

INTERNATIONAL CO-OPERATIVE ALLIANCE

Regional Office for East and Central Africa

ICA CONFERENCE OF AFRICAN CO-OPERATIVE EDUCATION LEADERS

NAIROBI 4th - 9th DECEMBER, 1972

REPORT ON THE PROCEEDINGS

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

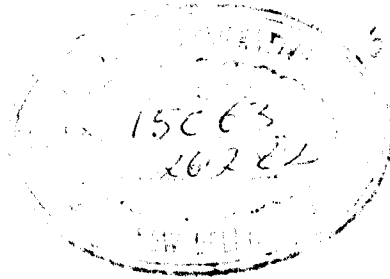
ICA/UNESCO CONFERENCE OF AFRICAN CO-OPERATIVE

EDUCATION LEADERS

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P R E F A C E

Over the past few years, a series of Cooperative education conferences have been organised by the International Cooperative Alliance, the latest of which was one for Cooperative Education Leaders held at the Cooperative College of Kenya Nairobi in December 1972. Unesco, which has recently shown an increasing interest in this type of Cooperative activity was co-sponsor of the Nairobi Conference.

The Nairobi Conference of Cooperative Education Leaders was a follow-up to earlier ones held in New Delhi in 1968, Jongny in 1970 and in Loughborough in 1971. The objective of the latest Conference was to suggest improvements in the educational facilities available in the various countries of the Region, firstly by examining and identifying the particular needs for Cooperative education and training - and then suggesting possible ways and means of satisfying such needs.

Each topic on the programme was introduced by a person with particular interest and experience in the subject. There were also general discussions on conditions prevailing in the various countries represented at the Conference, and proposals on identified areas of action were agreed upon.

The Conference was attended by Cooperative Education Leaders from six East and Central African countries namely: Kenya, Sudan, Swaziland, Uganda, Tanzania and Zambia, as well as representatives of ICA and observers from the ILO and UNDP.

In this Report, each topic is covered in the order of its appearance on the Conference Programme, beginning either with the introductory papers or summaries of verbal introductions. This is then followed by general discussion ending up with practical proposals for action. The conference deliberations on the various topics appear as PART ONE of the Report.

Also, a summary of all the proposals for action emerging from discussions under the various topics is included as PART TWO of this Report.

Finally, the opening address by the Hon. Masinde Muliro, Minister for Co-operatives and Social Services, in which he gives an informative and encouraging outline of the Kenyan Government policy for Cooperative development, as well as the present state of the Movement, appears as PART THREE.

Topic I: WHAT ARE THE FACILITIES AND PROVISIONS PRESENTLY AVAILABLE - NATIONALLY, REGIONALLY AND INTERNATIONALLY?

The topic was introduced by one of the Co-Directors of the Conference, Mr. R. L. Marshall, Principal of the Co-operative College, Stanford Hall, Loughborough, U.K.

(The following is a summary of Mr. Marshall's speech.)

- * survey categories of training needs,
- * identify training needs,
- * survey training facilities on national, regional and international level.

For which groups is training required? (It was underlined that local conditions are of very great importance.)

1. Members

- 1.1 Members must be educated to be loyal towards their society, e.g. in a savings and credit society they must show loyalty by repaying their loans. This again depends on the climate of public opinion.

Another important aspect in members education is the

1.2 Election of office bearers.

There is a variety of reasons why members elect a certain man; reasons which are relevant or irrelevant. Even the committee-members who have proved to be less good can thus be re-elected. An index on performance of elected members could be very good for guidance.

2. Boardmembers and selected officers of primary societies.

- 2.1 They should be trained to define and respect the division of responsibility. It is important that both elected officers and the employed staff can see and respect the necessary division of responsibility.
- 2.2 They should also be trained in scrutinising the progress of their society.
- 2.3 They also need to be able to assess the future line of development.
- 2.4 The elected officers, have an important task of communication between the central administration and the members. Thus they need education in communication and human relations.

3. Employees of primary societies

What training do they need?

To some extent they need the same information and skills as needed by the board members. They must assist the board to operate.

- 3.1. They must as well as the board members be able to see and respect the division of authority between the board and employed staff.
- 3.2. They must be motivated to and possess the necessary skills to give relevant information to the board. The information must be given in such a way, that it is understood by the board members. Thus it will be possible for the board to take wise decisions. The amount of information is also important for wise decision making by the board. Too little information is no good. Too much information will result in the boardmembers being confused and tending to refer the matter to the manager.
- 3.3. The staff of a society need information and skill appropriate to that kind of society.
- 3.4. They also need general management skills. The need for managerial skills is growing with the growth of societies. Management must be able to make decisions within limited time.

4. Employees of cooperative unions.

Employees of cooperative unions need very much the same kind of education and training as employees of primary societies.

5. Employees of Government Departments.

General points:

- 5.1. One task of the departmental officers is to help educate the members to self government. Thus they need to be educated in human relations, group dynamics and teaching techniques.
- 5.2. The co-operative officer should also help in educating managers of societies and unions. That they can only do if they have education and experience in management.
- 5.3. The officer should also help to educate his own masters, e.g. try to broaden the outlook of the superiors.
6. The 6th category to which it is essential to direct information is the general public. Good Public Relations will result in a climate of understanding for the cooperatives among the general public.

In most cases, the different categories receive their education, training and information, in different courses. Common needs, however, leads to common courses for different categories.

After surveying the different categories who need cooperative training and education and identifying their training needs, Mr. Marshall invited delegates from the countries represented in the Conference to give a brief report on their respective training facilities.

What training is available

A brief report on education and training facilities from each country followed.

Botswana: The Co-operative Movement is very young and very small. During the last eight years 80 societies have come up.

The Co-operative Department has four branches, out of which one deals with education and training. A central building is available for the co-operative development. It has classroom facilities and is located next to a rural training centre, where residential facilities are made available also for participants in cooperative courses.

The Cooperative Development Centre is not used exclusively for education and training but also for other activities. Training is conducted in the field as well as at the centre, mainly in the form of short courses. Because of shortage of staff in the Department (20 officers) as well as in the cooperatives, only short courses are possible to arrange. Thus there are courses of various duration for various categories every three months. Certain groups are educated in the field.

Members and the general public are educated mainly through the use of radio and short courses at rural training centre. Officers of other departments are trained in cooperation in agricultural colleges.

Kenya: The Co-operative College provides training mainly for staff of societies and unions.

ABM (Administration, Book-keeping and Management) I and II are courses that provide basic skills for staff of larger primary societies and unions.

A certificate course provide training for assistant managers of unions and secretary managers of primary societies.

It has been decided to start a diploma course for department as well as movement staff - (Up to now departmental officers are trained at the Kenya Institute of Administration).

The College has a production unit for publications and study material for the College as well as field education, and for production of radio programmes.

There is also a correspondence unite, providing preparatory courses for College students.

Field Education is organised by the department and the Kenya National Federation of Co-operatives and its affiliated unions. Members, committee-members and the general public are educated in the field.

The Department has an education and training division to execute the education policy of the Department. There are Education Teams in the Provinces.

Most of the unions have Cooperative Education Secretaries. Field education is organised through courses at District Training Centres (multipurpose) and Member Information Days. Radio and television are used to give cooperative information to the general public.

The Sudan: The Government unit responsible for cooperative development organises short courses for departmental staff-as well as employees of the movement. The duration is one to three months. Since a few years schools are used for such courses, as there is no special Cooperative Centre. There are however plans to build a Cooperative Development Centre.

Study meetings of a few hours duration, where different problems are discussed, organised in the field, have been quite successful. They are called study circles in Sudan. They are organised ones in each place and are thus not continuing study groups.

Swaziland: Cooperation was introduced in 1964. There are now some 60 societies, affiliated to four District Cooperative Unions. The Central Co-operative Union of Swaziland is the apex organisation.

Previously under the Ministry of Agriculture, the Cooperatives now have a ministry of their own. Transfer of staff to other departments was earlier a problem. The departmental staff has been trained outside the country. Members education is conducted by the Cooperative officers. A Cooperative Development Centre is to be established.

Tanzania: On the national level there are two educational institutions: the Co-operative College and the Co-operative Education Centre (CEC).

Co-operative College. The College caters for education on national level of employees of the Movement as well as the Department. Some courses for Committee-members are also organised.

Among courses arranged at the College were mentioned:

- eight weeks courses for Secretaries of primary societies,
- two years training of staff for cooperative unions, divided into: 6 months "on-the-job-training"

3 months basic course at the College

9 months at the Union

5½ months final management and administration course at the College.

Departmental Officers, i.e. Cooperative Inspectors, are also trained for two years, alternating between field training and College courses similar to employees of the unions.

There are also a variety of specialised courses at the College, e.g. for managers of Consumer Cooperative Societies.

There is also an 18 months Diploma course for employees of the Movement as well as for departmental officers.

Co-operative Education Centre. The CEC is responsible for the field training. The headquarters are at the College in Moshi, where there is a Production Unit for study material, a Correspondence Institute as well as department for production of radio programmes. Throughout the country there are twelve branches, "Co-operative Wings".

The wings are normally staffed with two tutors/study organisers, and do not have their own premises. They organise One Day Courses for members, form Study Groups and promote correspondence studies. Such courses are taken by groups as well as individual staff members.

Certain correspondence courses are compulsory for staff members who want to take a course at the College. After those courses a two weeks residential course is organised by the wing. Those who pass the tests are qualified to attend a course at the College.

Zambia:

There is at present no national training institution in Zambia, although one provincial cooperative school exists. There are however advanced plans for a national Cooperative Centre.

The Centre will have a Residential unit, a Field unit, a Production unit and a Publicity unit. On the premises offices will be offered to national cooperative organisations, e.g. the Zambia Co-operative Federation (the apex organisation now being formed). Field education (members) is at present organised in two provinces by Mobile Education Teams. In each team there is an expatriate Study Organiser, a Co-operative Officer (Training) and an Education Secretary.

Many other cooperative unions and societies have their own Education Secretaries, normally doing education on a part-time bases.

The Cooperative Centre will organise courses both for staff of the cooperative movement and the Department. The courses will be of the same type the ABM courses in Kenya. There will be no long courses.

The Cooperative Movement in Zambia is at present in a transition period and marketing, consumers and savings and credit cooperative societies are given priority. Thus the training programme must serve and lead such transition.

The President's Citizenship College is another national training institution being built in Zambia. It will provide national and political education as well as specialised subjects to the Cooperative movement and other popular movements. The policy will be that from all groups within the cooperatives "all should come ones".

Women education.

Women participants from Kenya and Tanzania pointed out, that although women education is in principle part of member education, there has until recently been no education for women. The demand for special programmes for women education was underlined. In Kenya, following national seminars for women there has been a series of local ones. In Tanzania pilot schemes are being started, including training and formation of special cooperative societies for women.

Regional Education and Training.

Mr. Dan Nyanjom, Regional Director of the ICA, reported on ICA activities in East and Central Africa. The Regional Office is engaged in national arrangements in collaboration with the member countries as a supplement to their own national programmes.

There are also regional seminars and courses as results of felt needs. The Regional Council as well as working parties determine such needs. On these bodies are representatives of the Commissioners as well as Colleges and Apex organisation. Thus their regional meetings are very suitable for drawing up plans for the Regional Office.

The Regional Office is also trying to meet some of the need for locally produced reading material.

Women education is promoted by the Office. In 1970-71 a series of six national seminars was organised in East Africa by the Regional Office in collaboration with the member countries.

Other efforts by the Office are to develop a certain uniformity in the educational set-ups in the member countries and to coordinate among Colleges in concentrating on specialised courses, e.g. for consumer coop. managers in Moshi.

Practical Proposals

This Topic did not lend itself to the formulation of proposals, but during this and other sessions, some points with practical implications were accepted for examination:

1. Training (and Education) had to deal not only with information and skills, but also with the attitudes and values required in co-operative enterprises.

2. The process of determining provision in training should encourage those who are to be trained to express the needs as they see them and should take that expression into full account.

3. There was a considerable value in taking stock of present needs and provisions and of making projections into the future whether on the comprehensive range of training or for selected categories of training. It was acknowledged that all projections were subject to uncertainty but the narrower the area of projection perhaps the less speculative it would be.

4. Any programme of training based on such projections depends on the existence of a defined code of employment, satisfactory salary scales, terms and conditions of service and incentives for career development. In this connection, considerable interest was expressed in the efforts made by Tanzania towards meeting this need through the Unified Co-operative Service Commission.

5. Any projection is likely to lead to a definition of needs and a definition of resources available. It is to be expected often that the resources will not be adequate for all the needs, and there arises the question as to how the priorities are to be arrived at. One of the factors in this exercise would be:-

- Whether there would be more advantages in helping the weaker societies to get priorities in having their personnel trained, or whether training should be devoted to making the relatively strong societies even stronger.

Topic II. WHAT ARE THE MANPOWER AND TRAINING NEEDS TO BE MET IN THE CALCULABLE FUTURE, AND WHAT DEVELOPMENT DO THEY REQUIRE IN THE FACILITIES AND PROVISIONS ALREADY REVIEWED?

A Ease Study on the Kenyan Situation Introduced by
Mr. J. K. Muthama, Commissioner for Co-operative Development
in Kenya.

MANPOWER AND TRAINING NEEDS WITHIN THE CO-OPERATIVE MOVEMENT
IN KENYA

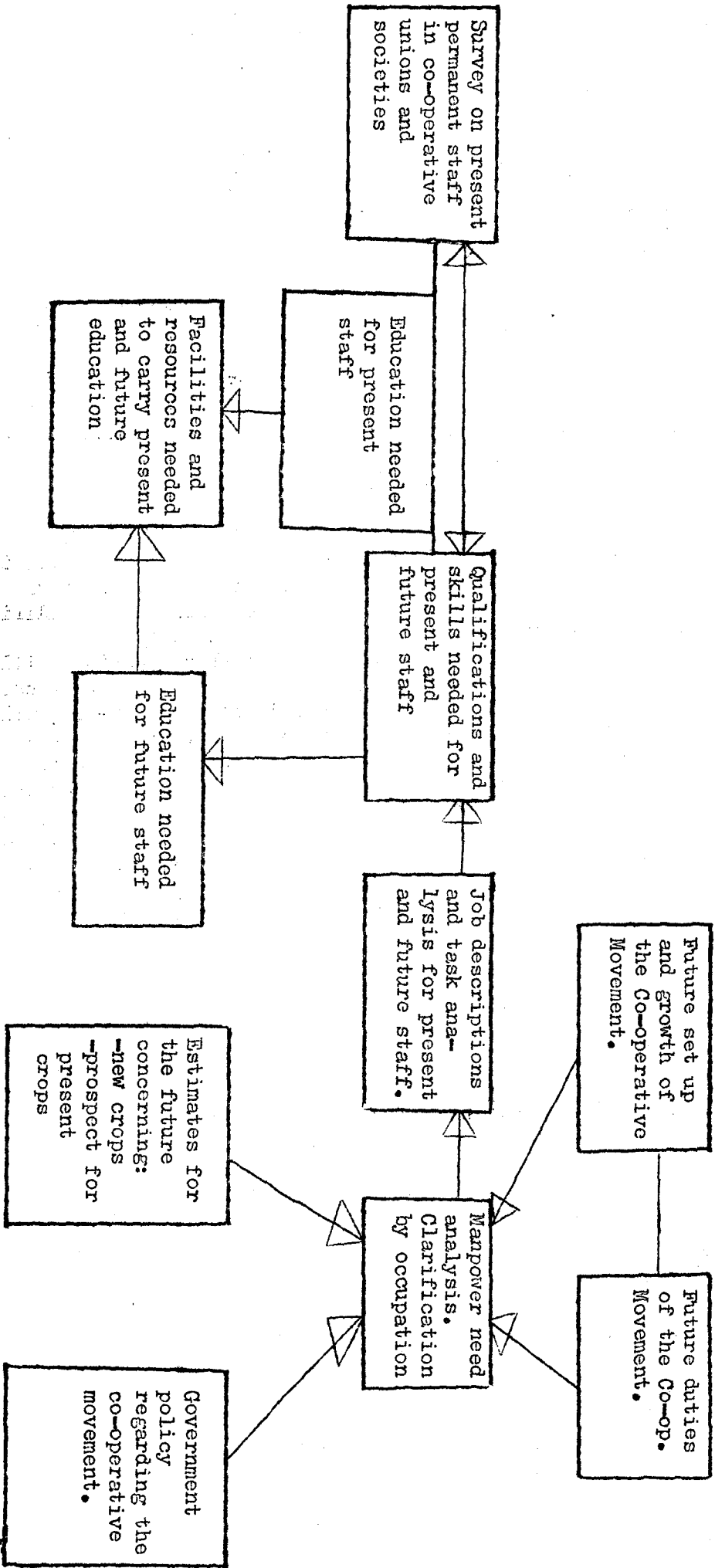
When a developing country is faced with the task of planning for its education facilities and resources, the first questions to emerge are: What kind of manpower will be needed in the future for our development? What kind of skills and qualifications are needed? How many engineers and agronomist do we need in the years to come? These and similar questions will have to be considered and receive at least a tentative answer, because the way the education system is designed to-day, will determine the pattern of tomorrow's manpower. The answers on these questions will affect the structure, orientation and syllabuses of secondary schools, vocational training institutions and universities. In order to tackle this problem, an analysis of future manpower requirements has to be undertaken within the educational planning. These are several methods which can be applied in the manpower analysis, all of them with their own shortcoming and advantages. One technique is to assume that there is a fixed relationship between the number of employees and the rate of output. A rule of thumb, which has been applied in the manpower forecast of the Kenya Development Plan, 1964 - 69 says that:

- if output (G.D.P.) is to grow by X percent annually, the number of employees termed as top-level should increase with 2X, and second level personnel should increase with 3X per year.

The validity of this rule has been questioned, since practical experience has not yet verified the underlying assumption.

Now, what has this to do with manpower and training needs in the co-operative movement in Kenya? Quite a lot, I would say, because it is the same reasoning and principles we should follow in our educational planning. We are definitively not able to do as comprehensive surveys and analyses on our "micro level", as the nation wide planners have to do, but we should use the same approach and way of thinking since we are facing the same kind of problems. Let's therefore see how we look upon this problem in Kenya.

A MODEL FOR ASSESSING THE MANPOWER AND TRAINING NEEDS IN THE CO-OPERATIVE MOVEMENT IN KENYA



1. We have here a situation in which the problem can be more easily handled if broken down into four parts:

- (a) To assess the training needs for presently employed staff.
- (b) To predict the future manpower requirements.
- (c) To assess the training needs for future staff.
- (d) To determine the resources needed to carry out the training.

We will first have to define what we mean by the word "manpower". This is done by using an operational definition, that is, simply all the various categories of staff employed in the movement (~~see separate list appendix L.~~) The committee members constitute an extremely important group in the educational planning, and can not be left out. However, since the elected committees differ so fundamentally from the employed staff, they will be considered separately later on.

2. In order to solve the problems listed above, the following steps (see diagram) are required.

Problem (a) Assessing the training needs for present staff.

- Steps:
- 1) Survey qualifications and skills of present staff.
 - 2) Make job descriptions and task analysis for present occupations.
 - 3) List the qualifications and skills needed for present occupations -
 - Basic education.
 - Experience.
 - Co-operative knowledge.
 - Technical knowledge.
 - 4) Compare 1) and 3) to obtain training needed.

Problem b) To estimate the future manpower requirements.

Method: - Carry out a manpower need analysis.

Problem c) Assessing training needed for future staff.

- Steps: - Based on the manpower need analysis, make job descriptions for future staff.
- List qualifications (basic education, experience, co-operative knowledge, technical knowledge) needed for future staff and thereby determine education needed.

Problem d) Determine what resources are needed to carry out the training.

Method:- Transform training needs of present and future staff into training programmes. The programmes to determine the need for resources, finance, education facilities and manpower.

A few comments on the above procedure.

3. Survey on permanent staff.

The starting point is to make a survey on the presently employed staff. Such a survey gives us the present qualifications (basic education and vocational training) of the staff. These surveys are done every second year and we are just about to carry out the third one.

These survey give us:

- the basis for planning of the education activities for the staff.
- a good overall picture of the size and composition of the staff. This year we are also making an inventory of the salary structure, duration of employment etc. All this information will constitute a very useful basis for our Department when it comes to assisting and guiding the movement in personnel management questions (terms and conditions of service, appointments, salaries etc).
- valuable trends in the variations (increase and change in the composition) of the staff "stock". This is necessary when predicting the future manpower requirements of the movement (see below).

4. Job descriptions and task analysis.

In order to find the education needs, we have to know what qualifications are required for the various staff categories. Job descriptions are therefore required, which can be broken down tasks. If a proper and detailed task analysis can be made, it can be easily transformed into qualifications and skills needed for performing the tasks. Job descriptions, and particularly task analysis, of all the staff categories is a very comprehensive and difficult task, which we with present resources in the Department are not able to do in detail. But if we are able to think and work along these lines and prepare at least some standard job descriptions for the most common categories, then we are on the right track and have reduced the risk for making the wrong decisions.

5. Education needed.

When we have obtained the qualifications required and present qualifications of the staff, it is so to say a matter of comparing these two, and let the education needed bridge the gap.

6. Manpower need analysis.

To forecast the future manpower requirements is a problematic job, but has to be considered if the Department should be able to meet the educational demands when they arise and plan for the facilities needed. The degree of difficulty of course varies with the period of time chosen.

A pre-requisite for predicting the future needs for manpower is the knowledge of the composition and size of the present staff. This data has been obtained through the surveys described above. The forecasting technique will then be to extrapolate past trends in the increase of the staff, and try to correlate the number and categories of the staff with the growth of the movement. Variables for growth, which could be used in this connection are rate of total output, rate of output cropwise and number of societies and similar.

There are several factors which affects the manpower requirements, and it is desirable to take them into the picture, and try to determine what influence they will have on the growth of manpower in the movement.

Such factors are:

- Government policy regarding co-operatives. (Example: Co-operative Development Policy for Kenya, sessional paper No.8 of 1970)
- Future set up of unions and societies.
Will for instance the settlement societies form unions? Such a move will definitely affect the manpower, requirements, particularly regarding the composition.
- Future duties of the co-operative movement.
Is it likely that the movement will extend its activities to other sectors in the marketing chain? Taking over ginneries is a good example where the co-operatives have advanced into the processing stage.
- Crop diversifications etc.
What are the prospect for present crops and which new crops can be of interest to the co-operatives in the future? Will the co-operatives start collecting and processing tea? All these questions have a bearing upon the manpower needed in the future.

A question of particular interest, which could be answered by the analysis is: What is the future need for high-level personnel? Does the development of the movement require more top-level manpower than it has at its disposal to-day?

Educational planning for the committee members.

7.

Finally a few words about the committee members. Any education planning has to include this group, the training of committee members is in the long run regarded as being of the same importance as training of the staff.

Systematic training of committee members has been carried out for a number of years. But, in order to obtain a better picture of this important group, we will in the near future conduct a survey on the committee members in the co-operative movement in Kenya. This inventory will give us the following information about the committee member:

- Age
- Occupation
- Ability to read and write
- Basic education
- Co-operative training undertaken
- How long he, on the average, remains in office.

This data will be at great value in our further planning and improvements of the education activities for the committee members.

Topic III PROGRAMMES IN NATIONAL, REGIONAL AND INTERNATIONAL TRAINING CENTRES.

Introduced by the other Co-Director to the Conference, Mr. J. G. Ayugi, Principal of the Co-operative College of Kenya.

Present training at the Co-operative College

There are in Kenya some 3,400 people to be trained within the cooperative training programmes, excluding the member education. Most of the training is done at the Co-operative College during short courses. Recently, however, a course of eight months duration has been introduced.

The basic course at the College is called ABM I, where ABM stand for Administration, Bookkeeping and Management. Staff from cooperative societies and unions come to the College for ten weeks basic training, after which they go back to their respective societies with some special assignments. Emphasis is put on the practical work during the training.

Those who are successful in the ABM I can come back to the College half a year or a year later for an ABM II course. The same subjects are taught, but on a more advanced level. During the course the participants go for another special assignment in their own societies. Their work is then marked by the teacher at the College. Successful students can come back, six or twelve months later, for a longer course, leading to the Certificate in Cooperative Administration.

During the Certificate course, the students are sent out to their societies twice to work practically with specific assignments. From time to time the College lecturers go out in the country to meet with the ex-students, so that they can learn about the problems facing them at the field. This enables the teaching to deal with current problems in a practical manner. The training has resulted in tremendous improvements in the management and administration of cooperative societies, it was reported.

There are also specialised courses, e.g. for coffee factory managers or savings and credit secretaries.

A type of course, in which the Conference showed great interest, was the committee-members short residential course at the College. Committee-members from the same societies as are concurrently sponsoring students attending ABM-courses, are invited for one week. They have a separate programme, aiming at sorting out their problems in the field. Towards the end of the week, there are joint sessions with the ABM students and the committee-members when they discuss common problems together. These courses have proved to serve a very useful purpose.

The demand for committee-members courses from the Cooperative Movement is very great, and can at present not be met.

Future plans.

It is being discussed, whether the ABM courses should be provided in form of correspondence courses. That would enable the College to concentrate on higher level, as the students would have passed the ABM I or ABM II level before attending College courses.

From next year the training of departmental officers will be moved from the Kenya Institute of Administration to the Co-operative College.

It has also been discuss whether the college should only teach subjects related to the cooperatives, or whether the students, while attending courses at the College, should also be prepared for the National Examination, particularly in bookkeeping and accountancy.

The Tanzanian approach.

From Tanzania it was reported, that there are certain differences compared to Kenya. Ever since the Co-operative College was established in 1963 it has combined the training of Governmental Officers and Movement personnel. The two categories are however attending different courses.

Correspondence courses, followed by a two weeks residential course organised by a Cooperative Wing, is compulsory for those wanting to attend a training course at the College.

While staff of primary societies and unions mix in the same basic courses in Kenya, the two categories are attending different courses in Tanzania.

The best students from the Cooperative Inspectors Course and the best ones from the course for Union personnel may attend the advanced Diploma course. Its duration is 18 months. Theoretical training at the College is combined with practical training in the field, 15 months and 3 months respectively. During the field studies the students are given specific assignments and they also write up case studies.

Among specialised courses the training of staff for consumer cooperative societies was mentioned. The College in Moshi has a Training shop which is combined with a class-room, where training is organised. Other specialised courses are arranged when there is a need, e.g. in distribution of food stuffs when cooperative unions started such business.

At present there are plans for decentralisation of training of staff of Tanzania's new kind of primary societies, the Ujamaa villages. This may be by way of transforming some Cooperative Wings into Regional Cooperative Training Centres.

The College is also planning special recruitment of women, who are later to work in cooperative societies. During their training at the College they will be integrated in the classes.

The Rural Development Division, which has now been merged with the Co-operative Development Division, had three training centres for women. These training centres will now be used also for cooperative development and women attending courses will be taught cooperative ideology and cooperative management.

Plans in Zambia

The Zambian training on national level has been discontinued, but during 1973 training for secretary/managers will be organised again. There will be no long courses.

There has not been very much training of staff from primary societies, as most primaries do not have any staff but are run by the committee-members.

Local courses of two or three weeks duration are being planned for marketing societies staff. They will be complemented by correspondence courses. Later on there may be follow-up courses on national level, eight to ten weeks long.

The question of College Staff

On the question whether the colleges could get qualified teachers, it was reported that the question of "teachers training" for teachers/lecturers has been identified as a real problem.

The Regional Office is planning to invite an expert on teachers training to come to the Region and work some months on each Cooperative College, where he will give further training to the teachers and develop the use of teaching aids.

The importance of field experienced teachers was stressed, and the Nairobi College reported that when they employ teachers who come from the University, the teacher goes to the field with certain study tasks, before he starts teaching.

The specialised training offered by the universities and adult education organisations in Dar es Salaam and Nairobi was also discussed and the Conference expressed the view that such training offered should be utilized more than at present.

A Swedish experience

Mr. M. Jonsson reported from the Consumer Cooperative College in Sweden, where a certain type of training has proved to be of very great value to the Movement.

Young people are employed for a period of two years as assistant teachers. During their stay at the college, they get a very good training and they do research work, concurrently with their work as teachers and leaders of group study sessions.

After their two years training/teaching, they return to the field, where they are offered positions with societies and unions. Career possibilities have proved to be very great for people with this background.

Committee-members training

The Conference noted the importance of training Committee-members at the Colleges, but suggested, as it is impossible to meet more than a small fraction of the total needs of such training, that more emphasis must be laid on field training.

Individual correspondence teaching for this category is not possible, but correspondence courses and radio programmes are very good media to support study groups.

From Botswana it was reported, that bringing the whole committee together for one to two days training is very useful. Thus the committee is trained to work as a group and is prepared to take action jointly when they return to their tasks in the society. This is far better than taking one or a few committee-members from different societies for training.

The Regional Level

On training programmes at the regional level, the Regional Director Mr. D. J. Nyanjom reported that the ICA Regional Office does not have its own training institution. The Office operates by assessing the training needs of the Region through the ICA Working Party on Education, Training and Publicity, on which the Commissioners are represented, as well as College Principals and the Secretaries General of the various national apex organisations. Thus the Working Party is capable of discussing broad policy matters.

The minutes of the Working Party go to the Regional Council for endorsement.

The Working Party has been able to discuss, quite usefully, educational problems of mutual interest to the member countries. The results have been, either that recommendations on what ought to be done have been sent back to each country to improve on various situations, or the Regional Office have taken action by organising seminars, conferences or courses to try to provide solutions to the problems which have been identified.

There is a regular annual Regional Committee-members Seminar, where committee-members of the apex organisation come together discussing aspects of cooperative development.

Another regular function is training of Cooperative Education Secretaries. Annual national seminars are organised in all member countries, followed by regional CES seminars and sometimes ending up with an international seminar.

In April this year seminar on production and use of teaching aids was conducted in Kampala. It proved extremely useful. As a result, a sub-committee on teaching aids has been set up under the Working Party on Education. The aim is to coordinate production of teaching aids in the Region.

As far as possible, any teaching material produced in any production unit in a member country will be made available to the other member countries.

Seminars for teachers/lecturers of the Cooperative Colleges are other regular arrangements for the Regional Office. As a follow-up of the Kampala seminar the latest teacher seminar in Moshi in June concentrated on equipping the teachers with the tools of the trade, by bringing in experts on teaching from overseas. The Office will continue to organise such seminars.

Topical seminars are also organised. They do not have to do directly with training as such, but deal with an aspect of cooperative development that is currently identified as important for the cooperative development in the countries of the Region. Examples are seminars on Research and on Risk Management (Insurance), recently held.

A great achievement in training policy in the Region would be to obtain uniform standards in the education and training programmes of the countries of the Region, e.g. diploma courses meaning the same thing and providing similar training whether in Uganda or Zambia. It is not easy, or even desirable, to try to influence such uniformity too far, but it has been possible for the Working Party to influence some of the more obvious cases where training programmes ought to be reviewed.

Another thing the ICA Office is trying to introduce, or rather re-introduce, is an exchange programme. Students could in that way draw from the experiences of what is happening in the neighbouring countries.

The International Level.

Mr. M. Jonsson, representing one of the International Cooperative Training Centres (ICTCs), the Swedish Co-operative Centre (SCC) presented the training programmes of the SCC.

SCC, giving technical assistance on behalf of the consumer as well as the agricultural cooperative movement, has organised seminars for cooperators from developing countries since 1962. These seminars are organised in close collaboration with the ICA Regional Offices.

When it started in 1962 it was a year-long seminar teaching cooperation in general. It was however soon clear that this was not the best way of assisting cooperative development. The duration has then decreased to some three months, and the programmes have been more and more specialised, e.g. in cooperative education, management in consumer cooperatives or in agricultural cooperatives.

SCC is trying to get leaders of a certain seniority, and can thus not have too long seminars. It is not believed to be of any great value, considering the heavy costs, to organise training on a rather low level in Sweden. That could better be done in the receiving countries.

Recruitment to seminars in Sweden is done in very close collaboration with the ICA Regional Offices, often through "preparatory" seminars in the countries concerned,

SCC does not have an institution of its own. Seminars are using the facilities of different colleges and schools, and much of the time is spent in small groups doing specialised studies of societies and unions.

Mr. R. L. Marshall reported from Stanford Hall, where he is the Principal. The ICTC there provides 20 places in a residential course leading to a certificate in Cooperative Development. There are also 12 places in a diploma course in Cooperative Development. These are nine months courses. There is also a series of three months courses on specialised topics, e.g. financial management in cooperative enterprises or cooperative education.

Practical proposals from the Conference:

In the discussions that ensued, some of the particular points made were:

6. Staff at Training Centres need not only be skilled in methods but to be experienced and effective in field work and that this contribution of experience to Centres could be secured sometimes by some system of secondment of Departmental staff.
7. For the very important task of training Committee-members "face to face" tuition was clearly desirable but that in view of the size and urgency of the task, some exploration was worthwhile of correspondence courses supplemented by Radio Programmes and organised study groups

Further points of development were:

8. Possibilities of common terminology and at the appropriate levels, standardization of course content, course duration and Certificates be explored.
9. The possibilities of some specialisation among the Co-operative Colleges be pursued e.g. the expansion of services in Consumer Co-operatives in Moshi, and also of further specialisation of staff within each College and exchange of staff among the Colleges.
10. Consideration be given to the possibility of restoring the exchange programme among colleges where the structure of training is similar enough to permit this.
11. To match the effort for Increased participation by women cooperators at all levels, the ICA Regional Organisation should provide increased representation of women in Sub-Committees, Working Parties and Seminars.

12. The Regional Office should extend its Programme of Seminars/Courses to deal with developing areas of Cooperative enterprise and interest e.g. Consumer Cooperative, Housing Fisheries, Handicrafts, Savings and Credit, Multipurpose, Research and Publications, Youth work etc. There was appreciation both of the Programme of Seminars etc. already being carried out and of the plans already made for future expansion - some of it along the lines suggested above.
13. The Regional Office should explore and encourage any effective ways of promoting women participation in Cooperatives.

In the discussion of the provision of training by the International Co-operative Training Centres, the following recommendations were made:

14. That ICTCs should ensure that there is made available adequate information of objectives and contents of the courses they were offering.
15. That ICTCs should keep their provision on the review in relation to the expanding programme in the national Co-operative Colleges which quite often undertook courses previously offered at international levels. This and other measures of collaboration would be greatly assisted by the prospect following the ICA 1972 Congress at Warsaw that principals of ICTCs and principals of Co-operative Colleges in developing countries should meet regularly to keep in review their training needs and provisions.

Topic IV : TRAINING CO-OPERATIVE MANAGERS

The topic was introduced by Mr. A. R. Kemama, Administration Executive, Kenya Planters Co-operative Union.

INTRODUCTION

I have had the privilege to become involved in the training of cooperative managers and secretaries at this college for the last 2 to 3 years. I represent the Kenya Planters' Co-operative Union, which is the Kenyawide Union for coffee societies representing some 300,000 members.

The main problem we have had to face in this training programme, is the almost total lack of teaching material relevant to our local conditions. Most of the literature we have had to produce ourselves based primarily from experience.

This is perhaps the case in most developing countries and in this respect, cooperative education leaders should seriously get down to work to produce books, bulletins and periodicals not only for the use of the managers but for the education of our ordinary members as well who are to-day becoming increasingly literate with the expanding facilities.

Another problem which is more disturbing, is that after we have trained the managers, spending a lot of the members' money, our time and effort, when the trainees go back home some of them are dismissed from their jobs by the society committee members within months before they have a chance of putting their newly acquired skills to some useful purpose.

Political intrigues within the cooperative movement at society and District Union levels, are seriously frustrating the efforts of our training programme. Education of committee members should therefore be actively considered together with that of the managers and supervisors.

When we plan a scheme of training cooperative managers, there are certain principles and managerial concepts which we must take to account and incorporate them within the training programme.

First of all, let us see what is the role of a manager in this wider concept.

THE ROLE OF MANAGEMENT

Basically, Management is essentially leadership, the guidance and control of human activity directed towards some common purpose.

This simple definition is true of any sphere of directed activity, whether under the charge of a factory foreman, a farmer, a cooperative manager or secretary; and activity in fact where the person in charge of it achieves his objectives wholly or largely through some means other than his own personal effort.

A manager, in short, gets things done by means of his subordinates. He allocates duties, stimulates his subordinates to action, and checks their work to make sure that everything is done properly. His main responsibility is the coordination of the work of his principal assistants, and through them of his subordinates.

To be more specific, management is responsible for the co-ordination of planning, accounting and efficiency of the organisation:-

1. Planning

- (a) To plan the financial policies and budgets for achieving the objectives of the business.
- (b) Obtain reliable information; select that which is relevant from what is not.
- (c) Analyse alternative plans, evaluate them in a practical manner to enable the best alternative to be selected.
- (d) Formulate practical plans for action.

2. Accounting

- (a) Maintain the accounts, records and reports to enable the plans to be prepared.
- (b) Ensure security of cash, cheques, stamps, contracts title deeds, share certificates, and any other instruments of value.
- (c) Adequately control and account for money received and money paid out, goods and services supplied, credit allowed and money paid out, goods and services received from suppliers and payments of amounts owing, capital expenditure, depreciation and stock valuation.

3. Efficiency

- (a) Provide services according to the required time-table.
- (b) Provide services according to any controls, security or any other laid down policy.
- (c) Provide services with technical efficiency and due economy, enlisting effective help from subordinates and colleagues, and making effective use of available resources.

DELEGATION AND INSPECTION

The key to efficient services within a cooperative lies in the people, and the effectiveness of the people depends on sound management.

Basically it may be said that as soon as anyone decides to engage the assistance of another to pursue some objective, a relationship involving some measure of control has been created. The clear intention is that the assistant shall enable his principal to achieve more than he could possibly do by his own unaided effort. The ideal is that the assistant should act in any situation as his principal would have acted.

By means of delegation, or the authorising of someone to act on behalf of management, the original purpose of the organisation is capable of indefinite expansion as needs arise; but at each stage of expansion, the danger of error will increase. The greater the number of people working together, the greater the possibility that any one of them may think and act independently rather than as a member of a team.

These dangers must be recognised and some effort made to check them. Hand in hand with delegation, therefore, must come its correlative inspection. It is not enough to delegate and assume that the duties passed to another will be carried out adequately. Action must be taken to see at all times that responsibilities are being fulfilled, and that the organisation is working to a common end.

The cooperative manager must delegate if he is to keep himself free for his managerial duties; to meet his managerial responsibilities, he must inspect. This is so, though in a diminishing degree, of each successive level of administration down to the lowest rank of supervision.

The importance of delegation may be summarised as follows:-

- (a) It is necessary so that no one tries to do more than he can really accomplish.
- (b) Enables the manager to free himself for the most significant tasks.
- (c) Spreads the load, giving a more even and speedier service.
- (d) Fosters a spirit of responsibility in subordinates and gives them a share in management.
- (e) Helps to develop responsibility.

INSPECTION

Inspection, as has been stated, is a corollary of delegation. It can be a very delicate matter; sometimes men would rather strike than be subjected to it.

The object of inspection is to discover things which are done wrongly or unsatisfactorily. In inspecting the work of his subordinates, the manager or supervisor will wish to satisfy himself that proper standards of accuracy, neatness, and promptness are being maintained.

As well as inspecting the finished product the cooperative manager, through his assistants, should examine the work while it is being done to see that the correct methods are being used. He should examine the work critically to pick out possible errors, not only arithmetical errors, but also errors of omission, errors of principle, departure from agreed system and absence of proper authorities.

When errors are found, the supervisor should have them corrected and also inform his manager if the matter is sufficiently serious. Skill and understanding must be used so that a situation of tension is not created.

With regard to performance, it is useful that a manager establish a time-table of work showing at what stage it is required from the various sections of the organisation. Environment has a tremendous influence on the standard of work performed. The manager should see that the best possible conditions are maintained. Some aspects to be considered in respect to office or factory conditions are:-

- (a) Layout Is the arrangement logical for the work of the section? Does it make the best use of available space, and give access to desks, machines, telephones e.t.c.
- (b) Lighting. Are jobs where bright lighting is of particular importance.
- (c) Ventilation.
- (d) Cleanliness and Tidiness Do the cleaners do their work satisfactorily? Do the clerks keep their desks reasonably tidy?
- (e) Maintenance Is the building in good decoration and good repair.

To summarise, a manager ensures that the major objectives of the whole cooperative are translated into the individual objective for each participant, through the scheme of delegation, safeguarded by an essential but sympathetic policy of inspection.

CONTROL AND INTERNAL AUDIT

Among his many responsibilities, a cooperative manager has the duty of ensuring accuracy and preventing fraud. In planning, the cooperative duties must be so divided that fraud cannot go undetected without collusion. In selecting staff, consideration must be given to trustworthiness. In selecting procedures, steps must be included to check and prove the accuracy of work done.

These steps alone are not sufficient to enable a manager to be sure that all is well. In spite of routine checks, scrutiny and reconciliations, errors in principle and in execution will arise, unless some independent check is imposed. This is the function of the internal auditor. He could be an accountant or the cooperative secretary.

The scope of the responsibility of internal audit will be decided by the organisation manager to ensure that the books of the business present a true picture of its affairs. The main functions of the internal audit will cover the following:-

- (a) All security measures to ensure safety of cash, goods and other assets.
- (b) Check that all clerical work is being carried out to schedule.
- (c) All work done serves some useful purpose.

Internal audit is principally concerned with accounts and other office records; but it is important to note that management relies to an increasing extent upon statistical information in formulating policy. It relies on departments to provide a picture in words and figures of what is happening. If this picture is distorted by errors of principle or practice, managerial decisions are liable to be incorrect. Whoever assumes the responsibility of internal audit, should include within its sphere every record kept in every department.

PERSONNEL PRACTICES

Good management results largely from good personal relations between managers, supervisors, and subordinates. The scope of personnel practices is wide and includes working conditions, terms of employment welfare and social amenities. As to which of these practices are adopted must depend upon local conditions and local circumstances.

In considering the physical working conditions, all departments of the cooperative must be borne in mind - the office, the factory, the warehouse, the shop. Conditions throughout the organisation must conform to some general policy. Elaborately decorated and equipped office serving a factory in which conditions are hard because of the nature of the work, can only cause ill-feeling and lack of cooperation between departments.

Regarding organisation rules, while some rules are necessary for the smooth running of the business, a multiplicity of rules may, be regarded as unreasonably restrictive. Rules should be few and such as would receive the natural support of ordinary people.

There is also the need to maintain a reasonable degree of communication between the staff and management. There is need for the staff to be kept informed of changes and developments which will affect them in their work. Conversely, there should be an opportunity for the staff to ask questions about such matters. Supervisors should regard it as a duty to report to their manager any matters of interest concerning their subordinates. The Manager will then be able to commend good work or work carried under difficulties, offer congratulations or sympathy in family matters, and generally demonstrate his interest in the individual.

As we have seen earlier, cooperative managers must operate through individuals working as a team. An effective team must have unity of purpose, and unity of understanding. These when achieved, are not the outcome of chance, but of positive and sustained efforts on the part of the manager.

SUPERVISION

The supervisor holds an intermediate position between the manager and his subordinates. He has a definite field of responsibility for a section of the organisation and may have group leaders between himself and the subordinates.

He will have fellow supervisors within the organisation, contact with other departments, and with the customers or suppliers outside the organisation which he serves. His duties and responsibilities reflect this position and exist in the respect of each of these relationship.

The manager is responsible in defining the supervisor's responsibility through the means of delegation. He should also aim to prevent an overlapping of duties as between one supervisor and another, and should ensure that every function is covered. He should also ensure that every supervisor will refer back to him for guidance and decision when circumstances beyond his delegated authority arise.

On the part of the supervisor, the supervisor should keep his manager fully informed as to the state of work in his section and particularly of any adverse tendencies, such as work falling behind schedule or becoming defective in any way. Apart from dealing with the work, discussion should cover staff relationship, any shortcomings which exist and steps proposed to remedy them; the merits of those suitable for promotion and the general conditions of the section as a social unit.

Of all the factors affecting the work of the section, the human one is the most complex and the most delicate. The staff of the section make the greatest single demand upon the supervisor's time and energy. While he is in the first instance responsible for discipline, he must try to know his staff, understand them and be understood by them as human beings. He must seek to acquaint himself with their domestic backgrounds and personal interests, without appearing to dig into their private affairs. He should be able to demonstrate to his subordinates that he is an approachable, sympathetic and sensible man, capable of advising them, not only regarding their work, but also regarding their personal affairs and on their worries, and so create an atmosphere of mutual respect.

In conclusion, I would like to summarise very broadly what we have discussed so far. A cooperative manager is responsible not only for arranging how a piece of work shall be carried out, but also for organising the work of others. His fundamental task is to decide how best to generate and improve the resources in men, skills, money and material, and how to use effectively these limited resources, to produce what members need in terms of goods and services.

Practical proposals

Following the Paper prepared by Mr. H. Kinyua on the experience of the Kenya Planters Co-operative Union, and delivered in his absence by Mr. J. Kimana, the particular points were:

16. That Cooperative Organisations should play a positive role both in planning courses for their Managers and in selecting participants.
17. That to achieve the necessary collaboration between Committee-members and professional management it was necessary to keep in balance the training for both to include in both attention to the respective roles and functions and to provide for them to share as far as appropriate, common studies.
18. That in view of the importance of Departmental Staff in training managers up to certain levels the training of that staff should help to equip it for the task.
19. That in meeting the lack of teaching materials for training in management there needed to be the closest liaison between the production sections of the Colleges and the practical experience of the co-operative organisations.

20. Both nationally and Regionally, a useful line of advance was to provide courses in which, in fact, managers were, as far as possible trained by fellow managers.
21. On the international level it would be useful to explore the possibilities of special courses for Co-operative managers of appropriate level in the programme of the International Centre for Advanced Technical and Vocational Training sponsored by ILO.

Topic V ; TRAINING THE TRAINERS

The topic was introduced by Mr. M. Jonsson, Course Organiser of the Swedish Co-operative Centre.

A paper with background information on the situation in the East/Central African region was circulated by the ICA Regional Office, which paper is reproduced here below, followed by Mr. Jonssons paper.

TRAINING THE TRAINERS

Some notes prepared by the Regional Office for East and Central Africa of the International Co-operative Alliance.

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1. The co-operative form of organising various economic activities has come to play an important role in the economic and social development of many countries, not least in the young countries of East and Central Africa.

There are many reasons behind this especial interest in co-operatives and, indeed, reliance upon co-operatives from the side of the development planners. The time is past when co-operatives were seen as a panacea for all ills and/or the easy way towards rapid development, but the more realistic appreciation of their possibilities, adopted today, has not reduced the confidence in the co-operative movement. Their role has rather been given a higher status, but with that goes also an awareness of their weak points and of the part played by the various elements of which a co-operative organisation is composed.

Where the operations in general, and particularly the economic performance, tended to be seen as something which could be judged as independent phenomena, albeit influenced by people connected with the organisation, the view of today is, that it is the people who matters. The performance is a product of the contribution of all the people who form a co-operative organisation in action:— members, elected office bearers and employed staff. Hence the standard of the performance - and consequently the contribution from the co-operatives towards the general social and economic development - depends on the standard of these various categories of people.

There is also the growing awareness that real development can not be achieved through building up an ever so strong economic machinery in a country, while the majority of the people are left behind in relative ignorance. President Nyerere of Tanzania has expressed these thoughts in a pamphlet "Freedom and Development:"

"For the truth is that development means the development of people. Roads, buildings, the increase of crop output, and other things of this nature, are not development: they are only tools of development. Development which is not development of people may be of interest to historians in the year 3,000; it is irrelevant to the kind of future which is created."

As it happens, it is the co-operative movement which offers the largest and best organised "infra-structure" in any one of the countries, through which a great number of people on different levels of an important sector of the economy can be reached, and exposed to what we might term "development education" in a very broad sense. The co-operative movement offers a machinery not only for economic development, but also for social development of a first rank importance.

It would therefore be difficult to overstress the role of education and training and of information and enlightenment in co-operative development. It is a pre-condition for the very survival and development of the co-operatives as economic enterprises, and at the same time perhaps one of the more important contributions to the "development of people". Another quotation from President Nyerere's pamphlet could really serve as a motto for the task with which the co-operative educators are faced, and point to the broadness and the depth of it:

"A man is developing himself when he improves his education - whatever he learns about; he is not being developed if he simply carries out orders from someone better educated than himself without understanding why those orders have been given."

This puts the co-operative educators' task into a nutshell. They should not merely instruct and drill the people - which is fairly easy to do - but help them to understand. And that is sometimes a very difficult task, which few people are born to do. It requires theoretical knowledge and practical training, as well as any other exacting work. Educators, or "trainers" to use another word, need professional skills to do the efficient job, which is expected from them.

2. The Training System

The organisation of co-operative education in the East and Central African countries has gradually taken shape in recent years, and is, by and large, not a source of great worries and problems. It needs improvements and adjustments all the time, but that is a universal thing and is in no way something which is confined to the newly developing countries.

The training system is, with technical variations from country to country, adjusted to the needs, and it is working on three levels:

- (a) On primary Society Level, i.e. educational activities directed to members and elected office bearers (and employed staff, as a matter of course) in one society at a time. This is the real grass root level, where the target groups are sometimes illiterate and with a very limited frame of reference, when it comes to the "modern" ideas the educators are supposed to put across.
- (b) On District Level, i.e. as a rule an "elite" (say, chairmen and other committee members) selected from among societies affiliated to a Union on district or regional basis. The training takes the form of class room education or direction of seminars. Some staff training is also included.
- (c) On National Level, i.e. a programme of courses arranged by a Co-operative College. The courses are predominantly instructive and attended by employed staff (including personnel in Government Departments for Co-operative Development). The level of the instruction given at the Colleges is rising, and rather advanced courses are included in the programme. Training which used to be obtained overseas, is these days available in the region.

3. The Trainers

One can roughly divide the trainers into two categories:

- (a) Trainers, exclusively working "in the field", i.e. up to District level. These are the Education Secretaries, who are employed by the secondary organisations, the Unions, and teams (normally of two trainers) who are employed either by the Government or by the central co-operative training institution.

- (b) Trainers who are attached to the Colleges, i.e. teachers or tutors in the traditional meaning of the word.

There is some overlapping, in the sense that College teachers are sometimes requested to assist in the field training, mainly that on District level, but that is unfortunately not a standard practice, so the two groups are fairly distinct for each other.

In two of the countries, viz. Kenya and Tanzania, and to some extent also in Zambia, one has to take note of another division of the trainers:- the locally employed ones and expatriate trainers, a great majority of the latter being under the Nordic technical assistance schemes.

4. The Background of the Trainers

Trainers within the co-operative training systems were, until quite recently, almost exclusively drawn from the cadre of Co-operative Departmental personnel, and were such Co-operative Inspectors or Officers, who had some years of well-merited work in the co-operative field behind them, and who were deemed to be in possession of the ability to pass on their own knowledge to trainees on various levels. Non-governmental personnel were rare, often for the simple reason that co-operative training was the responsibility of the Government, and the question of employing - and financing - special personnel for training purposes did not necessarily have to be tackled. Suitable persons, already in Departmental Service, were just assigned to the training section.

There are still many trainers of this category within the training systems - perhaps a majority. In addition to the practical experience, referred to above, they have, as a rule, a good formal education and they have themselves passed through the existing training with good results, and almost without exception also one form or another of overseas training.

The "Departmental monopoly" in the training field has, however, now changed. Training institutions are having a more independent status, and can employ teachers on their own budgets. The most notable trend, in this new situation, is that Colleges are trying to attract University graduates with an academic background relevant to the training programmes: - economy, business administration etc. The co-operative teaching field is now also opened to those who have had their practical experience within the movement proper, but comparatively few teachers have been recruited from that sector, one reason being that the qualified people are so badly needed where they are.

The Education Secretaries, and some trainers in the field teams, are also non-departmental personnel, and they are to a large extent recruited from the co-operative movement staff. They are usually some years younger, and with a shorter period of experience, sometimes also with somewhat less formal education, than those who are recruited to serve as College teachers.

The background of the expatriate trainers varies quite considerably. They are not all, as one could be led to assume, professional educationists. Some of them are, and others are experienced in the administration of adult education, but not so few of them are recruited on the same basis as the local staff:- well-merited practical experience in a field which is relevant to the training programmes and a good formal and technical education in the background.

5. The Problem

The problem is indirectly indicated in the above description of the trainers' background. They have got the formal education, and up till now in most cases also a solid practical experience of co-operative work, but they have not had a chance to obtain a professional knowledge within the field of education. They may be experts on several theoretical or practical aspects of co-operative organisation and administration, but they are amateurs as teachers. This is, of course, a somewhat sweeping statement, and the intention is not to cast a blame on the trainers, who are doing a job, which must be deemed excellent if one takes into consideration the heavy odds they are working against. But the fact that co-operative education and training is carried out by personnel, who are basically amateurs, non-professionals, as trainers has to be recognized and remedies have to be sought.

The lack of pedagogic knowledge is actually not the central problem, but rather one of the causes of it. The very heart of the problem is the reduced efficiency of the training.

However perfectly organised the training systems are, - well planned, well financed, well equipped and well staffed, it all comes down in the end to a situation, where the trainer is facing the trainee, and "the message" is supposed to get across. That is the situation in which a knowledge of the theory of learning, and of efficient methods and techniques to apply, should be the tools of the trainer.

If he has not got them, he can not be supposed to achieve very good results. There is, thus, probably a considerable loss of efficiency due to the absence of the trainers "professional tools" of this nature. The productivity of the training efforts is unduly low.

The co-operative trainers in the region have, of course, been given some professional training but on a very limited scale and far from all of them. They also complain, many of them, that their work is made both more cumbersome and time-consuming as well as less efficient, due to this lack of pedagogic training.

There is a vacuum to be filled.

6. Actions taken or proposed

(These notes can unfortunately not give account for training efforts in process or under planning in the individual countries, but will be confined to what is being done on the regional level through ICA.)

6.1. Seminars/Courses

The Regional Office of ICA has seen "the training of the trainers" as one of its foremost tasks. It is in particular the Education Secretaries, working on the grass root level, who have been assisted by the Office. A series of national courses (two weeks duration) in the four member countries was arranged in 1970/71, and another series of national courses is being arranged in 1972/73. There will also be regional seminar for Education Secretaries in the 1972/73 period.

The first series of national courses was followed up by a two months seminar in Sweden, for some 25 of the participants in the national courses, and a similar seminar will be arranged in Sweden in 1973, for selected participants from the second series of courses.

Four seminars for College Teachers have been held till date, of which the three first ones, arranged in 1969/70 and also followed by a seminar in Sweden, were perhaps not so much concentrated on pedagogics, as the fourth-seminar held in June 1972. There has also been arranged a national seminar for Departmental Training Officers in Zambia and a national seminar for the corresponding category in Uganda, both these seminars in 1970.

A seminar of particular interest, to mention, is the seminar on "The Production and Use of Aids in Co-operative Education and Training", held in April 1972. That seminar can be seen as the initiator of a series of actions, which it is hoped will yield practical results within in a not too distant future.

The 1973/74 Education Programme of the Regional Office includes the following proposed educational seminars:

- A seminar for College Teachers. (Regional level)
- A seminar for Education Secretaries (Regional level)
- A seminar on the theme of Education Aids and Correspondence Education (Regional level)

6.2 Education Handbook

A Handbook, produced in the loose leaf system (enabling material to be added, updated and exchanged); will be ready for distribution early 1973, most of its contents now finalised.

This Handbook, which is mainly meant as a guidance for the Education Secretaries, but also including much material of a general interest, is aimed at being a practical reference book for the co-operative field educator, in his work of planning and implementing education schemes. Production and use of aids, as well as other relevant methods and techniques, are given a large coverage in the Handbook.

6.3 Working Party/Sub-Committee

One very important line of the ICA:s contribution to the improvement of co-operative education/training in the region, is the regular meetings of co-operative education leaders in the Working Party on Co-operative Education. At least two meetings are convened each year.

A Sub-Committee on Education Aids has been formed, as a response to one of the recommendations of the above mentioned seminar in April 1972. The intention is that this Sub-Committee shall get down to practical implementation of various proposals for regional collaboration in the field of educational material.

6.4 Expert on Pedagogics

A proposal, not yet implemented, is that the Regional Office should investigate the possibilities of having an expert on pedagogics, an experienced "teachers' trainer", attached to the Office, who should spend a period of some months at each of the Co-operative Colleges in the region, in order to assist with "on-the-job training" of the teachers. He should, naturally, also assist in arranging national and/or regional seminars and courses for various categories of co-operative educators.

7.

Conclusion

It is easy to realize how crucial the problem of "training the trainers" is, if one considers the chain, of which the trainers and their job are so important links:

- Co-operative organisations are charged with the responsibility of effectively contributing towards the overall development.
- That can only be done, if the people involved in the process are well educated and trained for their respective roles. ("Development of people" will come as an extremely important effect of the education and training.)
- The people can be well educated and trained only if the training systems, and the trainers operating the systems are of a high professional standard.
- The trainers can not achieve a high professional standard just by leaving any job in the co-operative field, and entering a class room or joining a team of field educators. They will need not only initial, but also continuous, training in the job of being trainers.

The problem today is that of how to organize such initial and continuous training, with the aim of creating a cadre of co-operative trainers who are of a high professional standard as trainers, and yet not have lost contact with the practical work and the realistic problems in the co-operative movement.

TRAINING THE TRAINERS

by Malte Jonsson, Swedish Co-operative Centre

My task here today is to introduce the subject "Training the trainers", a subject which is not only of major importance for the region of East and Central Africa, but for all co-operative movements anywhere. I hope that my introduction gives a basis for a fruitful discussion out of which practical actions can materialise.

I will divide my introduction into the following four headings:

Determination of the training goal.

Kind of training to be provided to the trainers.

Permanent training facilities, locally and/or regionally.

Assistance to the co-operative movements from international or national organisations.

Determination of the training goal.

Co-operative education in general is already an important part of the co-operative movements in this region and training takes place on all levels in the movements.

It is for the development of co-operation a very important matter that this training is carried out effectively and by persons possessing professional skill for their job. In the co-operative movements most of the trainers have received very little training in how to transmit his message to the receiver. It is therefore of major importance that this training of trainers has to be a permanent establishment in the field of co-operative education in any movement.

In order to determine the goal for this kind of training the actual and future training needs of the co-operative staff, committeemen and members must be investigated.

The principal question is, what kind of trainers do we need, what must their professional standard be.

Kind of training to be provided to the trainers.

Co-operative education is in most countries carried out on three levels: locally, regionally and nationally. At these three levels different types of trainers are involved and their training need differs according to their standard and level and duties of the trainees. The programme for training these trainers should be worked out to a "package training" which is tailored for the different categories of trainers. The content of such "package training" must be carefully worked out at the existing training institutions locally and regionally so that they could be implemented effectively and used by other co-operative movements.

The content of such training has to concentrate on Education technology including Pedagogics and Psychology. A very fundamental point in this training is the integration and co-ordination of the whole cadre of trainers involved in co-operative education in the movement.

Permanent training facilities locally and/or regionally

After having worked out the content of the training, which should be supplied to the trainers involved in co-operative training, the question arises how and where should such training take place. It would be a big advantage if such kind of training could be organised in the country or region itself. It could be a realistic approach to try to solve the problem of training the trainers by establishing a permanent training facility in the country or region attached to existing training centres (not necessarily Co-operative Colleges).

An other approach could be to establish a mobile education team, training the trainers in different co-operative movements. The teachers to carry out this training programme must be highly qualified, trained in Education technology, with practical experience.

Assistance to the co-operative movement from international or national organisations.

Previously I mentioned that training the trainers should be carried out in the receiving country or region itself. However, in order to establish permanent training for trainers technical assistance from international or national organisations, in one way or another could be of great benefit.

There are several ways how technical assistance could be utilized. Training could be given overseas, which however has many disadvantages compared to if the training is given under local conditions.

Technical assistance in the way of supplying teaching experts to carry out a permanent training programme in the receiving countries seems to be a more suitable approach. Once a permanent training programme is established certain aspects of training could be given overseas under the precondition of very close collaboration with the local training programme.

Practical proposals

In his analysis of the problem Mr. Malte Jonsson made it clear that he was concentrating on the professional trainers, though he acknowledged the importance of non professional e.g. of Cooperative Managers in training the staff responsible to him, as well as Departmental Staff.

The following lines of development were identified:

22. In determining the training goals these groups could be identified:
 - Professional educators and trainers in the field;
 - College Lecturers
 - Women
 - Youth Educators
23. In training such trainers the following topics were relevant to all though they would have to be adapted for the different needs of the different groups. These Topics were concerned with methods of training; on content it was stressed that inclusion of Cooperative Principles and Practice was essential where this had not been covered
 - Psychology of Adult Learning
 - Philosophy of Adult Learning
 - Methods of Teaching Adults
 - Communication
 - Human Relations
 - Planning of Adult Education Programmes
 - Evaluation of Course Effectiveness
24. The forms through which such training should be provided would be very varied - ranging through the following:
 - Short seminars in national Co-operative Colleges in collaboration with such bodies as the University Institutes of Adult Education and such as those already being provided by the ICA Regional Office for East and Central Africa.
 - Planned programmes for staff including the elements of study of books, attendance at seminars, and on the job training under specialist guidance.

- Attendance by a selected few at Diploma courses at the University
- Courses at one or more ICTCs of a specialist character.
- The provision of a qualified teacher trainer to explore the problem further to be attached to the ICA Regional Office. His terms of reference could include the devising of a training packages for trainers on various levels, and the provision of "on the job" training at national Colleges which desired this assistance.

Topic VI : ORGANISATION AND TECHNIQUES IN MEMBER EDUCATION.

The topic was introduced by Mr. C. W. Ngibombi, National Study Organizer of the Co-operative Education Centre, Tanzania, who presented the following Paper:

ORGANISATION AND TECHNIQUES IN MEMBER EDUCATION

THE TANZANIAN EXPERIENCE

Historical Background.

Co-operation as we know it today started at the foot of Mount Kilimanjaro in the early 1930s. From here it spread to other parts of Tanzania, North, West, South and East.

In the early days this growth was aided by the existence of several favourable factors, viz.

- (a) The marketing of cash crops such as coffee, cotton and tobacco was in the hands of private traders. These crops were cultivated by peasants on a small-holder basis and marketed through these merchants. This system did not satisfy the peasant because he came to believe that somehow he was being cheated. Under such circumstances, it was easy to organise the peasants to form enterprises that they could control.
- (b) The world market of primary produce was favourable, especially from the early 1940s to late 1950s.
- (c) The Government provided inspectorate and auditing services through co-operative inspectors and officers. Such services did a lot to bring books of accounts up-to-date and to discourage petty theft and forgery.

It should, however, be borne in mind that no organised steps were taken to educate the members in the principles, structure and practices of the co-operative societies formed. This neglect was later to result in innumerable problems.

There were several factors contributing to this neglect of member education and they may be summarised as follows:-

- (a) The co-operative field workers in those days - co-operative officers and inspectors - were mainly engaged in the inspection, auditing and supervision of co-operative societies and had not much time left for the promotion of co-operation through education.
- (b) The early co-operative societies were formed at the grass roots level. The members were therefore generally satisfied with their societies and did not have much to complain of. This factor was mainly due to the boom in the world market of agricultural produce referred to above.

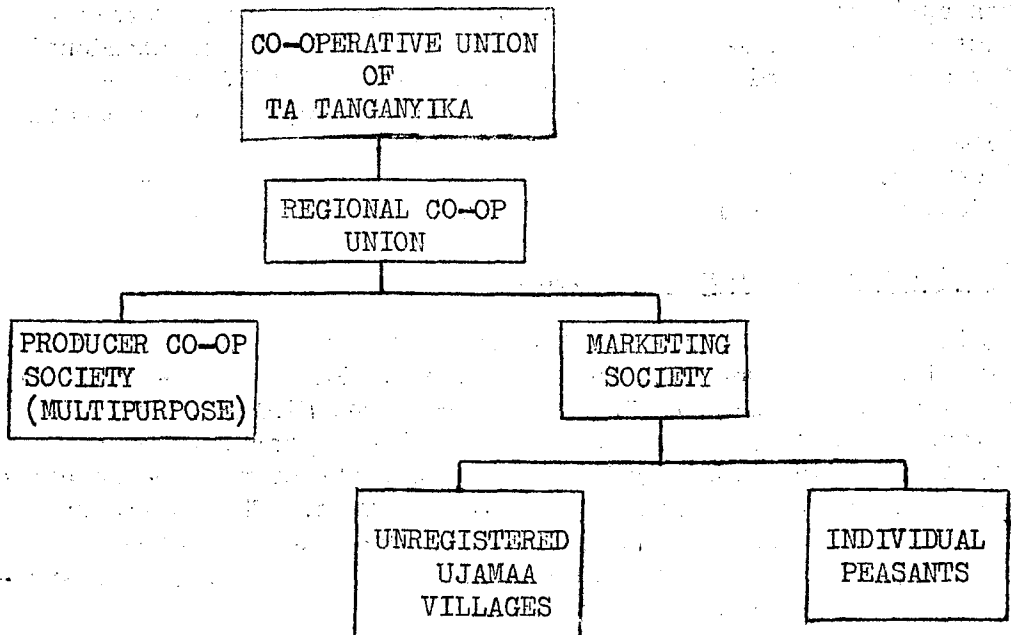
- (c) Another reason may be attributed to the enormity of the work involved: educating peasants in co-operative principles and practices is a very tiresome and time-consuming task. At the same time, working with such innocent people is not always difficult. Their very ignorance render them amenable to advice, leadership and orders from persons not belonging to their community, group or class.

The above factors, and many more, contributed a lot to the neglect of member education. Yet this neglect was later to be regretted; for with the first signs of adversity resulting from the fall in the prices of primary agricultural produce, the farmer began to blame his society for all his problems. It is no wonder that a Special Committee of Enquiry into the Co-operative Movement and Marketing Boards listed "Uninformed Membership" as one of the defects of the co-operative movement. This was in 1966, exactly thirty three years after the first co-operative society was registered.

After Independence the government embarked on a crash programme to spread the movement into areas hitherto untouched. This expansion was mainly directed from above, and in many cases the people advised to form co-operatives were neither prepared for this type of enterprise nor was there a felt need for them. The staff to man these co-operatives were untrained and as a result services to the members were inefficiently provided. Petty theft, forgery and jockeying for positions became the rule of the day. The rank-and file of the membership became apathetic, dispirited and at times dishonest to their society.

THE STRUCTURE OF THE CO-OPERATIVE MOVEMENT IN TANZANIA

The present structure of the co-operative movement in Tanzania may be depicted in a simple diagram as follows:-



TOWARD "LOCAL" CO-OPERATIVE EDUCATION

"Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and facts from fiction.

"The function of education, therefore, is to teach one to think intensively and to think critically..... The complete education gives one not only power of concentration, but WORTHY OBJECTIVES upon which to concentrate"

- Martin Luther King² -

"There are thus two factors which are essential in the development of people. The first is leadership through EDUCATION, and the second is democracy in decision making.

"For leadership does not mean shouting at people, it does not mean abusing individuals or groups of people you disagree with, even less does it mean ordering people to do this or that.

"Leadership means talking and discussing with people, explaining and persuading. It means making constructive suggestions, and working with the people to show by actions what it is that you are urging them to do."

- Mwalimu Julius Nyerere³ -

From past experience we learned that false promises do not pay, threats do not pay, and, above all, keeping the member in the dark does not pay. If we really wanted to nurture efficient, self-reliant and independent co-operative institutions, co-operative education was essential. Employees must be trained in the skills, required for the efficient performance of their jobs; while the members have to be educated in the principles governing their societies. This is a difficult job, but it is the only realistic way to tackle the problem. As John Rajabu has aptly put it, and I quote, "Either co-operative education must be done full-heartedly or co-operatives must be abandoned for a new economic form"⁴. In Tanzania the PARTY and the Government are so much committed to the "Co-operative economic form" that the idea of abandoning it is simply out of the question. We are bound to instil in the member "Worthy objectives upon which to concentrate" through education.

The Co-operative Education Centre:

Against this background the Co-operative Education Centre was established in 1964 with funds granted by National Co-operative Institutions in Sweden, Denmark, Norway and Finland. The Co-operative College had been established a year earlier as a residential training institute for the staff of the co-operative movement and the department of co-operatives. The Centre was established to promote local co-operative education among members, and to some extent, staff, through seminars, correspondence courses, etc.

From its inception in July 1964 to January 1968 the Centre carried on its various seminars from its headquarters in Moshi. Its Tutors went from here regularly to the remote corners of the country attending meetings, showing films and conducting courses. The effectiveness of such a centralized structure was soon found to be modest and as such in 1966 the Centre through the Co-operative Union of Tanganyika, advised the Unions to employ Education Secretaries to help organise co-operative education activities.

Unfortunately, the Education Secretaries were not very effective either. In most cases no transport facilities were provided to them, and the union managements tended to use them for other jobs in the unions. Education work was therefore done on a part-time basis, and in some cases neglected completely.

Therefore, in 1968, the Co-operative Education Centre began to decentralise by establishing two wings, one at Dodoma and the other in Mtwara.

A wing is a "branch" of the Co-operative Education Centre and is manned by (generally) two Tutors/Study Organisers. The Study Organisers are equipped with a Landrover/Landcruiser, film equipment and correspondence materials to enrol students. There are twelve of these "branches" to date serving all the eighteen regions in Mainland Tanzania.

ORGANISATION OF THE CENTRE

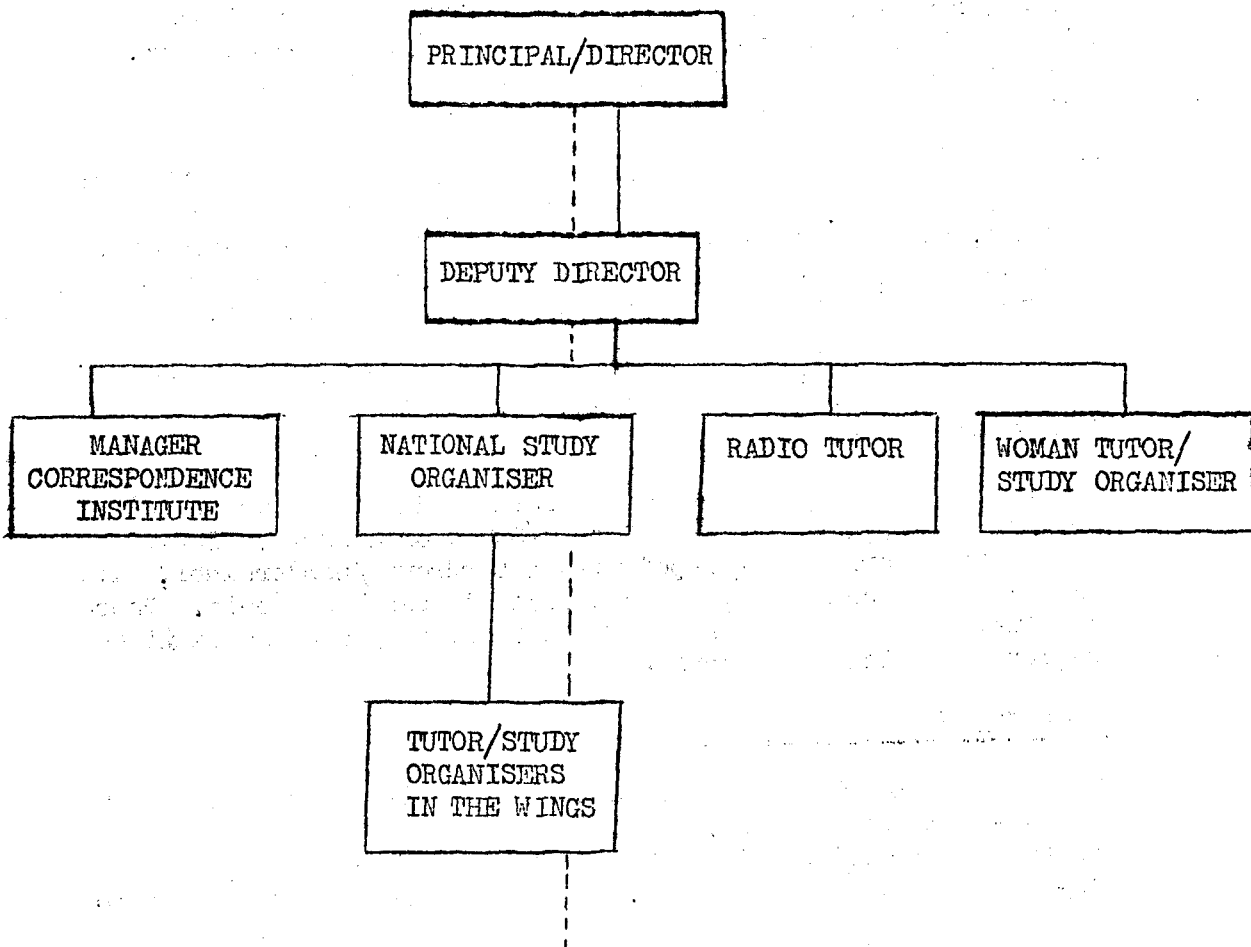
At the head of CEC is the Director who is also the Principal of the Co-operative College. Under him is a Deputy Director who is the Principal/Director's Senior Assistant in running the Co-operative Education Centre. Under the Deputy Director are:-

- The Manager, Correspondence Institute
- The National Study Organisers
- The Woman Tutor/Study Organiser, and
- The Radio Tutor.

The National Study Organisers help the Deputy Director in coordinating and supervising the activities of the Wings.

The Centre works in close collaboration with the education department of the Co-operative Union of Tanganyika, and the Unions. The following is a simplified organisation chart of the Co-operative Education Centre:

THE ORGANISATION CHART
C.E.C.



UNIONS' EDUCATION SECRETARIES, C.U.T. etc.

————— Lines of Organisation

- - - - - Lines of consultation

Note:

The Co-operative Education Centre has always been regarded as the Co-operative Education Department of the Co-operative Union of Tanganyika. The latter, however, has had no direct authority over C.E.C., the Centre having its own governing Board. Steps are currently being taken to integrate C.E.C. with the Co-operative College so that in future C.E.C. becomes the 'Extra Mural' department of the Co-operative College.

THE CO-OPERATIVE UNION OF TANGANYIKA LTD.

The Co-operative Union of Tanganyika Ltd. was established towards the end of 1961 as the apex co-operative organisation. Among its objectives was the provision of education and information to the members of the co-operative movement in mainland Tanzania. The Co-operative Union does this through its Education and Publicity Department whose duty it is to co-ordinate the work of the EDUCATION SECRETARIES and the Co-operative Education Centre.

C.U.T. owns a monthly Newspaper, 'USHIRIKA' (Co-operation). The newspaper regularly carries educational articles on co-operation and has been used to supplement member education campaigns organised by the Co-operative Education Centre.

THE CO-OPERATIVE EDUCATION SECRETARY

Through the advice of the Co-operative Education Centre, the Co-operative Unions in Tanzania employed Education Secretaries to help organise member education activities at Union level. At first these worked on a part-time basis but since 1968 they work on a full-time basis. They work in close collaboration with the Wings and they have participated in all the campaigns initiated by the Co-operative Education Centre in collaboration with the Education and Publicity Department of the Co-operative Union of Tanganyika and the Co-operative Development Division (now the Rural Development Division).

TECHNIQUES IN MEMBER EDUCATION1. THE PURPOSE:

The aims of member education as seen by the Co-operative Education Centre may be summarized as follows:-

- (a) To educate the member in the principles upon which his enterprise is based, including its objectives and structure.
- (b) To make the member loyal to, and enthusiastically participate in, the affairs of his society.
- (c) To reveal to the member the political, economic and social forces around him and show him how these forces affect his society.
- (d) Lastly, the member must be taught in the elements of accounting, management and related subjects so as to enable him participate fully and intelligently in the affairs of his co-operative.

These aims are directed towards the achievement of one central goal - to bring about efficient, self-directing, self-reliant and durable co-operative institutions. For a society to be efficient, and honestly run, the member must constantly be vigilant and able to point out articulately and intelligently the short-comings of their leaders and formulate clear resolutions that are directed at the corrections of such short-comings.

2. TECHNIQUES EMPLOYED:

To achieve the aims enumerated above, several techniques have been employed. Some of the techniques discussed below have at times been employed simultaneously while others have been used to supplement other methods. Our strategy has always centred on the simultaneous application of a "battery" of techniques that, we believe can ensure the effective carriage of the message across to the members. In employing this strategy we have taken into account the unpalatable fact that in Tanzania, 80% of the people are either illiterate or a semi-literate.

The following are the methods we use in member education:-

(a) SEMINARS:

This is the oldest and most commonly used method so far. Under this method, a group of members are invited to attend a 'course' where several subjects relating to co-operation and co-operative management are taught. These 'courses' are of 'two to five days' duration and are supplemented by cinema shows and study tours. In the course of the seminars, the participants divide themselves into groups to discuss certain aspects of co-operative law, management, accounting, economics and politics. Every participant is encouraged to air his problems and view points openly and all the participants help in giving views which may help to solve the problems raised.

The aim of these seminars is to impart to the "MEMBER ELITE" the knowledge necessary to educate their fellow members on the diverse aspects of the co-operative society, and encourage them to form discussion groups. At the end of such seminars the participants pass resolutions, copies of which are sent to the Union Managers, Regional Ujamaa and Co-operative Officers and the PARTY (TANU) Offices.

(b) CORRESPONDENCE COURSES:

A correspondence Institute was established in 1965 to offer courses that might be studied through correspondence. To study these courses, members are encouraged to form STUDY GROUPS in which even illiterates can participate actively.

Each correspondence course is divided into several "LETTERS", and at the end of each letter are questions to be answered by each group and sent to the correspondence Institute for corrections. Every Study Group keeps an attendance register to record attendance and absences.

At the end of every course certificates are awarded to each of the participants in the group, with the exception of those whose attendance is considered unsatisfactory.

To illustrate what has so far been achieved through correspondence education, the following figures may be useful:-

| <u>Year</u> | <u>No. of Groups enrolled</u> |
|--------------------------|-----------------------------------|
| 1965 | NIL |
| 1966 | 33 |
| 1967 | 62 |
| 1968 | 419 |
| 1969 | 469 |
| 1970 | 355 |
| June, 1971 | <u>130</u> |
| Total No. of Groups 1468 | |

It should be noted that most of these groups comprise of the member elite (i.e. committee-men and other active members). It has so far proved difficult to attract the rank-and-file of the memberships to such courses.

The change from societies dealing solely in the marketing of agricultural produce to production oriented multi-purpose co-operative societies (UJAMAA VILLAGES) has necessitated a revision of several courses to bring them in line with new developments. This has meant a suspension in the enrolments of new groups for the courses being revised.

(c) RADIO EDUCATION:

As indicated above, Tanzania has a very high illiteracy rate. It was therefore decided, in 1967, to establish a Radio section through which more members (and non-members) could be reached. For this purpose the Radio prepares scripts to be broadcast through Radio Tanzania, and also supports and supplements correspondence courses and special membership campaigns. No special market surveys have been carried out to determine the efficacy of the Radio programmes, but reports from the field indicate that the programmes go a long way in bringing co-operation to the homes of Tanzanian co-operators and non-co-operators alike.

(d) POSTERS:

Posters have proved very useful in co-operative propaganda and education, especially if conceived intelligently and drawn properly. Several posters have been produced by the Co-operative Education Centre, and we are planning to include more of these pictorial messages in our correspondence courses.

(e) SPECIAL CAMPAIGNS AND ONE DAY COURSES.

Experience has revealed that to get the message across to illiterates, more ORAL COURSES are useful. For this reason special membership campaigns have been carried out through one day courses at the society. Under this method, members are invited to attend special education meetings and listen to lectures given by Tutors/Study Organisers in the Wings, Co-operative Inspectors, Education Secretaries and Agricultural Officers. Each lecture is followed by questions or comments from the participants.

This method, though expensive - it entails a lot of travelling by the field staff - has been effective. It is here that the ordinary farmer gets a forum to air his grievances, his reservations, and, above all, it is here where the member asks specific questions and gets specific answers.

(f) FILMS:

Film shows have also been used both as a means to get the member learn more and also attract him to attend one day courses and study circles. The problem we are encountering so far is the dearth of short and relevant films, and, owing to lack of funds, this will be a problem in the foreseeable future.

CONCLUDING REMARKS.

In Tanzania we have rejected what has been called "The Coercive Collective Conscience"⁵ as a way to nurture efficient, democratic and self reproducing co-operative institutions, and instead we have opted for "LEADERSHIP THROUGH EDUCATION". Most of the co-operative education work has yet to be done. There has been a good beginning but the successes are, at best, modest. With the change towards Ujamaa Villages, our work has been made more challenging and difficult; for not only are the WAJAMAA mainly illiterate and inexperienced in the art of managing viable collective enterprises, but also those they have appointed to secretarial and other duties have very low academic backgrounds. Yet if we neglect these things right from now, we shall ultimately be repeating the same mistakes we made earlier. At present we are working out ways and means to tackle this serious problem, and since the Government is itself committed to the concept of "LEADERSHIP THROUGH EDUCATION", we hope to get a break-through soon.

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- FOOTNOTES:
1. The term member as used here includes the rank-and-file of the membership and their elected leaders (Committee-men), unless indicated otherwise.
 2. Quoted from "what Manner of Man", A Biography of Martin Luth King, by Lerone Bennet.
 3. Freedom and Development - by Mwalimu Julius Nyerere (Government Printer, Dar es Salaam, 1968)
 4. See East African Journal Vol.III No. 3 June, 1966.
 5. See Shem Miggot-Adhola in Widstrand (Editor), "Co-operatives and Rural Development in East Africa".

Practical proposals

The report from Mr. C. W. Ngibombi on member education and training particularly in Tanzania was followed by a discussion with some contributions from other countries, which all assumed the need for member education. Some of the points which emerged were:

25. That there was a considerable interest in linking Co-operative education for members with education efforts of other agencies such as rural development, agricultural extension etc. provided that the identity of co-operative efforts should not be lost.
26. In study groups or groupwork, the training of group leaders was of high importance. This should cover the subject matter as well as techniques.
27. Once again the importance of training Committee-members was stressed as a high priority in the total training programme.
28. In the special circumstances in the development of women participation in co-operative enterprises there should be a particular intensification of efforts for their training. The objectives would be:
 - To develop among women co-operators; the necessary motivation to increase their participation on various levels of co-operative responsibilities and also to bring them into relation with other schemes of social welfare - e.g. child care, nutrition, family planning etc.
 - For the achievement of the above, a deliberate effort be made for the training of women educators at all levels.

Topic VII : CONTRIBUTION TO THE LITERACY CAMPAIGN

The topic was introduced by Mr. B. Oram, Coordinator of Development Programmes, ICA London.

(The following is a summary of the speech given by Mr. Oram.)

Are there possibilities of linking cooperative education with the more general education which is member education in its broadest content? I think there is an important link between the cooperative members understanding the running of a cooperative and understanding more fully home economics, better nutrition, family planning etcetera, enabling a cooperative family to be a better cooperative family, and therefore make a better contribution to the collective welfare of the society to which the family belong.

We have to concentrate our efforts mainly on improving the cooperatives and increasing their efficiency. But we must remind ourselves that this is not the aim. An efficient cooperative is a good thing, and a surplus at the end of the year is certainly a good thing, but if we look at the purposes which these things should serve, we find, particularly in the cooperative sector, people. It is people and their lives which should be our objectives. It is in order to enable our cooperative members to reach a better standard of life, and not just in the material sense but also the capacity to enjoy life, to live life and to fulfill the opportunities of life fully as a result of participating with their fellow human beings in cooperative activities.

Perhaps the most important tool, which can enable men and women to enjoy life, in that more general sense, is the capacity to read and to write. If we try to imagin our own life, how different it would have been had we not been able to understand the written word and to produce the written word. That would mean putting ourselves in the position of millions of our fellow human beings and our fellow cooperators. It seems to me, that we as cooperative leaders must give all the attention and all the resources that we possibly can, to make sure that those fellow members of ours who have not had that elementary opportunity of communicating through the written word, shall be given that opportunity as soon and as widely as possible.

I suppose that the question of literacy is relevant also to the successful running of a cooperative society, from the point of view, not of the individual member, but from the point of view of the health and welfare of the cooperative society. The need for a literate membership is of outmost importance.

Let us take up two of our cooperative principles. One is that after a period of trading, the surplus from that trading is returned to those from whose efforts the surplus was created. The mechanics of that principle demands literacy on the part of the participating members.

The other cooperative principle I have in mind, is the one of cooperative democracy: one man - one vote.

It is possible to be democratic in a state of illiteracy. But you can not be truly, you can not be efficiently democratic, unless the one man who has the one vote, is able to use the written and the printed word. It is not sufficient that he merely listens to a speech, and then holds up his hand or stands up. He needs a deeper understanding than listening to one speech or a series of speeches. He needs to read and reflect at home. Unless he can understand, in at least a simple way, the accounts, when he raises his hand, it can not be an informed raising of his hand. Therefore, if our societies are to be democratic, our members must be made literate.

I particularly welcomed the opportunity I had of testing my general concepts when I recently visited the Cooperative Union in Kiambu.

I met Education Secretaries who gave me fascinating material which they themselves had produced on a duplicator in an effort to convey the essentials of democracy and of accountancy to their illiterate members. I would say that these are brave efforts - I could not do better. I think, however that there must be people who are professionals and could do this even better. It seems to me that the production of simple material is a highly important tool for us and it ought not to depend on the initiative of a local Education Secretary. This material is well done, but I believe it could be better done on a national or international level.

In order to outline the way in which I think cooperative societies can join in literacy campaigns and how literacy efforts can help cooperatives, I will invite you to share some experiences of mine.

Seven years ago, Unesco held a literacy conference in Teheran. It was the conference at which Unesco came to register that important phrase functional literacy. It means that adults should not read and write the things children learn at school. Someone who is 20 or 30 years of age before he gets an opportunity to learn to read, is nevertheless an adult. He has had the experience of life and work. His mind must be treated as the adult mind it is. The material that he is invited to learn should be directly related to the life he lives and the work he does. This is functional literacy. It means teaching the farmer the words of farming and the housewife the words of housekeeping, it means linking their learning with their living.

From that conference Unesco has gone ahead with a series of projects, among them one in Tanzania and one in Ethiopia.

The one in Mwanza in Tanzania had no direct cooperative content. The one in Ethiopia, however, is not just a general literacy exercise. It directly involves the Cooperative Movement.

Simple reading-books with illustrations are produced for the literacy work, and relate directly to cooperative activities. Other material used also tell the cooperative story, on a very elementary level. The elementary books are followed by more advanced books, telling a more complete cooperative story.

If we are to make an effort for literacy, either with co-operators or in general, the most important is material on which the participants can exercise the skills they have learned. The reading material available from ordinary booksellers or news-papers does not serve the purpose, there need to be an intermediate kind of general follow-up material. We need to bear this in mind if we embark upon this kind of activity in a bigger way as co-operators.

Practical proposals from the Conference:

Mr. Oram ended his speech by drawing a number of conclusions, to serve as a basis for discussion and resolutions from the Conference. He had introduced the claim of campaigns for literacy upon cooperative organisations and ways in which a cooperative response could be made.

There was a review of the various agencies involved in Adult Education and projects of functional literacy.

It was agreed that:

29. The case for co-operative involvement in this cause must be accepted though without loss of co-operative identity or distraction from more immediate cooperative tasks.

The following particular recommendation from Mr. Oram were approved:

30. The establishment of links from co-operatives to the agencies of Adult Education and Functional Literacy where this had not already been made.

31. Careful examination be maintained of such UNESCO projects as those for functional Literacy in Tanzania and Ethiopia

32. The usefulness of the Regional Office serving as a collecting centre for materials was highly recommended.

33. The ICTCs and ICA should consider what help they might give of any kind which could not be undertaken elsewhere.

34. Urgent consideration was needed for the production of the necessary materials including what was required for "backing up". It was appreciated that this general area would be reviewed in a later session but there was acknowledgement of the part that could be played by the Cooperative press in providing the "backing up" material.

Topic VIII: PROVISION OF EDUCATIONAL MATERIAL

The topic was introduced by Mr. D. Mitchell of the Centre for Educational Development Overseas in London (CEDO). Mr. Mitchell talked about the role of visual aids in education, and demonstrated basic as well as advanced visual aids throughout his speech. He explained the training facilities offered by CEDO, and how CEDO could assist in training co-operative educators in the region.

Mr. Mitchell was supplemented by Mr. R. Forsberg of the ICA Regional Office, who gave a summary of recent discussions on the topic, within the region. (Mr. Forsberg's summary is reproduced below.) Finally Mr. G. Lundstam of the Co-operative College of Kenya introduced a Kenyan experiment with "picture books" to be used in member education.

EDUCATIONAL MATERIAL IN EAST/CENTRAL AFRICAN CO-OPERATIVE EDUCATION (R. Forsberg)

A summary of recent discussions on the theme of selection, use and production of educational materials for co-operative education and training work in East and Central Africa.

1. Why should aids be used?

There is now a common understanding and agreement - in principle - that so-called "education aids" ought to be used much more extensively in the education/training work, in order to improve the learning process, and to reinforce the reception of a "message". The emphasis is on the learning, not on the teaching, it being understood that teaching is a means, with which to achieve learning.

2. The particular African situation.

2.1 The Human Aspect

2.1.1. The "Receivers"

Co-operative educators in the region could be said to meet with "receivers" belonging to two cultures:

- the educated culture
- the un-educated culture

(The word "educated" is in this context used with reference to formal, academic education.) These are not two distinct groups, but rather on each end of a scale with variations in between. However, compared to, say, the European situation, it would probably be correct to state that the extremes are much farther from each other, which means that one can not talk of the use of aids in general terms, as

one could do in Europe, but one has always to take greater care of analysing the individual situation and target group. Arguments and aids which can be used in approaching target groups belonging to the educated culture, can not be used when you are working with or in the un-educated culture.)

2.1.2 The "Senders"

The problem of co-operative educators not having been given professional "teachers' training" has been discussed as a separate topic in the Conference.

It is very obvious that the efficient use of education aids is suffering from this fact.

2.2 The Environment Aspect

Whereas the educator in an "advanced" country almost always meets with his audience, his "receivers", in a suitable room where his choice of aids to use is limited only by his own imagination and capability as an educator, his African counterpart will be lucky if he can be indoors and very lucky if such factors as e.g. electricity are available to him. His choice of aids is narrowed down drastically.

2.3 The Financial Aspect

The financial restrictions are, as a rule, much more marked in the African situation. Finance is scarce, and procurement of aids is more costly. The alternatives of borrowing or hiring aids are seldom there, so equipping the educator with aids means an outright investment to be taken from the limited financial resources.

3. Some problems

The particular African situation results, understandably, in some particular problems:

On the side of the "receivers":

- Illiteracy
- Language
- Understanding of symbols and pictures.

On the side of the "senders":

- Know-how
- Motivation

On the technical side:

- Availability of aids (or possibility to procure, if available)
- Maintenance

4. Present thinking in the regionClass room education

A more extensive use of aids of various types is recommended. Objections to any particular type has not been raised, for one reason or another.

Training the teachers in the pedagogic use of aids, and in the production of aids (the "software") is, however, seen as a most urgent matter. It is accepted as a fact, that most teachers seem to lack the motivation to make use of aids, but that is apparently a result of the lack of know-how. There seems to be a resistance to break down, but one may safely guess that it can fairly easily be tackled.

Field education

The need of using aids is apparently felt much more in the field education, than in the class room education at central training institutions. Almost all field educators are experimenting with aids of several types, although they are facing a much more complicated situation than the College teachers.

The experience they have had, has resulted in a very realistic attitude towards educational aids. The field educators prefer simple and reliable aids, such as portable chalk boards, flip charts, flannel boards etc. Slide projectors, with which to show "home-made" slides series, as well as centrally produced ones, seem to be coming into use quite rapidly, and also tape-recorders with pre-recorded tapes.

It may perhaps be so, that it is not only the complications of using "sophisticated" aids under field conditions, which have given them a lower place on the priority list, but also the experience that the simpler, "un-sophisticated" aids have proved to be more effective, when your task is to pass on a message to an "un-sophisticated" audience.

Still, however, the know-how is a great problem. Aids could be used much more, and could be used in a much better, more effective way, if the educators themselves had been taught how to use - and how to produce - them.

Education Aids Centres

There is also a felt need of an "Education Aids Centre" in each country, to be attached - preferably - to the central co-operative training institution. Such a centre should produce the "software" to serve field educators as well as Colleges, be able to assist with at least minor repairs and other service jobs on the equipment in use and perhaps also be able to offer some training in the use of aids.

Regional Collaboration

Regional collaboration in the production of aids is now on its way, through the ICA Office in Moshi. Instrumental in this is - or will be - the newly formed Sub-Committee on Education Aids. The Committee has so far met only once, and concentrated at that meeting on identifying the areas where collaboration would be of advantage. The Committee also recommended that the ICA Office should try and arrange training courses in the use of aids. Such courses should, as much as possible, be given a practical orientation, as it has been noted that theoretical training does not seem to give the desired effect. The training courses should, if possible, be followed up by practical implementation in the field, under the guidance of educators with special experience and training.

A BOOK FOR ILLITERATES

A brief report was given by G. Lundstam, head of the production unit of the Cooperative College of Kenya, on a very interesting experiment in member education, at present carried out in Kenya.

A booklet is being produced (a final draft version has been produced for limited circulation) which consists mainly of pictures and a few very simple words.

The educator, when giving his lecture to the members, uses large pictures identical to those produced in the book. After the course the booklet is handed out to the participants to take home. The idea is that even the illiterate or semiliterate person should be able to "read", in the sense that when he sees the picture, he will remember what the lecturer said to explain the meaning of it. Thus he will not only be able to "read" himself, but also to "read" the message to other people who did not attend the course.

A considerable work has been carried out to test the message as understood by illiterate members, and the results so far are very promising.

Practical proposals

It was agreed that:-

35. The line taken by ICA Sub-Committee on Teaching Aids as outlined in Mr. Rune Forsberg's paper be approved viz for the training of teachers in the production and use of media; for the similar training of Field workers in the less sophisticated Visual Aids; and for the establishment of Education Aids Centres in the national cooperative education institutions.

36. Use be made of all appropriate outside assistance such as summarised on behalf of CEDO, and in particular:-

- Participation in courses on Audio-Visual Aids etc. on the national regional and international level.
- Advice on setting up of Audio-Visual Training Centres.

It was stressed that this should be achieved particularly through the liaison of such bodies as CEDO with the ICA Regional Office.

PART TWOSUMMARY OF PROPOSALS FOR ACTION

The following is a summary of the proposals for action emerging from discussions held under the various Topics in Part One above. Although grouped within the various Topics under which they emerged, the proposals which also form the main Resolutions of the Conference, have been chronologically numbered for ease of reference.

Topic IFACILITIES AND PROVISIONS PRESENTLY AVAILABLE

This included a background survey by one of the Co-Director Mr. R. L. Marshall and gave each country an opportunity to report its situation. It did not lend itself to the formulation of proposals, but during this and other sessions, some points with practical implications were accepted for examination:

1. Training (and Education) had to deal not only with information and skills, but also with the attitudes and values required in Co-operative enterprises.
2. The process of determining provision in training should encourage those who are to be trained to express the needs as they see them, and should take that expression into full account.
3. There was a considerable value in taking stock of present needs and provisions, and of making projections into the future whether on the comprehensive range of training or for selected categories of training. It was acknowledged that all projections were subject to uncertainty but the narrower the area of projection perhaps the less speculative it would be.
4. Any programme of training based on such projections depends on the existence of a defined code of employment, satisfactory salary scales, terms and conditions of service and incentives for career development. In this connection, considerable interest was expressed in the efforts made by Tanzania towards meeting this need through their Unified Co-operative Service Commission.

5. Any projection is likely to lead to a definition of needs and a definition of resources available. It is to be expected often that the resources will not be adequate for all the needs, and there arises the question as to how the priorities are to be arrived at. One of the factors in this exercise would be:-

- Whether there would be more advantages in helping the weaker Societies to get priorities in having their personnel trained, or whether training should be devoted to making the relatively strong Societies even stronger.

Topic III(a)

TRAINING PROGRAMMES IN NATIONAL, REGIONAL, AND INTERNATIONAL LEVEL

Mr. J. G. Ayugi, the other Co-director outlined the national training programme at the Co-operative College of Kenya and introduced a variety of materials that have been locally produced and used in teaching within the short existence of the College.

In the discussion that ensued, some of the particular points made were:

6. Staff at Training Centres need not only be skilled in methods but should also be experienced and effective in field work. This contribution of experience to Centres could be secured sometimes by some system of secondment of Departmental staff.
7. For the very important task of training Committee-members, "face to face" tuition is clearly desirable, but that in view of the size and urgency of the task, some exploration of correspondence courses supplemented by Radio Programmes and organised study groups would be worthwhile.

III(b)

Then followed a review led by Mr. D. J. Nyanjom, of training activities as carried out by the ICA Regional Office for East and Central Africa. These took the form of supplementary national and Regional seminars and courses based on felt and expressed needs by the member countries.

Further points of developments were:

8. There is need to explore possibilities of making uniform, common terminology and at the appropriate levels, standardization of content, duration and awards for the various courses.
9. The possibilities of some specialisation among the Co-operative Colleges be pursued e.g. the expansion of services in Consumer Co-operatives in Moshi, and also of further specialisation of staff within each College and exchange of staff among the Colleges.
10. Consideration be given to the possibility of restoring the exchange programme among colleges where the structure of training is similar enough to permit this.

11. To match the effort for increased participation by women cooperators at all levels, the ICA Regional Office should provide increased representation of women in Sub-Committees, Working Parties and Seminars.
12. The Regional Office should extend its programmes of Seminars/Courses to deal with developing areas of Cooperative enterprise and interest e.g. Consumer Cooperatives, Housing, Fisheries, Handicrafts, Savings and Credit, Multipurpose, Research and Publications, Youth work etc. There was appreciation both of the Programme of Seminars etc. already being carried out, and of the plans already made for future expansion -- some of it along the lines suggested above.
13. The Regional Office should explore and encourage any effective ways of promoting women participation in Cooperatives.

Topic III(c)

In the discussion of the provision of training by the International Co-operative Training Centres, the following recommendations were made:

14. That ICTCs should ensure that there is made available adequate information on objectives and contents of the courses they were offering.
15. That ICTCs should keep their provision on the review in relation to the expanding programme in the national Co-operative Colleges which quite often undertake courses previously offered at international levels. This and other measures of collaboration would be greatly assisted by the prospect following the ICA 1972 Congress in Warsaw that principals of ICTCs and principals of Co-operative Colleges in developing countries should meet regularly to keep in review, their training needs and provisions.

Topic IV

TRAINING CO-OPERATIVE MANAGERS

Following the Paper prepared by Mr. H. Kinyua on the experience of the Kenya Planters Co-operative Union, and delivered in his absence by Mr. J. Kimama, the particular points raised were:

16. That Cooperative Organisations should play a positive role both in planning courses for their Managers and in selecting participants.
17. That to achieve the necessary collaboration between Committee-members and professional management it was necessary to keep in balance the training for both to include in both attention to the respective roles and functions and to provide for them to share as far as appropriate, common studies.
18. That in view of the importance of Departmental Staff in training managers up to certain levels the training of that staff should help to equip it for the task.

19. That in meeting the lack of teaching materials for training in management there needed to be the closest liaison between the production sections of the Colleges and the practical experience of the co-operative organisations.
20. Both nationally and regionally, a useful line of advance was to provide courses in which, in fact, managers were, as far as possible trained by fellow managers.
21. On the international level it would be useful to explore the possibilities of special courses for Co-operative managers of appropriate level in the programme of the International Centre for Advanced Technical and Vocational Training sponsored by ILO.

Topic V

TRAINING THE TRAINERS

In his analysis of the problem Mr. Malte Jonsson made it clear that he was concentrating on the professional trainers, though he acknowledged the importance of non-professional e.g. of a Cooperative Manager in training the staff responsible to him, as well as Departmental Staff.

The following lines of development were identified:

22. In determining the training goals these groups could be identified:

- Professional educators and trainers in the field;
- College Lecturers
- Women
- Youth Educators

23. In training such trainers the following topics were relevant to all though they would have to be adapted for the different needs of the different groups. These Topics were concerned with methods of training; on content it was stressed that inclusion of Cooperative Principle and Practice was essential where this had not been covered

- Psychology of Adult Learning
- Philosophy of Adult Learning
- Methods of Teaching Adults
- Communication
- Human Relations
- Planning of Adult Education Programmes
- Evaluation of Course Effectiveness

24. The forms through which such training should be provided would be very varied - ranging through the following:

- Short seminars in national Co-operative Colleges in collaboration with such bodies as the University Institutes of Adult Education and such as those already being provided by the ICA Regional Office for East and Central Africa.
- Planned programmes for staff including the elements of study of books, attendance at seminars, and on the job training under specialist guidance.
- Attendance by a selected few at Diploma courses at the University
- Courses at one or more ICTCs of a specialist character.
- The provision of a qualified teacher trainer to explore the problem further to be attached to the ICA Regional Office. His terms of reference could include the devising of a training packages for trainers on various levels, and the provision of "on the job" training at national Colleges which desired this assistance.

Topic VI

MEMBER EDUCATION

There was a report from Mr. C. W. Ngibombi, National Study Organiser in Tanzania, particularly on member education and training in his country. In the discussion of this and contributions from other countries which all assumed the basic need for member education, some of the points which emerged were:

25. That there was a considerable interest in linking Co-operative education for members with education efforts of other agencies such as rural development, agricultural extension etc. provided that the identity of Co-operative efforts should not be lost.
26. In study groups or groupwork, the training of group leaders was of high importance. This should cover the subject matter as well as techniques.
27. Once again the importance of training Committee-members was stressed as a high priority in the total training programme.
28. In the special circumstances in the development of women participation in co-operative enterprises there should be a particular intensification of efforts for their training. The objectives would be:
 - To develop among women co-operators; the necessary motivation to increase their participation on various levels of Co-operative responsibilities and also to bring them into relation with other schemes of social welfare - e.g. child care, nutrition, family planning etc.
 - For the achievement of the above, a deliberate effort be made for the training of women educators at all levels.

Topic VIILITERACY CAMPAIGN

Mr. Oram introduced the claim of campaign for literacy upon Co-operative organisations and ways in which a Co-operative response could be made. There was a review of the various agencies involved in Adult Education and projects of functional literacy.

It was agreed that:

29. The case for Co-operative involvement in this cause must be accepted though without loss of Co-operative identity or distraction from more immediate Cooperative tasks.

The following particular recommendations from Mr. Oram were approved:

30. The establishment of links from Co-operatives to the agencies of Adult Education and Functional Literacy where this had not already been made.
31. Careful examination be maintained of such UNESCO projects as those for functional Literacy in Tanzania and Ethiopia.
32. The usefulness of the Regional Office serving as a collecting centre for materials was highly recommended.
33. The ICTCs and ICA should consider what help they might give of any kind which could not be undertaken elsewhere.
34. Urgent consideration was needed for the production of the necessary materials including what was required for "backing up". It was appreciated that this general area would be reviewed in a later session but there was acknowledgement of the part that could be played by the Cooperative press in providing the "backing up" material

Topic VIIIPROVISION OF EDUCATIONAL MATERIALS

The topic was introduced by Mr. D. Mitchell of the Centre for Educational Development Overseas, London (CEDO) in a review and demonstration of a wide range of media - particularly visual aids and a summary of CEDO activities. This was supplemented by Mr. Rune Forsberg in an analysis and projection on recent discussions and experiences in the Region.

It was agreed that:-

35. The line taken by ICA Sub-Committee on Teaching Aids as outlined in Mr. Rune Forsberg's paper be approved viz for the training of teachers in the production and use of media; for the similar training of Field workers in the less sophisticated Visual Aids; and for the establishment of Education Aids Centres in the national cooperative education institutions.

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- Advice on setting up of Audio-Visual Training Centres

It was stressed that this should be achieved particularly through the liaison of such bodies as CEDO with the ICA Regional Office.

SPEECH DELIVERED BY THE HON MASINDE MULIRO MINISTER
FOR CO-OPERATIVES AND SOCIAL SERVICES ON THE OCCAS-
SION OF THE OPENNING OF CO-OPERATIVE EDUCATION
LEADERS CONFERENCE AT CO-OPERATIVE COLLEGE LANGATA
ON 4TH DECEMBER, 1972

Ladies and Gentlemen,

It is my greatest pleasure to have the honour and privilege, on behalf of the Government and the people of Kenya, and particularly on behalf of the Co-operative movement in Kenya, of welcoming you all to this most important ICA/UNESCO conference of Co-operative Educators.

It is worthy of note, and Co-operators in Kenya can take pride in the fact, that Kenya has been chosen to be the venue of this conference of various African and Overseas countries and international agencies involved in the promotion of Co-operative education.

I understand that the purpose of this conference, which is held as a follow up of previous ICA Conferences held at New Delhi in 1968, at Jongny in 1970 and Loughborough in 1971, is to examine the particular co-operative education needs of East and Central Africa and to bring forward practical proposals for improving the Co-operative educational facilities available to these countries.

The purpose of the conference conforms with our belief that a sound and intensive programme of education and training for the Co-operative movement is the surest long term objective towards achieving permanent efficiency in the business operations of the Societies. None of the other approaches are in themselves able to effectively tackle the vast problems at the grassroots level in the same manner that deliberate education and training programmes can. We are aware that there is an urgent need especially in developing countries for improving the standards of managerial and technical skills at all levels of management, to be stressed as the most urgent and vital requirement of Co-operative movements, in order to meet the challenge of development. We ~~are also convinced that Co-operative systems based on the pre-
independence conditions are obsolete. New concepts and forms of~~ Co-operation have emerged which are more in step with the aspirations of our new nations. Over the next decade or so, our developing countries must cover all the phases of industrial development which developed countries have achieved over a period of many decades. For this reason the Co-operative experience of the more advanced nations may not necessarily provide a tailor-made model. In this context, Co-ops have come to be regarded as one of the major deliberate tools of promoting economic and social goals e.g change from basically agricultural marketing to - Savings and Credit, Farm purchase, Consumer etc.

Kenya, like any other developing nations of the world, is in the process of an Economic and Social Revolution aimed at better living through various economic institutions - the Co-operative Movement being one of them. It is aiming at a better standard of living by eliminating poverty, ignorance and disease. The blueprint of our social and economic philosophy and goals are enshrined in our constitution and given practical expression in what is known as Sessional Paper No.10 of 1965 entitled "African Socialism and its application to planning in Kenya." This paper lays down the measures to be taken to effect the necessary changes in our social and economic order as a means of correcting the imbalances we inherited from the past, and reflecting the national socialist image of independent Republic of Kenya.

Our Government and our people realise that Co-operatives play a very important role in the implementation of our social and economic goals and Co-operatives are in fact a salient feature of the socio-economic scene in Kenya.

The pace of Co-operative activities in Kenya has increased considerably since our political Independence in 1963. The number of Societies has increased from a mere handful which we had in 1963 to one thousand and five hundred. This is a far cry from the year 1945 when the first Co-operative Societies legislation was enacted and a few Societies registered. The Societies number and turnover have increased steadily from £110,000 in 1952 (from 246 Societies) and £4,500,000 in 1962 at the wake of independence (with 655 societies) to 1,500 and £20,000,000 in 1970. Thus the Co-operatives now contribute more than 45% of the country's gross marketed production attributable to small scale farmers.

However, despite this encouraging Co-operative development it is true that in the course of this development we have encountered many problems. The increase in the number of the registered Societies has far out-placed our facilities for education, training and supervision, with the result that a few of our Societies are classical examples of what Co-operatives should not be. Plagued with ignorance and lack of technological knowledge, extravagance and mismanagement, they have not reached the target set for them after Independence. In some cases money which should have been passed back to the members as payouts for their produce has either been misappropriated or misapplied in speculative ventures. Every time this form of mismanagement has manifested itself, the ordinary member has been the sufferer. The rank and file member is very generally uninformed as to his duties and responsibilities within his Co-operative. He does not know what he should do for his Society and what his Society should do for him. The committee member is generally equally ignorant as to what his role is, in the day-to-day management of the affairs of his Society. Most of the paid employees lack training and direction in their duties and responsibilities. This results in mismanagement, and mismanaged Societies cost members more money to run than would be the case in good management.

The Kenya Government has taken certain measures to curb some of the malpractices. In 1966 we introduced measures which gave the Government far-reaching powers of controlling the Societies finances. The Co-operatives now spend money only against budgets pre-approved by the Commissioner for Co-operative Development, while all cheques and negotiable documents must be countersigned by Departmental Officers before they can be valid. Though these measures have considerably improved the operational aspects of many Co-operatives, our belief is that the long term solution to the problems of the Movement lies in investment in intensive programmes of education and training, particularly in view of the continued expansion of the role of the Co-operative movement in the various spheres of the economic and social life of the country, which demand a high order of leadership and competent management for the efficient functioning of the Movement at all levels. This is what will basically give the Co-operative Movement an informed membership and leadership, including trained committees and employees.

To satisfy our training needs therefore, we have drawn a comprehensive training programme aimed at orientating and training senior, middle and junior categories of personnel in the Department and the Movement. Besides being job oriented with emphasis on modern business management, the programme aims at building up a sense of leadership in the officers, employees and members.

The Co-operative College of Kenya which was established in May 1967, now conducts various types of educational activities ranging from short Committeemen's courses to long Certificate ones. As at 31st December, 1971 a total of 3005 students had undergone courses at the College recording 55,065 student days. With the College's planned increased capacity to about 160 students at any one time, it is anticipated that the role of the College in training the staff is going to be even greater. The Government has also established an Education and Training Division within the headquarters of the Department of Co-operative Development which collaborates with the various teams, Co-operative Education teams, as well as the District Co-operative Education Committees, in planning and co-ordinating training activities in the country's district training centres. In addition to the residential and non-residential courses, the Education and Training Division has launched weekly radio broadcasts on the role of Co-operatives in the economic development of Kenya, and has stepped up communication to the masses through other mass media.

Our future plans include increasing participation by the Kenya National Federation of Co-operatives in giving advisory services on education and training to its member organizations. The Federation encourages the various Co-operative Unions to recognise education and training as an essential pre-require to efficient business management and co-operative development generally. I am gratified to note that the Kenya National Federation of Co-operatives and the Department have succeeded in persuading Unions to establish posts of Education Secretaries in the Unions and that this has now been accepted as policy. The Education Secretaries are intended to work side by side with the Departmental staff at district and provincial levels in planning and organizing local courses. Unplanned courses do not benefit participants and cost a lot of money both to the Government as well as to the Movement.

I am pleased to note the contributions by the ICA in assisting the national programmes in East and Central Africa. The educational activities of the Regional Office have not only augmented national programmes, but have also provided a forum for regional educational activities. It is gratifying to note that this conference of Co-operative Education Leaders has become a reality and that its deliberations will bring forward the particular needs of East and Central Africa, and produce practical proposals to assist in improving the regions educational facilities.

You all know "All work and no play makes Jack a dull Boy," and so while your main job here is to participate fully in this conference proceedings, and ensure, that its objectives are achieved, I hope you all and our foreign guests in particular, will have time to enjoy the hospitality of our country, its scenic beauty, and the beauty of its Flora and Fauna, for which it is world famous. As for scenic beauty, the beautiful and quiet setting of this conference centre, is in itself tonic, and I hope you will enjoy the amenities provided here. You have a very heavy schedule to go through, but this also includes a banquet and a visit to our national park. You should therefore have a very successful conference from every point of view, and I wish you all the best in this regard.

Thank you.

CO-OPERATIVE EDUCATION LEADERS' CONFERENCENAIROBI: 4TH - 8TH DECEMBER, 1972APPENDIX 1PROGRAMMEMONDAY 4 DECEMBER

8.30 - 9.00

General information

9.00

The Conference to be opened by the Minister for Co-operatives and Social Services

First session:

11.00

Topic I

What are the facilities and provisions presently available - nationally, regionally and internationally?

Introduced by Mr. R. L. MarshallSecond session:Topic II

What are the manpower and training needs to be met in the calculable future, and what development do they require in the facilities and provisions already reviewed.

Introduced by Mr. J. K. Muthama (Commissioner for Co-operative Development, Kenya)TUESDAY 5 DECEMBERParticular lines of development:First session:Topic III

Programmes in national, regional and international training centres.

Introduced by: Mr. J. A. Ayugi (Principal, Co-operative College of Kenya) and Mr. D. J. Nyanjom, Regional Director, ICA Regional Office Moshi.Second session:Topic IV

"Training Co-operative Managers."

Introduced by Mr. H. Kinyua (General Manager of Kenya Planters Co-operative Union)WEDNESDAY 6 DECEMBERParticular lines of development (cont.):First session:Topic V

"Training the Trainers"

Introduced by Mr. M. Jonsson

(Course Organiser, Swedish Co-operative Centre)

First session:Topic V (cont.)Supplemented by Mr. E. A. Sabuni

(Principal/Director, Co-operative College, Tanzania)

Second session:Topic VI

"Organisation and Techniques in Member Education"

Introduced by Mr. C. W. Ngibbombi

(National Study Organiser, Co-operative Education Centre, Tanzania)

THURSDAY 7 DECEMBERParticular lines of development (cont.):First session:Topic VII

"Contribution to the Literacy Campaign".

Introduced by Mr. B. Oram

(Co-ordinator of Development Programme, ICA, London)

Second session:Topic VIII"Provision of Educational Materials"
Introduced by Mr. D. Mitchell

(Educational Aids Expert, Centre for Educational Development Overseas, London)

Supplemented by Mr. R. Forsberg

(Administrative Secretary, ICA Regional Office for East & Central Africa)

FRIDAY 8 DECEMBERFirst session:Topic IX

What further measures of collaboration and co-ordination are needed and feasible among organisations, colleges and centres engaged in training?

Introduced by Mr. D. J. Nyanjom(Regional Director, ICA Regional Office for East & Central Africa)
(Merged with Topic III)Second session:Topic X

Formulation of recommendations

Introduced by The Co-Directors

International Co-operative Alliance

CO-OPERATIVE EDUCATION LEADERS' CONFERENCE

Co-operative College of Kenya, 4 - 8 December 1972

APPENDIX 2:LIST OF PARTICIPANTS

| | | |
|----------------------|--------------------|---|
| <u>Co-Directors:</u> | R.L. Marshall, | Principal, International Training Centre, Co-operative College, Stanford Hall, U.K. |
| | J.G. Ayugi, | Principal, Co-operative College of Kenya |
| <u>Kenya:</u> | J.J.M. Wanyonyi, | Deputy Commissioner for Co-operative Development |
| | D.O. Arende, | Asst. Commissioner, Co-operative Development (Education) |
| | J.J. Musundi, | Secretary General, Kenya National Federation of Co-operatives (KNFC) |
| | D.H. Opondo (Mrs), | Organiser of Women Education, KNFC |
| | J. Mukule, | Lecturer, Co-operative College of Kenya |
| | H. Preuthun, | Lecturer, Co-operative College of Kenya |
| <u>Tanzania:</u> | A. Kazwala, | Asst. Director, Co-operative Education Centre |
| | C.W. Ngibombi, | National Study Organiser, Co-operative Education Centre |
| | Z. Meghji (Mrs.), | Organiser of Women Education, Co-operative Education Centre |
| | D.M. Makonya, | Education/Public Relations Officer, Co-operative Union of Tanganyika |
| <u>Zambia:</u> | F.K. Bowa, | Co-operative Officer, Co-operative Research and Planning Team |
| | L.M. Miwangu, | Principal, Katete Co-operative School |
| | F.M. Chinjanta, | Teacher, Katete Co-operative School |
| | J. Bjarsdahl, | Education Specialist, Co-operative Research and Planning Team |

| | | |
|---|----------------|---|
| <u>Sudan:</u> | S.H.M. Saleh, | Inspector of Planning & Education, Department of Co-operation |
| <u>Swaziland:</u> | R. Madsebula, | Senior Co-operative Officer (Research) Ministry of Commerce & Co-operatives. |
| <u>Botswana:</u> | T.D.L. Peiris, | Adviser, Co-operative Education and Training, Co-operative Development Centre. (Also representing I.L.O. as observer.) |
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