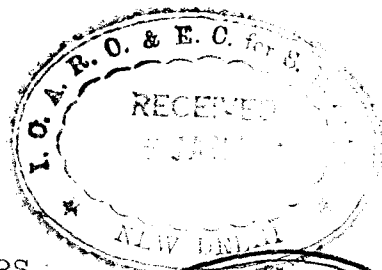
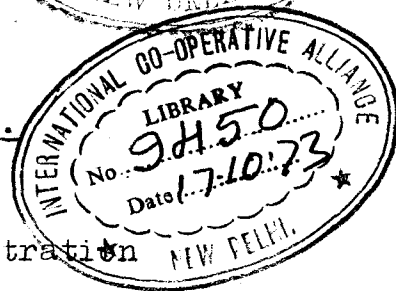


INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa
P.O. Box 946 MOSHI Tanzania



SEMINAR FOR CO-OPERATIVE TEACHERS
VENUE: CENTRE FOR CONTINUING
EDUCATION, MAKERERE UNIVERSITY
COLLEGE, KAMPALA, 9.9 - 19.9.1969.



TUESDAY - 9.9

- 14.00 - Information and Registration
- 15.00 - 16.30 - "Co-operation in Uganda"
Mr. A. R. Kyamulesire 334:37(063)6

WEDNESDAY - 10.9

- 08.30 - 10.30 - "Co-operative Education in Uganda"
Mr. A. E. Elogu
- 10.45 - 12.30 - "The Role of the Co-operative Movement"
Mr. P. Kwebiha,
Co-operative Commissioner, Kampala
- 14.00 - 16.30 - "Motivation in Adult Learning"
Mr. J. Kwesiga,
Centre for Continuing Education (CCE)

THURSDAY - 11.9

- 08.30 - 10.30 - "Social and Cultural Pattern in Communicatio
Mrs. T. Awori, CCE.
- 10.45 - 11.30 - "The Inter-Person Human Relations"
- 11.30 - 12.30 - "How to Follow Instructions"
Mr. R. F. Clerke, CCE.
- 14.00 - 16.30 - "Our Teaching in Co-operation"
Mr. A. R. Kyamulesire

FRIDAY - 12.9

- 08.30 - 10.30 - Groupwork on "Our Teaching in Co-operation"
- 10.45 - 12.30 - Plenary Session on "Our Teaching in
Co-operation"
- 14.00 - 16.30 - "Organisation of Co-operative Education"
"International Co-operative Alliance"
Mr. Arne Holmberg, ICA Moshi.

SATURDAY 13.9

- 08.30 - 10.30 - Groupwork on "Organisation of Co-operative Education"
- 10.45 - 12.30 - Plenary Session on "Organisation of Co-operative Education"

SUNDAY 14.9

- Excursion

MONDAY 15.9

- 08.30 - 10.30 - "Our Teaching in Management"
Mr. G. Nibe
- 10.45 - 12.30 - Groupwork on "Our Teaching in Management"
- 14.00 - 16.30 - Plenary Session on "Our Teaching in Management"

TUESDAY 16.9

- 08.30 - 12.30 - "The New Accountancy System in Kenya"
Messrs. Bierregaard and Gustbe
- 14.00 - 16.30 - Discussion on "The New Accountancy System in Kenya"

WEDNESDAY 17.9

- 08.30 - 10.30 - "Our Teaching in Accountancy"
Mr. M. Kujala
- 10.45 - 12.30 - Groupwork on "Our Teaching in Accountancy"
- 14.00 - 16.30 - Plenary Session on "Our Teaching in Accountancy"

THURSDAY 18.9

- 08.30 - 10.30 - "Application of some Communication Theories" Mr. P. Kaboha
- 10.45 - 12.30 - "Methods and Techniques: Lecturing, Seminars, Tutorials, Group Discussion, Study Circles"
- 14.00 - 16.30 - "Methods and Techniques(cont.) Role Playing, Case Studies, Excursions, Field Work, Correspondence and Visual Aids". CCE.

FRIDAY 19.9

- 08.30 - 10.30 - Open
- 10.45 - 12.30 - Final Reports.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa

P.O. Box 946 MOSHI Tanzania

LIST OF THE PARTICIPANTS IN CO-OPERATIVE
TEACHERS' SEMINAR TO BE HELD IN KAMPALA
9.9 - 19.9.1969.

KENYA:

- Mr. M. Kujala, Co-operative College of Kenya,
P.O. Box 4684, NAIROBI.
- Mr. I. F. Obonyo, Education Section, Co-operative Department,
P.O. Box 811, NAIROBI.
- Mr. G. M. Nielsen, Nordic Adviser, (Education),
P.O. Box 1317, KISUMU.
- Mr. G. Lundstam, Nordic Adviser, (Education),
P.O. Box 111, KAKAMEGA.
- Mr. B. A. Machyo, Co-operative Assistant, (Education),
P.O. Box 52, NYERI.
- Mr. R. Manundu, Co-operative Assistant,
P.O. Box 738, MOMBASA.
- Mr. V. B. Pedersen, Kenya Institute of Administration,
P.O. LOWER KABETE.
- Mr. T. Seda, Co-operative Assistant, (Education Settlement),
P.O. Box 408, ELDORET.

TANZANIA:

- Mr. S. S. Makanyaga, Co-operative College,
P.O. Box 474, MOSHI.
- Mr. S. I. Masawe, Co-operative Education Centre,
P.O. Box 3091, MOSHI.
- Mr. D. M. Makonya, P.O. Box 5, KIGOMA.
- Mr. O. Uhrbom, Tabora Co-operative Wing,
P.O. Box 212, TABORA.
- Mr. J. Singu, Tabora Co-operative Wing,
P.O. Box 212, TABORA.
- Mr. H. Sundquist, Mwanza Co-operative Wing,
P.O. Box 1463, MWANZA.
- Mr. D. Macheмба, Mwanza Co-operative Wing,
P.O. Box 1463, MWANZA.
- Mr. G. Nibe, Co-operative College,
P.O. Box 474, MOSHI.

UGANDA:

- Mr. H. J. Muzale, Co-operative Instructor (Government), (C/I),
P.O. Box 569, JINJA.
- Mr. F. U. Onyafia, C/I, P.O. Box 71, ARUA.
- Mr. C. S. Nynzi, C/I, P.O. Box 99, MASAKA.
- Mr. I. Z. Byabagambi, C/I, P.O. Box 111, KABALE.
- Mr. S. L. L. Toolit, Union Education Secretary (E/S),
P.O. Box 112, KITGUM. (E. Acholi Co-op. Union).
- Mr. B. N. Obong, E/S, P.O. Box 225, GULU.
(W. Acholi Co-op. Union).
- Mr. Tibikyagya-Mulumba, E/S, P.O. Box 99, MITYANA.
(Wamala Co-operative Union).
- Mr. C. A. Othieno, E/S, P.O. Box 101, TORORO.
(South Bukedi Co-operative Union).
- Mr. M. Kasigwa, Co-operative Officer,
Bukalasa Co-operative College, P.O. Box 97, BOMBO.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa

P.O. Box 946 MOSHI Tanzania

TRAVELLING REGULATIONS FOR PARTICIPANTS
IN ICA SEMINARS

1. The ICA office for East and Central Africa will write to each participant in a Seminar, suggesting the mode of travel to the venue of the Seminar.
2. Participants should, as a rule, travel by the cheapest means of transport; that is by bus, or if by train or ship, in the second class.
3. Exceptions to this rule could be accepted by the ICA office if mutually agreed upon, thus the office will consider air travel for long distances, during the rainy season etc. In such cases, the ICA office will endeavour to get price reductions by using group tickets..
4. In case a private car is used, the ICA office will refund costs as per cheapest means of transport.
5. Participants should endeavour to produce receipts for the various tickets but it is understood that sometimes tickets are not issued.
6. Taxi fares are accepted only for short distances, when no other means of transport is available.
7. The ICA office will, during a Seminar, refund the travelling costs.
8. A travelling allowance is paid at Shs.60 per 24 hours, counted from the time of departure to the arrival at the venue of a Seminar. Shs.2 is payable for each hour exceeding a 24 hour period.

For journeys of 12 hours duration or less, the allowance is Shs.2 per hour.
9. The ICA office will pay for food and accommodation for the participants during a Seminar and also defray the costs of any study tours arranged.

Adopted by the Co-operative Council Meeting in
Kampala 5.5.1969.

AH/MB/O.0/29049/50

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa
P.O. Box 946 MOSHI Tanzania

SEMINAR FOR CO-OPERATIVE TEACHERS
VENUE: CO-OPERATIVE COLLEGE, NAIROBI,
28.7 - 8.8.1969.

MONDAY - 28.7:

- 14.00 - Information and Registration
- 15.00 - 16.30 - "Co-operative Education in Kenya"

TUESDAY - 29.7:

- 08.30 - 10.30 - "The Role of the Co-operative Movement"
Mr. Dan Nyanjom,
Co-operative Commissioner, Nairobi.
- 10.45 - 12.30 - "The Communication Process"
Mr. D. Macharia,
Institute of Adult Studies (IAS).
- 14.15 - 16.30 - "The Co-operative Movement of Kenya"
Mr. Henry Kinyua,
President, Kenya National Federation
of Co-operatives (KNFC).

WEDNESDAY - 30.7:

- 08.30 - 10.30 - Our teaching in "Co-operation"
- 10.45 - 12.30 - Groupwork on the teaching of "Co-operation"
- 14.15 - 16.30 - Plenary session on "Co-operation"

THURSDAY - 31.7:

- 08.30 - 10.30 - "The Inter-Person Human Relation"
Mr. P. Kinyanjui, IAS.
- 10.45 - 12.30 - "How to Follow Instructions"
Mr. D. Macharia and Mr. P. Kinyanjui,
IAS.
- 14.15 - 16.30 - "Social and Cultural Pattern in
Communication"
Mr. D. Macharia, IAS.

FRIDAY - 1.8:

- 08.30 - 10.30 - "Application of some Communication Theories"
Mr. D. Macharia and Mr. P. Kinyanjui,
IAS.
- 10.45 - 12.30 - "Motivation in Adult Learning"
Mr. R. Mwilu and Mr. J. Okach, IAS.
- 14.15 - 16.30 - "Organisation of Co-operative Education"
Mr. Arne Holmberg, ICA Moshi.

SATURDAY - 2.8:

- 08.30 - 10.30 - Groupwork on "Organisation of Co-operative Education"
- 10.45 - 12.30 - Plenary Session on "Organisation of Co-operative Education"

SUNDAY - 3.8:

- Optional Excursion

MONDAY - 4.8:

- 08.30 - 10.30 - Our teaching in "Accountancy"
- 10.45 - 12.30 - Groupwork on the teaching of "Accountancy"
- 14.15 - 16.30 - Plenary Session on the teaching of "Accountancy"

TUESDAY - 5.8:

- 08.30 - 10.30 - "Use of Correspondence Studies in
 - a) Staff Education
 - b) Committee-men and Member Education"Mr. Arne Holmberg, ICA Moshi.
- 10.45 - 12.30 - National Reports Discussion
- 14.15 - 16.30 - "Methods and Techniques: Lecturing, Seminars, Tutorials, Group Discussion, Study Circles."
Mr. Mwilu and Mr. J. Okach, IAS.

WEDNESDAY - 6.8:

- 08.30 - 10.30 - Our teaching in "Management"
- 10.45 - 12.30 - Groupwork on the teaching in "Management"
- 14.15 - 16.30 - Plenary Session on the teaching in "Management"

THURSDAY - 7.8:

- 08.30 - 10.30 - "International Co-operative Alliance"
Mr. Arne Holmberg, ICA Moshi
- 10.45 - 12.30 - Programme to be announced
- 14.15 - 16.30 - "Methods and Techniques: Role Playing, Case Studies, Excursions and Field Work, Correspondence, Visual Aid."
Mr. R. Mwilu and Mr. J. Okach, IAS

FRIDAY - 8.8:

- 08.30 - 10.30 - Panel: "Adult Education Methods in Class Teaching and in Group Teaching"
Messrs. E. Bjerre, D. Macharia,
R. Mwilu, J. Okach, IAS.
- 10.45 - 12.30 - Final Reports
- ~~15.30~~ - Closure.

KENYA

Participants:

Geoffrey Kibanga	Dairy Training School, Box 25, Naivasha
Charles Maranga	Co-op. College-Kenya, Box 4684, Nairobi.
Walton Bunde	Co-op. Assistant Ed. Box 978, Kisumu.
Nelson Mwangemi	Co-op. College-Kenya, Box 4684, Nairobi.
Matti Teravainen	Ministry of Land & Settlement (Ed.) Box 5767, Nairobi.
Job Mukule	K.I.A. P.O. Lower Kabete.
Geoffrey Waithaka	Co-op. Ass. Education (S) Box 30450 Nairobi
K.E. Knudsen	P.O. Box 2579, Mombasa.

Observers:

J.A.N. Kibue	Co-op. College, Box 4684, Nairobi
Matti Kujala	Co-op. College, Box 4684, Nairobi
Pentti Haapiseva	Co-op. College, Box 4684, Nairobi.
F.D.O. Onyango Mbeya	Co-op. College, Box 4684, Nairobi
S.J. Ouma	Box 6154, Nairobi
Gunnar Knutsson,	Co-op. College, Box 4684, Nairobi.
Peter Elgaard	K.N.F.C. Box 9768, Nairobi.

UGANDA

Obol Aelo	Lango Co-op. Union Ltd., Box 59, Lira.
John Mukasa-SSebaana	West Mengo Co-op. Ltd., Box 7039, Kampala
C.K. Ongom	Box 106, Gulu.
Y.N. Kakyomya	Box 1, Masindi.
Titus J.B. Nangalama,	Bugisu Co-op. Union Ltd., Privata Bag, Mbale.
Sunny K. Tibamwenda,	Box 115, Mbarara.

TANZANIA

Participants:

Samuel Mshiu	Co-op. Ed. Centre, Iringa-Mbeya Wing, Box 395, Iringa.
Holger Pedersen,	Co-op. College, Box 474, Moshi.
E.A. Sabuni	Co-op. College, Box 474, Moshi.
Donatus Masanja	Dodoma Wing, Box 951, Dodoma.
John Rutahuga	Co-op. Education Centre, Box 3 Songea.
Stig. Olof Svensson,	Co-op. Education Centre Songea Wing Box 3, Songea.
P. Rutazaa,	Co-op. College, Box 474, Moshi.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa
P.O. Box 946 MOSHI Tanzania

To: Participants of the East African Co-operative Teachers
Seminar held in Kampala in September, 1969.

Dear Friends,

1. Enclosed please find:

- /. a) Recommendations from the Nairobi and Kampala Seminars.
- /. b) "The Case Study Techniques" - a paper written by Mr. Nibe of the Co-operative College, Moshi.
- /. c) A paper from the Kampala seminar entitled "Methods and Techniques" written by Mr. S.N. Kajubi of the Centre for Continuing Education, Kampala.

This is in accordance with Recommendation 4 of the Kampala Seminar and we shall be grateful if you could find an opportunity to honour this decision and send us a case study in Co-operative Management before the end of November 1969.

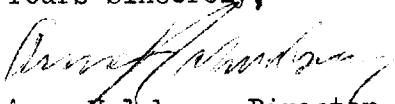
We should like to edit a few of these case studies and use them in the Moshi Seminar.

- 2. Please be informed that Mr. Samuel Mshiu started working in this office from the 1.10.69.
- 3. We had meetings of the Working Party on Accountancy, Statistics and Audits on the 15.10.69 to 16.10.69; and the Working Party on Credit and Finance on the 16.10.69 to 17.10.69. Both meetings were held in this office.
- 4. The East African Co-operative Commissioners Conference will be held in Bukoba on October 31. On the 3.11 we shall have a meeting of the Sub-Committee on Staff Education in Nairobi which will be followed by a meeting of the Working Party on Co-operative Education to be held in Dar es Salaam on the 4.11.69. The Co-operative Council Meeting will be held in Dar es Salaam on November 5.

Looking forward to hearing from you.

With Co-operative Greetings,

Yours Sincerely,


Arne Holmberg, Director.

0.2/AH/SM/25109/40.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa
P.O. Box 946 MOSHI Tanzania

RECOMMENDATIONS ADOPTED BY THE CO-OPERATIVE
TEACHERS' SEMINAR, NAIROBI, 28.7 - 8.8.1969.

1. That National Production Units be established at the Co-operative Colleges of Kenya, Tanzania and Uganda. Such Production Units would prepare study material for use in local, provincial/regional and central education whether for Staff, Committee-men or Members. The study material should mainly be published in the form of correspondence courses. An Approving Body should be set up on an East African basis and through the ICA office for East and Central Africa new study material should be referred to this body for consideration and publication on an East African level.

The Tanzania group recommended that the ICA Office be instrumental in producing a correspondence course in Elementary Commercial Book-keeping for use in the Co-operative Movement in East Africa.

2. The Kenya group recommended that study material and methods used in Committee-men and Member Education in Tanzania should be looked into by the Kenya National Federation of Co-operatives for consideration whether such material and methods could be applied to the Co-operative Movement in Kenya.
3. The Kenya group expressed their satisfaction about the efforts already made to teach the new accountancy system to various groups of personnel within the Co-operative Movement in Kenya and expressed the hope that these educational efforts will continue and embrace all groups of staff concerned. Particular reference was here made to the Co-operative Assistants.
4. The Tanzania group recommended that the new accountancy system adopted in Kenya be carefully studied by the teachers of the Co-operative College and the Co-operative Education Centre.

The Uganda group expressed a similar interest but as the group had no representative from the Bukalasa Co-operative College, it was felt that this question should again be raised at the Co-operative Teachers Seminar to be held in Kampala, 9.9 - 20.9.1969.

5. Concerning the selection of staff for courses at various stages and particularly in the Co-operative Colleges the importance of close co-operation between the field institutions and the colleges was stressed. It is important that the Co-operative Wings, Education Teams and the Co-operative Education Secretaries of the Marketing Unions work very close together in this and other matters and that their work is closely co-ordinated with that of the Co-operative Colleges in their respective countries. To achieve this purpose, it is advisable to prepare a Co-operative Education Plan for each country to cover a certain period of time.
6. The importance of establishing Co-operative Education Secretaries in all Marketing Unions was underlined by all the three groups. The Kenya group suggested that this question is investigated and promoted by the Kenya National Federation of Co-operatives and likewise the Uganda group observed that Co-operative Education Secretaries are not yet established in all Marketing Unions in Uganda.
7. The Uganda group underlined the importance of establishing more Co-operative Wings in Uganda so as to cover all districts of the nation.
8. All groups, recognising the importance of using the Case method in the teaching of Management and other related subjects, recommended that Case studies in Co-operative Management should be collected by the Production Units mentioned under Recommendation 1, and College, Wing, or Team teachers and Co-operative Education Secretaries should be asked to write case studies to be edited by the Production Units. Such case studies could be exchanged between the three movements through the ICA Office.

Further the Uganda group suggested that an association be formed by Co-operative secretary/managers either on National levels or on an East African level. Such an organisation could publish a magazine with case studies in Co-operative Management.

SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN CO-OPERATION.

NAIROBI 28.7 - 8.8.1969.

1. Availability of material, books, pamphlets, etc.

Resolved that ready study material, books, pamphlets, etc., for teaching purpose in the field and at the Co-operative College are not available. However, some books are to be found at the Kenya Institute of Administration but most of these books are not quite suitable for the present needs. Although extracts from the books could be useful.

2. a) Improvement in the supply of materials.

The following procedure could be adopted:-

- A study of the various categories of staff in the Co-operative Movement.
- Grouping of staff members in the Co-operative Movement so that they form groups to be trained.
- Determination of the knowledge and training for the various groups.

b) Production of Materials.

Answers to the following questions may help in the production of materials.

- a) What material is required for each group to be trained?
- b) What material is available for each group to be trained?
- c) What material is to be produced for each group to be trained?

c) Recommendations.

1. Production Section. A production section for each of the East African countries should be established to be fully responsible for the production of teaching material. An officer should be engaged to collect, co-ordinate and edit the material prepared by qualified people.

The production sections of the three East African countries should be in close contact so as to effect co-ordination in the preparation of teaching materials.

2. Approving Body: An Approving Body for each of the East African countries should be set up to approve teaching material produced.
3. When need arises an East African Approving Body should be set up to approve teaching material produced, which is of common use to the three countries.

SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN ACCOUNTANCY.

NAIROBI 28.7 - 8.8.1969.

N.B. We will keep to our earlier grouping i.e.

1. Secretaries of Primary Societies
2. Non-experienced staff from Movement/Department
3. Experienced staff from Movement/Department.

1. Secretaries.

A. Tanzania:

We find that the present teaching in the PSW Course, correspondence courses and residential courses at the College is fulfilling the goals established.

B. Kenya:

We find that the ABM I and II Courses are also good so as to educate the students for the required skill. But our group feels that Commercial Book-keeping should not be taught at this level.

2. Non-experienced Staff from Movement and Department.

Obviously the biggest problems in our countries arise from the fact that the people going to inspect the Secretaries of primary marketing societies are better educated than the secretaries. This could be true if we think only of general education but this is not the case if we consider the practical experience exposure to problems in the field.

Arising out of this assumption we have:-

i) Tanzania:

A situation where students taught in the present Intermediate Course do not measure up to the expected standard and this supports that the teaching in this Course should be changed. It is felt by many that the students should be put more into the practical problems and guided accordingly.

This change in teaching would mean that the teacher gets a more difficult job because he must then be more familiar with what is going on in the field. This is a challenge to all the teachers - the local ones and even more so the expatriates.

It must be stressed that too much general teaching solve few problems for these inexperienced students who need to be helped on the line. All efforts must be made to make the knowledge given to our students useful for their field work.

ii) Kenya:

The inexperienced group is taught in the Co-operative Assistants' Course and ABM Courses, as we understand - Commercial Book-keeping - to some extent. This area we find to be of limited value at this stage as mentioned earlier. Bearing in mind the needs of the field, the courses should concentrate on Co-operative book-keeping.

3. Experienced Staff from Movement and Department.

Kenya:

- i) More clarification on experience by the candidates is needed.

Tanzania:

- i) Improvement in the present Intermediate Course will mean further improvement in this course as well.

This change in teaching would mean that the teacher gets a more difficult job because he must then be more familiar with what is going on in the field. This is a challenge to all the teachers - the local ones and even more so the expatriates.

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Tanzania:

- i) Improvement in the present Intermediate Course will mean further improvement in this course as well.

CO-OPERATIVE EDUCATION IN UGANDA

STAFF EDUCATION.

Co-operative College:

Realising the shortcoming co-operative education was suffering a Central Co-operative Training Institute, "The Uganda Co-operative College" was opened in 1963 at Bukalasa and operates on the premises of the Bukalasa Agricultural College. It is meant for the training of the departmental staff and senior officers of primary societies and unions. Its activities at the moment are confined to the new-type Uganda Diploma in Co-operation Course - a 3 year course - Co-operative Certificate Courses - 1 year - and the Co-operative Supervisors Courses which each lasts 5 months. Places at Bukalasa are very limited and the Co-operative College has confined its activities to the more pressing need of training staff for the department. The training of the senior officers of unions is being done at various places depending on the availability of places where students can be accommodated. Buildings, teachers and teaching facilities are inadequate at the College.

So a decision was made by Government to erect a separate Co-operative College and plans were produced for one. It is recognised by all that the whole future of co-operative Development in this country depends on the establishment of a co-operative college since accommodation at Bukalasa has got so small for both the Agricultural and Co-operative Colleges.

The aim of the college is:-

- (a) for teaching officers required to work in the Department of Co-operative Development;
- (b) for teaching staff to work in Co-operative Unions and Primary Societies;
- (c) for teaching committee members and ordinary members of societies;
- (d) for carrying out refresher courses for both departmental and societies officials and
- (e) for the promotion of research in co-operative principles, techniques and future development possibilities.

With its expert staff, it is proposed the College could also carry out surveys and enquiries where required by a co-operative society. It would have experts who would act as consultants to deal with on the spot managerial problems where they arise.

Training for Union Staff:

Co-operative Unions own over 50 ginneries and over 10 coffee factories. Co-operatives have a yearly turnover of about 20 millions. Existing factories were taken over from the hands of non-Africans (almost entirely Asians). As these were taken, many of the existing managerial and technical staff were temporarily retained and African assistants or deputies appointed to understudy them.

Although in theory this is convenient way of training staff, in practice it has a number of defects namely:-

- (a) The original staff were not Co-operative-orientated in their techniques.
- (b) Many of them were neither efficient nor modern in outlook and techniques.

- (c) Many, for obvious reasons, were unwilling to impart fully or quickly what skills they possessed.
- (d) In the general political and social context of later stages of development, many Co-operative Unions discontinued the practice and, having already some partly trained Ugandan staff, preferred to bring in such staff.
- (e) There was and is no "pool" of experienced African managerial and technical staff on which to draw, other than staff of the Department itself.

Although a Management Training and Advisory centre has been established in Uganda, it is neither suitable nor large enough to meet special requirements of the Co-operative Movement and Department.

Vacant or newly established posts in these Unions are normally advertised, and the Registrar, attempts to regulate the situation by disapproving applicants who are unsuitable, but in the absence of a "pool" of experienced managers and training facilities for new entrants, he is unable to do very much to raise standards. Management posts thus go to, e.g. School Teachers, Local Government Junior Staff, Co-operative Assistants, etc. and consequently efficiency suffers and operating costs rise.

The need for technical training of employees of unions is recognised and various technical courses are organized by the Department. The teaching of Management, Accountancy, Book-keeping is carried out formally by MOD/UK expert attached to the Department. He conducts book-keeping, accountancy and management training courses for the existing staff of co-operative unions and some large primary societies. These courses last from 2 - 4 weeks for 20 - 30 students at a time. These courses are run wherever accommodation can be found e.g. at the Uganda College of Commerce, at District Co-operative Wings, at the Labour College, at Makarere Extra Mural Place, at Bukalasa Co-operative College. Courses for employees of Unions are sometimes conducted at the Unions' Headquarters. Inspection and training visits to union offices are carried out by the expert as a follow up. He also prepares training manuals on accounting and recording systems, on bonus incentive schemes for staff from management to semi-skilled labour, on management theory and practice etc. for use by unions and large primary societies.

Two cotton Ginnery Training Experts (M.O.D./U.K.) - both well experienced practical Ginnery Engineer/Managers are concerned with improving the technical skill of staff, particularly Management and Machine fitting. They conduct formal courses at ginneries by "On the job" training and they organise and supervise a general Fitters Course lasting 10 months for 20 - 30 students which is conducted at Lira Technical School for the would be Co-operative gin fitters recruited from school. Two Instructors are provided by The Ministry of Education. After 10 months at the Technical School, trainees receive on-the-job training in selected ginneries and coffee factories to enable them to specialise in one or other type of machinery.

These experts also advise Unions on the proper use of labour, building and engineering problems particularly with a view to more efficient production at reduced costs.

In short there is an urgent need for education and training of office-bearers and staff of primary and secondary co-operative organisation as well as of Departmental staff and there is therefore an urgent need for adequate facilities for training.

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It is considered that sandwich training is the most suitable to meet the requirements of the Unions and also to ensure that such personnel acquire a sound theoretical and practical background.

The advantages of a sandwich training scheme are:-

- (i) Promotional prospects clearly visible to the employees should attract young personnel looking for sound career.
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In Uganda, Co-operative Unions and societies are requested to meet the costs of accommodation (except at Co-operative Wing courses) and journey fare for their members or employees, this they readily accept to do subject to availability of funds. Unions have in many cases provided stationery for use at Co-operative Wings - mainly for training Secretaries and Treasurers of primaries. A further step in the recognition of the importance of educational work has been taken by some co-operative unions in the appointment of full time or part time educational Secretaries. The main effort however in co-operative education is carried out by co-operative staff in the field advising and guiding primary and secondary societies in the day-to-day conduct of their affairs teaching co-operative book-keeping, by audit and supervision and teaching the principles and benefits of co-operation. This remains the most important way of teaching co-operation and technical subjects - it is on the job training for society employees and for committee members too.

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It is quite clear that such aims overlap with most of what the Government is doing for the co-operatives through the Department of Co-operative Development at present but the Department is prepared to share the responsibility with the Alliance. The Alliance fell into financial and management difficulties, co-operators appeared

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Of recent about 40 Uganda Co-operators attended courses of various lengths overseas each year. The usual courses are in USA for study tours agricultural co-operative courses, U.K. for Diplomas in Co-operative Secretaryship and Management, Canada for Co-operative Leadership course, Antigonish, India for accountancy and book-keeping courses, Sweden for intensive co-operative courses, Israel for Co-operative Leadership courses and within East Africa, Kenya for a Dairy and Livestock Tours.

CO-OPERATIVE COLLEGE,
BUKALASA.

MAY, 1969.

SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN ACCOUNTANCY.

NAIROBI 28.7 - 3.8.1969.

From all the East African Colleges it has been put that the Teaching of Accountancy must be as relevant to the work done in the field as possible.

Suggestions as to how this could be effected have been put forward. Could you propose other ways whereby this could be achieved?

It is suggested that as many and recent books as possible must be offered to the students for reading so as to get a deep understanding of the subject. It is crystal clear to every one that books based on East African Problems are unobtainable.

What suggestions would you put forward to East African Colleges in order that these problems could be overcome? Suggest also ways of overcoming the language problems.

The teaching of Accountancy in Kenya is handled at two levels.

1. Provincial Level. By the Co-operative Education Teams.
2. National Level. By the two National Co-operative Training Institutions:
 - a) The Co-operative College of Kenya
 - b) Kenya Institute of Administration.

At the Provincial Level the main participants are Recorders, Committee-men, Book-keepers and Secretary/Managers. The courses in most cases range from one to two weeks. Since these courses are very short and organised for a group of participants engaged in more or less similar tasks, the group felt that the training should stress the following:

- a) Book-keepers
Recorders
Secretaries/Managers.

Understanding of the use of various documents used in recording - receiving and making payment for the produce delivered by members. Recorders for one type of produce should undergo a separate course from Recorders of other types, i.e. Coffee, Pyrethrum, Cotton, etc. This is useful because the documents used differ. The writing up of the Cash Book.

b) Committee-men:

- a) Society's economy
- b) Financial Control.

After the training, the Co-operative Education Teams follow-up the students who have attended the courses. It is the views of the group that this should be intensified.

A major problem faced in training at Provincial Level is the lack of standardised documents as well as syllabus. It is recognised that the teaching is bound to differ from province to province because of the structure of the economy but an agreed approach and the field to be covered in the subject can be established in principle. This should eradicate the habit of relying heavily on the Teams' own initiatives, creating variable standards which makes homogeneity of College material of students complicated.

There is a need, therefore, to look into standardisation of documents used in the societies especially when receiving produce and making payments to growers. Also an attempt should be made to standardize the syllabus.

National Level

The Co-operative College:

The group looked into the teaching of the subject to the ABM I and ABM II courses. It is satisfying to note that the College concentrates on very relevant matters to the needs of co-operative societies. In ABM I, an emphasis is placed on teaching thoroughly of the documents used in Co-operative societies, the trial balance for major crops in Kenya, i.e. coffee, dairy, pyrethrum, etc. The Trial Balance taught was presented to the Seminar by Mr. Mbeya of the Co-operative College of Kenya.

As a follow-up the student is required to extract a trial balance of his society after he leaves the college and send it to the College together with his comments on the financial position of the society as reflected by the Trial Balance. In the ABM II the concentration is on final accounts of Co-operative Societies. Although some commercial accounts are taught the College is not kept to devote more time on this section.

The main problem identified is the establishment of the follow-up Machinery. For example a student who is expected to send to the College a Trial Balance and comments may not have access to complete information about his society. On-the-job-training of the departmental staff may not be able to help the students since most of them are ignorant of the new system of accountancy. If on-the-job-training is to be effective the Department should organise seminars for all its staff to be conversant with the new system of accountancy in order to help college graduates to become effective.

At the College short seminars or conferences are held for accountants and managers. Topics relating to the field of accountancy are discussed. The College tries to involve as many as possible experts from outside. This should be intensified because it provides a forum for the Managers and Accountants to exchange valuable information.

The Kenya Institute of Administration.

The subject of Accountancy is taught at the following courses:

- a) Co-operative Assistants' Course
- b) Certificate in Co-operative Accountancy Course
- c) Certificate in Co-operative Management and Administration Course.

Previously the Co-operative Assistants' Course was three months and experience showed that less time was allocated to Co-operative accounts, i.e. the relevant field to Co-operative societies. Two months were spent on Commercial and only one month on Co-operative Accountancy. This meant that a College student who finished ABM II was well off and yet they are supposed to be at bar. However, with lengthening the course to six months it should be possible to devote adequate time to Co-operative accounts. This therefore has been a solution because our approach is to give a student general principles of accounts to help him grasp the Co-operative accounts better.

There is a similar approach to advanced courses. Commercial accounts and Co-operative accounts are taught.

In the field of Co-operative accounts the case-study approach is used. Simulated exercises have been developed for use. Some material is under preparation by the staff which will make the teaching of the subject more relevant and effective. It has also been arranged that as many lecturers as possible engaged in accountancy service to Co-operatives or Co-operative Departments come and lecture at our courses. There is field training for our students of the Certificate in Co-operative Accountancy Course. They are attached to work in Unions and Co-operative Societies alongside the book-keepers or accountants. We also attach them to the audit nucleus for audit work under the supervision of the officer in charge of that section.

The question of language was considered and it was felt that including the teaching of English in the curriculum is useful and may solve immediate short-comings or handicaps of teaching the subject.

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P.O. Box 946 MOSHI Tanzania.

CO-OPERATIVE EDUCATION IN UGANDA

STAFF EDUCATION.

Co-operative College:

Realising the shortcoming co-operative education was suffering a Central Co-operative Training Institute, "The Uganda Co-operative College" was opened in 1963 at Bukalasa and operates on the premises of the Bukalasa Agricultural College. It is meant for the training of the departmental staff and senior officers of primary societies and unions. Its activities at the moment are confined to the newtype Uganda Diploma in Co-operation Course - a 3 year course - Co-operative Certificate Courses - 1 year - and the Co-operative Supervisors Courses which each lasts 5 months. Places at Bukalasa are very limited and the Co-operative College has confined its activities to the more pressing need of training staff for the department. The training of the senior officers of unions is being done at various places depending on the availability of places where students can be accommodated. Buildings, teachers and teaching facilities are inadequate at the College.

So a decision was made by Government to erect a separate co-operative College and plans were produced for one. It is recognised by all that the whole future of co-operative Development in this country depends on the establishment of a co-operative college since accommodation at Bukalasa has got so small for both the Agricultural and Co-operative Colleges.

The aim of the college is:-

- (a) for teaching officers required to work in the Department of Co-operative Development;
- (b) for teaching staff to work in Co-operative Unions and Primary Societies;
- (c) for teaching committee members and ordinary members of societies;
- (d) for carrying out refresher courses for both departmental and societies officials and
- (e) for the promotion of research in co-operative principles, techniques and future development possibilities.

With its expert staff, it is proposed the College could also carry out surveys and enquiries where required by a co-operative society. It would have experts who would act as consultants to deal with on the spot managerial problems where they arise.

Training for Union Staff:

Co-operative Unions own over 50 ginneries and over 10 coffee factories. Co-operatives have a yearly turnover of about £20 millions. Existing factories were taken over from the hands of non-Africans (almost entirely Asians). As these were taken, many of the existing managerial and technical staff were temporarily retained and African assistants or deputies appointed to understudy them.

Although in theory this is convenient way of training staff, in practice it has a number of defects namely:-

- (a) The original staff were not Co-operative-orientated in their techniques.
- (b) Many of them were neither efficient nor modern in outlook and techniques.
- (c) Many, for obvious reasons, were unwilling to impart fully or quickly what skills they possessed.
- (d) In the general political and social context of later stages of development, many Co-operative Unions discontinued the practice and, having already some partly trained Ugandan staff, preferred to bring in such staff.
- (e) There was and is no "pool" of experienced African managerial and technical staff on which to draw, other than staff of the Department itself.

Although a Management Training and Advisory centre has been established in Uganda, it is neither suitable nor large enough to meet special requirements of the Co-operative Movement and Department.

Vacant or newly established posts in these Unions are normally advertised, and the Registrar, attempts to regulate the situation by disapproving applicants who are unsuitable, but in the absence of a "pool" of experienced managers and training facilities for new entrants, he is unable to do very much to raise standards. Management posts thus go to, e.g. School Teachers, Local Government Junior Staff, Co-operative Assistants, etc. and consequently efficiency suffers and operating costs rise.

The need for technical training of employees of unions is recognised and various technical courses are organised by the Department. The teaching of Management, Accountancy, Book-keeping is carried out formally by MOD/UK expert attached to the Department. He conducts book-keeping, accountancy and management training courses for the existing staff of co-operative unions and some large primary societies. These courses last from 2-4 weeks for 20-30 students at a time. These courses are run wherever accommodation can be found e.g. at the Uganda College of Commerce, at District Co-operative Wings, at the Labour College, at Makarere Extra Mural Place, at Bukalasa Co-operative College. Courses for employees of Unions are sometimes conducted at the Unions' Headquarters. Inspection and training visits to union offices are carried out by the expert as a follow up. He also prepares training manuals on accounting and recording systems, on bonus incentive schemes for staff from management to semi-skilled labour, on management theory and practice etc. for use by unions and large primary societies.

Two cotton Ginnery Training Experts (M.O.D/U.K) - both well experienced practical Ginnery Engineer/Managers are concerned with improving the technical skill of staff, particularly Management and Machine fitting. They conduct formal courses at ginneries by "On the job" training and they organize and supervise a general Fitters Course lasting 10 months for 20-30 students which is conducted at Lira Technical School for the would be Co-operative gin gin fitters recruited from school. Two Instructors are provided by The Ministry of Education. After 10 months at the Technical School, trainees receive on-the-job training in selected ginneries and coffee factories to enable them to specialise in one or other type of machinery.

These experts also advise Unions on the proper use of labour, building and engineering problems particularly with a view to more efficient production at reduced costs.

In short there is an urgent need for education and training of office-bearers and staff of primary and secondary co-operative organisation as well as of Departmental staff and there is therefore an urgent need for adequate facilities for training.

It is planned the college would have accommodation for about 230 students at any one time. There would be a majority of Diploma student(161), a few co-operative Assistants(one year course-25), 20 students for refresher courses each time, and 24 on courses sponsored by Unions for their staff(in-service), short courses for English speaking committee members and other prominent voluntary leaders, for managers of unions, Assistant managers, Accountants and other union employees would be run. When sufficient school certificate candidates become available

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CO-OPERATIVE COLLEGE,
BUKALABA.

MAY, 1969.

P.O. Box 946 MOSHI Tanzania

PAPER TO BE PRESENTED AT THE CO-OPERATIVE TEACHERS' SEMINAR.

9.9 - 19.9.1969.

ORGANISATION OF CO-OPERATIVE EDUCATION.

INTRODUCTION.

Co-operative Education is normally divided into three parts;

1. Staff
2. Committee-Men
3. Member Education.

The efficiency of a co-operative society, whether primary, secondary or tertiary, depends upon the understanding and the collaboration of these three groups. For this reason, it is in this respect correct to use the term Education, and not Training, as it concerns the human relationship in the co-operative society.

The Organisation of Co-operative Education offers difficulties if the number of societies is very large, as it is in the three East African countries. In most cases it is, therefore, not possible to organise co-operative education on a National level, and expect to have a regular communication with all primary societies.

In the case of a marketing corporation, it is usual to think in terms of a national institution being in touch with the Marketing Unions to assist these Unions in building up a system for co-operative education concerning the Union itself, and its affiliated primaries.

The system proposed here is:-

1. Each Union appoints a Co-operative Education Secretary.
2. The allocation of an Educational Sub-Committee.
3. Votes for Co-operative Education.

SYSTEM OF ORGANISATION.

The system in the English speaking territories was to establish a Co-operative College for the teaching of the Government Staff and then to rely upon the inspectorate staff (usually the Union staff), to carry out Committee-men and Member Education in the societies.

Experience has shown that this approach was not feasible; it became soon necessary for the co-operative Colleges to consider the education of Staff of Primary Societies and Unions in addition to the training of Government Staff.

In this system it was foreseen to establish a National Apex Organisation with the overall task of carrying out co-operative education, but this again has not proved very successful, for two reasons.

First, that the National Apex Organisation has to depend upon membership contributions, and that these contributions cannot be very substantial.

Second, that the Co-operative College invariably remains outside the jurisdiction of the National Apex Organisation.

After Independence Co-operatives in the developing countries as a rule have got considerable tasks inside National Development Plans. It is, therefore, natural that the Co-operative movement develops national peculiarities, and also to some extent have to adopt national systems for Co-operative Education.

Some points are, however, of a general character, such as:-

Co-operative Education is an integral part of a Co-operative Society's activities. When organising Co-operative Education one must consider this fact. Consequently the establishment of Co-operative Wings or Provincial Education Teams must never compete with the education work carried out by the Marketing Unions, but should support this work. This is important, when, for instance, discussing any field offices being established at Farm Training Centres or at District Training Centres, and it should also be considered when discussing, for instance, the establishing of District Unions in Kenya.

STAFF EDUCATION.

There are two different approaches to Co-operative Staff Education.

1. Establishing long time courses at a Co-operative College, ending with examinations, certificates or diplomas, and sometimes being tied up with a University.
2. A system of self studies and short courses, either at a local, regional or college level.

The advantage with long courses is that there is time enough to bridge differences in the students' general education. The drawbacks concern the selection of students, as any mistake is more expensive in long courses, and also the position of the students after the college course. If they are well trained in a general subject like Accountancy, several competent students may find jobs outside the movement.

A problem also concerns the development of the movement itself; if the students stay away for a year or more, changes have taken place, causing the students some difficulties and also the teachers of the Co-operative College, who are supposed to teach the contemporary situation in the movement. These difficulties could probably be overcome by inserting priorities of practice in long courses.

Another problem concerns examinations. If a person attends a school where his ability will be measured in final examinations, he will direct his studies in one way; he will find out the nature of his examinations, and get hold of previous tests given, etc. On the whole he will concentrate on learning facts, and if the facts are available in books, he may even tend to be lazy during classes.

If a person is sent to a short course by his employer, and if he has prepared himself at home through compulsory self studies, he is aware of the importance of the residential course he is attending, and he knows that his results at this course is part of his record in the Staff Register.

If it is obvious that both his performance on the job and in the Courses account, and if the syllabus is strictly directed towards his present job and/or the job he is expected to be promoted to, he will, if he is intelligent, be a good student without examinations.

From the point of view of the movement and of the Co-operative Department, short courses would appear to be more useful, because they can be altered according to the needs of the movement. They reach a larger section of the staff, and if they are properly based on self studies, they will also be one of the means of selecting staff suitable for promotion.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa
P.O. Box 946 MOSHI Tanzania

KENYA.

SECRETARY'S REPORT OF GROUPWORK ON THE
ORGANISATION OF CO-OPERATIVE EDUCATION

NAIROBI 28.7 - 8.8.1969.

INTRODUCTION:

To make the teaching effective to the local man we start seriously from Provincial Level. Here we have a team of two people dealing with education - hence Provincial Team.

Provincial Education Team.

Technical and financial aid from the Nordic countries. The Nordic Advisers are always in charge of the team. Assistants or Co-operative Assistants act as counter-parts.

Task at the Provincial Level.

The team has the tasks of organising, planning and conducting courses.

District Level.

1. During the long term planning the team book some training centres where the training is to take place. These centres are Agricultural Training Centres and Community Development Training Centres. We have also Ministerial co-ordination which put us together.

2. Detail Plan.

a) The type of courses to be conducted here are:-

- i) Secretaries' Courses
- ii) Book-keepers' Courses
- iii) Committee-men's Courses
- iv) Recorders' Courses
- v) Members' Courses.

b) Programme.

1. Letters of invitation circulate to Unions, Co-operative Officers and Co-operative Assistants who easily can contact the Primary Society in question.
2. Lecturers are to be contacted, specialists from the Agricultural Department on the fields to be covered, etc.

c) Teachers (Lecturers).

It is the team's duty to contact those who are to lecture - according to the lessons in the timetable. Assistance is always received from the Agriculture Department and Coffee Extension Officers, Livestock Officers and Pyrethrum Field Advisers come to teach.

d) Lessons.

Though we make programme to fit the participants' needs and responsibilities the following subjects are practically always taught:-

- i) Book-keeping.
- ii) Co-operative Principles and Law.
- iii) Society Economy, Budget and Financial Control.
- iv) Meeting Procedure and Responsibilities.

AIMS:

A good number of our Co-operators still need effective training and emphasis on what Co-operatives mean to them, as opposed to profit making activities.

COMMUNICATION:

In order to reach the co-operators at their homes far away from the post offices, the team uses the nearest bodies to the Primary Society, that is the Union, the Co-operative Officer and the Co-operative Assistant of the area. Without this procedure, the attendance to the training centres would be slim.

DURATION:

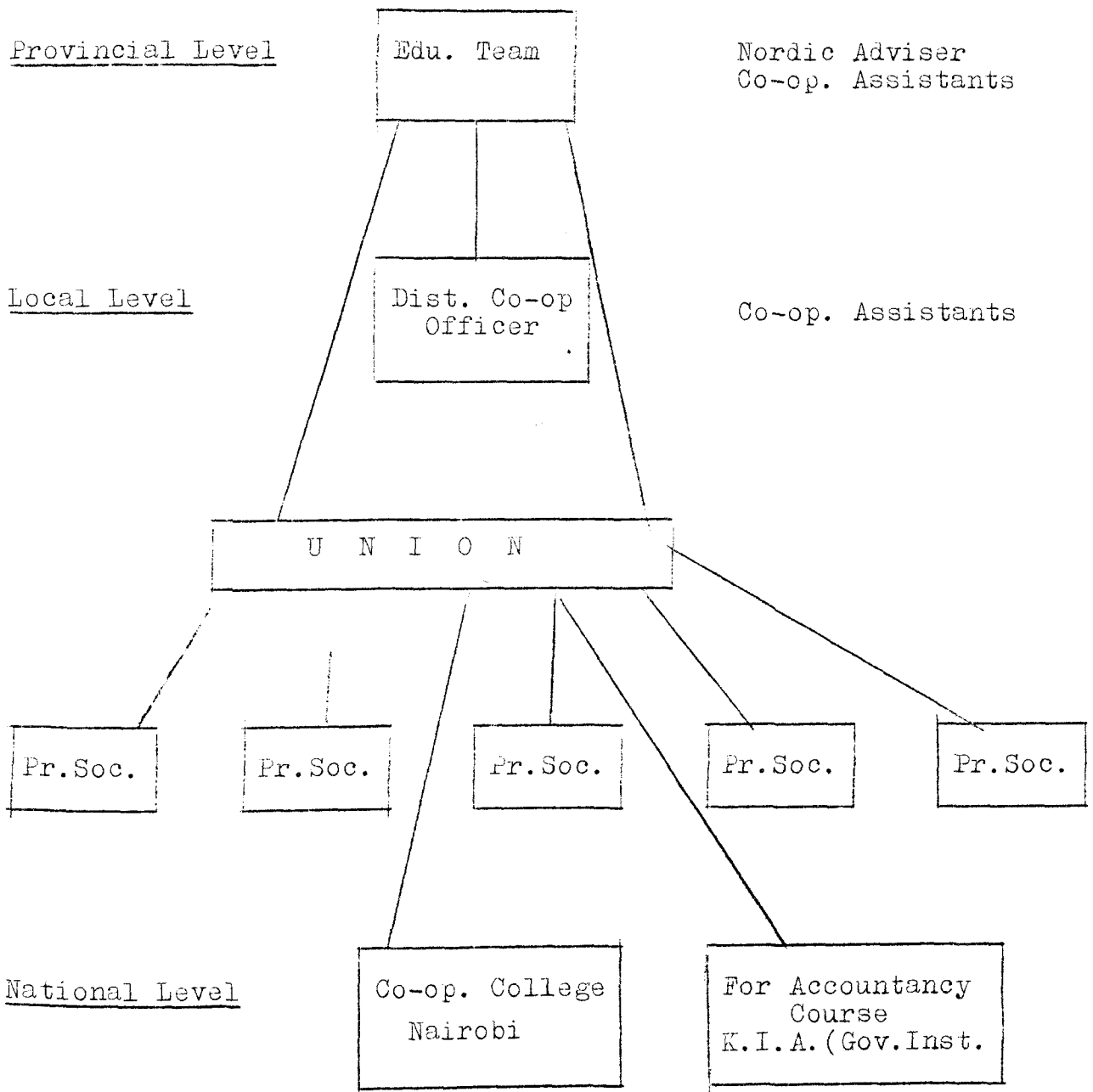
Courses last for one to two weeks only. When inviting members we conduct courses lasting for two to three days only. This because we want to train as many members as possible within one week.

EDUCATION AT THE NATIONAL LEVEL:

Both Kenya Institute of Administration and the Co-operative College, Nairobi, serve the above purpose for the personnel of the movement and the Government staff. The two memos from these institutions explain explicitly what courses are conducted there and their duration.

FEEDERS:

From the courses we conduct at the Local Level the College recruits its students. On the recommendation of the team, the College is able to select feasible students.



PROBLEMS:

In a young developing country like Kenya we are confronted with difficulties of various kinds, which effect the efficiency of our work, e.g. lack of trained manpower, staff, lack of involvement in the organisation; some people with good understanding do not want to involve themselves into the movement. Hence, they leave it to the old people, the poor and those who are not fully enlightened. Lack of Machinery; "Seeing is believing." Our co-operators need be shown some films which would teach them how the movement develops in other places and in other countries.

Lack of funds to facilitate travelling to and from training centres and the maintenance of these.

EDUCATION SECRETARY:

At the moment Kenya has not made an attempt to employ the above mentioned officers as in the other neighbouring countries of East Africa. This should be the Unions' responsibility. The system should be initiated by the Kenya National Federation of Co-operatives. The Education Secretary would be the team's immediate man when primary societies are to be contacted. Their training should be arranged at the Co-operative College.

CORRESPONDENCE COURSES:

This is a big question here in Kenya. We find it, however, necessary to ask whether there is staff enough to organise and carry out the job efficiently and effectively. If introduced it would serve as a pre-entry course to the Co-operative College and also to further develop the skills and abilities of those who might not be accepted by the College.

MEMO ON TEACHING CO-OPERATION - KENYA.

Co-operative College of Kenya.

At the Co-operative College we are not teaching "Co-operation" as a special subject. Part of it is covered under the subject "Co-operative Law and Procedure", another part under the subject "Co-operative Practice". When teaching "Management" the Co-operative principles and methods are also being put into relation to other methods of business.

Of course we are informing about the co-operative ideas and principles, but on the other hand we have the feeling that these ideas and principles are related to all our teaching and related to everything that happens in a co-operative organisation. The ideas are not separate from the daily life but an integrating part of it. In the same way they are best taught by being integrated into other subjects, as well as taught separately.

Under the subject "Co-operative Law and Procedure" the following items are included: Registration of a Co-operative Society, By-laws and amendments to by-laws, Rights and liabilities of members, Duties of a Co-operative Society, Privileges of Societies, Property and funds, General meeting, Committee Meetings, Taking of Minutes. (See Syllabus).

In teaching of meeting procedure etc. the College is collaborating with the Department to get practical examples and case studies from the field with model solutions to the problems. In the field training it has also been possible to take up some special problems, such as Members Register, Commercial securities, Registration of charges, Bailment, Contract sale of goods etc.

Concerning the control of the societies we have dealt with such items as Inquiry by the Commissioner, Inspection of Affairs, Arbitration etc.

In the subject "Co-operative Practice" in the ABM-I and ABM-II courses we usually give the following:

1. A brief introductory description of the subject.
2. Co-operative Principles and ideas as they are adopted in some countries outside of East Africa (Scandinavia, Germany, Canada etc.).
3. How the Co-operative method of doing business can be used, and is used, within the agricultural field in Kenya and some other countries (supply, credit, production, marketing etc.).
4. Some special problems in farm marketing Co-operatives when applying the Co-operatives principles (membership, delivery etc.).

5. Relations between the members and the Society (members' rights, business efficiency etc.).
6. Relations between Committee and Manager in Co-operative Organisations.
7. Existing Co-operative organisations and marketing boards etc. In Kenya and their current problems. To inform about this we are inviting representatives of the bodies mentioned to give at least one short lecture, followed by a question session.
8. The practical running of a Co-operative Society and a Co-operative Union. We usually invite the Manager of one of the nearby Unions to inform about the organisation of this Union. The following week we go for a visit to that same Union, when the students are given the opportunity to visit different departments in groups and find some facts in accordance with a plan prepared in beforehand. Each group has three participants to prepare a report.

A similar visit is usually arranged to a nearby Society.

9. Field training.

The best way to find out the practical problems in the field is to stay there for some time and observe the work done. For that reason we have now started a kind of field training in ABM-I and ABM-II, shortly described below.

During the ABM-I field training which is lasting for two months after the course period, the students are advised to investigate their own work and make observations, connected to their day-to-day work at the Society's office, all the time trying to apply the knowledge they have gained during the course. They also have to keep a working diary for two months.

In addition to this every student has agreed to do one specific study-task about the Co-operative practice carried out in their Society, and write a short but comprehensive report on that subject. This reports are commented upon by the teaching staff at the College.

ABM-II field training is planned to take place in the middle of the course lasting one week. The students are expected to investigate specific items on Co-operative practice in their own societies and report back the results during the second part of the course. The reports are being discussed and commented upon by the teachers at the College.

Problems in teaching of "Co-operation" at College level.

Problems in teaching are mainly related to lack of text books based on local conditions and problems. In a way this problem has been partly solved when we got the book "Economics in Co-operative enterprise" by Helms, which will be useful.

We should like much more up to-date material and examples from the Co-operative Department. A start has been made in this direction but much more can be done. The collection of cases and problems from the field through the newly introduced field training programmes will be of the utmost importance to make the training in Co-operation practical and related to life.

From the Co-operative literature published in other countries something may be useful and could be adopted in our teaching.

Using lecturers from co-operative organisations and bodies has proved very useful. Mybe not so much in results to be shown in "final examinations" but in widening the understanding and outlook by the students what concerns the whole co-operative field. Such a lecture is successful when the lecturer is talking for not more than 40 minutes, leaving about one hour for questions, and when he delivers a written summary of his lecture. Not so few of our lecturers fulfil these requirements well. In this respect it can not be valued enough that the College is situated in the capital of the country.

Memo on teaching of Co-operation.

Provincial Education Teams.

The teaching of Co-operation at the local course for staff usually consists of the following items:

1. Co-operative principles and ideas.
2. The Co-operative Act of 1966, Rules and By-laws.
3. The organisation of the Co-operative movement in Kenya.
4. Organisation of a Primary Society.
5. Organisation of a District Co-operative Union.
6. Organisation of the Co-operative Department and its Functions.
7. The Government policy on co-operatives in Kenya.
8. The economic importance of co-operatives.
9. History of the Co-operative movement in the world and in Kenya.
10. Co-operative Education and information.

Problems in teaching.

There are not enough copies of the Co-operative Act, Rules and by-laws available for students. The Swahili versions are not satisfactory. All these documents should be finalized and distributed to the provinces to be used at local courses.

There are only a few slides on Co-operation available, and so far there is no proper film introducing the co-operative movement. After withdrawal of the Mobile Film Units the member education out in the field has more or less collapsed.

The teaching in co-operation and the current practices in the societies do not always correspond, which is causing confusion.

There is an overall lack of teaching material for the Provincial training. This also means that the co-ordination of the teaching is difficult. We have been aware of these problems for some time and also planned how to solve them gradually. In 1969 a production section has been started at the Co-operative College. The first teaching material for the Provincial teams will be ready to use in August or September this year. In the production of material we have been able to use some of the material produced by Tanzania and Uganda.

For the future it would be very useful to start a close co-operation between the three countries concerning production of material for co-operative education.

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UGANDA CO-OPERATIVE COLLEGE, BUKALASA

TEACHING OF CO-OPERATIVE MANAGEMENT

(By Michael E. Kasigwa, Lecturer in Management at the Uganda
Co-operative College, Bukalasa)

A. INTRODUCTION.

In most developing countries the Co-operative Movement is looked upon as one of the principal vehicles for economic and social change. Co-operation is perhaps the only economic institution that can bring about rural transformation. This aspect of the Co-operative Movement has been recognized by X. Delmotte of the Ministry of Agriculture, Malagasy. He says:-

"The greater part of Africa and Madagascar has installed Co-operatives amidst other implements for their economic and social development. The conviction that the tremendously rural character of their respective original economics could find no more powerful lever for transformation and modernization than the co-operative is, in fact, well established. Faced with a serious problem of population explosion, confronted with basic structures often frozen by scarcity of capital, how can we conceive of progress if the most important economic sector, that of work on the land, is not organized with the active participation of the whole rural population. In some Co-operation in Africa and Madagascar has become a necessity." (1)

How co-operation can play this role is largely a matter of applied economics. What I want to note here is that Management is a determinant factor of the successful operation of Co-operative enterprises. The Co-operative is essentially a pool of scarce resources entrusted to the managers. The managers, thus, have an obligation to manipulate these resources in a way that not only will benefit the owners (the members), but also the economy at large. And this is one principal objective for teaching management at Co-Co-operative Colleges - to produce personnel who either actually manage co-operatives, or who advise the managers of the co-operatives. I should probably mention, at this juncture, that our Colleges are at present concerned predominantly with the latter category. This has got a number of short-comings. The main problem is whether or not the departmental staff graduating from our Colleges are able to give some advice to the managers. We shall say more about this later.

B. TEACHING PROBLEMS:

The need for people with requisite Management skills is a challenge to us engaged in the Education service departments of the Co-operative Movement. It is reasonable to believe that we are doing our best in this field, but that "best" is tempered by a number of outstanding problems:

1. Teaching Material: Most of our teaching institutions have attained their present scale only in recent years. For example the Uganda Co-operative College in its present form and scope was not established until 1966; and is still in a period of "formation". Because these institutions have been established only recently, they lack some of the basic teaching materials. Text-books are an important improvement of the teaching-learning frame-work. This means they must be in adequate supply both in quantity as well as subject matter content. I have not been able to find out what the situation is at the co-operative institutions in Kenya and Tanzania; but at the Co-operative College in Uganda, Text-books on Management are in a critically short supply. This does create problems both for the teacher as well as the students. In securing lecturers, there just isn't a text-book that is self-contained. There is always need for cross references. Such references may be to other text-books on the subject, journals or periodicals. Journals and periodicals are of particular importance. They contain more up-to-date and information on the subject than can be got from text-books. And the challenge to any effective teaching programme is to keep abreast with developments in the fields being taught.

While still considering this question of the literacy teaching aids, we should also reflect on the device of "Lesson outlines". Lesson outlines are notes prepared usually from a "standard" text-book and they are issued to the students at the beginning of the term or year. The teacher is supposed to follow them lesson by lesson. What is termed a "lesson" is often the contents of a chapter in the "standard" text-book. I guess this device is a hang-over of the past. The past when our institutions were supposed to teach what Loughborough wanted, and the teacher had to adhere strictly to these requirements or else the students' success in the examinations would be in jeopardy, and of course the perpetuation of the device is due to the natural tendency of resistance to change. But there could be another reason for its widely accepted use. Lack of adequate number of text-books. It is cheaper to print outlines of a book and multiply copies than to buy the same number of copies of the book.

But the disadvantages of this device are apparent.

- (1) The teachers initiative is stifled.
- (2) As time elapses, some of the contents tend to become out-dated. And this is particularly so in the teaching of management where there is a lot of new literature current research finding pouring out that lesson outlines should be used sparingly.

2. Visual Aids.

Learning can be expedited if the learner can use several receptors. And this brings us to the consideration of other teaching devices. First, visual aids. These are very rare to find in management since most topics taught in management are conceptual. But there are certain areas where film strips can be useful, e.g. Committee work, counselling, interviewing, retail selling, network analysis etc.

3. Case Study.

Another device that should be used in the teaching of management is the Case Study technique. This would involve simulating a situation. Such a device could be useful as an exercise in decision-making, after-all management is basically decision-making and this aspect should be stressed throughout the entire teaching programme. But in order to succeed, this device requires small groups. At least at Bukalasa, the teacher - student ratio is such (1:60) that the device is ruled out. We could remedy this situation by having more tutors assigned to the subject so that after a main lecture, students, can meet into small tutorial groups. It would also require more periods for management, and more rooms.

Lastly we want to examine the relationship between the teaching of management and other subjects. The relationship between management and accounting (particularly Cost Accounting) is clearly evident. The same is true with Statistics, Economics and Law. You often find that in order the students to follow what you are teaching in management the students must already have learnt a related topic in another subject. E.g. Control does assume that students have learnt budgeting in accountancy. What is needed is to synchronize the entire teaching programme.

4. Practical Training.

Closely related to what has just been said, is the question of what relationship there should exist between theoretical training and practical training. There can be approaches:

- (1) to give theoretical training at our College and so postpone the practical aspect until the graduate enter employment.
- Or (2) to combine both theoretical and practical training. The later has of course more merit, the combination of theoretical and practical learning is likely to enhance the learning process. It is, perhaps, this idea that led the Commission of Enquiry Into The Affairs of Co-operative Unions In Uganda to recommend:

"In order to give Co-operative Managers junior executives the best training the proposed co-operative training College should be closely linked to a co-operative ginnery, a co-operative coffee curing works, and the co-operative head-quarters. The government should also give priority to obtaining funds and staff for the College which should be associated with any existing management, engineering or junior executive training schemes."

(2)

This was a very meaningful proposal. At present we, at Bukalasa, have no means of demonstrating to our management students how the managers actually get about their work. This is mainly because of the long distances between the College and the co-operative enterprises. Perhaps this inability could be somewhat rectified if the College could obtain occasional lectures on specific aspects of management given by people actually engaged in these fields. But these lecturers are not easily available.

- (1) Paper presented at a Conference held in Nairobi June, 1966.
- (2) Shafiq Arain Report.

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SECRETARY'S REPORT OF GROUPWORK ON THE
ORGANISATION OF CO-OPERATIVE EDUCATION
NAIROBI 28.7 - 8.8.1969.

STAFF EDUCATION - Co-operative College.

We distinguish two types of staff - Movement Staff and Departmental Staff. In the group of the Movement Staff we have:-

- a) Secretaries of Primary Societies
- b) Staff of Unions and other Co-operative Organisations

Similarly in the Departmental Staff we have:-

- a) Non-experienced Staff
- b) Experienced Staff

MOVEMENT STAFF:

We should teach:-

- i) The know-how in their respective fields.
- ii) Public relations, e.g. The Triangle in a Society.
- iii) Co-operation and something about the Co-operative Education Centre.
- iv) We should also aim at imparting to them some knowledge which would enable them to hold more responsible jobs.
- v) Promotional skills - know what C.E.C., CUT and CES are doing. Students should actively participate in discussion groups and radio programmes.
- vi) During the off seasons, Assistant Secretaries should take care of Co-operative Education among their groups of people.

DEPARTMENTAL STAFF:

We should teach:-

- i) Technical know-how as well as the promotional aspect-Discussion groups.
- ii) Public relations. We should also mix both the Movement and Departmental Staff in many class and outside activities
- iii) Public speeches by encouraging debates and visits to societies. However, no stress should be put of this except for the non-experienced staff.

STAFF EDUCATION IN THE FIELD:

- i) Courses conducted by CEC, e.g. PSW, BPE etc., should be studied by all staff - requirement for entry to Co-operative College.
- ii) Two-week PSW follow-up Course.

SPECIAL COURSES:

There are correspondence courses in such subjects as:-

- Consumers' Co-operative Societies
- Savings and Credit Societies, etc.

These courses are also taught in the Co-operative College.

INTERNATIONAL CO-OPERATIVE ALLIANCE
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KENYA

SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN MANAGEMENT.

NAIROBI 28.7 - 8.8.1969.

Examine the study materials available and suggest ways of improvement by producing more materials to cater for the various groups.

Materials available for:

a) Field: Very little material is available for the field and the students very much depend on the experience of the teacher and the lecture summaries he hands out to them. There are, however, two films produced by the Kenya National Federation of Co-operatives:

1. Relationship between the Committee and the Manager.
2. Pay Day Situation.

In addition a manual on Management in Primary Societies and Unions is under preparation.

b) College: ABM I Text Books:

1. Commerce for Commercial and Secondary Schools - Crowther.
2. Office Practice - Swift and Stanwell.

Reference:

1. Principles and Practice of Commerce - Stephenson
2. Co-operative Book-keeping as introduction to Management - Robert Staemose.
3. Economics for Students - J.L. Hanson.
4. An Introduction to Economics for East Africa - by Livingstone etc. - Chapter II only.
5. Co-operative Management and Administration-ILO

Note: Teachers always give notes during the lectures.

ABM II Text Book:

1. Principles and Practice of Commerce - Stephenson

Reference: As Nos. 2,3, 4, and 5, under Ref. in ABM I, plus "Human Relation at Work" - Davis.

Managers' Course: Handouts given

Reference:

1. Human Relation at Work - Davis
2. Managing Personnel - Calhoon
3. Office Organisation and Method - Mills & Standingford
4. Selection and Placement.

Kenya Institute of Administration

Text Books.

1. Co-operative Management and Administration - ILO
2. Personnel Management - Northcott.
3. How to Read a Balance Sheet - ILO
4. Statistics - Loveday

As far as costing is concerned pamphlets on the essential topics have been produced by Mr. Pedersen, Lecturer at K.I.A.

Reference:

1. Management of Urban Co-operative Consumer Societies - Staemorse
2. Management of a Small Office - British Institute of Management.
3. Coffee Factory Management - Department of Agriculture, Kenya.

Films:

1. Supervision - Stephen Burner
2. Managing Manager's time
3. Avoiding Communication Breakdown.

SUGGESTED IMPROVEMENT.

As conditions keep on changing which necessitates changing of syllabus from time to time, the group thought that it is not possible for a standard text book to be produced.

What then should be done?

1. Production Section.

Should ask the lecturer concerned plus other experts to write papers on the topics covered in the syllabuses for the different groups of students. These papers should be stenciled for this is cheaper than having them printed and bound in book form.

2. Teacher.

For each topic in the syllabus the teacher should extract the essential parts from the available books, simplify them, giving the pages in the book from where they were extracted, have them stenciled and then give them out to the students after every lecture.

3. Case Study Approach.

More real cases from the field should be collected and edited by the person in charge of production. The collecting of these cases should be done by the person in charge of production in collaboration with the teachers, the field people involved in education and the managers/secretaries of both societies and unions.

The case study approach should be extended by producing films, depicting the problems in the field and their solutions.

4. Field Training - Assignments to Students.

The papers (or reports) that the students bring should also be edited for future reference.

5. Group Discussions.

The views of each group brought by the secretary to the Plenary Session should also be edited for future reference.

LIST OF STUDY MATERIALS.

Provincial Education Team:

Films
Slides (but no projector)
Flannel-boards, blackboards.

Co-operative College:

Co-operative Societies Act, 1966.
Two short Films (produced locally)
Pamphlets (produced by outside lectures on specific topics).
Co-operation. Workers' Education Manual (ILO).
Education and Training in Co-operative Movement (F.A.O.)

Kenya Institute of Administration:

- Introduction to Co-operative Practice (ILO)
- Co-operative Societies Act, 1966.
- Co-operation. Workers' Education Manual (ILO)
- Training and Extension in Co-operative Movement (F.A.O.)
(Alexander F. Laidlaw)
- Law for Co-operatives (Jenkins)
- The World Co-operative Movement (Digby).

Films.

- American-British Nordic.

Papers.

- Coffee industry, pyrethrum, pigs, sugarcane.
- Book-keeping Methods, Forms and Procedure for Marketing Co-operatives (Olson).
- Manual of Co-operative Law and Practice (Surridge)
- Law and Principles of Co-operation (Calvert).
- Co-operation in Asia and Africa (Campbell)
- British Co-operation (Bonner)
- Handbook for Co-operative personnel in Caribbean (Cheesman).
- A Guide for Primary Produce Marketing Co-operative Societies (Co-operative College, Moshi).

SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN CO-OPERATION

Nairobi 28.7 - 8.8.1969.

Question 1.

Discuss the ways and means in the teaching of Co-operation so as to ensure that the training will be valuable to the student when he is performing his job in the field.

INTRODUCTION.

The teaching of Co-operation varies from country to country and this also goes for the East African countries. The principle behind this teaching is basically the same. The teaching can take place under a tree, at the society, college or at the university. In Uganda the teaching is carried out at society level at Co-operative Training Centres and at the college level, at Uganda Co-operative College. To make teaching of Co-operation meaningful to the students we make the following suggestions.

1. Supply of adequate Text Books.

The students should be supplied with adequate text books where they can get the necessary information relevant to

- a) The Movement
- b) The Movement in his own country.

This means that the apex organisation should be fully engaged in producing such books and pamphlets. This further means that such books should be stocked at the Colleges and at the Co-operative Wings.

2. Sufficient Training For Co-operative Teachers.

Here we feel that these should be fully trained in order to be able to put the ideas across. That is they should have the theoretical knowledge backed by the field experience of the movement in their own country. In this connection they should, as teachers who teach adults, mostly have courses in:

- a) Communication (use of Visual Aids)
- b) How Adults Learn
- c) Public Relation
- d) Teaching Techniques
- e) Seminars and Tours.

3. Syllabus.

The syllabus at the College should also include lectures on Community Analysis so that the teachers know the traditional customs and social values of the people they are going to work with. This is important particularly in the field, where most of them are to work.

4. Close Liaison between College Teachers and the respective Teachers at Co-operative Wings.

This will help the teacher at the Wing and will also result in better informed students and the teacher at the College will get feed-back on what is going on in the field. Hence teaching will be supplemented with typical examples.

Question 2.

How can on-the-job-training best prepare the students for a residential course concerning this subject? What can our Colleges do afterwards when the students have gone back to the field.

A. Training on the Job.

This method of training has merits and demerits. Demerits in that the trainer might not teach the trainee thoroughly and properly fearing that when this person goes for further training he might come back and replace him. Nevertheless this can be best achieved by:

1. Assigning the trainee to an experienced staff
2. Supply him with written materials relevant to his training field.
3. Visit places where the job is better done and, if possible, study correspondence courses relevant to the type of training required.

B. What can the College do afterwards when the students have gone back to the field?

1. The teacher at the College should keep in contact with students in the field so as to be able to advise them on problems they encounter. This should also present a wonderful opportunity for the College teachers to know what is going on in the field so that later their teaching could be related to the situation in the field.
2. They should also organise short courses for these students so that their education becomes continuous.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa
P.O. Box 946 MOSHI Tanzania

KENYA

SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN ACCOUNTANCY.

NAIROBI 28.7 - 8.8.1969.

From all the East African Colleges it has been put that the Teaching of Accountancy must be as relevant to the work done in the field as possible.

Suggestions as to how this could be effected have been put forward. Could you propose other ways whereby this could be achieved?

It is suggested that as many and recent books as possible must be offered to the students for reading so as to get a deep understanding of the subject. It is crystal clear to every one that books based on East African Problems are unobtainable.

What suggestions would you put forward to East African Colleges in order that these problems could be overcome? Suggest also ways of overcoming the language problems.

The teaching of Accountancy in Kenya is handled at two levels.

1. Provincial Level. By the Co-operative Education Teams.
2. National Level. By the two National Co-operative Training Institutions:
 - a) The Co-operative College of Kenya
 - b) Kenya Institute of Administration.

At the Provincial Level the main participants are Recorders, Committee-men, Book-keepers and Secretary/Managers. The courses in most cases range from one to two weeks. Since these courses are very short and organised for a group of participants engaged in more or less similar tasks, the group felt that the training should stress the following:

- a) Book-keepers
Recorders
Secretaries/Managers.

Understanding of the use of various documents used in recording - receiving and making payment for the produce delivered by members. Recorders for one type of produce should undergo a separate course from Recorders of other types, i.e. Coffee, Pyrethrum, Cotton, etc. This is useful because the documents used differ. The writing up of the Cash Book.

b) Committee-men:

- a) Society's economy
- b) Financial Control.

After the training, the Co-operative Education Teams follow-up the students who have attended the courses. It is the views of the group that this should be intensified.

A major problem faced in training at Provincial Level is the lack of standardised documents as well as syllabus. It is recognised that the teaching is bound to differ from province to province because of the structure of the economy but an agreed approach and the field to be covered in the subject can be established in principle. This should eradicate the habit of relying heavily on the Teams' own initiatives, creating variable standards which makes homogeneity of College material of students complicated.

There is a need, therefore, to look into standardisation of documents used in the societies especially when receiving produce and making payments to growers. Also an attempt should be made to standardize the syllabus.

National Level

The Co-operative College:

The group looked into the teaching of the subject to the ABM I and ABM II courses. It is satisfying to note that the College concentrates on very relevant matters to the needs of co-operative societies. In ABM I, an emphasis is placed on teaching thoroughly of the documents used in Co-operative societies, the trial balance for major crops in Kenya, i.e. coffee, dairy, pyrethrum, etc. The Trial Balance taught was presented to the Seminar by Mr. Mbeya of the Co-operative College of Kenya.

As a follow-up the student is required to extract a trial balance of his society after he leaves the college and send it to the College together with his comments on the financial position of the society as reflected by the Trial Balance. In the ABM II the concentration is on final accounts of Co-operative Societies. Although some commercial accounts are taught the College is not kept to devote more time on this section.

The main problem identified is the establishment of the follow-up Machinery. For example a student who is expected to send to the College a Trial Balance and comments may not have access to complete information about his society. On-the-job-training of the departmental staff may not be able to help the students since most of them are ignorant of the new system of accountancy. If on-the-job-training is to be effective the Department should organise seminars for all its staff to be conversant with the new system of accountancy in order to help college graduates to become effective.

At the College short seminars or conferences are held for accountants and managers. Topics relating to the field of accountancy are discussed. The College tries to involve as many as possible experts from outside. This should be intensified because it provides a forum for the Managers and Accountants to exchange valuable information.

The Kenya Institute of Administration.

The subject of Accountancy is taught at the following courses:

- a) Co-operative Assistants' Course
- b) Certificate in Co-operative Accountancy Course
- c) Certificate in Co-operative Management and Administration Course.

Previously the Co-operative Assistants' Course was three months and experience showed that less time was allocated to Co-operative accounts, i.e. the relevant field to Co-operative societies. Two months were spent on Commercial and only one month on Co-operative Accountancy. This meant that a College student who finished ABM II was well off and yet they are supposed to be at bar. However, with lengthening the course to six months it should be possible to devote adequate time to Co-operative accounts. This therefore has been a solution because our approach is to give a student general principles of accounts to help him grasp the Co-operative accounts better.

There is a similar approach to advanced courses. Commercial accounts and Co-operative accounts are taught.

In the field of Co-operative accounts the case-study approach is used. Simulated exercises have been developed for use. Some material is under preparation by the staff which will make the teaching of the subject more relevant and effective. It has also been arranged that as many lecturers as possible engaged in accountancy service to Co-operatives or Co-operative Departments come and lecture at our courses. There is field training for our students of the Certificate in Co-operative Accountancy Course. They are attached to work in Unions and Co-operative Societies alongside the book-keepers or accountants. We also attach them to the audit nucleus for audit work under the supervision of the officer in charge of that section.

The question of language was considered and it was felt that including the teaching of English in the curriculum is useful and may solve immediate short-comings or handicaps of teaching the subject.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa,
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M O S H I, Tanzania.

PRELIMINARY PROGRAMME OF THE CO-OPERATIVE
TEACHERS SEMINAR TO BE HELD IN NAIROBI,
28.7 - 8.8.1969

MONDAY - 28.7:

- 14.00 - Opening
- 15.00 - 17.00 - "The Co-operative Movement of Kenya"
- "Co-operative Education in Kenya"

TUESDAY - 29.7:

- 08.30 - 10.30 - "The Role of the Co-operative Movement"
- 10.45 - 12.30 - Programme to be announced
- 14.15 - 16.30 - "How Adults Learn"
(Institute of Adult Studies)

WEDNESDAY - 30.7:

- 08.30 - 10.30 - Our teaching in "Co-operation"
- 10.45 - 12.30 - Groupwork on the teaching of "Co-operation"
- 14.15 - 16.30 - Plenary session on "Co-operation"

THURSDAY - 31.7:

- (Whole Day) - "Human Communications" (methods and techniques)
(Institute of Adult Studies)

FRIDAY - 1.8:

- 08.30 - 10.30 - (Institute of Adult Studies)
- 10.45 - 12.30 - (Institute of Adult Studies)
- 14.15 - 16.30 - "Organisation of Co-operative Education"
(Introduced by the I.C.A. Office)

SATURDAY - 2.8:

- 08.30 - 10.30 - Groupwork on Organisation of Co-operative Education
- 10.45 - 12.30 - Plenary Session on Organisation of Co-operative Education

SUNDAY - 3.8:

- Optional Excursion

MONDAY - 4.8:

- 08.30 - 10.30 - Our teaching in "Accountancy"
- 10.45 - 12.30 - Groupwork on the teaching of "Accountancy"
- 14.15 - 16.30 - Plenary session on the teaching of "Accountancy"

TUESDAY - 5.8:

- 08.30 - 10.30 - Programme to be announced
- 10.45 - 12.30 - Programme to be announced
- 14.15 - 16.30 - (Institute of Adult Studies)

WEDNESDAY - 6.8:

- 08.30 - 10.30 - Our teaching in "Management"
- 10.45 - 12.30 - Groupwork on the teaching in "Management"
- 14.15 - 16.30 - Plenary session on the teaching in "Management"

THURSDAY - 7.8:

- 08.30 - 10.30 - "International Co-operative Alliance"
- 10.45 - 12.30 - Programme to be announced
- 14.15 - 16.30 - (Institute of Adult Studies)

FRIDAY - 8.8:

- 08.30 - 10.30 - (Institute of Adult Studies)
- 10.45 - 12.30 - Final Reports
- 15.30 - Closure

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CO-OPERATIVE COLLEGE OF KENYA

LAW AND PROCEDURE

Syllabus for ABM-II Course - May, 1969.

1. Brief review of subject-matter of ABM-I course together with Provisional Registration.
2. Commercial Securities: Bailment, Pawn and lien. Powers to charge property, registration of charges, duty of Society to register charges created by Society.
3. Inspection of Affairs: Inquiry by the Commissioner, Inspection of books of indebted Society, Expenses of inquiry. Power of Commissioner to remove Committee.
4. Arbitration: Effect of arbitration agreement; arbitration agreement; appointment of arbitrator; the award; costs of arbitration; enforcement of awards; Dispute concerning business of registered Co-operative Society; reference of disputes to the Commissioner; procedure in settlement of disputes.
5. Offences under the Co-operative Societies Act, 1966.
6. Powers of the Commissioner under the Co-operative Societies Act; 1966; surcharge of officers; appeal against order; recovery of surcharge; Miscellaneous powers of the Commissioner; power of Commissioner to restrict convicted officers from being officers of a Co-operative Society.
7. Control in Co-operatives: Misappropriation, breach of trust preventive measure against dishonesty.
8. Contracts: Nature of contract, formation; capacity to contract.
9. Sale of goods: The sale of goods; form of contract; subject-matter of the contract; conditions and warranties; transfer of property between seller and buyer.
10. Agency: Creation of agency; authority of the agent; breach of warranty of authority; effects of contracts made by agents, rights and duties between principal and agent; termination of agency.

SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN MANAGEMENT.

NAIROBI 28.7 - 8.8.1969.

INTRODUCTION:

The teaching of management in Uganda has been fully expounded by Mr. Kasigwa, a lecturer at the Uganda Co-operative College. So we have nothing to add to that.

Question: Discuss the ways and means of selecting students for Management Courses.

1. Educational Background.

The teaching of Management is a very wide subject for it embraces such subjects as economics, book-keeping, accountancy and many other ones. So the group felt that when selecting these students, persons responsible for the selection should see to it that people of the same educational background should be called to one course.

2. College Authorities and Field Officers to be fully involved in selection of students.

The group felt that the College authorities should be fully involved in the selection of students for management courses because they know what academic qualifications are required. As regards the field officers, they know the various staff who work under them; good ones and bad ones. We feel this will make the selection effective.

3. Mixing up Students.

Here the group felt that although management principles apply to any business, the group still felt that employees from different Co-operative organisations should not be mixed up. That is to say managers of Dairy Societies should not be mixed up with managers from Agricultural Marketing Societies.

4. Immediate Needs of the Movement.

Before selecting students for these courses, the authorities concerned should first study the real needs of the movement so that one type of Co-operative organisation does not suffer from lack of training.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa
P.O. Box 946 MOSHI Tanzania

UGANDA

SECRETARY'S REPORT OF GROUPWORK ON THE
ORGANISATION OF CO-OPERATIVE EDUCATION

NAIROBI 28.7 - 8.8.1969.

Organisation of Co-operative Education in relation to:-

- A. Members
- B. Committee-men
- C. Staff

INTRODUCTION:

The organisation of Co-operative Education in Uganda falls heavily on the Government under the umbrella of the Co-operative Department. More recently District Unions have taken further steps in appointing Education Secretaries to help and organise committee and member education in the Districts in which these unions operate.

This means therefore that Co-operative Education in Uganda is organised on the following lines and levels:

- 1. College
- 2. Co-operative Training Centres or Wings
- 3. Education meetings at the society level.

Now, let us look at:

A. Member Education.

Member Education is organized by the Co-operative Department and the Unions jointly. The members are taught at their own society at one-day courses and sometimes at the Co-operative Training Centre on residential courses which normally last for one week.

Usually the subjects covered during this period include the following:-

- 1. History of the Co-operative Movement
- 2. Co-operative Principles
- 3. Co-operative Law - Rules and Bye-Laws
- 4. Duties and responsibilities of the members.
- 5. Types and meeting procedures
- 6. Marketing Procedure
- 7. How to control finance.

PROBLEMS:

Problems encountered here are:

1. Because of their little educational background, the members find it hard to understand the subjects taught. This consequently makes it difficult for them to see the importance of education and it results in low attendance at these courses.
2. Lack of books, lack of teaching materials and accommodation at the Wings, which do not cover the whole country, present other big problems.
3. As there is no provision in the Act to force societies to allocate part of the surplus for training purposes, societies find it difficult to spend money on education from their limited resources.
4. During harvesting seasons the attendance is very low. At times this makes the conducting of courses throughout the year difficult.

B. Committee-men Education

The education of these office-bearers is organised by the Co-operative Department and the Unions which provide Education Secretaries at:

1. Societies' education meetings
2. Co-operative Wings while on residential courses.
3. One-day courses.

Subjects covered when they are on residential courses, which normally last for a week include the following:-

1. History of the Co-operative Movement
2. Co-operative Principles
3. Co-operative Law - Rules and Bye-Laws
4. Elementary Co-operative Management
5. Elementary Book-keeping
6. Functions of Marketing
7. Co-operative Meetings
8. Duties of Committee-members

In this connection the following booklets are used:-

1. Manual on Co-operation in Uganda
2. Duties of Committees
3. Co-operative Law
4. Co-operative Principles and Practice.

PROBLEMS:

The problems in this context are:

1. Owing to their educational background it is difficult for them to understand the various subjects taught.
2. As these committee-members are elected annually some are removed and untrained ones are brought in. Considering time factors and the number of societies, it really becomes a problem to train them.
3. Some problems mentioned in connection with the member education do exist here, too.

C. Staff Education

Let it be noted here that the education of staff for primary societies is conducted at the Wings. It is being organised by the Co-operative Department. Education of staff for secondary organisations is at present being cared for by other bodies, while training of personnel of the Co-operative Department is cared for by the Uganda Co-operative College. So here we are taking up only the training of the staff of the primary societies, which is, as we mentioned earlier, carried out at the Co-operative Wings. The duration of these courses is usually two to four weeks. Subjects covered are:

1. Book-keeping
2. Reading the Balance Sheet
3. Co-operative Act - Rules and Bye-Laws
4. Secretarial Practice
5. Management
6. Marketing
7. Business organisation.

It is being planned that these courses will be conducted at different levels, namely at Primary, Secondary and Advanced.

PROBLEMS:

1. Social ties play a big role in the appointment of these employees.
2. After attending these courses some resign to join other organisations where they are a bit better paid.
3. After training, some of these employees tend to make the society their personal property and last but, by no means least, instead of being useful they become disuseful by misusing societies' funds.

In view of these problems which have been cited in three groups, we suggest the following:-

1. Every District Union should appoint an Education Secretary so as to make the members feel that the movement is theirs.
2. Every District should have a Co-operative Training Centre so that at all the districts the triangle of the society is fully educated.
3. The apex organisation should fully participate in the production of reading and teaching materials.
4. Co-operative wings should be closely linked to Co-operative Colleges to streamline the teaching of Co-operation.
5. Every District Union should print, publish and circulate a Co-operative Newsletter in conjunction with the apex organisation.
6. Every Wing should have a library, a projector and other aids for teaching purposes.
7. Co-operative Radio Programme should be started in various languages.
8. As everyone can go to the Co-operative Training Institution, correspondence courses should be started for Members, Committee and Employees.

SECRETARY'S REPORT OF THE GROUPWORK ON
THE TEACHING IN ACCOUNTANCY.

NAIROBI 28.7 - 8.8.1969.

INTRODUCTION:

As there is no written document concerning the teaching of the above subject, we have found it difficult to present a detailed paper on how it is done. Nevertheless from our past experience we do not hesitate to point out that the following problems are existing in Uganda.

1. There is still lack of qualified teachers in this field and surely this makes the teaching of Book-keeping and Accountancy difficult.
2. The educational background of the students makes it hard for them to follow and understand the theoretical part of Accountancy and Book-keeping.
3. Lack of sufficient text books and study material in this field still present another big problem.

Question 3.

In order to achieve a student homogeneous group it has been suggested that our colleges must play the role of selection. Give details as to how our colleges could effectively do this?

In view of the above question discussed by the Uganda group, the following suggestions were made:-

1. The College should have a selection board composed of experts in the accountancy field drawn from both the Co-operative Movement and the Government Department.
2. Questionnaires which cover grounds such as name, address, age, sex, education qualifications, experience and present profession or occupation should be sent out to various organisations and institutions to be filled in by potential candidates in the presence of responsible officers to avoid false information being given by the candidates. In addition to this, preliminary examinations or tests should be conducted under strict regulations by responsible officers in various places in order to get right type of students for particular courses. This enables the College to know exactly where to start teaching.

3. The syllabus in the three East African countries should be interrelated so that when an Ugandan or Kenyan goes to Tanzania, Moshi Co-operative College, he joins the right class without any duplication or starting study from a too high level.
4. Last but not least, Co-operative Wings or Centres should be closely linked with the College to ensure uniformity in the teaching of Accountancy throughout the countries.

MEMO ON TEACHING CO-OPERATION - KENYA.

Co-operative College of Kenya.

At the Co-operative College we are not teaching "Co-operation" as a special subject. Part of it is covered under the subject "Co-operative Law and Procedure", another part under the subject "Co-operative Practice". When teaching "Management" the Co-operative principles and methods are also being put into relation to other methods of business.

Of course we are informing about the co-operative ideas and principles, but on the other hand we have the feeling that these ideas and principles are related to all our teaching and related to everything that happens in a co-operative organisation. The ideas are not separate from the daily life but an integrating part of it. In the same way they are best taught by being integrated into other subjects, as well as taught separately.

Under the subject "Co-operative Law and Procedure" the following items are included: Registration of a Co-operative Society, By-laws and amendments to by-laws, Rights and liabilities of members, Duties of a Co-operative Society, Privileges of Societies, Property and funds, General meeting, Committee Meetings, Taking of Minutes. (See Syllabus).

In teaching of meeting procedure etc. the College is collaborating with the Department to get practical examples and case studies from the field with model solutions to the problems. In the field training it has also been possible to take up some special problems, such as Members Register, Commercial securities, Registration of charges, Bailment, Contract sale of goods etc.

Concerning the control of the societies we have dealt with such items as Inquiry by the Commissioner, Inspection of Affairs, Arbitration etc.

In the subject "Co-operative Practice" in the ABM-I and ABM-II courses we usually give the following:

1. A brief introductory description of the subject.
2. Co-operative Principles and ideas as they are adopted in some countries outside of East Africa (Scandinavia, Germany, Canada etc.).
3. How the Co-operative method of doing business can be used, and is used, within the agricultural field in Kenya and some other countries (supply, credit, production, marketing etc.).
4. Some special problems in farm marketing Co-operatives when applying the Co-operatives principles (membership, delivery etc.).

5. Relations between the members and the Society (members' rights, business efficiency etc.).
6. Relations between Committee and Manager in Co-operative Organisations.
7. Existing Co-operative organisations and marketing boards etc. In Kenya and their current problems. To inform about this we are inviting representatives of the bodies mentioned to give at least one short lecture, followed by a question session.
8. The practical running of a Co-operative Society and a Co-operative Union. We usually invite the Manager of one of the nearby Unions to inform about the organisation of this Union. The following week we go for a visit to that same Union, when the students are given the opportunity to visit different departments in groups and find some facts in accordance with a plan prepared in beforehand. Each group has three participants to prepare a report.

A similar visit is usually arranged to a nearby Society.

9. Field training.

The best way to find out the practical problems in the field is to stay there for some time and observe the work done. For that reason we have now started a kind of field training in ABM-I and ABM-II, shortly described below.

During the ABM-I field training which is lasting for two months after the course period, the students are advised to investigate their own work and make observations, connected to their day-to-day work at the Society's office, all the time trying to apply the knowledge they have gained during the course. They also have to keep a working diary for two months.

In addition to this every student has agreed to do one specific study-task about the Co-operative practice carried out in their Society, and write a short but comprehensive report on that subject. These reports are commented upon by the teaching staff at the College.

ABM-II field training is planned to take place in the middle of the course lasting one week. The students are expected to investigate specific items on Co-operative practice in their own societies and report back the results during the second part of the course. The reports are being discussed and commented upon by the teachers at the College.

Problems in teaching of "Co-operation" at College level.

Problems in teaching are mainly related to lack of text books based on local conditions and problems. In a way this problem has been partly solved when we got the book "Economics in Co-operative enterprise" by Helms, which will be useful.

We should like much more up to-date material and examples from the Co-operative Department. A start has been made in this direction but much more can be done. The collection of cases and problems from the field through the newly introduced field training programmes will be of the utmost importance to make the training in Co-operation practical and related to life.

From the Co-operative literature published in other countries something may be useful and could be adopted in our teaching.

Using lecturers from co-operative organisations and bodies has proved very useful. Mybe not so much in results to be shown in "final examinations" but in widening the understanding and outlook by the students what concerns the whole co-operative field. Such a lecture is successful when the lecturer is talking for not more than 40 minutes, leaving about one hour for questions, and when he delivers a written summary of his lecture. Not so few of our lecturers fulfil these requirements well. In this respect it can not be valued enough that the College is situated in the capital of the country.

Memo on teaching of Co-operation.

Provincial Education Teams.

The teaching of Co-operation at the local course for staff usually consists of the following items:

1. Co-operative principles and ideas.
2. The Co-operative Act of 1966, Rules and By-laws.
3. The organisation of the Co-operative movement in Kenya.
4. Organisation of a Primary Society.
5. Organisation of a District Co-operative Union.
6. Organisation of the Co-operative Department and its Functions.
7. The Government policy on co-operatives in Kenya.
8. The economic importance of co-operatives.
9. History of the Co-operative movement in the world and in Kenya.
10. Co-operative Education and information.

Problems in teaching.

There are not enough copies of the Co-operative Act, Rules and by-laws available for students. The Swahili versions are not satisfactory. All these documents should be finalized and distributed to the provinces to be used at local courses.

There are only a few slides on Co-operation available, and so far there is no proper film introducing the co-operative movement. After withdrawal of the Mobile Film Units the member education out in the field has more or less collapsed.

The teaching in co-operation and the current practices in the societies do not always correspond, which is causing confusion.

There is an overall lack of teaching material for the Provincial training. This also means that the co-ordination of the teaching is difficult. We have been aware of these problems for some time and also planned how to solve them gradually. In 1969 a production section has been started at the Co-operative College. The first teaching material for the Provincial teams will be ready to use in August or September this year. In the production of material we have been able to use some of the material produced by Tanzania and Uganda.

For the future it would be very useful to start a close co-operation between the three countries concerning production of material for co-operative education.

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SECRETARY'S REPORT OF GROUPWORK ON
THE TEACHING IN ACCOUNTANCY.

NAIROBI 28.7 - 8.8.1969.

TEACHING IN ACCOUNTANCY. QUESTION 1.

We distinguish three groups of staff:-

1. Secretaries from Primary Co-operative Societies
2. Non-experienced staff Movement/Department
3. Experienced staff from Movement/Department.

SECRETARIES:

- i) Considering the time element - 8 to 12 weeks.
The teaching should stick to the relevant parts of the subject. At this level we should stress on imparting the necessary skills.
- ii) Therefore, our group recommends that Co-operative accounts only should be taught in a course at this level.
- iii) This means that we should teach the Co-operative Book-keeping from primary books of entry to the Trial Balance.
- iv) Then there should be an introduction to the Final Accounts.

NON-EXPERIENCED STAFF FROM MOVEMENT/DEPARTMENT.

- i) Our objective is to ensure that these students know all that is taught to the Secretaries. Then go deeper into the final accounts.
- ii) How to achieve these objectives.
 - a) Students must work with practical cases, using the books from the field.
 - b) When using the case study method the teacher should teach the problems involved in the case.

2.

- c) In order to solve these problems, there should be groupwork preferably out of class where we try to mix the good and weak students.
- d) When students present their results in the class, we can teach according to their problems.

All this should be Co-operative accounts.

iii) We should also teach elementary principles of Audit.

EXPERIENCED STAFF FROM MOVEMENT/DEPARTMENT.

- i) Students who have gone through the non-experienced training course are the ones to be selected for this training. This implies that they have the knowledge as outlined above.
- ii) Some kind of correspondence course could cover the need of the elementary knowledge of Commercial Book-keeping.

KENYA ACCOUNTANCY SYSTEM:

- i) The group praised the system because of its value in analysis for managerial decisions rather than the control and accuracy which are the limitations of our present system.
- ii) On the other hand the presentation of assets and liabilities should be:
 - Assets on left hand side
 - Liabilities on right hand sideand these should be put side by side.
- iii) We realize the difficulties involved in introducing the new system because it needs changes in -
 - Cash books
 - Ledgers
- iv) We recommend therefore that the other Co-operative Colleges study it carefully, and this kind of course should be established on an East African basis.
- v) Even up to this point, training should be local.
- vi) Students should have at least five years' field experience before entering a residential course at this level.

vii) A residential course should include:-

- a) Brief revision of the former training in both Commercial and Co-operative accounts.
- b) Further adjustments to final accounts.
- c) Interpretation of final accounts.
- d) Presentation of Final Statements.
- e) Management accounting.
- f) Commencing a new set of books on starting a new business.
- g) Liquidation.
- h) Funds and Reserves.
- 1) Other records - Stock control, plant register, Motor vehicle register, etc.

INTERNATIONAL CO-OPERATIVE ALLIANCE
Office for East and Central Africa,
P.O. Box 946,
MOSHI - Tanzania.

CO-OPERATIVE COLLEGE OF KENYA

TEACHING IN "MANAGEMENT"

In teaching this subject our main aim is to acquaint the students with sound business and managerial practices so as to gain insight into organisational and managerial problems. This would enable them as Managers to take sound decisions based on factual knowledge and empirical evidence.

Some of our students are Managers, others are Book-keepers. It should, however, be borne in mind that managerial decisions are taken at nearly all the levels and sections of the organisation. It is therefore necessary that a person working say in Accounting Section should be able to help the Manager when anything to do with his area of work is being discussed.

Our longest course is that we call ABM. This is in two stages - ABM -I and ABM-II. The students who attend this course are Society Secretary-Managers and Book-keepers and the intermediate staff (mainly Book-keepers) from the Unions. The duration of the ABM-I and ABM-II courses is eight and ten weeks respectively. The other Management course caters for Managers from Unions and large Societies. This takes one to two weeks. Before looking at the contents of each course separately (& especially ABM Courses) it is worth pointing out here that we do not only teach Principles of Management but also other topics that fall within the broad field of Business Administration.

Looking now at the contents of each course separately let us start with the ABM-I course. Rather than specializing in any particular line of Business Administration the aim of the ABM-I syllabus is to give the students a general idea of the various activities, found in the business world but always with special reference to the Co-operatives. We start by giving the students a broad picture of the various forms of business ownership and the distinguishing features of each so that they can see where the Co-operatives come in the business world as a whole. We then concentrate on the Channels of Distribution (Trade) plus the auxiliary services e.g. simple matters to do with banking and insurance. Other topics covered in this course are Competition, Profit and Risk, Inventory Control, Office Practice and functions of the Marketing Boards.

We now turn to the ABM-II course. The students who attend this course are selected from the list of those who have attended the ABM-I course. The syllabus for this course is an extension to the ABM-I course only that it is approached at a more advanced level. There is, however, more specialization in this course particularly in the field of Management and Organization and Human Relations.

The course is also extended to the field in that at the middle of the course we send the students to their own Societies or Unions for one week to examine critically some specific aspect of Management. This way they are in a position to relate what has been taught at College with the practical life at their own place of work, the reports we have so far received from them are very encouraging.

The course for Managers is a highly specialized one dealing with various aspects of Office and Personnel Management. As this course is a very short one we try to concentrate on the most relevant problems that these Managers meet in their day-to-day work. The nature of the course coupled with shortage of Management teachers at our College make it necessary for us to seek the help of outside lecturers particularly those from the Management Training and Advisory Centre.

Problems Encountered in the Teaching of Management.

The main problem that we face in the teaching of Management is due to the poor educational background of our students. (This does not apply to the Managers' course). Most of the ABM students have not had more than eight years formal education. Consequently their level of understanding is not high. Furthermore they tend to be weak in expressing themselves due to language problems. The problems become even greater when one considers the fact that most of the text-books in Management in circulation are not easy enough to be understood by students of this standard. This means that the teacher has to work very hard not only in class teaching but also in preparing easy and comprehensive notes to supplement the available text-books. There is also the tendency of the teacher going too fast so as to cover the syllabus in time. This is because the material to be covered is too extensive compared with the duration of the course. This, however, is a temporary problem since we shall be in a position to organise longer courses when we move to the spacious College at Langata in the near future.

The last problem comes as a result of the inability of some students to relate what has been taught at College with the practical life in the Co-operatives. This is because the staff in the middle level in our Co-operative Organisations are rarely consulted by the top management when any managerial decision is being taken. Most of our ABM-students come from this middle level.

The above in short is what we teach in Management and the problem we encounter in the course of our teaching. Some of the problems enumerated above are inevitable due to the obvious fact that our College is very young and the Co-operative movement in Kenya is also very young. We, however, hope that within the next few years most of these problems will be eliminated.

Appendix: Syllabus

BUSINESS ORGANIZATION & MANAGEMENT SYLLABUS

ABM - II

The purpose of this course is to acquaint the student with sound business and management practices so as to gain insight into organizational and managerial problems. Virtually no major decision is made in business to-day without reference to costs, improvement of administrative and financial methods and procedures etc. It is therefore of prime importance to impart to the student how a sound decision based on factual knowledge and empirical evidence is reached.

Topics to be covered:

I. Forms of Business ownership.

1. Sole proprietor
2. Partnerships
3. Companies
4. Co-operatives.

The distinguishing features of each with particular reference to the liability of the owners in the provision of capital and the distribution of profits (or surplus).

II. Property.

1. Meaning of property
2. Kinds of property
3. Ownership & Possession
4. Acquisition of property
5. Securities.

III. Management & Organization.

1. Meaning of management
2. Functions of management
3. Management Organization - meaning
4. Organisation charts & Job Description (case studies to be taken from students own societies).
5. Principles of Organization
6. Top and Middle Management - composition & functions
7. Centralisation and Decentralisation in Management.

IV. Employee Human Relations.

1. Meaning of Human Relations
2. Human needs and their satisfactions
3. Motivations
4. Morale
5. Participation
6. Adjustment to change
7. Leadership.

V. Banking & Finance.

1. Introduction: The Growth of modern banking.
2. Financial Institutions & their functions:
 - a) The Central Bank
 - b) Commercial Bank
 - c) Finance Houses
 - d) Credit Unions
 - e) Co-operative Bank.

VI. Business Risks & Insurance.

1. What Insurance is. Its importance
2. Essentials of a valid contract of Insurance
3. "Insurance" and "Assurance" - The difference between the two terms.
4. Types of Insurance
5. Defination of some principal terms used in Insurance.

UGANDA CO-OPERATIVE COLLEGE, BUKALASA

THE TEACHING OF CO-OPERATION

(By A.R. Kyamulesire)

Co-operation may be divided into three main parts:-

- (a) Principles - Co-operative philosophy
- (b) History - Facts, events and evaluations
- (c) Organisation - Set-up or structure.

PRINCIPLES OF CO-OPERATION

The co-operator must grasp fully the principles on which the Co-operative Movement has been founded. This constitutes the co-operative philosophy and way of life.

In order to put across fully the various aspects and implications involved it is wise to first start from the circumstances that led to the formulation of the principle e.g. Credit Trading had brought many earlier co-operative ventures to grief and so it was regarded as unwise to give credit. Secondly its importance e.g. dividend on purchases is the most equitable manner for surplus disposal and encourages loyalty. Thirdly its application under different circumstances e.g. "Dividend on Purchases" applies well to consumer societies; "Bounty on Labour" to industrial societies; "Bonus on Sale" to agricultural societies. ---

All co-operative principles are not equally important nor do they all enter the definition of a Co-operative. They are not all in the same category. It is, therefore, necessary for a teacher to distinguish between defining principles; moral principles; principles of expediency etc e.g.

- (a) Defining Principles: These are essential to genuine Co-operative activity and are characteristic of an organisation which calls itself a Co-operative Society.

The following principles are essential:-

- (1) Open membership
- (2) Democratic Control
- (3) Limited interest on Shares
- (4) Patronage dividend.

- (b) Moral Principles - Rules of conduct to be observed, e.g. Co-operative education. A society neglecting these principles is not a very good one.
- (c) Rules of Expediency - for efficiency or providence e.g. cash trading. A society neglecting these principles is foolish or improvident.

There is, of course, room for dispute between one category and another e.g. cash trading may be regarded as moral wrong to encourage debt (b); or that a society cannot afford to risk or tie up its little capital in credit (c).

Several textbooks have been written on this subject. These will be found useful. The teacher will, of course, use the blackboard to illustrate several points. Students, unless illiterate, can also read books, so it is not advisable to teach whilst reading from books, except on a rare occasion when a special paragraph or a quotation may be read direct from the book. The blackboard should be used in an orderly pattern and the teacher should not just scribble information any how all over the blackboard.

Flannel graphs, posters, and film strips would be also very useful media. In Uganda each principle has been assigned a complete page of a large piece of paper containing the vital points that need to be covered, accompanied by a picture. These pages have been loosely bound together into a flip chart. All you need to do is to turn over the pages and comment.

We also have a film strip on "The Committee." This film strip teaches the role played by the Board in the "Indirect Democratic Control" of a society. Other films on co-operative principles may be found.

HISTORY:

This part deals with the facts, events and evaluations of the movement. History is an ever changing or growing subject and a teacher must keep himself abreast with the times always. So text books by time they are published are already out of date and are, therefore, not the conclusion but the beginning of knowledge and wisdom. They have to be supplemented by reading co-operative newspapers, listening to co-operative news broadcasts, fact findings visits or study tours etc. ---

In the teaching of history logic is extremely important. The teacher should marshal the sequence of events one leading to the other. He should also relate the current lesson to earlier ones.

Again he must be able to draw a distinction between rival opinions and theories and discover the facts upon which they are founded. Then he should be able to tell where the theory is right or wrong arguing not at all on opinion but mainly on facts and on only partly on his own experience. He should also be able to

distinguish between the important, unimportant and the detail; the relevant and the irrelevant.

These points are extremely important particularly in topics for discussion. Here it is necessary to obtain the main points and facts, the pros and cons of rival views, together with one's own factually supported judgement.

Finally the teacher, having acquired all the necessary knowledge to teach, should proceed to do so with clear expression. This is terribly vital if the message is to be put across to the students in an intelligible fashion. Clarity of expression is often the determining factor between the success and failure of a teacher and often of the students themselves, too.

Here again blackboard work, and relevant films will be of great importance.

Evaluation should come last where called for. This would consist of critical comments on the successes or shortcomings of the organisation in question and of any future plans of action to be taken.

ORGANISATION.

This is the machinery that gets the society going. It deals with the set-up or structure of the society from top to bottom showing the line of command all along. The various activities of the society are shown in their suitable grouping and co-ordinated. Heads of sections, are shown together with their delegated responsibilities and corresponding authority.

In my view the best and simplest way of teaching "Organisation" is by means of a well drawn, clear "Organisation Chart," showing, as already mentioned, a clear line of command from top to bottom. Where possible the chart should show clearly the authority duties and responsibilities of the General Meeting, Committee, key personnel, otherwise these should be set out in separate charters for each post. The chart would, therefore, show the Members' Meeting as supreme, below it the Committee as directors, the General Manager as chief executive, the Departmental Managers as heads of sections and so on and so forth.

PROBLEMS.

The main problem in teaching comparative co-operation in East Africa is the lack of text books. Uganda has prepared a manual on history and organisation of the Co-operative Movement in Uganda but finds it difficult to teach Co-operation in Kenya and Tanzania due to lack of text books. The manual is still in a draft form but will soon be published as a book.

There is a close relationship between the Uganda Co-operative History and Field Duties where practical work is taught in dealing with different types of Societies. Duplication is avoided by prior arrangement between the tutors concerned.

The Uganda Co-operative Alliance has produced at least two films on Co-operation in Uganda, but one of them needs some amendment which it is understood is being undertaken. A film on each type of Co-operative activity would be most welcome. Also a film on East African Co-operation would be advantageous.

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Paper prepared for the Teachers' Seminar to be held in Nairobi on 28.7/8.8.'69

TEACHING CO-OPERATION

(H. Pedersen)

INTRODUCTION:

The teaching of Co-operation as a subject involves quite a lot of consideration as to how far one should go. The frame for the subject is very flexible and the extent will very much depend on what other subjects are being taught and of course, on the length of the course. Nevertheless, this is a subject which is useful to both the young as well as the more experienced co-operators.

TEACHING OF CO-OPERATION:

At the Co-operative College in Tanzania we teach Co-operation in one way or another in all the courses - either long term or short term. This paper will deal with the courses of not less than three months duration.

.... In Appendices A - C (enclosed herewith) you will find the syllabuses.

SECRETARIES COURSE:

Duration: Three Months

Participants: Secretaries of Primary Marketing Societies

Teaching Hours for Co-operation: 40 hours per course
(including Co-operative Education)

As the time in this course is limited, Co-operation is not dealt with in great depth. A presentation of the history of the Co-operative Movement in Tanzania, together with the Co-operative Principles comprises the first part of the course; then the Co-operative Set-up - from Society to League - as well as International Co-operation follows. Finally Co-operative Education is also dealt with. Co-operative Education mainly deals with Member, Committee-men and Staff Education. Later on facilities for performing Co-operative Education are presented and discussed.

INTERMEDIATE COURSE:

Duration: Three Months

Participants: Government and Movement Personnel (Inspectors, Clerks, Secretaries, etc.)

Teaching Hours: 70 Hours per Course (including Co-operative Education, 20 Hours)

This Course comprises of two sections in Co-operation - one dealing with the Co-operative Law and Co-operative Principles and the other dealing briefly with the various co-operative activities within the three main groups - Agriculture, Savings and Credit and Consumer.

INTERMEDIATE COURSE: (Cont'd.)

It should be mentioned here that the time devoted to Co-operation and Co-operative Education in this course is the same as in the Secretaries Course.

ADVANCED COURSE:

Duration: Nine Months (including one month in the field)

Participants: Senior Co-operative Inspectors from Government and also people in the supervisory position in Unions.

Teaching Hours in Co-operation: 180 hours per course (including Co-operative Education)

As there are more teaching hours in this Course, and since the participants are supposed to have been attending the Intermediate Course before, the teaching of Co-operation is more detailed.

Part I: Co-operative principles are revised in the beginning but soon their practical applications are dealt with. This is based on discussions, where the experience of these matured students helps in making the cases.

Part II: This part is more or less concerned with Co-operative Management. We go into the various fields of co-operative activities and bearing the ideological part I in mind, we can now really discuss the technical, administrative problems involved.

Part III: Co-operatives and Politics are dealt with only very briefly because most of it has already been covered in the subjects of Economics and Political Education.

Part IV: Co-operative Education in this course, with actual and potential leaders, has been paid much attention. It will be observed from the enclosed Appendix C that here, as in the other courses, priority is given to the three main fields - Members, Committee-men and Staff Education.

Co-operative Education in practice is aimed at a constructive approach where surveys and analysis in the societies have got to be confronted before a student meets with the people concerned with conducting Co-operative Education.

PROBLEMS DURING THE STUDY:1. Material:

First of all the problems of study material must be mentioned. Many different books on Co-operation have been written and these are useful to have in the library, but text books for students dealing with this subject in East Africa have been hard to find.

PROBLEMS DURING THE STUDY:1. Material: (Cont'd.)

A former teacher at the Co-operative College (Mr. F.C. Helm) has, together with his colleagues, produced a book entitled "THE ECONOMICS OF CO-OPERATIVE ENTERPRISE" which is useful for the Advanced Course especially when it comes to the more special fields of Co-operation. However, as far as the Secretaries and the Intermediate Courses are concerned, we still depend to a large extent on handouts, or students, to a great extent, taking notes during teaching hours.

We feel that very much could be achieved if a book is written for our three countries where the general part about the Co-operative Principles is quite common; where the systems differ, suitable examples could be taken.

2. Co-ordination with other subjects:

We feel that tutors in the College have to be careful when it comes to ensuring that students receive constructive, well-co-ordinated education. Frequent course meetings is without any doubt the best way to achieve this object. Every teacher in the course must be aware of what his colleagues are actually teaching. Some subjects should be co-ordinated with others and vice versa. Furthermore, Faculty Meetings are also very useful to discuss actual problems in a certain subject - here we get intercourse relations. The faculty for the teaching of Co-operation, for example, includes the teachers in the Secretaries, the Intermediate and the Advanced Courses.

We find that the teaching of Co-operation relates very closely in many ways to the teaching of Management. Management covers the general aspects, while Co-operation deals with Co-operative Management. Further, Accountancy and Statistics forms the background for much of the teaching on the Advanced Course.

Finally, it should be mentioned that the teaching of Political Education deals with the implementation of co-operative activities from a political, ideological point of view as well as the role played by Co-operatives in Tanzania today.

Generally, it should be stressed that the teaching of Co-operation to a great extent depends on the knowledge and practical experience of the teacher. However, when you have students from so many different areas with just as many different backgrounds on a course, you should make use of their experiences. Group discussions and an active participation from students during lessons is a valuable means of implementing the intended atmosphere of this subject.

RELATIONS WITH THE FIELD:

This very important matter can be divided into two main parts viz:-

- a) Courses at the Co-operative College;
- b) On-the-job Training

When you look at any of the College courses - either the short or the long ones - you will find that they are only taking up a very short time compared to the time spent by students in the field. It is therefore important that we should collaborate very closely with the people in the field and with the decision makers.

It is wrong to blame the College if a student, being here for only three months, fails to do a certain job. We must look upon the College courses as forming only a small part of a student's education and training. To achieve continuity, both the people at the College and the field must co-ordinate to meet the requests of both sides respectively.

- a) During the Courses at the Co-operative College: To make the course a valuable part of a student's training, we at the College have got a very great responsibility, keeping in mind the needs of the field as well.

The teaching done must be relevant to a student's work. Before this is done, however, the field staff must tell us what they need. We do meet now and then with the Regional Co-operative Officers and Unions Managers, but we still feel that we need some more clarification. A more systematic consultation would be valuable to all the parties concerned. An important thing to remember is that we should be in close communication with the decision makers. We must know the future policies. On the other hand we might, based on discussions with students from all parts of the country and with experiences from various duties, be able to give valuable response to problems under consideration. This would make the best possible background for us at the College when we plan our teaching so as to meet the general needs and also to a fair extent, the more special ones.

Conducting relevant teaching also includes the use of practical examples and cases which help in building the students' imagination. This will also help students in making use of their knowledge in practice when they again return to the field.

To enable us to do this, the College tutors have got to go into the fields frequently to acquaint themselves with the actual field problems. We would then be in a better position to help students with the actual problems they are faced with in their work.

In this connection, the teaching of Co-operative Education at the College plays a very important role. When using a systematic approach to the problems in a case study, the Co-operative Education should be of much value because it concerns the education of local people in a village, dealing with their own problems as well as the more general

RELATIONS WITH THE FIELD:

- b) On-the-job Training: At the moment the education and training on-the-job is carried out as follows:-

In the Co-operative Departments, a young trainee works with an experienced inspector. The overall responsibility, however, for good training is of course, on the shoulders of the Regional Co-operative Officers.

In the Unions a similar system is followed but here we also have an Education Secretary.

We feel that a better organised and co-ordinated education programme would be possible if a systematical plan is made use of. In the early stages when a young trainee studies the correspondence courses, he should be coached regularly and at the same time receive practical training aiming also on a good preparation for his future education at the Co-operative College; i.e. when you are going to teach Co-operation, a student must have attended annual general meetings. If not, the basic principles will just be pure theory and even a very imaginative student would not understand the teaching properly. He must, at the same time, know the daily procedures in a society i.e. modes of payment, grading, buying procedures, etc. By doing so, the value of his stay at the College will later increase considerably.

The Regional Wings of the Co-operative Education Centre could possibly in the future make a nation wide bond for this purpose to co-ordinate the efforts for a proper and constructive education and training programme. As these Wings work in very close collaboration with the C.E.C. who share offices with the Co-operative College, uniformity could be obtained if they for this purpose work hand in hand with the Regional Co-operative Officers and the Education Secretaries in the Unions.

When the students leave the College they often go and work in specialised fields or even new activities are taken up. Here we can follow up our courses with short specialised courses. At the moment we are conducting courses for former College students in Consumer Co-operation and Savings and Credit Activities.

However, sometimes, we get news of importance for our former students - either of general interest or of follow-up educational activities relating to the subjects they have covered before during their studies at the College. We therefore feel that in future there will be a need for a system whereby these news could be imparted to the students.

CONCLUSIONS:

At the Co-operative College you will find that much importance is attached to the subject of Co-operation. We try by various means to fulfil the objects of the subject. However, the relationship with the field is also very important because we must know what is needed when our students go back to their duties, and also students should be well prepared before coming for a course at the College.

In the three months courses, this is especially important if a student has to benefit from a course. During the nine months course we are able to go much more deeply into the special fields of Co-operation which our students will have to face when they go back. This is doubly important because these people are going out as leaders. Case studies here are also felt to be of much value. In case studies you work on actual problems whereas without case studies you only think about problems. You adopt some skill from the case study you would not get without, therefore a student will better manage to organise when the case study method is used.

However, study material is also very important and here we feel that especially the short courses are still missing something. We believe that this seminar is a quorum to look into that and many other common problems. Experience has been gained during the years but in collaboration, we can prepare ourselves to teach this very important subject in a better way so our Co-operative Movements stand a better chance to solve the problems they will face in future.

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10th July, 1969

Ref.: 1/7/26

C O - O P E R A T I V E C O L L E G E - M O S H I

PRIMARY MARKETING SOCIETIES SECRETARIES COURSE

CO-OPERATIVE - SYLLABUS

1. Introduction:

This subject deals with the Co-operative, Principles, Ordinance, Rules and Model By-laws. It also deals with a short history of Co-operative thought and descriptive co-operative history of Tanzania.

2. Principles of Co-operation:

Definition of a Co-operative Society - The origin and meaning of the Co-operative Principles. A brief history of the Co-operative thought.

3. Co-operative Societies in Tanzania:

- (a) History.
- (b) Types of Co-operative Societies.
- (c) Ordinance, Rules and By-laws.

4. Secondary Societies:

Horizontal and Vertical expansion of Societies: Unions and their Functions: Processing - stores and Education: C.U.T. - Co-operative Bank: I.C.A.

5. Co-operative Education:

Members, Committee-men and staff of societies. Co-operative Training Centres: The Co-operative College and the Co-operative Education Centre.

READING:

- 1. Kushirikiana Husaidia Biashara.
- 2. Vyama vya Ushirika Tanganyika.
- 3. Sheria na Kanuni za Vyama vya Ushirika Tanganyika.
- 4. Kielelezo cha Masharti ya Vyama vya Kuuza Mazao.
- 5. Masharti ya N.C.D.B.
- 6. Masharti ya C.U.T.

C O - O P E R A T I V E C O L L E G E
P.O. Box 474
MOSHI

INTERMEDIATE COURSE
CO-OPERATION - SYLLABUS
(revised July 1968)

The aim of this course is to make the student familiar with the different types of co-operative activity, principles and law he is likely to find in his work. Although mainly descriptive, some attempt will be made to show students the basic problems involved in each type of activity.

Law and Principles of Co-operation:

1. Co-operative Principles:

Definition and essential characteristics of co-operative society. Detailed study of co-operative principles. Principles enshrined in Law.

2. Co-operative Law:

Need: Advantages of registration. Three strata of law-ordinance, rules and by-laws, Corporate body-meaning and powers, two types - comparison between co-operative society, company and partnership.

3. Registration of Societies:

Definition of terms. Objects for which may be informed. Application for registration. Conditions. Evidence of registration.

4. Members:

Rights and liabilities. Qualification for membership. Position of members who are minors. Termination of membership. Shareholding - statutory requirements.

5. Statutory Duties and Privileges of Societies:

Duties imposed under Ordinance. Compulsory By-laws. Amendment of by-laws. .

6. Audit and Inspection:

Inspection of books - members, power of Registrar. Inspection of affairs by order of Registrar.

7. Miscellaneous Matters:

Probationary Societies. Amalgamation. Transfer Division of Societies. Case stated. Exemptions. Non-application of Companies and Trade Union Ordinances. Penalties. Land Tenure (Village Settlement Act 1965).

Co-operation in Agriculture:

1. Marketing Societies:

Basic functions (collecting, accepting, handling, storing transport). Assesment of costs and different forms of cost covering, Crop finance, Secondary bodies.

2. Structure and functions of Marketing Boards:

3. Agriculture Credit Societies:

Introduction to banking. Loan application, selection and control. Relationship between marketing and Credit.

4. Agricultural Supply Societies:

5. Agricultural Insurance Co-operative Societies:

6. Single and Multi-purpose Societies in agriculture:

7. Co-operative Farming:

Savings and Credit Societies:

1. Definitions and aims of Savings and Credit Society.

2. The role of Savings and Credit Societies in Tanzania.

3. The Organisation and Management of Savings and Credit Societies.

4. Lending and Collecting Policies.

5. The financial Records of Savings and Credit Societies.

Consumers' Co-operation:

1. Functions and aims of Consumers' Societies.

2. Working Routines in a Consumer Co-operative Shop.

3. Economy of the shop.

4. Merchandize control and cash control.

5. Consumer Co-operative Book-keeping.

ADVANCED COURSE
SYLLABUS IN CO-OPERATION, PRINCIPLES AND EDUCATION

PART I
CO-OPERATIVE PRINCIPLES
(Revised 1969)

Introduction:

1. Definition
2. Classification

The Co-operative group and its ideals and principles:

1. A short sketch of the history of co-operative thought
2. Basic principles of co-operation
3. Internal government
4. Motivation for forming co-operative group
5. Integration within the co-operative group

General aspects of co-operative enterprise:

1. Economic basis of co-operative activity
2. Co-operative enterprise and members' economic interests
3. Structure of co-operative enterprise
4. General economic effects of co-operation

Particular economic problems of co-operative enterprise:

1. Possible relationship between member and society
2. Financing co-operative enterprise
 - a) provision of capital owned
 - b) sources of outside finance
3. Loyalty and non-member business
4. The importance of vertical integration (federative structure)

PART II

Main fields of co-operative activity and relating problems:

1. Agricultural Co-operation:

- a) - definition and background
- b) - agricultural marketing
 - commodities and methods
 - marketing and processing
 - modes of payment to members
 - methods of covering operation costs
 - sales policy and sales price
 - crop finance
 - the functions of marketing boards
- c) - Agricultural credit
 - selection of applicant (assessment)
 - credit supervision and recovery
 - credit policy
 - saving and its encouragement

- d) - Agricultural supply
 - assortment and buying policy
 - cash and credit sales
 - secondary organizations and production
- e) - Agricultural insurance
 - short introduction into insurance
 - risks covered
 - system of organization
 - reinsurance and finance
- f) - Other Agricultural services
- g) - Horizontal integration
 - multi-purpose societies
 - link-up systems
- h) - joint use of land
 - definition
 - different stage of co-operative farming

2. Consumers' Co-operation:

- a) definition
- b) guiding principles
- c) capital requirements
- d) assortment and buying policy
- e) storage and inventory control
- f) price calculation
- g) sales and sales techniques
- h) co-operative wholesale
- i) distribution of surplus

3. Co-operative Banking:

- a) introduction into banking
- b) co-operative banks
- c) excurs: co-operative bank in Tanzania
- d) urban credit societies

4. Co-operation for education purposes:

- a) education
- b) training

PART III

Co-operatives and Politics:

Government and Co-operation:

1. Possible relationship
2. Governmental influence

PART IV

Co-operative Education:

1. Co-operative Education Institutions and facilities
2. Members Education
3. Committee-men Education
4. Staff Education
5. Co-operative Education in Practice

Co-operative Education: (Cont'd)

- a) Survey in the society/village (groups)
- b) Meeting with the Union and the Department
- c) Analysis of facts and findings
- d) Report
- e) Meeting with Committee and staff
- f) Meeting with members and non-members

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THE TEACHING OF BOOK-KEEPING AND ACCOUNTS AT THE TANZANIANCO-OPERATIVE COLLEGE

(By P. Rutazaa)

Gentlemen,

Now that it is time for us the representatives from the three East African Co-operative Colleges to sit and share experiences on the teaching of Book-keeping and Accounts to our Co-operative personnel, let me then open the floor by explaining what my College does and what problems have hitherto been met with.

As you probably might have read from the other papers prepared by my Colleagues the College offers, besides many other specialised courses, four main courses. These are: The Secretaries Course, the Intermediate Course, the Advanced Course and lastly, not least, the A.C.C.A. Course. Since the last mentioned course is, firstly, a very new one to our College and, therefore we have not had enough experience on it and secondly because it is very unique to the Courses being offered at our other two Co-operative Colleges I have purposely decided to drop it from this paper.

SECRETARIES COURSE:

Before any of our students can be admitted into the course, he has first to pass a correspondence course conducted by the Co-operative Education Centre known as Primary Societies Swahili Course (P.S.W. Course). After a student has successfully completed a P.S.W. Course it is hoped that he has a basic knowledge on Book-keeping.

Educationally, the people who come to this course have had an average of seven years schooling. Despite this we find that we have least difficulties in teaching them the subject. There are contributory factors for this: Besides the P.S.W. already mentioned, the medium used is clearly understood to them - i.e. swahili-and moreover their experience in accounting work is so great that some students find themselves revising things of what they knew already.

Nevertheless, we have had several problems with this course. One of the problems arises from the lack of text books. Up to this moment no relevant Swahili text books both for the tutor and these students have been found. As a result students are barred from the use of the library in as far as Book-keeping is concerned. Students wholly rely upon the notes and hand-outs the tutor gives them. Another problem concerns the teacher. Although most of our teachers had before been working in the field yet after joining the teaching line they practically found no time to go back to the field and find out what changes had taken place so that they could correlate the changes with their teaching. In certain cases this problem has had caused the teaching to be rather theoretical and to some extent tax the imagination of students. The College authorities are now thinking out a way how to go about it.

One point more on this course: when looking at the syllabus one will see that the subject covers up to final accounts and the balance sheet. In effect a stress is laid on entering the cash book, posting the ledger, the preparation of the trial balance and reconciling the bank accounts. It is hoped that if a student masters the above things there is no doubt that he will be a very useful instrument to his society. When a student is taken to the final accounts and the balance sheet that is only an introduction to help him to have an idea of what these things mean.

THE INTERMEDIATE COURSE:

The group to this course is composed of students with varied experiences and educational standards. The composition ranges from Secretaries of Primary Societies with seven years education, but with say ten years experience behind them, to government Co-operative Trainee inspectors with hardly any experience but with twelve to fourteen years education, and Union Secretaries, Treasurers and Managers with a good educational standard and a high experience. The integration of such a group, as one should imagine, is really not a simple job, for a teacher to do.

The Co-operative trainee inspectors are helped before they come to the College by being afforded a correspondence course on elementary book-keeping and the P.S.W. Course. This is in a way helping them to get an introduction to the book-keeping. Originally the correspondence course was optional but these days it has been made compulsory and no inspector can be admitted into the course before satisfactorily completing the 8 letters plus the P.S.W. Course. The courses are being conducted by the Co-operative Education Centre.

Nevertheless, a problem arises when we receive a Union employee who has recently been recruited into the Union either directly from school or indirectly from another unrelated organisation, since neither do Union employees take a P.S.W. course nor a Book-keeping Elementary Course.

The medium of instruction is English. This puts some students into some difficulties. Some students find it hard to follow the teachings and also to use well the library. This language problem not only does it arise from the low education of some of the students already mentioned but also it arises from the practice of enrolling Co-operative Inspectors from school leavers. Very often the values that we want in our future candidates are over-looked.

The other problems facing the course is time. At the moment this Course takes three months and as the syllabus has to cover up to the final accounts and balances sheet one finds that it rather difficult to cover the syllabus effectively within such a short time. Endeavours have been attempted to increase the time but all the time some national problems have arisen which have made the time expansion difficult.

THE ADVANCED COURSE:

In the other papers you must have learned who are the people admitted into this course. My main concern here will be to show the difficulties also facing this course.

PRIMARY MARKETING SOCIETIES SECRETARIES COURSE. -- 80112-1

BOOK-KEEPING - SYLLABUS

(Revised January - 1968)

1. BOOK-KEEPING MPAKA URARI WA HESABU

1. Utangulizi:

Book-keeping ni nini; madhumuni ya book-keeping; jinsi ya kutimiza madhumuni hayo; mtindo wa maingizo mawili mawili; kucredit kwa kila tendo lililo debitiwa.

2. Khati ya Maliop; stakabadhi ya fedha; khati ya kupelekea fedha benki.

3. Daftari ya Fedha na Hesabu za leja:

Safu mbili za daftari ya fedha moja ya fedha na ingine ya benki; jinsi stakabadhi ya fedha na khati za malipo zinavyoingizwa katika daftari ya fedha; kufunga daftari ya fedha; kuposti matendo katika leja; aina mbali mbali za hesabu za leja - personal, real na nominal; orodha ya hesabu ambazo hutumika katika vyama vya mazao.

4. Ulinganisho wa Hesabu ya Benki:

Ulinganisho wa kawaida; ulinganisho wa overdraft; hawala zilizorudishwa; gharama za benki.

5. Journal:

Matumizi mbali mbali ya journal; jinsi ya kuhamisha hesabu za journal na kuzipeleka katika leja.

6. Urari wa Hesabu:

Makusudi ya kutengeneza urari wa hesabu, jinsi unavyotengenezwa; makosa ambayo hayawezi kugunduliwa na urari wa hesabu.

II. KUMBUKUMBU ZINGINE ZIHUSUZO MAMBO YA FEDHA:

Baadhi ya mambo haya hufundishwa katika kazi za waandishi. Katika somo hili mambo yahasuyo mtindo wa maingizo mawili mawili ndiyo yatakayoshughulikiwa tu.

- | | |
|-----------------------------------------|------------------------|
| 1. Provident Fund. | 2. Amana za wanachama. |
| 3. Mikopo ya wanachama | 4. Kalamazoo. |
| 5. Fungu la akiba la kununulia mafungu. | 6. Hesabu za Magari. |

III. HESABU ZA MWISHO WA MWAKA:

1. Masawazisho.
2. Hesabu za Mazao.
3. Hesabu ya biashara.
4. Hesabu ya mapato na matumizi.
5. Hesabu ya mgao.
6. Mizania.
7. Kutafsiri mizania.

KUSOMA:- Maelezo yatatolewa na chuo hiki.
Masomo ya posta ya Co-operative Education Centre.

INTERMEDIATE COURSE

BOOK-KEEPING - SYLLABUS — 50 HRS

(Revised September - 1968)

I, OBJECTS OF BOOK-KEEPING - TRIAL BALANCE:

1. Definitions and Objects of Book-keeping: Double entry book-keeping, The ledger, types of ledger accounts - personal, real and nominal accounts.
2. Rules on how to post the ledger: Narrations and folios.
3. Cash Book: One column; two column; analysis, Trade Discount closing of cash book; balancing of cash book; cash surplus/shortage.
4. Bank Account: Current and deposit accounts; cheques endorsing and crossing of cheques. Bank reconciliation statements.
5. Balancing of Accounts: Books of original entry - the journal its purposes. Journal proper.
6. Trial Balance: Its purposes and limitations - errors a trial balance will not reveal.

II. FINAL ACCOUNTS:

1. Trading, Profit and Loss Account and Balance Sheet:
2. Nominal Accounts and adjustments: Accrued charges, Payments in advance, Bad debts, Depreciation.
3. Marketing Society Accounts: Levy, Cotton, Coffee and Produce Realisation Accounts (Calculation of final payments) Stock for resale accounts, stock taking and control. Income and Expenditure Accounts, Appropriation Accounts and Balance Sheet.
4. Share Transfer Fund: Appropriation and use. Share capital never debited.

III. OTHER FINANCIAL RECORDS:

1. Provident Fund: Calculation and ledger accounts.
2. Member Deposit Accounts: Pass book and Ledger Accounts.
3. Transport and Vehicles: Log book, Ledger Accounts.

TEXT BOOKS:

- (a) Munro's Book-Keeping and Accounts - Palmer.
- (b) Guide for Primary Produce Marketing Societies - Co-operative College.
- (c) Book-keeping (elementary) - Co-operative Education Centre.

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ADVANCED COURSE

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ACCOUNTANCY SYLLABUS

SECTION 1

- a) This will merely be devoted to revision and should include:-
- i) Purposes, objects and definition of book-keeping and accountancy
 - ii) The books of account - their operation and usage.
 - iii) The trial balance and bank reconciliation
 - iv) The preparation of final accounts and adjustments for depreciation (straight line and reducing balance) creditors and payments in advance, bad and doubtful debts.

SECTION II

- a) Further adjustments to Final Accounts:-
- i) Depreciation fund method.
 - ii) Reserves and provisions.
- b) Receipts and payments, income and expenditure accounts.
- c) Commencing a new set of books
- d) Liquidation - compulsory and voluntary.
- e) Terms used in final accounts - their meaning and significance.
- f) The presentation of financial statements.
- g) Management accounting - meaning and significance -
- i) The use of financial statements to management
 - ii) The preparation of statements.
 - iii) Types of statements: Sources and application;
Flow charts;
Income statements;
Budgets;
Elementary cost statements.

SECTION III

Revision of Co-operative Accounts

- a) Marketing society accounts.
- b) Consumer society accounts
- c) Adjustments to co-operative accounts:-
 - i) Statutory reserve
 - ii) Share transfer fund
 - iii) Other appropriations from profit.
- d) The use of other records:- Stock control, Plant register, Motor vehicle register.
- e) The interpretation of co-operative accounts.

THE TEACHING OF MANAGEMENT

(Memo by E.A. Sabuni (B.A.) - Tutor)

INTRODUCTION:

The lack of good managers is one of the main problems in many Co-operative Organisations - both Unions and Societies - in this part of the world.

In order to deal with this problem and help improve the business efficiency of our organisations management is taught as a subject, probably the main, in Co-operative Colleges. The Co-operative College at Moshi offers the subject at three levels. First at the Primary Society - (Elementary) level where the subject is known as Duties of Secretaries, then at the Intermediate level where it appears in two sub-subjects - i.e. Management and Duties of Inspection and finally in the Advanced level. These three levels correspond to the three main types of Courses being offered at the College. The Appendix 1 gives the Syllabuses in each of the above mentioned Courses/levels.

TEACHING METHODS:

The main method used is lectures (one hour) accompanied by various teaching aids such as the traditional blackboard, overhead projector and educational films, group and class discussions are also arranged particularly in case study. Assignments are also given during study-visits. The media for communication is English for the Advanced and Intermediate Courses and Swahili for the Secretaries Course. An important aspect of the teaching is of course the teaching plan and preparations. Each teacher normally prepares his own plan as to how the knowledge will be imparted to the students. Before an answer to the question what will be taught; one will have to consider the knowledge and experience the students have and what they are expected to do after they have completed the Course. All the lectures have to be prepared and periods allocated to various topics according to the time available.

TEACHING PROBLEMS:

In the course of our teaching we have come across a number of problems which, if overcome, would enable us to have better results for our efforts. Some of these problems are general ones and apply to all levels, although they may be more severe in some levels, some are only found in some courses.

Looking at the general problems first it may be worth our while to consider first problem of Text books and Study Materials.

While at first sight it could appear that there are very many text books on management, a closer look into the text books will reveal that most of them are based on conditions existing in industrially advanced countries such as the United States or the United Kingdom. This means that the unaided student may find it very difficult to visualise and understand some of the ideas. Most of the books need to be used with care or else the subject becomes too academic. In order to deal with this problem it is recommended that we should try as much as possible to build up our own materials from handouts and companions we should think of ending up with text books of our own.

The next item which is also general is Practicability of our teaching to the conditions existing in our societies. Although it is important that the students get sufficient theoretical background particularly in the main principles, the extent to which the knowledge is relevant to practical life in societies and Unions is just as important. As Lenin once said "Theory without practice is sterile" those of us involved in teaching this very important subject should make every effort to avoid sterility. If our teaching becomes too theoretical then our progress in improving the efficiency of the managers will be retarded. At present the College involves the students at all levels in study visits and field tours. With the longer term courses, i.e. the Advanced and A.C.C.A. Courses the students are assigned for one month to co-operative organisations where they do practical work. Efforts are being made to improve the project. In the long-run the College should develop its own workshop; something analogous to the laboratories in schools and Colleges. We have for example started to move in this direction with the Training Shop for Consumer Co-operation. The class room of the training shop is behind a real shop operating as a branch of the Moshi and District Consumer Co-operative Society. With such facilities the managerial aspects such as storing of goods, stock control, selling techniques and technical shop management can be dealt with more practically. It is also possible to think of a model marketing society/Union and model Savings and Credit Society and this should help in making our courses less theoretical.

Another problem which is closely connected with the point of practicability is the Case Method. This as we know is used widely in the teaching of management and is in fact quite a good way of imparting knowledge in this field. We have a number of cases which are solved by students through group and class discussions. More cases need to be developed and work should be done to make them more relevant to actual conditions existing in the movement. In this area it would be useful to co-ordinate with other national organisation - working in the same area. The National Institute of Productivity has developed quite a number of good cases. Similarly the University Colleges are working on cases.

Having dealt with the general problems, it would be proper to mention a few other problems which are found in some level/courses. First among these is that of Communication. The main task of a teacher is to pass on knowledge to the student(s) so that the latter sees the ideas exactly as the teacher does. Where we depend mainly on lecturing, as is the case in most of our Colleges, the language becomes important. English for example is used in the teaching of management and most of other subjects in the Intermediate Course. Unfortunately however, we find that a number of students on this course do not have sufficient command of the language to follow the lectures and express themselves well using English. Some of these students may be those with considerable experience in running Co-operative Organisations, but do not have sufficient educational background. The teacher may have to explain the ideas in Swahili which means that he spends twice as much time explaining than he would have done if there was no such a problem. It is recognised however that in the long run the problem should solve itself.

The question of Time is quite important. The time available for instruction sets a limit as to how much can be covered. From our experience in the 12 week courses being offered by the College i.e. about 36 teaching hours for management, we have found that the ground which can be covered is not wide enough.

There is also another problem which is on the student side and that is "Poor Study Techniques". The problem is more severe with the lower level courses but even with the senior courses there are still difficulties, Many students do have problems in taking notes, organising their studies and other similar areas of studying. As it can be seen, this is not a problem applicable to management alone but a general one for all subjects. We at the College have tried to deal with it by including in the induction procedures some hours of instruction on this very important matter.

Having dealt with what we have done and pointed out the problems brought out by our experience. I think it is ripe that some of these points are discussed.

APPENDIX: I:

SYLLABUSES:

ADVANCED COURSESYLLABUS IN MANAGEMENT (Revised March 1969)1. GENERAL APPROACH:

Management/Enterprise. The various schools and approaches to the subject. Why Management in Co-operatives. The enterprise within the economy. Private and Public activity. History of Management. Manager. Qualifications of a Manager. His working day.

2. PERSONNEL MANAGEMENT:

Manpower Planning. Functions and Organisation of a personnel department. Labour legislation in Tanzania. Wages and their determination. Recruitment policy and procedure. Application, Testing. Interviewing. Training Motivation and employees attitudes. Labour conduct (discipline; morale). Promotion and transfer. Job analysis (job description, job evaluation). Manpower productivity. Working groups. Supervision. Control and Staff Inspection. Communication, Contracts in general; employment Contract. Workers Committees. Trade Unions (N.U.T.A.). Industrial Conflicts, the negotiating machinery.

3. PLANNING:

General aspects. Purpose, size (and alterations, especially growth) location, plant by out.

4. COSTING:

Introduction. Capital and recurrent expenditure. Break-even charts surplus planning chart. Cost curves (total and unit). Marginal Costing Standard Costing. Inventory policy (stock control)

5. FINANCING:

Sources and their use. Investment calculations. Loan conditions, especially securities. Estimates and Budgeting. Cash and other types of budgets. Equilibrium of an enterprise. Analysis of balance sheet and ratios esp. financial ones. Comparison of enterprises.

6. ORGANIZING:

Principles, Legal requirements. Departmentation. Centralization/decentralization, Co-ordination, Organization charts. Communication. Timing specialisation job enlargement and job rotation. Re-organizing.

7. SECRETARIAL TASKS:

Office procedure and clerical routines. Commercial correspondence, different types of letters. Filing and Indexing. Control systems (cash, stock, accounts and credits.)

Meetings: Definition and types, conduct and procedure of meetings. Reports and their preparation.

8. MARKETING:

Market conditions and forecasts. Contracts for sale, their fulfilment. Advertising, public relations. Risks and Insurance principles.

N.B. A variety of cases and comparative calculations will be presented to the students and preferably solved by group discussions and other teaching methods (e.g. role playing). In addition, the students will be confronted with the analysis of private/public enterprises and especially different types of Co-operative Societies. This shall gradually enable them to adapt the knowledge they gained in class to conditions actually existing in the field.

See a separate list.

INTERMEDIATE COURSE
SYLLABUS IN MANAGEMENT
(Revised September, 1968)

1. General: Introduction into Management of a Society. Planning principles. Location and size; Organization of work and service to members.
2. Personnel Management: Selection. Employment Contract. Training, Promotion and Transfer. Supervision and Control. Minimum wages. National Provident Fund. NUTA.
3. Financial Principles: Sources and uses of finance. Crop finance. Communication with the Co-operative Bank. NDCA loan procedures. Estimates. Control of Cash and the treasurer's job.
4. Costing: Fixed and variable costs. Income and expenditure in relation to collections. Break-even-chart. Control of trucks, tractors and other machinery. Depreciation and other items of cost.
5. Organizational principles: Centralization/decentralization. Functional distribution between primaries and unions. Timing. Processing problems.
6. Office procedure and clerical routines: Commercial correspondence. Filing and Indexing. Statistics and their presentation

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INTERMEDIATE COURSE

DUTIES OF INSPECTION - SYLLABUS

(Revised September- 1968)

1. THE CO-OPERATIVE DEPARTMENT: (for all students)

Government Sponsorship of Co-operative Movement. General Encouragement. Departmental organisation and control of departmental votes. Relations with other government departments and officers. Departmental discipline. Commissioner and Registrar's circulars. Liason with politicians.

2. DUTIES OF CO-OPERATIVE INSPECTIONS: (for inspectors only).

Main division of work - promotional, educational, advisory, Inspection and audit. Preparation and planning of safaris for routine inspection. Detailed procedure for monthly and regular inspections. Inspection reports. Specimen report forms. Audit programmes. Stock verification.

3. FORMATION FOR CO-OPERATIVES: (for inspectors only).

Pre-requisites for economic success. Legal formalities. Techniques of approach. Publicity. Formation, Procedure. Working conditions.

4. MEETINGS: (for all students).

Definition and types. Requisites of valid meetings. Agenda. Chairman - qualifications, powers and duties, conduct and procedure of meetings. Minutes and Indexing of Minutes.

REFERENCE BOOKS:

1. Hand book for Co-operative Personnel in the Carribean" by W.J.W. Cheesman.
2. "A guide for Primary Produce Marketing Societies" Co-operative College.
3. Practical Co-operation in Asia and Africa - by W.K.H. Compbell.
4. Conduct and procedure at meetings - A. Crew.
5. Meeting Procedure - Kay Gilmour.
6. An Introduction to Co-operative Practice I.L.O. Geneva.
7. A Manual of Co-operative Law & Practice - B.J. Surridge & M. Digby.

COLLEGE NOTES:

Duties of Inspection, Audit of Co-operative Societies Discussion & Debates, Procedure at meetings. Rules of work for a Cotton Primary Society, Control of stock for resale, Registrar's Circulars.

PRIMARY MARKETING SOCIETIES' COURSE

KAZI ZA WAANDISHI - SYLLABUS

(Revised January 1969)

UTANGULIZI

Sono hili linahusika na shughuli mbali mbali za Mwandishi katika chama kama utunzaji wa fedha, uwekaji na uchukunaji wa fedha benki, ukusanyaji wa mazao, mikutano na utunzaji wa nadafu ya chama.

1. MUUNDO WA CHAMA NA MAHALA PA MWANDISHI:

Umbo la chama, Wanachama, Halmashauri na Mwandishi. Jinsi anavyoteuliwa, uhusiano wake na Halmashauri. Sifa na wajibu wa Mwandishi.

2. UTUNZAJI WA FEDHA TASLIMU NA FEDHA ZA BENKI:

Fedha taslimu nkononi, usalama wa fedha zinaposafirishwa na zinapokuwa chamani, fedha zilizopokelewa na zilizolipwa (stakabadhi na khati ya malipo). Fedha nkononi mwa Chama nanna ilivyo kila siku, aina mbali mbali za hesabu za benki. Mabaki katika hesabu za benki na mikopo, hawala na khati za kupelekea fedha benki (P.I.S.), Statement za benki, faida na gharama za benki, khati zihitajiwazo na National Co-operative Bank.

3. UKUSANYAJI WA MAZAO:

Chama cha kuuza mazao, biashara ya kuuza mazao, mpango wa kukusanya na matayarisho yaliyo muhimu, uteuzi, upimaji na uandikaji wa kilo za mazao ya Wanachama, Stakabadhi za mazao, karatasi za kujumlishia (Running Totals). Malipo ya kwanza na malipo ya Pili, malipo ya zawadi. Utunzaji wa mazao ghalani, usafirishaji na ankara za uchukuzi, khati za kujulisha mazao yanepokelewa - (Credit Notes) na Ushuru wa chama.

4. MIKUTANO:

- (a) Kwa jumla - maana ya mikutano kwa chama, mikutano ya halmashauri, mikutano mkuu maalum, mikutano mkuu ya mwaka, mambo yaliyo muhimu kwa mikutano, taarifa ya mambo ya kuzungunza (agenda).
- (b) Nanna ya kuendesha mikutano - Mkuu wa kiti wa mikutano jinsi anavyoteuliwa na yampasa awe mtu gani katika chama, awe na uwezo na asiyependelea, jinsi mikutano inavyopaswa kuendeshwa, Mikutano ya kuigiza kwa kufundishia.
- (c) Mambo ya mikutano - Nanna yanavyoandikwa vitabuni na usuhulu wake. Nanna ya kuandika nambari za mambo ya mikutano. Fahirisi ya mambo ya mikutano.

5. RASILMALI YA CHAMA NA MAKISIO:

- (a) Nanna chama kinavyojipatia fedha. Unuhimu wa chama kuweza kujitogemea kwa mambo ya fedha.
- (b) Makisio - Mapato na matumizi ya kawaida na yasiyo ya kawaida.

5. UCHUNGUZI WA NDANI:

Mipango ya madaraka na kushirikiana kazi.

7. WAJIBU MWINGINE:

1. Didhaa za kuwauzia wanachama.
2. Kazi za kawaida za ofisini: Uandikaji wa barua. Uandikaji wa narbari za barua na mafaili (Cross reference), daftari ya barua zinazopokelewa.
3. Uchukuzi, magari na matrekta, Kitabu cha batli.
4. Mikopo kwa wanachama na uwekaji wa akiba za wanachama, mpango wa mikopo ya kilimo.
5. Daftari ya wanachama, daftari ya mali, daftari ya counterfoils, kitabu cha wageni, ubao wa matangazo na daftari ya kuhesabu saa za kuhudhuria kazini.

KUSOMA:

1. Maelezo yanayotolewa na chuo hiki.
2. Mwongozo wa Vyama vidogo vya mazao.
3. Barua za masomo ya Co-operative Education Centre.

SSM/ANM.

Moshi.

14th January, 1969.