a departmental manager whose foreman is the general manager. His reporting to the general manager could be in writing or orally; at intervals to be decided in each Union. The important thing to observe is that by organising education for the members, the committee-members and the staff of all affiliated societies and the Union itself, the CES has a very good outlook over the situation in the entire area concerned by the Union. "Co-operative Education" is thus not to be regarded as a theoretical subject but a vehicle to organize member, committee-member and staff education and thus create a fruitful discussion and interchange of information which in all essential parts concern the practical problems and the policy of the Union.

Let us explain this in the following way:— By organising co-operative education in a way that member, committee-member and staff meet each other at least at some occasion and then discuss the local problems, the question of their own society, a lot of important information and suggestions are coming up which should be screened by the co-operative education secretary and brought to the management for attention and decision. A great feeling of responsibility and good judgement is therefore important for the co-operative education secretary.

Another important part of the CES status is that of being the secretary to an education committee or an education sub-committee. This is further dealt with in the next section.

### 4. THE RESPONSIBILITIES OF CO-OPERATIVE EDUCATION SECRETARY

For a considerable time the CES shall find that most or all of the primary societies are not in a position to carry out systematic co-operative education for members, committee members and the staff. It is therefore important that the co-operative education plan is prepared to cover all the societies and the Union itself.

On the other hand an important responsibility for the CES is to associate himself with its members or even non-members (e.g. teachers) in the primary societies who are willing and able to assist in co-operative education in any way.

The target is to become self-reliant and as soon as the CES finds that a primary society is able to plan and carry out at least part of the co-operative education plan itself, it should be assisted and encouraged to do so. This is also natural if we think of co-operative development. If our Union and societies are working together in a strong, positive atmosphere, they shall find themselves expanding into new areas and thus increasing the business, in which case they are able to take on more responsibility.

5. IN CONCLUSION:-

Co-operative education should not be regarded as something which preferably must be there because the text-books say so. A constructive discussion between the members, the committee-members and the staff is the life blood of the co-operative and it is only through such interested participation that the co-operatives can expand in a sound manner.

When it comes to the secondary society, with many affiliated primaries, it is therefore important that somebody, that is the co-operative education secretary, is keeping the societies and the Union together by way of a well organised information and co-operative education. This work must be well planned and it should not be considered to be of minor importance.

The work of the Co-operative Education Secretary, carried out with good judgement and a feeling of responsibility, is therefore also a bridge to <sup>success</sup> and an important career for the Co-operative Education Secretary himself.



THE ROLE OF CO-OPERATIVE EDUCATION SECRETARIES IN KENYA

A paper presented by Miss. C. Chemirmir, Education Officer, Kenya National Federation of Co-operatives, to the ICA Regional Conference on the Co-operative Education System. Noshi 11 - 15 June, 1973.

GOVERNMENT POLICY

The Government accepts that the co-operative movement has an extremely important role to play, particularly in the small scale farming areas. Quite apart from social and political factors, there is no doubt that a strong co-operative movement would maximize the income of Kenya's peasant farmers by, on the one hand, performing essential functions of processing and distribution on a larger and more efficient scale than would be possible for the individual grower, and on the other hand, giving him a share in the profits associated with these operations rather than letting them accrue entirely to private middlemen. A strong co-operative movement would also facilitate the expansion of agricultural credit and the technological progress associated with it, among other things, by simplifying the collection of loan repayments from borrowers' crop proceeds at the co-operative society level.

Education and finance are the two vital factors which must be met if the co-operative movement is to be firmly placed to play a more vigorous role in our economy, and as this is the principal objective, these two factors will be given a high priority in the allocation of the resources available to the Government.

The Government felt that the Kenya National Federation of Co-operatives Limited, which is the organ of the co-operative movement of the Republic is to be encouraged to preserve and foster the democratic principles upon which the movement is founded. Although for the time being the role of the Federation remains advisory, it is to be encouraged to play a full part in the development of certain aspects of the movements such as in the education and training programmes, including co-operative publicity. Also the Federation is to prepare the way for future Insurance Co-operative Union to handle all insurance business of the movement. Every possible assistance will be given to the Federation in its current plans to establish its own Headquarters in Nairobi which would also conveniently house other national co-operative organization such as the Co-operative Bank of Kenya.

The Federation is a member of the International Co-operative Alliance and an active participant in the East and Central Africa Regional activities.

(Quoted from Sessional Paper nr. 8, 1970)

THE HISTORY:

The post of the Co-operative Education Secretaries was initiated by Kenya National Federation of Co-operatives in early 1970. The Secretary General went round to all Unions in the country trying to explain the importance of having a person called Education Secretary who could co-ordinate the training activities in the Union.

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Most of the Unions did not realise the importance of Education Secretaries. Some of the Unions were financially poor and in that case it took sometime for the Unions to employ an Education Secretary. In the first instance the Education Secretaries were employed as part-time which means they used to divide their time for several jobs. Some were accountants or Assistant Managers of the Unions as well as performing the duties of Education Secretaries.

The first introduction course of Education Secretaries was held at the Co-operative College of Kenya in August 1970. It was a one week seminar where few part-time Education Secretaries and some of the representatives of the Unions attended. As the year went by more Unions employed the Co-operative Education Secretaries because they had seen the needs of Co-operative Education.

DEVELOPMENT:

In February, 1971, a two weeks seminar for Education Secretaries was held at the Co-operative College of Kenya and six of them had a chance to go to Sweden later in the year.

Well, by the end of 1971 nearly all Unions had agreed to employ Education Secretaries and there were 10 Co-operative Education Secretaries employed. Most of them did their best to see that this work of the Education Secretaries was really performed, and this is a great development. K.N.F.C. saw that this development was really needed in the field of Co-operative Education, thus the Education Secretaries were assisted by KNFC in producing pamphlets for Member Education. KNFC produced hand outs and supplied them with necessary information. KNFC has been able to arrange two Local Seminars - one in Embu covering Eastern and Central Province in 1972 and another one in Kisumu covering West Nyanza and Rift Valley Province.

PRESENT POSITION:

The present position of the Education Secretaries in Kenya is quite good, and up to date. We have 16 Education Secretaries employed on full time or part-time basis by the Unions in the country. This is a very big success for KNFC.

Nearly all the Education Secretaries have the Audio Visual Aids to use in Member and Committee education such as tape recorders, slide projector, flannel boards and chalk board.

Here below you can see Member Information days table carried out by Education Secretaries.

MEMBER - INFORMATION DAYS TABLE:

PROVINCE	1970		1971		1972		TOTAL	
	1 D.	1P	1 D.	P	1 D.	P.	1 D.	P
CENTRAL	-	-	90	13,969	107	25,940	197	39,909
COAST	14	3,000	16	3,126	19	676	49	6,802
EASTERN	-	-	-	-	80	18,893	80	18,893
NAIROBI	-	-	-	-	-	-	-	-
NYANZA	-	-	10	1,693	38	5,715	48	7,678
RIFT VALLEY	-	-	-	-	-	-	-	-
WESTERN	12	1,100	40	3,004	26	2,450	78	6,554
SETTLEMENT	10	2,400	-	-	16	1,076	26	3,476
TOTAL	36	6,500	156	22,062	286	54,750	478	83,312

These are only approximate figures.

xx. 1.D. = Information Days,

P. = Participants.

The member information days have normally been arranged for ordinary members of the societies on the factory or locational level.

In many cases a film has been shown to attract participants and also to convey a co-operative message. You can see from the table that in Kenya we have done very little member education and some Provinces have even done nothing. It is the intention of KNFC to see that all the Unions have Education Secretaries who will embark on member education at the society and the union levels.

Our experience so far shows that there is a great need for Co-operative Education in the movement. We have to embark on member education because we have found out that the co-operative movement in Kenya cannot develop very quickly unless the masses have been informed about the importance of Co-operatives. Staff Education had been undertaken by the Department of Co-operatives.

The future plans of KNFC in the role of Co-operative Education is to see that all Unions employ Co-operative Education Secretaries. If there will be Education Secretaries who are capable of carrying the Education activities, the Department would hand over the training of co-operative personnel and members to the co-operative movement thus increasing the responsibilities of KNFC. Just now KNFC has employed an Officer who is assisting Education Secretary by supplying educational materials, organising national seminars, overseas courses and other educational activities within co-operative movement.

## CO-OPERATIVE EDUCATION SECRETARY SYSTEM IN UGANDA

Co-operation in its practical sense is learning to live successfully through joint effort of co-operators in their socio economic needs. All endeavours in Co-operatives point to Education of the owners of Co-operative business. This is the only way to bring pressure to bear on people to appreciate the co-operative system as a business beneficial to society.

In order to reach members more effectively and to preach useful gospel to the grassroots, Uganda Co-operative Alliance Ltd recovered financial stability with re-organization whereby primary societies at the village level became members of the Alliance through their district co-operative unions.

### HISTORY

As a central organization within staff and an income depending on the whims of Union Managers up country, it was realized that by advising the unions to create the post of Education Secretary a gap would have been bridged between the farmers and the Co-operative Educators. The Alliance as the education arm of the movement then could directly transmit their efforts through these secretaries who would in turn contact the farmers on the spot.

Close contact was seen as the most valuable. A local officer who is in daily contact with the farmers would be able to interpret their problems and suggest cures better than someone (Alliance) hundreds of miles from the village. The problem paused at the time this was suggested was the control of these officers. Would they be responsible to the unions or to the Uganda Co-operative Alliance Ltd? This problem still remains unanswered.

Most unions responded and created these posts so that now there are over 20 Co-operative Education Secretaries some of whom are part-time and others full time. Those unions which have perceived the use of education have even gone further to appoint Assistant Co-operative Education Secretaries and News paper editors.

### DEVELOPMENT

Having created the post of the Co-operative Education Secretary, it was essential to lay down not only the job description but the modus operandi of the whole system. The first course for Co-operative Education Secretaries was conducted in September, 1968. The course programme included principles and history of co-operatives. The details of conducting educational programmes were given, operation of films and other cine equipment as tools of education and practical instruction in running a one day course. The capital aim was to have each union use the services of an education secretary and where a union was not able to recruit one, at least a member of the staff would be assigned to Education.

Co-operative Education Secretaries were taught how to report to union managers, the Co-operative Officers in the districts and the Uganda Co-operative Alliance Ltd. To gauge the effectiveness of the system in disseminating co-operative ideas it was found necessary to ask Education Secretaries to indicate: Number of Committeemen, members, non members attending courses and film shows.

The production of local Newsletters was thought useful since in most areas the Newsletters are the only written word for public consumption. Again Co-operative Education Secretaries are required to report the number of papers produced and the time taken, the cost and the distribution of the paper.

EXPERIENCES

POSITIVE:

Experience shows that wherever the Education Secretaries have reached, farmers have great interest in self development and education becomes a priority to them. Attendance has greatly been appreciated. The chiefs in villages have awakened and noted with appreciation the courses conducted in their areas. Their involvement is very helpful to the development of the co-operative movement. Any course organized becomes more useful when chiefs as local leaders are invited to attend. Any community project supported by local dignitaries succeeds more than success.

At all centres members of primary societies have felt it necessary to learn new ways of doing things. The reason is that ignorance has caused a lot of their problems. In short education has been accepted by the rank and file as their salvation in co-operative development.

NEGATIVE:

There has been some bad experiences as well. Union managers have tended to develop other sections more than education so that education is always counted as number one to drop in hard times. Results from education are not immediate and budgets tend to favour other developments. Consequently Union Education Secretaries get underpaid and are denied transport facilities.

Yet it has been realized that education is the key to development. Many Education Secretaries have been diverted to other duties. This in itself is both positive and negative; - Negative in the sense that the most important section of co-operative development is denied of their services; positive in that Co-operative Education Secretaries are so versatile as to fit in every vacancy that arises. The system is good in that respect.

Members enjoy the teaching when the educator travels to them and shortens their journeys to the wings. Every successive course to a society is always more liked than the one before thus showing a great thirst for Co-operative Education.

Most co-operators have been elected chiefs mainly because of positions they have held in their co-operatives. Co-operative Education has thus helped to train local leaders especially those who have served as Committee-men. It has been reported that those who attended courses were topped in performance by co-operatively educated chiefs. The role of co-operative education therefore is being felt and credit goes to the Co-operative Education Secretaries system.

We co-operative leaders feel that this is an encouragement in itself that people trust the co-operative leaders to be elected as sub-Chiefs.



The Co-operative Education Secretary's system creates personal and group contacts at village level and is beginning to show effective influence in rural leadership and higher standards of responsibility and performance. The role of public relations for unions is being effectively carried out by Co-operative Education Secretaries who act as trouble shooters for both the Union and the Uganda Co-operative Alliance.

The Uganda Co-operative Education programme is on a "double barrel" basis as far as the movement is concerned. One is effected through the normal classroom method for managers and secretaries of primary societies. The other seeks to effect education informally and this is where C.E.S's come in.

Co-operative Wings have operated for at least 6 years. Wings have been used for staff training for the department but several sandwiched courses have been conducted as well. The formal education approach calls for a well planned and scheduled classroom system and the Co-operative Training Wings sometimes at borrowed premises on District Farm Institutes have proved useful especially for society members, officers and paid staff.

The informal approach is purely adult education and implies more loosely knit gathering of people with similar interests and this is the very grassroot of society where our Education Secretaries are effective. The Education Secretary has to schedule and conduct this type of course.

However the two methods can and have invariably been combined so that the following figures speak for themselves.

<u>TYPE OF COURSE</u>	<u>COMMITTEE</u>		<u>SECRETARIES</u>		<u>MEMBERS</u>		<u>OTHERS</u>	
	Course	Atten dance	Course	Atten dance	Course	Atten dance	Course	Atten dance
1970	71	1304	45	823	9	173	181	3875
1971	51	8921	66	1251	7	126	197	4387
1972	76	1342	40	815	5	127	282	5946

N.B. By others is meant those categories of employees who serve the unions e.g. fitters, budgerary controllers, store keepers etc.

#### DISTRICT CO-OPERATIVE EDUCATION COMMITTEE

A further development is the creation of education committees to liaise with the department of Co-operative Development and the Uganda Co-operative Alliance. These are supposed to plan the activities of the district to help solve some problems on the spot. These are then referred to the National Co-operative Education Committee. The institution of this committee is intended to liaise all rural educational programmes in the most practical way by acting as a clearing house for exchanging of experiences throughout the country.

#### THE PRESENT POSITION

There are now over 22 unions with established posts for Co-operative Education Secretaries. About 5 unions have established the post of Assistant Education Secretaries and others have appointed full time editors for the local Newsletters.

PLANS

1. In view of tendency to assign Education Secretaries to other assignments, it is realized that the union management have not recognized the role of education. It is therefore planned to concentrate on Union Committees on the role of Co-operative Education and the part played by them. This will help Co-operative Education Secretaries to get recognition.
2. Hitherto the education budgets of unions leave a lot to be desired. Consequently Education Secretaries (some) are grossly underpaid despite the heavy duties assigned to them. It is being planned to uniformize the terms and conditions of service including those of education secretaries to fortify their morale at work.
3. To make co-operators respect their training it is planned to set a syllabus and grade the courses in order to award certificates of achievement. This syllabus will assist both the instructors and the Education Secretaries to plan their courses accordingly.
4. To mobilize the rural education it is also planned to pump more blood in the District Co-operative Education Committees as these will promote the effectiveness of member education. It has been realized that where these committees are effective the work of Education Secretaries is progressive.

Year	1951	1952	1953	1954	1955
...	...	...	...	...	...
...	...	...	...	...	...
...	...	...	...	...	...

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DEPARTMENT OF CO-OPERATIVE ZAMBIA:

A paper presented at the Conference on the role of Co-operative Education Secretaries held at - MOSHI - TANZANIA from 11th June -15th June 1973.

1. The idea to employ Co-operative Education Secretaries in all the marketing unions and other secondary societies to carry on co-operative education in these institutions was first discussed at the First National Co-operative Conference. One of the many resolutions dealing with co-operative education was that C.E.S. should be employed in all societies either on full time where a society can afford or on a part time basis. It was also suggested at the same conference that education committees should be formed in all secondary societies to assist the C.E.S. and to co-ordinate, plan and initiate co-operative education in the society and its affiliates.
2. Following the recommendations of the conference most of the societies appointed education secretaries from their already serving officers - Secretary/Treasurers. This in fact meant that besides their normal duties as Secretary/Treasurers, these officers also did educational work in the society. As the Education Committees were not appointed in all secondary societies the secretary worked hand in hand with the Training Officer of the Department of Co-operatives. Together they made education plans for the society which were later consolidated into a Provincial or District Co-operative Education Plan. Two three week courses, for Co-operative Education Secretaries were organised at Luanshya Co-operative School in April and November 1971, involving 68 Co-operative Education Secretaries.
3. Out of the 68 Co-operative Education Secretaries only 30 were really active during the year 1972, and practically all of them worked on part-time basis. Their achievement was in most cases very insignificant because they lacked funds to run the course and the societies could not employ the C.E.S. without Government's assistance.

However, when the Mobile Education Teams were established in the Southern Province Co-operative Marketing Union and Eastern Province Co-operative Marketing Association, C.E.S. in these Organizations were engaged fulltime on Co-operative Education work and their achievement for the six months has been tremendous. They have organised more than 50 courses involving nearly 1,000 participants. They have run special courses for capitalists who we intend to prepare to be society managers when multipurpose societies are organised in the Provinces. They have also organised study-groups to discuss the idea of multipurpose.

4. Our experience with the C.E.S. although the idea was seriously taken up by many societies, when it was first discussed has been that most of the societies have had neither funds to finance education activities nor to pay the C.E.S. either on full time basis or on part-time. It was an idea that was taken without providing the necessary organisations to support their work.

5. When the Co-operative Movement is fully reorganised in Zambia, there is hope that a more complete organisation of Co-operative Education Secretaries will develop along with the re-organisation and development on multipurpose lines. It is also hoped that when in the future a society is financially self-supporting, it can employ an Education Secretary at least on a part-time basis. However, our greatest hope in the activities of Co-operative Education Secretaries is when the Co-operative Centre is established, for then the field unit at the Centre will give much better guidance and service to the education secretaries than the case is to day.

THE CO-OPERATIVE EDUCATION SECRETARY IN TANZANIA - By: C.W. Ngibbombi

In an organised form Co-operative Education started in Tanzania in July, 1964 with the establishment of Co-operative Education Centre (CEC).

It was later felt that the Co-operative Education Centre could not possibly keep track of all the educational activities in the country from the headquarters at Moshi. In 1965, therefore, it was decided to establish the post of "Contact-man" in each union who, on a part-time basis, could act as a link between CEC and the primary societies affiliated to the union.

Two seminars for these contact men were organised in 1965, and many things were discussed, inter alia;

- (a) Their Duties as contact men.
- (b) Their relationship to the CEC on the one hand and other agencies (e.g. Co-operative Development Division) dealing with Co-operation on the other.
- (c) The importance of Co-operative Education to members, committee-men and the general public and the tactics to be used in its spread.

It was later discovered that Co-operative Education in Tanzania was of such importance that it could not effectively be carried out through the use of part-time workers. CEC therefore advised the unions to employ special men and women whose exclusive duties would be the spread, in an organised way, of Co-operative Education to members and the general public. This was a trying time for the Co-operative Movement in Tanzania. Co-operative Societies, through Government crash programmes, were mushrooming across the width and breadth of the country. At the same time members were very dissatisfied with the decrease in prices and poor services rendered to them by the inexperienced and inadequately trained personnel.

This advice was, reluctantly in some cases, accepted by the unions, thanks to CUT and Government prodding. The title was changed from contac-men to "Education Secretary". This was in early 1966.

STATUS AND CAREER OPPORTUNITIES

The status and career opportunities of these personnel were never clarified and in fact there is no evidence anywhere to show that such an important thing was ever seriously discussed. The reasons for this negligence are many but they all revolved around the fact that CEC was, from its inception, regarded as the fore-runner of CUT's Education Department and hence the need to equip and finance Education Departments in unions did not arise. In the initial stages, therefore, the Education Secretaries were being regarded as supporting staff for CEC wings. It was therefore expected that most (if not all) of the present staff of CEC would revert to CUT once external finance was terminated.

CENTRAL SUPPORT

It is natural that the Education Secretaries should be co-ordinated from one centre. In Tanzania, this is the CUT to which all unions are affiliated. However, co-ordination and collaboration will also have to be maintained with the proposed National Institute of Co-operative Education (NICE) and the Zonal Colleges. In the proposed Co-operative Education System, this collaboration has been clearly defined and elaborated.

### ACHIEVEMENTS

It should be realised that without a well-established CES system, especially in the Mwanza/Shinyanga area, Co-operative Education would not penetrate to the remote areas. In fact it could be said with some justification that where the union education personnel are posted to take charge of several divisions (chiefdoms or locations), educational work has been immensely successful. Thus the Mwanza/Shinyanga unions have contributed a lot to co-operative education through this way. In fact without the Zonal Education Secretaries in these areas CEC would hardly make a break-through.

### The Present Set-Up

As indicated above, the Education Secretary has been used for all practical purposes as supporting staff for the Co-operative Wing. In this regard they have been working in close collaboration with the wing staff in the implementation of plans drawn up by the wing and CEC headquarters.

In this situation lies the dilemma of the Co-operative Education Secretary in Tanzania. He is employed by the union and yet in most cases he executes programmes which the union management is either ignorant of or uninterested, or both. This is especially so in those unions where the importance of Co-operative Education is not appreciated or altogether ignored. Attempts are now being made to draw up a uniform scheme of service for the Education and Publicity Officers. CEC's views to Unified Co-operative Service Commission are attached to this paper. Participants are requested to read these views and make suggestions for improvement.

### TRAINING

The training of Education Secretaries has been carried out through:

- (a) Seminars conducted by CUT, ICA, CEC/Co-operative College, and Political Education Department of TANU.
- (b) Courses at the Co-operative College, Moshi
- (c) Courses and seminars abroad conducted by ICA in collaboration with the Swedish Co-operative Centre, Sweden.

It is envisaged that the Co-operative Education Secretary will also in future become the chief spokesman of the Regional Union and his title will change to "Education and Publicity Officer". This means that more emphasis will have to be given on the imparting of skills pertaining to their duties as Publicity Officers. In this particular problem ICA has a big role to play.



CEC's PROPOSALS TO UNIFIED CO-OPERATIVE COMMISSION  
ON THE STATUS OF  
THE UNION EDUCATION AND PUBLICITY OFFICER

One of the shortcomings of the Co-operative Movement in Tanzania has always been "Un-informed membership". Steps towards eradicating this weakness were taken as long ago as July 1964 with the formation of Co-operative Education Centre (CEC) which was intended to be the forerunner of the Education Department of the Co-operative Union of Tanganyika (CUT).

Through C.E.C. and the Unions, some achievements have been registered. These achievements are, however, so far modest. Through nearly a decade of conducting member education activities, C.E.C. has learned many things about carrying on member education activities:

- (a) To carry on these activities, experienced, enthusiastic, competent and committed organisers are needed. Not anybody can become a co-operative education organiser.

To get organisers, careful recruitment must be made. It does co-operative education no good if people are selected at random and putting them into a Union and think all will be well. Like in lottery, it may turn out to be that you bought the right ticket, but it may not turn out so. This means that we cannot depend on the dictates of chance to man our unions, especially for these crucial posts. Thus careful recruitment, intensive and constant training and periodical pruning of those found unfit for the job are essential.

- (b) Secondly, a good academic background is not the sine qua non for a co-operative education organiser. With a dynamic and intelligent organiser, training can compensate this lack of a good academic background. A well-educated person whose powers of communication are modest or altogether poor cannot be as effective on this job as an experienced ex-Form IV chap who has these powers and abilities. We have, therefore, included in the qualifications for an education secretary, the statement, "Form IV or its equivalent". This has been done advisedly.

- (c) Thirdly, the success of co-operative education depends on the success of the Unions' other activities. In a word, it depends on efficient service to the membership. However articulate a co-operative education organiser may be, he can hardly attract the attention of the membership if, for example, the society's (or even union's) officials have embezzled funds leading to lack of cash to pay for the members' produce promptly.

The purpose of co-operative education is not only to educate the rank-and-file of the membership on the principles, structure and practices of a co-operative society, but also to inform them on the activities of the union and societies. If the unions and societies are giving inefficient services to the members, then the members will prefer efficient services before any theories are harangued to them in an education meeting.

Further, the theoretical teaching of the principles and practices of co-operative will only be meaningful to the member if the teachings are put into practice. Let me give an example:

In education meetings, the members are normally taught that the general meetings are the supreme authority in matters concerning their societies. This is part and parcel of the democratic principle and it is clearly stated in the by-laws of co-operative societies - yet the practice of this principle baffles many members. Why for instance does the Registrar refuse to approve certain expenses voted willingly by the members?

This is not a place to argue the pros and cons about this. It is however, a pity that some of our institutions are not ready to let the people learn from their mistakes. The argument advanced by our institutions is that if they don't interfere, a lot of money may be lost. This argument is advanced despite the fact that a lot of losses have been undergone due to "advice" from the departmental experts. The people can only learn by the mistakes they make while participating in changing reality - in making decisions they deem good and later (by themselves) come to know that they were bad decisions. The best education would, in my opinion, be that which the people learn from their own mistakes. As Mwalimu has aptly put it;

"But the decision (in an Ujamaa Village) must be made by the members, not by anyone else - even Area Commissioners or visiting Presidents... people must be allowed to make their own decisions, and therefore their own mistakes. Only if we accept this are we really accepting the philosophy of socialism and rural development. If we prevent people from making their own mistakes we are preventing the establishment of Ujamaa Villages; we can advise and warn, but if we try to run them we are destroying them".

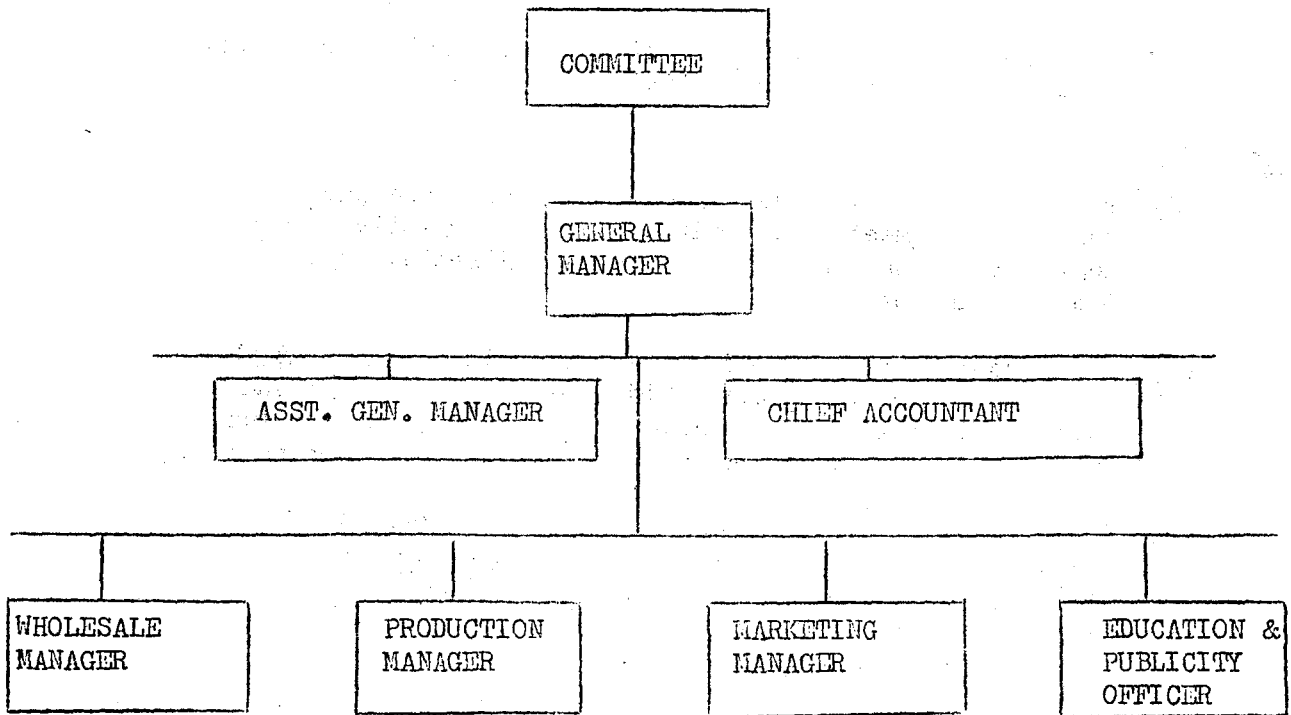
This is a clear, timely and apt policy statement from the head of State. Yet it seems not to have permeated official thinking both in the co-operative movement and the department. It is a sorry state of affairs!

My argument has been that if people are prevented from carrying out their own decisions, either by red ink across their estimates or through veiled and open threats at a general meeting, they become cynical. This cynicism does jeopardise the successes of co-operative and socialist education in the country. For the truth is that red pens have been used by Regional Co-operative Officers since 1932. The people are still as cynical and as suspicious of officials as ever. In fact in my experience, the most efficient societies are those with less direct supervision from the Co-operative (now Rural) Development Division.

I have belaboured this point because I think it effects the success otherwise of co-operative education. I have had experience in the Department, in a Co-operative Union (6 months) and in the C.E.C. (2½ years) I am convinced that a good Co-operative Department is the one which works itself out of the job. In the spirit of Mwongozo, and for the success of co-operative and socialist education this must be so. This we are going to do, remembering that the success of co-operative education depends on many other factors beyond the control of an Education Worker. Against this background, we must now turn to the more chilling job of analysing the qualifications and job description of an Education and Publicity Officer.

Yet this post cannot be clearly understood and appreciated unless we start much further and examine the union as a whole. This examination can be briefly depicted in a diagram, the organisation chart of X-Co-operative Union.

ORGANISATION CHART - X-CO-OPERATIVE UNION LTD.



etc.

In the chart above, it is being suggested that:-

- a) The Education Department should be the same as other departments.
- b) That all departments in a Union should be directly responsible to the General Manager.
- c) The function of an Asst. General Manager is to help co-ordinate the work of other departments.

After venturing this suggestion, then I can try to suggest a job description for the Education and Publicity Officer.

JOB DESCRIPTION FOR EDUCATION & PUBLICITY OFFICER

The Education and Publicity Officer is the Chief spokesman of the Union and is directly under the General Manager. He is charged with the tasks of carrying out public relations work on the union and in particular;

- (1) The Education and Publicity Secretary is responsible for member education activities in his Region and in this regard he shall:-
  - (a) Suggest member education campaigns to the General Manager
  - (b) Plan the campaigns
  - (c) Administration of campaigns
  - (d) Production of campaign material in collaboration with CUT and C.E.C.
  - (e) Follow-up and evaluation of campaigns.
- (2) The Publicity and Education Officer acts as a liason officer between the Union on the one hand and TANU, CUT, C.E.C. and Rural Development Division on the other.
- (3) The Education and Publicity Officer shall inform the public from time to time on the activities of the Union.

Member:

- (4) The Education and Publicity Officer shall take part in Conferences, meetings, seminars, and other activities on a Regional and National level as may be directed by the General Manager.
- (5) The Education and Publicity Officer shall ensure that the education of committeemen of his co-operative union and affiliated societies is taken care of and shall institute such measures as will ensure the success of such campaigns.
- (6) The Education and Publicity Officer is responsible for providing all committeemen of the Union/Society and the employees with such information as will keep them abreast with new developments in Co-operative ideology, Economic and Political changes.
- (7) The Education and Publicity Officer will supervise the activities of other members of staff under him and must ensure that they get adequate training and regular information which will make them well informed about the activities of TANU, C.U.T., C.E.C./CC, U.C.S.C., the Union and other National Institutions.
- (8) The Education and Publicity Officer shall be responsible for the publication of a regular Newsletter describing the activities of the Union.
- (9) The General Manager delegates to the Education and Publicity Officer authority to undertake all activities appertaining to member/committee education and publicity.

- (10) The Publicity and Education Officer must ensure that committeemen, members and staff of the Union and its affiliates are enrolled for such correspondence courses as are produced by the C.E.C. and the National Correspondence Institute.
- (11) The Publicity and Education Officer must ensure that study groups are established in each of the affiliated societies and shall arrange:-
  - (a) Education meetings
  - (b) Courses and seminars
  - (c) Study Campaigns, etc. for members, committeemen and staff of the Union/Society.
- (12) The Education and Publicity Officer shall carry out administrative functions related to his office subject to the General Manager's directions.
- (13) The Education and Publicity Officer should closely collaborate and co-ordinate with all other persons or institutions dealing with co-operative education and development in particular and Adult Education in general, and in particular TANU, C.U.T., C.E.C., I.A.E., E.O./A.E., R.D.D.
- (14) The Publicity and Education Officer needs by virtue of his office, a high degree of endurance because he is required to travel widely and extensively and good co-ordination with all departmental heads.
- (15) Social activities - sports, etc.
- (16) The Education and Publicity Officer is duly bound to maintain close co-ordination with all heads of departments of the Union.
- (17) The Education and Publicity Officer is the Chief spokesman and Chief Education Officer of the Union.

#### QUALIFICATIONS:

The Union Education and Publicity Officer must have the following qualifications:-

- (1) Form IV or equivalent (essential).
- (2) Fluency in Swahili (both spoken and written).
- (3) Co-operative Background (essential) with a minimum of Final Management Course (essential).
- (4) Knowledge of Journalism and Publicity (essential).
- (5) A creative mind, ability to suggest new ideas and approaches.
- (6) Ability to work on his own, dynamic and willing to take extra burdens in periods.
- (7) Ability to scrutinise details and to read and write fast and prepare constructive reports.
- (8) Administrative ability to plan, organise, co-ordinate, direct and control member education courses and campaigns, study groups, etc. on a Regional level.
- (9) Ability to work with, and co-ordinate the activities of his assistants and outsiders.

THE TRAINING OF AN EDUCATION & PUBLICITY OFFICER

The training of an Education and Publicity Officer should be preceded by careful recruitment as emphasised before. The personnel to man these posts should be recruited from the following sources:-

- (a) From among the present incumbents who have proved good at the job. Co-operative Education Centre recommendations are being communicated to UJIMA under Confidential cover.
- (b) From among Union and Government Co-operative Inspectors - who are dynamic and have an aptitude for communication.
- (c) From among Grade A Teachers with not less than two years experience in teaching.

TRAINING:

- (a) Co-operative Training: up to Final Management and Administration. Course. level.
- (b) Teaching Training: Should preferably get a Diploma in Adult Education offered by the University of Dar es Salaam. This is especially essential for those who have had no teaching experience
- (c) Journalism and Publicity Training: Possibilities should be found to look for training institutions at home and abroad to train these people in publicity and journalism.
- (d) As Education Officers, these personnel should be encouraged to read widely so as to remain up-to-date on developments in Economics Co-operation, Socialism and Politics. Reading materials for these personnel can be prepared by N.I.C.E. in co-ordination with I.A.E., University and International Co-operative Alliance.

PROMOTION POSSIBILITIES AND SCHEME OF SERVICE: (See qualifications & job description - supra)

For the career of an Education and Publicity Officer, the following ladders can apply:

Branch Education Secretary: (Zonal)

This is the lowest position held by people entering the Union Education Department.

Qualifications: Std. X or equivalent with several years work in the co-operative movement or in the teaching profession.

Salary: Shs. 4,200/- x 180/- - 4,920/- x 360/- - 8,880/-.  
Entry point depending on experience etc.

Assistant Education and Publicity Officer:

Chief Assistant to Education Officer.

Qualifications: As those of Education Officer but with Administrative ability.

Salary: Shs. 7,800/- x 360/- - 8,880/- x 420/- - 13,080/-

Education and Publicity Officer: Head of Education Department - directly responsible to the General Manager.

Salary: Shs. 15,000/- x 600/- - 18,000/-; 19,440/-  
x 960/- 26,160/-.

Clerical Staff:

The Education Department should have several clerks to work exclusively on Education matters e.g. the mimeographing of reading materials, etc.

P R O G R A M M E

THE EDUCATION SECRETARY SYSTEM

UNIVERSITY OF ZAMBIA

Monday 11-6	Tuesday 12-6	Wednesday 13-6	Thursday 14-6	Friday 15-6	Saturday 16-6	Sun
8.30 OPENING Practical Informa- tion Presentation of participants.	The Co-operative Education Secretary in his Union and in the total education system. Introduction by Mr. A. Holmberg	The CES as a Management Tool. Introduction by Mr. J. Kimani ..... Group Work	Education Methods in the CES work. Introduction by Mr. B. Genberg	Centralised service and support for the CES. Centrally initia- ted, planned and co-ordinated campaigns.		
10.30 COUNTRY PAPERS Presentation and discussions. 1. Kenya 2. Uganda	Group Work	Cont. ..... Plenary session	CES Job Description. Proposals and discussion	Summing up. Evaluation. Resolutions.		
12.30				CLOSING		
14.00 COUNTRY PAPERS cont. 3. Zambia 4. Tanzania	Plenary session	Study tour to an Ujamaa Village	The CES: - his recruitment, training and promotion.	(Meeting of the Standing Committee on Co-operative Education.)		
16.30						

Some films will be reviewed a couple of evenings, as suggested by the participants.

## REGIONAL CONFERENCE ON THE EDUCATION SECRETARY SYSTEM

MOSHI June 11 - 15, 1973

LIST OF PARTICIPANTS ( )  
(alphabetic order)KENYA

D. O. Arende	A.C.C.D. (Ed.) Co-op. Department, Nairobi
C. Chemirmir	Asst. Education Officer KNFC, Nairobi
K. Fremstad	Director of Studies Co-op. College, Nairobi
B. Genberg	Education Co-ordinator, Co-op. Dept., Nairobi
S. Karugu	CES Muranga
J. Kimani	Union Manager, Kiambu
H. Yego	CES, Kericho

TANZANIA

N. Kaaya	CES, Arusha
A. Kazwala	Deputy Principal CEC/College, Moshi
Iziryay	Establishment Officer, UCSC, Dar es Salaam
C. Ngibombi	Nat. Study Organizer CEC, Moshi
D. Macheмба	CEC, Mwanza
D. Makonya	Education Officer, CUT, Dar es Salaam

UGANDA

P. Batarinyebwa	General Secretary, UCA, Kampala
A. Karekona	CES, Ibarara
H. Kasigwa	Principal Co-op. College Bukalasa
A. Kyamulesire	A.C.C.D. (Ed.), Kampala
F. Wasswa	CES, Masaka

ZAMBIA

F. Bowa	Ag. Administrative Office (Training); Lusaka
A. Holmberg	Senior Co-op. Planning Officer, Lusaka
G. Musamba	CES, Ndola
D. Wakunuma	CES, Choma

ICA, Regional Office  
for East and Central Africa.

D. Nyanjom	Regional Director
R. Forsberg	Administrative Secretary
S. Hishu	Training Officer
A. Kimario	Training Officer

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