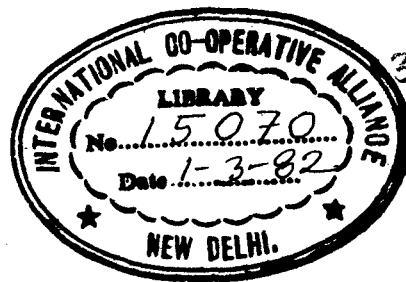


1857
ROALIB MFN.....

ICA 2925



334:37(6)

ICA



Acc

Co-ops
Library

**INTERNATIONAL
CO-OPERATIVE ALLIANCE**

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

REPORT ON A SURVEY ON

**HIGH LEVEL MANPOWER
TRAINING NEEDS
AND FACILITIES**

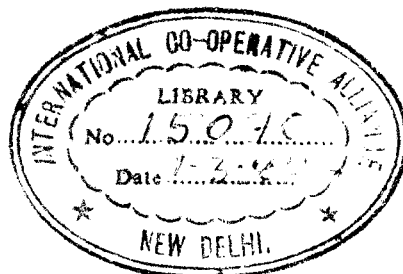
OCTOBER 1975 MOSHI

International Co-operative Alliance
Regional Office for East & Central Africa
Research Unit
P.O.Box 946 - Moshi, Tanzania

HIGH LEVEL MANPOWER TRAINING
NEEDS AND FACILITIES

by

Koenraad Verhagen
Research Officer,
ICA Regional Office Research Unit



Any opinions expressed in this report
are those of the author and do not
necessarily reflect the views of either
the International Co-operative Alliance,
or of co-operative educationists in the
region.

October, 1975.

F O R E W O R D

With the advent of political independence in East Africa in the early sixties, greater significance was given to co-operative development as a potential tool for economic development in the newly emerging African governments. This recognition called for co-operatives to be efficient and effective in their functions. From those early days therefore, planners and policy-makers rightly laid great emphasis on education and training at all levels, as the only long-term solution to the inherent problem of the widespread lack of managerial know-how, etc. As a result, considerable investment was allocated to education and training programmes at all levels of co-operative development, which included the setting-up of national co-operative colleges.

During late sixties, a need began to be felt among co-operative leaders of the region, for an assessment of the ground covered by education and training programmes so far, including a review of any needs which had not yet been satisfied. It was considered that the need for such a review was greatest in the area of high level personnel in co-operative service, for whom the national co-operative colleges only provided a small part of their training needs locally, while the rest of their training was currently being provided by the various ICTCs and other institutions abroad.

It was, in the course of a search for someone to conduct the survey described above, that the idea of establishing a Research Unit within the ICA Regional Office was first mooted at a Co-operative Commissioners' Conference in 1968. The need for such a survey was given further impetus by the ICA Regional Conference on Co-operative Research and Planning held in April 1974 at Arusha, which placed the survey on high level manpower training as a first priority on the list of items into which research would be conducted by the newly established Research Unit.

As will be seen from the report, the survey has brought out much interesting information and pertinent recommendations on the subject of co-operative high level manpower training both within the Region as well as internationally. It is hoped that the report will prove useful to those responsible for planning co-operative training and for formulating policy within the countries of the Region. We also hope that it will contribute in some way to the challenging and important work that lies ahead of the recently established Advisory Group of International Training for Co-operators (AGITCOOP).

October 1975
ICA, Moshi.

Dan J Nyanjom
REGIONAL DIRECTOR



F O R E W O R D

With the advent of political independence in East Africa in the early sixties, greater significance was given to co-operative development as a potential tool for economic development in the newly emerging African governments. This recognition called for co-operatives to be efficient and effective in their functions. From those early days therefore, planners and policy-makers rightly laid great emphasis on education and training at all levels, as the only long-term solution to the inherent problem of the widespread lack of managerial know-how, etc. As a result, considerable investment was allocated to education and training programmes at all levels of co-operative development, which included the setting-up of national co-operative colleges.

During late sixties, a need began to be felt among co-operative leaders of the region, for an assessment of the ground covered by education and training programmes so far, including a review of any needs which had not yet been satisfied. It was considered that the need for such a review was greatest in the area of high level personnel in co-operative service, for whom the national co-operative colleges only provided a small part of their training needs locally, while the rest of their training was currently being provided by the various ICTCs and other institutions abroad.

It was, in the course of a search for someone to conduct the survey described above, that the idea of establishing a Research Unit within the ICA Regional Office was first mooted at a Co-operative Commissioners' Conference in 1968. The need for such a survey was given further impetus by the ICA Regional Conference on Co-operative Research and Planning held in April 1974 at Arusha, which placed the survey on high level manpower training as a first priority on the list of items into which research would be conducted by the newly established Research Unit.

As will be seen from the report, the survey has brought out much interesting information and pertinent recommendations on the subject of co-operative high level manpower training both within the Region as well as internationally. It is hoped that the report will prove useful to those responsible for planning co-operative training and for formulating policy within the countries of the Region. We also hope that it will contribute in some way to the challenging and important work that lies ahead of the recently established Advisory Group of International Training for Co-operators (AGITCOOP).

October 1975
ICA, Moshi.

Dan J Nyanjom
REGIONAL DIRECTOR



C O N T E N T S

Foreword	iii
Preliminary note on terminology	ix
I INTRODUCTION	pages I 1 to 9
- Significance of the Survey	
- Definition of concepts	
Education and Training	
On the job training and field assignments	
High level manpower training	
High ranking staff	
- The purpose of the study	
Overall aim	
Specific objectives	
- Methods and techniques	
- From draft to final report	
- Summary of contents	
II HIGH LEVEL TRAINED MANPOWER IN SERVICE, AND TRAINING PROGRAMMES	pages II 1 to 8
- Introductory remarks	
- Levels of training of high ranking co-operative staff	
- Posts and vacancies	
- Shortage of auditors and accountants	
- In-service training programmes	
- Considerations, conclusions and recommendations	
- Differences between the four countries	
- The financing of high level manpower training for the movement	
III EXISTING LOCAL CO-OPERATIVE TRAINING FACILITIES	pages III 1 to 10
- The Diploma Courses conducted at the National Co-operative Colleges	
- Reported shortcomings of the Diploma Courses and recommendations.	
- Other high level training facilities for co-operative staff	

IV	PRECONDITIONS FOR EFFECTIVE TRAINING	pages IV I to 5
	- The brain drain	
	- Unified Co-operative Service (Tanzania)	
	- Preconditions	
	- Terms and conditions of service	
	- Manpower development scheme	
	- Working atmosphere on the job	
V	PRESENT UNSATISFIED NEEDS FOR HIGH LEVEL MANPOWER TRAINING AND EDUCATION	pages V I to 26
	- Introduction	
	- Specialized training	
	"Tailor-made" courses	
	Target group	
	Priority areas	
	- The planning of specialized courses	
	Guidelines	
	Implications for course planning by international training centres	
	- Further background information on the requested specialized training courses	
	Management of multi-purpose societies	
	Consumer and Wholesale distribution	
	Induction course for university leavers	
	Transport management	
	Farm management and extension	
	Teacher training	
	Other courses	
	- Top level specialists' training and technicians	
	- The need for long term courses in Zambia	
VI	RELATIONS WITH TRAINING CENTRES ABROAD	pages VI I to 15
	- Introduction	
	- Selection	
	- Awards	
	- Follow-up, evaluation, feedback	
	- Language problems	
	- Location of courses, in the Region or abroad	
VII	COMPILED RECOMMENDATIONS AND REQUESTED TRAINING COURSES	pages VII I to 10

A P P E N D I C E S

Appendix I :	Persons consulted and other sources of information	App I pages 1 to 6
Appendix II:	(Part I) Comparative tables Co-operative Colleges Kenya, Tanzania and Uganda (Situation as on April/May 1975): table 1 : Organization table 2 : Finances table 3 : Training Activities table 4 : General information, Diploma Courses table 5:: Numbers of students trained , Diploma Courses table 6 : Subjects taught, Diploma Courses (Part II) Other training institutions of interest: <u>Kenya:</u> Various institutions including the University of Nairobi . <u>Tanzania:</u> Institute for Development Management Mzumbe, (IDM); and various other institutions including University of Dar es Salaam <u>Uganda:</u> Various institutions, including Makerere University. <u>Zambia:</u> President's Citizenship College, Mulungushi, Kabwe (P.C.C.); and various other institutions.	App. II tables 1 to 6 App. II page "Various" pages IDM, and "Various" page "Various" pages PCC, and PCC + "Various"
Appendix III:	Country tables man-power situation and training programmes <u>Kenya</u> , <u>Uganda</u> , <u>Zambia</u> : table 1: Levels of formal training High ranking government staff. table 2: Levels of formal training. Auditors and accountants in government service.	App. III Kenya, Tanzania, Uganda, Zambia; six separate tables, 1 to 6 for each country

table 3: Levels of formal training. High ranking movement staff.

table 4: Levels of formal training. Accountants and internal auditors employed by the movement.

table 5: High level manpower in-service training; government staff.

table 6: High Level Manpower in-service training; movement staff.

Tanzania only:

table 1: High Level manpower projections 1975 - 1980. High ranking government staff.

table 2: High level manpower in-service training programme 1975 - 1980. High ranking government staff.

tables 3 to 6: Same headings as for Kenya, Uganda and Zambia.

PRELIMINARY NOTE ON TERMINOLOGY

Some of the readers may either interpret differently or not fully understand the terminology used in this report. For their benefit, the following notes are given:

- Regional Office : The International Co-operative Alliance Regional Office for East and Central Africa, situated in Moshi, Tanzania.
- Region : The area at present covered by the ICA Regional Office through its member organizations, viz, the national Co-operative apex bodies in Kenya, Tanzania, Uganda and Zambia.
- Regional Council Meeting : Meeting of the governing body of the ICA Regional Office for East and Central Africa representing the Co-operative Movements in the Region. The Council's membership is composed of two delegates appointed from each of the national apexes, usually the Chairman and the Secretary General. Meetings are normally held twice a year in rotation around the countries of the Region.
- Commissioner : Commissioner for Co-operative Development heading the Government Department or Division in charge of the promotion, supervision and control of co-operatives. (In Tanzania Commissioner for Ujamaa and Co-operatives).
- Commissioners' Conference : An informal annual meeting of the Co-operative Commissioners, normally held during the first half of each year in rotation around the countries of the Region.
- ICA Standing Committee for Co-operative Education, Training and Publicity : The membership of this Committee is composed of leading educationists in the Region (three to four from each country). It formulates the educational plan of the Regional Office and discusses other matters of mutual interest to its members. It meets normally once or twice a year in rotation around the countries of the Region.

CHAPTER I

INTRODUCTION

1.1. Significance of the Survey

During the past decade, since independence, the rapid expansion of the co-operative sector in the four countries covered by this survey*, and the growing complexity of co-operative development problems have accentuated the need for high level manpower and connected training facilities. It has given birth to the introduction of high level manpower training courses (Diploma courses) at the Co-operative Colleges of Kenya, Tanzania and Uganda and to the increase of training opportunities offered overseas, particularly by those co-operative training institutions commonly referred to as International Co-operative Training Centres (ICTCs).

Every year about 175 new Diploma course graduates join the ranks of the government administration and movement organizations. Universities constitute another source of high level trained manpower, approximately 30 graduates per year, while a number of about 70 persons recruited among in-service government and movement staff is sent abroad annually for different types of courses.

In spite of considerable training efforts, in the past and at present (more information will be given on this in the present report), policymakers and educationists of the Region have on various occasions expressed their concern about the dearth of skilled workers at the more advanced levels of co-operative organization and administration. High ranking staff, it is felt, are often insufficiently prepared to undertake specific tasks due to the lack of pre-service as well as in-service job-oriented training programmes.

The growing realization that no optimal use is made of existing facilities and that some essential facilities are still missing has led to a repeated request** from the policymakers and educationists to the ICA Regional Office for the undertaking of a Survey on high level manpower (h.l.m.) training needs and facilities.

* Kenya, Tanzania, Uganda and Zambia. Further on referred to as "the Region".

** 1. High level manpower training has been mentioned at various Commissioners' conference since 1970 as a matter of great concern requiring investigations at a Regional level (East Africa and Zambia).

2. Consultations of the minutes of the meetings of the ICA Standing Committee for Co-operative Education, Training and Publicity amply show the members' concern with the inefficiency of the actual systems of recruitment, selection and determination of course contents for overseas training.

3. The participants to the "ICA Regional Conference on Co-operative Research and Planning", Arusha, 23rd - 27th April, 1974, listed "High Level Manpower Training Needs and Education" as a "priority topic for investigation. (See report of the proceedings pages 110 and 133).

1.2. Definition of concepts

1.2.1. Education and Training

The concepts of education and training are to be distinguished when discussing High Level Manpower Training problems.

Education is more general and ideological in nature, e. g. political education. In particular at the higher levels of education more emphasis is given to the intellectual training of the mind, e.g. university education.

The word training, however, in its most common use, denotes the imparting of specific knowledge and skills needed for the successful practice of a profession. Education and vocational training are complementary, education providing the intellectual basis for more job oriented training.

The current high level manpower training programmes for co-operative development are mostly a blending of both types of training, the intellectual (academic) and the vocational. The distinction between the two will prove to be important in the following chapters when discussing possible ways of improvement of on-going training and education programmes.

In order to facilitate reading and presentation of this report, the word "training" has been used in its wider sense, encompassing professional training as well as education, while the use of the word "education" has been restricted to the type of instruction which provides conceptual knowledge rather than practical skills.

1.2.2. On-the-job training and field assignments

Skills can also be learnt "on-the-job". This survey, however, is mainly concerned with formal training as organized by the National and International Co-operative Training Centres, and other training institutions. To this, on-the-job training can provide a complement and, to a certain extent, a substitute.

On-the-job training is also to be distinguished from what in training programmes is referred to as "field assignments". On-the-job training implies that the trainee holds a position of responsibility ("a job") in the organizational structure of the co-operative where he is trained.

He is expected to continue to occupy that position after the training programme, or part of it, has come to an end. It is more "job-oriented" in character than any other sort of training.

Field assignments aim to bring about a closer contact of the trainee with co-operative reality during the training period as a complement to residential, more theoretical training. It usually involves carrying out research tasks or participation in practical work for a definite period without prospect of continued employment at the same organization.

In view of the limited opportunities for on-the-job training in developing countries (see Ch.5.2.), much emphasis will be given in this report to training for-a-job, i.e. specialized courses.

1.2.3. High Level Manpower Training -(abbreviated to h.l.m. training)

H.l.m. training problems, discussed in this report, refer to:

- a. co-operative undergraduate university training or its equivalent;
- b. co-operative undergraduate training, usually following upon higher secondary school examinations ("A" level) and of a two years' duration, e.g. the Diploma Courses organized at the East African Co-operative Colleges;
- c. co-operative postgraduate training.

Having defined h.l.m. training in this way, it means that all training of a lower level than the diploma course, will only fall within the scope of this survey to the extent that it prepares for one of the above mentioned types of training.

1.2.4. High Ranking Staff

High ranking staff refers to those categories of government and co-operative movement staff in the upper strata of the co-operative hierarchy. These staff hold posts which require - according to present standards or to those likely to be set in the near future - successful completion of some form of h.l.m. training as a minimum educational background for qualification. The denominations of these categories of staff for each country are:

a. Movement Staff

Tanzania: Union General Managers, Assistant Union Managers, Union Administrative Secretaries, Distribution Managers, Education and Publicity Officers, Production Managers, Branch Managers,

Union Chief Accountants and Assistant Chief Accountants, Internal Auditors, Branch Accountants;

Kenya: Union General Managers, Secretary Managers of large Primary Societies, Coffee factory supervisors, Accountants and Assistant Accountants.

Uganda: District Union Managers, Departmental and Coffee ginnery Managers, Departmental Managers of some nationwide organizations, Union Accountants and Assistant Accountants;

Zambia: Managers Provincial Unions, Provincial Administrative Officers, Functional Managers of Provincial Unions (Transport, wholesale etc.), Managers large size Savings and Credit Societies, Union Accountants and Assistant and Accountants.

Also to be included is the senior staff employed by the national apexes in the four countries.

b. Government staff:

Tanzania: Ujamaa and Co-operative Development Officers (grades 1, 2, and 3) including Zonal Auditors;

Kenya: Senior Co-operative Officers, Co-operative Officers and Assistant Co-operative Officers, Accountants and Auditors;

Uganda: Similar denominations as in Kenya;

Zambia: Similar denominations as in Kenya, "Junior Co-operative Officers" excluded.

Also to be included are the top level policy - makers and executives in government service such as Commissioners, Registrars and Assistant Commissioners.

1.3. The purpose of the survey

1.3.1. Overall aim

The overall aim of the survey is to be instrumental in the design of, and discussion on a comprehensive training system for high level manpower which should make the trainees fulfill more effectively their roles as promoters of co-operative development in their respective capacities as managers,

educators, government administrators etc...

The analysis of the problems should go far enough to provide a basis for the formulation of recommendations indicating where training policies need to be reviewed or where adequate facilities are lacking. The main purpose is to put in motion the process of discussion, determination and implementation of a training strategy which is adapted to the specific needs of the Region.

1.3.2. Specific objectives

A major consideration in the determination of of the survey's specific objectives was the potential relevance of its findings. They have therefore been determined in consultation with the policymakers and educationists on whose demand this survey was under-taken, thereby deliberately narrowing the focus of the survey to the main problem areas of h.l.n. training.

This has made design and purposes of this Survey, differ substantially from the conventional manpower study, whose main concern is with forecasting long-term manpower requirements and subsequent target setting for training institutions.

As to the quantitative assessment of training needs the present survey, however, has been much more limited in scope. It has tried to indentify the types of courses required in the short-run and the numbers of people to be trained, in order to alleviate the most acute shortages of some specialized categories of staff. On the other hand, more emphasis than usual has been put on the qualitative aspects of h.l.n. training.

The survey objectives as discussed with, and approved by the educationists* in the Region were the following:-

1. To indicate and analyse the main features of the h.l.n. situation in the Region (see Chapter II).
2. To indentify, specifically, the hitherto unsatisfied demands from co-operative policymakers and leading educationists for specialized h.l. n. training; demands which could be met through assistance from training institutions abroad, operating either in their home countries or in the Region under the auspices of the existing training institutions (Chapter V).

* Discussed and approved at the ICA Standing Committee Meeting on Co-operative Education held at Nairobi, 10th January, 1975.

3. To act as a catalyst and co-ordinator in the determination and formulation of a h.l.m. training policy for the Region with special attention given to relations with international training centres (Chapter VI)

In the course of the survey it became clear that its relevance would substantially gain from giving special attention to possible ways of improving the effectiveness of the most important source of high level manpower, viz. the ongoing Diploma Courses at the National Co-operative Training Centres (Chapter III). Similarly, pre-conditions for effective training turned out to be such a crucial issue that a separate chapter (Ch. IV) has been devoted to it. Another objective of the survey, not covered by the present report but still being pursued, is the compilation of documentation on overseas training facilities. The questionnaires which to that end were sent out by the ICA Regional Office to the various international training centres received a rather poor response. It was then decided that further collection of material should be undertaken together with ICA London Headquarters' Secretariat for Education, which was preparing a questionnaire survey among co-operative training institutions on a series of subjects closely related to the problems discussed in Chapter V and VI of this report. The "register of training courses organized at international (co-operative) training centres" which should result from this is expected to be ready by the end of 1975.

1. 4. Methods and techniques

The writer intends to devote a separate paper to the methods and techniques used for the determination of the survey's objectives, the collection of data and the presentation of its findings in such a way as to facilitate implementation. In order to save the present reporting from becoming too voluminous and too academic in orientation, the following summary should be sufficient:

After study of the few documentary sources which could be found on the subject of co-operative h.l.m. training (mentioned in Appendix I), exploratory interviews were conducted with some of the leaders in the Region. A short report dealing with some problems of overseas training as experienced in the

Region was presented at the constituent meeting of the Advisory Group on International Training of Co-operators (AGITCOOP)* in September 1974 at Budapest. During the same period three European based international co-operative training centres were visited, after which the survey was designed, its objectives discussed with some educationists in the Region and, finally, submitted for approval to the ICA Standing Committee for Co-operative Education, Training and Publicity which was referred to earlier.

For further collection of data use has been made of a standardised questionnaire on "training policy and needs" which was tested during the Ad Hoc Consultation meeting of Principals and Vice-Principals held on January 6 - 10, 1975 at Nairobi and then sent to the policymakers and educationists in the Region listed in Appendix I. These people were also consulted personally at different stages of the survey. Out of the 25 forms sent out 19 were completed and returned.

Another questionnaire asking for basic data on the present manpower situation, levels of training, in-service training programmes and manpower development programmes was sent to administrative units in the four countries, either government or movement based, wherever this type of information was thought to be available.

It was the collection of these manpower figures which turned out to be the most problematic part of the Survey since they could only be obtained through repeated efforts and by having recourse to estimates (as shown in App. III).

Other sources of information, ICA Seminars, meetings, consultations with co-operative college tutors and co-operative managers etc. are listed in the App. I for each chapter of the report.

1.5. From a draft to final report

A first draft of the report was written in August/September 1975 and discussed at the meeting of the ICA Standing Committee for Co-operative Education Training and Publicity, on 24th September, 1975, at Moshi, Tanzania. After this meeting, the final version of the report has been prepared taking into account comments received on recommendations and requests for modifications which had reached the ICA Regional Office before 15th October, 1975.

* The membership of AGITCOOP is mainly composed of the directors of international co-operative training centres, situated in the industrialized countries, which organize special training programmes for co-operators from developing countries. The constituent meeting was held on September 13 and 14, 1974 at Budapest, Hungary.

On the same occasion it was decided that the amended version of the report was to be distributed to international training centres and the Executive Committee of AGITCCOP.

It should be noted, however, that responsibility for contents and recommendations of the present report rests solely with the author and that its publication does not imply endorsement by members of the above committee, the persons consulted listed in App. I or the International Co-operative Alliance.

Work on the survey and the report extended over a period of one year but was frequently interrupted for shorter or longer periods due to other commitments of the writer.

1.6. Summary of contents

Chapter II indicates the main features of the manpower situation in the co-operative sector in the three East African countries and Zambia, i.e. levels of training of high ranking staff, established posts, vacancies, and ongoing training programmes. It summarizes the more detailed tables shown in Appendix III.

Besides the conspicuous shortage of qualified auditors and accountants, the figures show a marked imbalance in the distribution of high level trained manpower and training opportunities between the movement and the government sector. The creation of special funds in the various countries to finance movement staff training is recommended.

Chapter III discusses the Diploma Courses at present organized at the National Co-operative Colleges and leads to several recommendations, among them that the course programme should be diversified in order to allow students to be better prepared for their future jobs. It also comments on other training facilities available in the Region, which are used or could be used for co-operative h l m. training.

In Chapter IV it is argued that any training programme can only produce its expected pay-offs if it is an integral part of a manpower management system, capable of eliciting a fair contribution of work from each person. It also cautions against the tendency to put undue emphasis on h l m. training which is insufficiently related to the career of the individuals, and a new organizational set-up is recommended which should help to solve present manpower management problems.

Chapter V gives an assessment of present unsatisfied needs for specialized ("tailor-made") courses and numbers of people to be trained under each course. A distinction is made between job-oriented courses of a shorter duration and "top-level" training. This emphasis on specialized training of the report has its origin in the high degree of self-sufficiency already achieved in the Region, Zambia excepted, as to the general type of high level training. The same is true for the intermediate accountancy training which is also covered by the ongoing diploma courses.

The information which is given in Chapter V on training needs is to be further refined, as is argued in section 5.3. , for each course by fact-finding field missions to be under-taken by its planners, irrespective of the venue of the course, viz. whether locally or abroad . Section 5.4.3. addresses itself to the problem of the integration of university leavers into government and movement service and their special training needs. The chapter finishes with a discussion of the Zambian high level education policy.

Chapter VI concentrates on relations with international co-operative training centres. It is devoted to a discussion of problems of selection, follow-up, evaluation and language problems. An appraisal also is made of the merits and demerits of overseas training versus local training, leading to the recommendation that international training centres should endeavour to organize more courses locally and to strengthen the training capacities in the developing countries.

Chapter VII consists of a compilation of the Report's recommendations.

The Appendices I, II and III give more detailed information respectively on the sources of information (App. I); training facilities in the Region (App. II); and manpower figures and training programmes (App. III). An Appendix IV which should have given more background information on co-operative development and existing co-operatives in the Region, has been omitted for reasons of economy. This information can be found in a brochure issued by the ICA Regional Office for East and Central Africa on the occasion of the 80th Anniversary of the International Co-operative Alliance, a copy of which will be appended to each copy of the report to be dispatched outside the Region.

CHAPTER II

HIGH LEVEL TRAINED MANPOWER IN SERVICE, AND TRAINING PROGRAMMES*

2.1. Introductory remarks to the figures presented:

In Appendix III detailed information for each country is given on size and composition of the high ranking manpower force in departmental (* government) or movement service, the number of vacancies at each level, as well as a review of in-service training programmes over a one year period. The tables shown in this Chapter summarize the 24 tables, six per country, of App. III.

In some of the tables below, however, Tanzania could not be included due to lack of precise data on levels of training of departmental officers.

In interpreting the manpower situation figures it should also be borne in mind that Kenya's nationwide organizations, the national apex body excepted, have not been part of the survey. This was done because of the particular nature of the manpower problems of these organizations. Some of them had been well established before World War II, and, having achieved a high degree of autonomy, are fairly independent of the Co-operative Department and Co-operative College for the recruitment and training of their staff.

2.2. Levels of training of high ranking co-operative staff

The high ranking co-operative workers holding posts for university or diploma graduates can be divided into two categories: those actually having received formal training up to that level and others who are "middle or lower level trained". The latter can be regarded as academically undertrained. Generally older in age, some of these staff members, however, may have acquired considerable experience and skill through practical work and self-education, but their general educational background is at present regarded as insufficient for the jobs they hold.

Table I: Levels of training high ranking staff

(not including auditors and accountants; cumulative figures for Kenya, Uganda and Zambia; for further details per country see App. III, tables 1 and 3).

	Posts Occupied	High level trained University or Diploma	Middle level or lower level trained
government	659 (100%)	432 (65.5%)	227 (34.5%)
movement	223 (100%)	62 (28.0%)	161 (72.0%)
Total	879 (100%)	494 (56.0%)	388 (44.0%)

* For sources of information for this Chapter see Appendix I.

The actual numbers in the above table seem to indicate that the proportion of staff members not having been trained up to the academic standards set for the jobs they occupy approximates 44% or nearly half of the total staff in government or movement service. The percentage is much higher for the movement (72%) than for the government sector (34.5%).

For posts in the movement, in particular, standards of required levels of training are not always clearly set. This makes the above figures approximate, but not to the extent that it would invalidate our conclusion that leading executive positions in the movement are frequently occupied by persons with too limited educational background.

2.3. Situation per country

The following table 2 gives the details of Kenya, Uganda and Zambia of the actual numbers of high level trained personnel all occupying high ranking staff position in either government or movement service. Further details for each country can be found in App. III tables 1 and 3.

Table 2: High level trained personnel in co-operative service (University and Diploma graduates; not including auditors and accountants).

	<u>Kenya</u>	<u>Uganda</u>	<u>Zambia</u>	<u>Total</u>
government staff	116	288	28	432
movement staff	11	31	20	62
Total per country	127	319	48	494

Table 2 shows that as an average for each high level trained movement staff member there are seven government officers in service of the same educational level. While in Zambia the ratio is nearly 1:1, in Kenya it is approx. 1:11.5. There are indications that the situation in Tanzania approaches a 1:3 proportion. (See note*).

A detailed examination of the above figures, derived from the tables in Appendix III, shows that approx. 20% of the high level trained labour force consists of university graduates.

2.4. Posts and vacancies

Not all posts created for high level trained manpower are occupied. At the time of the survey 16% of the departmental posts (Tanzania not included) were vacant against 24% in the movement. The Appendix III figures also show that there are three times as many posts for high

* Note on the situation in Tanzania:

From the 228 government officers 150 can be estimated as high level trained. The figures for the movement are more precise: 53 high level trained (see App. III, Tanzania, table 3) on a total staff of 132. Figures on government staff do not include the 46 local teachers at the Moshi Co-operative College and the five Zonal Colleges. Different from the colleges in Kenya and Uganda the Tanzania College is a parastatal body and its teachers are therefore not government employees.

level trained government officers as for movement staff. This reflects government policies whereby considerable promotional and controlling functions are vested in the Commissioners of Co-operative Development. The ratio for Zambia of three posts available for high level trained manpower in government service as opposed to two in the movement, differs in this respect from the overall average.

2.5. Shortage of auditors and accountants

How acute and critical the manpower situation is in the fields of auditing and accountancy is revealed by tables 2 and 4* in Appendix III, summarized by the following table:-

Table 3: Manpower situation accountants and auditors
(cumulative figures for Kenya, Uganda and Zambia)

		<u>No of Posts</u>	<u>Vacancies</u>	<u>Posts Occupied</u>
Certified Public Accountants or equivalent	government	12	12	0
	movement	49	45	4
Accountants not lower than Intermediate level	government	61	6	55
	movement	76	38	38
TOTAL		198	101	97

Table 3 indicates that of the 198 posts for accountants and auditors in the co-operative sector, 101 are vacant (more than 50%). Particularly striking is the lack of accountants or auditors holding full qualifications: 45 vacancies versus 4 posts occupied. In addition, many of the accountants employed at the lower level need further training to a higher level than "intermediate", which is the lowest qualification for professional accountants.

In Tanzania, not included in table 3 figures, the shortage of qualified accountants and auditors is felt even more than in the other countries where private auditors can give some relief if need be. There are at present, 112 vacancies for accountants in the Tanzania Movement, while some of the posts for chief accountants in the Regional Unions are filled by expatriates on fixed terms contracts. The Government sector aims at 174 posts occupied by Certified Accountants by 1980, but none of the auditors now in post in the Zonal Auditing Bureaus possesses such a Certificate yet. (Appendix III, Tanzania, table 1).

* Tables 2 and 4 for Kenya, Uganda and Zambia. For Tanzania table 1 (Government) and table 4 (Movement).

2.6. In-service training programmes

Concerning in-service training programmes for high level manpower, it was only possible to obtain full particulars for each of the four countries over a one year period, either for 1974 or for mid 1974 to mid 1975.

Tables 5 and 6 for the individual countries in App. III are summarized below:

Table 4: High level manpower in-service training

(Number of trainees during 1974 or 74/75; a one year period for each country).

	<u>Local or Regional</u>	<u>Overseas</u>	<u>Total per country</u>	<u>(Mov.)</u>
Kenya	67	22	89	(8)
Tanzania	320	23	343	(94)
Uganda	95	16	111	(17)
Zambia	5	11	16	(12)
TOTAL	487	72	559	(131)

The bracketed figures indicate the number of movement officials affected.

From 487 locally trained personnel, 327 underwent Diploma Course training at one of the National Co-operative Colleges, while the others either had specialized training, or prepared themselves for a University B.A. or B.Sc. degree.

From the total of 559 trainees, 68 were exposed to postgraduate training which is normally following upon Diploma training or undergraduate University training.

Closer examination of the tables in App. III indicates that postgraduate training means usually training in a particular field of co-operative activity. Postgraduate University training for co-operative officials is rather rare. Only three cases were reported.

2.7. Considerations, conclusions and recommendations

2.7.1. It is possible to deduce some first indications on possible training needs from the evidence given by the figures on such facts as: the relatively small number of high level trained staff members in the movement; the shortage of accountants and auditors; and, also, the great number of undergraduate trainees, mainly trained at national training institutions, compared to a much smaller number of students receiving postgraduate specialized training.

2.7.2. However, conclusions on the significance of the above figures ought to be drawn in the light of the following considerations:

- a. that it is the declared policy of all the four countries to develop an autonomous co-operative movement;
- b. that the judgements on the performance of the co-operative sector as a whole, e.g. government department and movement, are made by co-operative members as well as by national policymakers on the basis of the results obtained in the movements;
- c. that the managerial and technical problems to be solved by the executive arm of the co-operative sector, which is the movement staff, are becoming more and more intricate in view of the continuous expansion of co-operative activity and its multi-purpose orientation;
- d. that through the multiple activities they undertake and the responsibilities they carry, the co-operative enterprises in the Regions are expected to lead a fore-front battle in the achievement of the targets of the National Development Plans.

2 7.3. On the basis of the above considerations, it can thus be concluded that:-

- a. Tables 1 and 2, at the beginning of this Chapter show a considerable imbalance with respect to high level trained manpower available in the co-operative movements, compared with the co-operative departments. Zambia seems to be the only exception in this regard.
- b. In spite of serious efforts being made in the three East African countries to increase the intake of movement staff in the Diploma Courses, training figures which could be obtained for a one year period (table 4 of this Chapter), indicate that high level training preparing personnel for positions in government is still organized on a much larger scale than for the movement. This will certainly not help to reduce the present unbalanced situation. The most likely consequence for the future will be an even greater involvement of government officers in co-operative management, and a reinforcement of the trend of seconding government officers to ailing co-operative organizations in supervisory and/or managerial functions. (For example in Uganda, where this seems to occur most frequently 31 high qualified government employees have been assigned to such posts, most of them in the capacity of supervising managers of one or more co-operative unions).

2.7.4. RECOMMENDATIONS

It is therefore recommended:

1. that in order to ensure a more even distribution of high level trained staff between the co-operative movement's organizations and the co-operative departments, training programmes, recruitment and assignment policies for high level manpower in the co-operative sector be reviewed thoroughly;
2. that, where necessary, terms and conditions of service for movement personnel be modified to guarantee their attractiveness compared with those for government staff;
3. that as a first measure to reduce the present disparity, ways be sought to carefully select, interest and encourage qualified government officers with obvious entrepreneurial capacities to leave the public sector in order to take up senior executive positions within the co-operative movement;
4. that by organizing on a wider scale specialized advanced training for movement staff, direct interference by government officers with co-operative management be obviated and, at the same time, conditions be created allowing government to concentrate on improving the efficiency of its inspectorate. The recommended clearer division of tasks should lead to greater labour specialization and to increased emphasis on job-oriented training.

2.8. Difference between the four countries

The following are the most noticeable variations in the high level manpower situation and training programme between the four countries:

1. The relatively large number of high educated co-operative workers in Uganda, in particular in the government service, compared to the other countries. Uganda records 57 University trained graduates and an additional 262 graduates with Diploma or equivalent degree.
2. The specialized effort made by Tanzania in the field of undergraduate high level manpower training.

3. The small number of high level trained staff employed by the Kenyan Movement, and the equally low number of students undergoing h.l.m. training for positions in the movement.
4. The attention given by Zambia to provide adequate staffing for its few Unions, but the conspicuously low number of people following co-operative high level manpower training courses at present.

2.9. The financing of high level manpower training for the movement

- 2.9.1. Sometimes co-operative organizations cannot afford the payment of course fees. This applies in particular to younger recently founded co-operatives, whose staff might need training most.

Besides the course fees, the co-operatives have also to meet salary costs of the trainees during the whole training period. Moreover, if return to the same co-operative as has sponsored the training is not guaranteed, there should be no surprise that many co-operative organizations are reluctant to release their staff for in-service training.

In the "Tanzania Ujamaa and Co-operative Education Plan, 1973 - 79"* unwillingness of co-operatives to pay for the fees "because the trained staff could be transferred to other Unions by the Unified Co-operative Service Commission" was mentioned as one of the important reasons why training targets for the movement staff had not been realized. One could argue with reason, however, that a certain mobility of movement staff within the framework of the co-operative structure is necessary, not only for the purpose of ensuring optimal allocation of manpower, but also for making available adequate career development opportunities to co-operative workers.

It would appear from the above that another system of financing is required: instead of the individual co-operative bearing the full burden of fees and salaries, the cost of training could be spread more equitably if financing was to come from a central fund, which is supplemented by grants from government or foreign donor sources depending on needs.

* page 2 (Op. cit. App. I).

2.9.2. RECOMMENDATIONS

It is therefore recommended:

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

* In Uganda the fund is called the "National Co-operative Education Fund"; in Kenya exists a "Bursary Fund" administered by the National Co-ordination Committee to pay college fees for movement personnel, mainly middle level. It is not meant for overseas training.

** This was also discussed at the Co-operative Education Leaders' Conference see "Report of the proceedings" page 19, (Op. cit. App. I).

CHAPTER III

EXISTING LOCAL CO-OPERATIVE TRAINING FACILITIES *

3.1. The Diploma Courses conducted at the National Co-operative College

3.1.1. Diploma graduates

Most of the young graduates taking up positions for high level manpower in the co-operative sector have completed the Diploma Course. This two year course is organized at the National Co-operative Colleges in each of the three East African countries and aims at preparing the students for a wide range of positions in movement and government service, such as assistant co-operative officers, senior posts in the co-operative unions, assistants accountants and assistant auditors. It is therefore relatively broad in focus. Opportunities for specialization during the course are limited though accountancy training is increasingly emphasized**.

Some of the persons consulted called it a "core course" for high level manpower. It is in some cases pre-service training, for example for direct school leavers, but in most cases "in-service" training.

Another important group of graduates entering co-operative service are university trained. With a few exceptions these students only know about their employment in the co-operative sector after completion of their university training. The specific training problems for this group will be discussed further on in Chapter V (Training Needs).

3.1.2. Diploma courses' intake

Except for Zambia, where such a high level co-operative training course does not exist yet, the particulars for each Diploma Course, preceded by more general information on each of the Colleges, are given in Appendix II in the comparative tables 1 - 6.

* For sources of information for this Chapter see Appendix I.

** At the Tanzania Co-operative College, 2nd year Diploma Course students are split up into a management and an accountancy line. (see Appendix II, table 6).

The following table compares the intake of students for the Diploma Course in the three countries.

Table 1: Students Intake* Diploma Courses

	<u>Cumulative 1971/75</u>	<u>Present annual intake</u>
Kenya	95	24
Tanzania	396	100**
Uganda	187	45

Most of the diploma students are trained for entrance into government service, but the intake of movement staff is increasing.

In Kenya, provisions are made for movement staff, having completed the Certificate Course, to enter the Diploma Course from 1976 onwards.

In Tanzania, from the inception of the Diploma Course movement staff members have been trained representing about 25% of the total annual intake.

In Uganda, the first intake of movement staff for the Course took place in 1974, when there were six students. This has increased to ten for the 1975/77 stream.

In Tanzania, it has now become the official policy that senior staff positions in the unions should be manned by diploma graduates. The same applies to union managers in Uganda. The Kenyan educationists were less specific about this point, but the general trend of requiring higher levels of formal training for positions of high responsibility in the movement seems to be common to all the three countries.

Some of the diploma students are Form VI secondary school leavers with no practical experience in co-operatives, and they are trained for entering government service.

* On the total number of students admitted to the Diploma Course in Uganda 15% do not obtain the degree due to failures or other reasons. In Kenya and Tanzania these cases are rather exceptional (See App. II, table 5).

** The Co-operative College in Tanzania has worked out an ambitious plan of gradually increasing its intake capacity of Diploma students and Post Diploma trainees to 1050 by 1979/80.

In Tanzania, however, direct intake from secondary school for the Diploma Course will be discontinued from 1975 onwards in pursuit of the Musoma Declaration*. The Tanzania Co-operative College, also, does not train exclusively for the co-operative sector. Some diploma students are sent to the College by parastatal organizations. Their number has hitherto been very small, but it is likely to increase to 15 for the 1975/77 course.

At all the three Colleges the possibility exists of qualifying for entering the Diploma Course by an "outstanding performance" in the preceding lower course, often referred to as "Certificate Course",

3.1.3. Perspectives for follow-up training

The system whereby good passes in a lower course give access to a higher course may act as a spur to performance. It applies to most of the basic and general courses organized at the Co-operative Colleges but not to the Diploma Course, the highest in level. The Diploma degree has very much the character of a final degree for co-operative staff. It is recognized by the government for placement in the higher ranks and salary scales, but it does not give an exemption from entry examinations to university or other high level professional training courses**.

In Tanzania for example 50 of the 84 Diploma students of the 1973 - 1975 stream, most of them coming from the "accountancy line", have chosen to sit for National Accountancy Diploma Part I, or for both part I and II. The results are not yet known.

In Kenya most of the Diploma students sit for and pass usually the CPA I Examination (Certified Public Accountant, grade I), and likewise the Uganda Co-operative College provides tuition for Parts I and II of the Association of Certified Accountants Examination (ACA I and II).

* During its Musoma meeting the TANU National Executive Committee "directed that (university) students will be taken in after working in the various (government and parastatal) institutions and according to the requirements of their places of work" (see Daily News 18/1/75). It appears that this regulation also applies to the Diploma Course intake of the Co-operative College.

** An exception in this respect is a recent arrangement in Tanzania between the Co-operative College and the University of Dar es Salaam, whereby good passes for the Diploma Course are considered to provide an adequate educational basis for entry to university training.

3.1.4. Equivalence of the three Diploma Courses and Contents

It was not possible in the scope of this survey to assess the equivalence of the awards issued by the three Co-operative Colleges at the end of the Diploma Course. But examination of the syllabi shows that they have the main subject areas in common. In all three, emphasis is put on economics, accountancy and management training. The Tanzanian syllabus differs from the other two by the great variety of subjects, including political education. At the Tanzanian College, too, specialization is possible during the 2nd year by following either the accountancy or management line. (For more details see App. II table 6).

For an assessment of equivalences, however, a comparison of syllabi does not suffice. The depth to which various subjects are taught, needs to be considered, as do the reasons for including or leaving out some subjects or parts of subjects, the quality of the teaching itself and finally, the levels of examination.

To ensure the relevance of their teaching at all the three colleges, lecturers go out on field missions during the vacations for discussions with ex-students and their supervisors. This leads in some cases to a review of the course contents.

Through the answers to the questionnaire the educationists have indicated that the Diploma Course should be somewhere midway between "a general and basic high level training course with some specialization," and "a specialized course with some general training". It was confirmed during the interviews that the Diploma Course is aimed to serve a double purpose: to provide the trainees with a solid academic background and also to prepare them for their future jobs through "job-oriented" vocational training. In consideration of the above nearly all respondents found the present Diploma at their National College adequate for government officials, but in Uganda, and also some of the selected persons, judged it "too general" for movement officials*.

* Respondents were asked to rate their opinion on the Diploma Course as to whether it should be "a general induction course", "a general basic course with some specialization", "a specialized course with some general training", "a high specialized course", or whether they were "uncertain" about this by checking the appropriate box. In a similar way they were asked to indicate if the Diploma Course, at the moment organized at the Co-operative College of their country, was either "too general", "just good", "too specialized" or if they were "uncertain" about it.

This brings us to a discussion of the merits and shortcomings of the Diploma Course. The advantages of having such a training facility providing general background training for co-operative staff being obvious, we will mainly deal with the reported shortcomings and suggested ways of improvement. The critical remarks on the Diploma training, many of them originating from the Principals themselves, have received special attention from the writer in view of the fact that a partial revision and/or extension of the Diploma Course Programme could make the respective countries attain a very high degree of self-sufficiency for specialized h.l.m. training, as will be further discussed in Chapter V (Training Needs).

3.2. Reported shortcomings of the Diploma Courses organized at the National Co-operative Colleges

- 3.2.1. The shortcomings related below were all expressed either in writing or verbally during the interviews, by one or more of the leaders consulted. Even if some of these statements may only reflect the opinions of a few, it is worthwhile to mention them in view of the appreciable experience of all these persons with co-operative education and training. The same applies to the recommendations listed later in this Chapter.
- 3.2.2. At the Nairobi Consultation Meeting* the principals reported that the Co-operative Colleges are sometimes "under fire" and criticized because students do not seem to perform better after two years middle level or diploma training. It was explained that it had become a tradition for the Colleges to train "generalists", and that it would be difficult to organize job oriented training as long as students do not know where they will be posted, and in what capacity, after completion of the course.

One of the groups at the Workshop reported that efforts to evaluate courses on relevance and impact on job performance were also considered insufficient and their effects limited. Evaluation does not seem to be undertaken systematically and is very often not more than a side-activity of some of the teachers. One College teacher reported: "The best feed-back on the relevance of our courses we receive in the class-room from the students themselves".

* Source of information cited in App. I.

The quality of the teaching was also suffering, it was said, from difficulties in attracting the right type of tutors with sufficient co-operative and teaching experience. Some are preparing themselves for higher degree examinations and have not really set their minds on teaching as a profession. The problem of most of the teachers not having been trained or having been insuffi-ciently trained in adult education methods and the "psychology of learning", was also discussed.

- 3.2.3. Critical comments on the motivation of the Diploma Course students were often heard by the writer from College tutors during visits to the Co-operative Colleges. The students seem to see the Diploma Course as a means to obtain the necessary accountancy qualifications, in particular, for taking up employment outside the co-operative sector, whenever an opportunity should present itself.

Eagerness to leave the co-operative sector may effect negatively student' behaviour, for example during field assignments, or their interest for certain subjects during the course, but this is more to be considered as a short-coming of the training system as a whole than of the course itself. (See Chapter IV, pre-conditions for effective training)

- 3.2.4. In Kenya, concern was expressed about the small intake capacity of the Diploma Course of only 25 per year.

In Tanzania on the contrary, the intake would be so large as to affect the standard of teaching. There is a strong drive in Tanzania to attain "out-put" targets, but there is a shortage of teachers with both enough theoretical and practical experience.

Criticism levelled against the Diploma Course was stronger in Tanzania than elsewhere, but, recently, the college has introduced two new examinations to raise the standard of the Course; first, for the entry to the course, and a second at the end of the first academic year.

A Uganda educationist observed: "The problem we have encountered is that we have had to train the movement personnel together with the department (government) personnel. Therefore, it has not been possible to stress those areas that are particularly relevant to movement personnel." It seems that this observation has also some relevance for the other countries.

3.3. RECOMMENDATIONS

The following are suggestions indicated by one or more of the interviewees to remedy the above shortcomings. They have been put by the writer in the form of recommendations.

A point, particularly recommended by a Tanzania educationist was:

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

Such a new set up of the "Diploma Programme", e.g. a common core with the remainder split into various streams, could only be successful if manpower requirements in the different branches of co-operative activity are known. The same person therefore recommended that

- 2a. that manpower requirements be determined by Manpower Development Sections or units, which should be located in the Education and Training Divisions (Sections) of the Co-operative Departments (Divisions);

while a movement spokesman recommended:

- b. that, where practicable for the movement these manpower requirements be determined by sections (or units) with similar responsibilities based at the co-operative apex organizations.

Those representatives of the movement who were interviewed suggested:

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

A certain disregard of the diploma degree by national universities was also reported. A former college principal recommended:

4. that closer contacts be established with the universities, and an arrangement be made whereby diploma graduates with a satisfactory performance during and after the course would qualify for entry to university undergraduate courses (as is already the case in Tanzania for those with good passes at the Diploma examinations).

The writer would like to add to the above recommendations the following, as reflecting his personal views:

5. that in order to promote the development of high level training systems and courses for movement staff, half of the board of administrators or college committees be composed of movement representatives on the model of the Co-operative Centre Zambia (see App. II, Zambia P.C.C. 1 and P.C.C. 2, para. 5 and 11);
6. that each Co-operative College owns a Research Unit, whose main task would be to assist the study organizer in the evaluation of relevance of courses, and their continuous revision according to changing training needs (see Chapter V). The unit could then assist with the subsequent development of teaching material in collaboration with the tutors. It is felt that these professional course evaluators should not be burdened with additional important tutorial tasks;
7. that in order to compare orientation, contents and level of teaching and examination of the Diploma Courses, a regional workshop be organized for study organizers and heads of teaching departments from the three-co-operative colleges of Kenya, Tanzania and Uganda.

This first workshop should be followed by another one with larger attendance, comprising the leading educationists of the Region, in order to discuss the organization of a "Diploma Programme", in the light of the specific requirements in each country and the findings of the first workshop.

A point which deserves special attention, according to the writer's opinion, is the actual tendency of the Diploma Course to become more and more of a vocational training course for professional accountants and auditors, while the main purpose ought to be to provide high level basic training for rural management and co-operative development workers, preferably complemented (as already suggested under 3.3.1.) by specialized training courses.

3.4. Other High Level Training Facilities for Co-operative Staff

3.4.1. Tanzania

An important institution for co-operative education in Tanzania is the Institute of Development Management at Mzumbe. Among many other undergraduate and postgraduate courses, it conducts a three years "Community Development Course" for Ujamaa and Co-operative Officers (for details see Appendix II, Tanzania, p. IDM 1). The project started in 1972, and its intake is planned to double in 1977 from the present 30 to 60 students.

It replaces the former Community Development Course organized by IDM's predecessor, the Government and Rural Development Centre. It is only this historical reason that can explain the situation of two different institutions in the same country catering for high level co-operative training at Diploma level. However, it has come to the knowledge of the writer that proposals have been put forward to transfer the IDM Rural Development Diploma Course to the Co-operative College Moshi.

As shown in Appendix III, Tanzania table 6, IDM is also used for the higher accountancy training of Assistant Accountants. It concerns usually a small selection of Co-operative College Moshi Diploma graduates who continue with parts 3 and 4 of the IDM Accountancy Course to become fully Certified Accountants.

The Nyegezi Social Training Institute near Mwanza offers a diploma course in Business Administration, and is used by some co-operative unions for in-service accountancy training.

3.4.2. Zambia

In Zambia, too, there are two different institutions involved in co-operative training. The Co-operative Centre in Lusaka "caters for introductory training of committee members and staff" and through its "Extension Unit" it directs the provincial "co-operative wings" in charge of member education. The President's Citizenship College (P.C.C.) at Mulungushi conducts other specialized short courses including a six month "Certificate Course". General information on the P.C.C. is contained in Appendix II, Zambia, pp. P.C.C. 1 and 2. At present the P.C.C. is not engaged in what could be considered as co-operative high level manpower training, but this situation might change in the future.

3.4.3. Possibilities of collaboration with other institutions

Besides the above-mentioned, there are other training institutions whose facilities are, or could be, used for various sorts of training for co-operative personnel.

It appeared from the interviews that although sometimes of great value in complementing

training programmes provided by the Co-operative Colleges, the facilities offered by these institutions generally spoken have two important shortcomings:

1. The intake of Co-operative officials is small because of competition with other government, parastatal or private organizations for places.
2. It is not easily possible for them to organize courses particularly geared to meeting training requirements of co-operative staff.

Some of these institutions could certainly be helpful in the organization of specialized training, such as that recommended in Chapter V by providing lecturers and/or accommodation. But it would not be realistic to expect too much assistance from this side. Shortage of experienced staff appears to be a problem common to practically all the institutions for advanced training in the Region, and leaves little room for additional commitments in support of co-operative education and training.

Nevertheless, when it comes to implementation of Chapter V's recommendations, e.g. the active search for and organization of additional training facilities, collaboration and synchronization of efforts with these institutions ought to be sought. It is mainly for that purpose that those appearing most important have been listed for each country in the second part of the Appendix II under the heading "Other Training Institutions of Interest".

Ongoing co-operative training facilities offered at the universities in the Region will be discussed in Chapter V.

CHAPTER IV

PRECONDITIONS FOR EFFECTIVE TRAINING*

4.1. The brain drain

Training alone does not guarantee increased efficiency. The effects of training can easily be undermined by improper manpower allocation, arbitrary transfer and promotion policies, or the absence of career development opportunities. In order to do justice, therefore, to the concern expressed, particularly by movement leaders, on what could be termed as the preconditions for effective training, it seems appropriate to elaborate upon this subject a little more before discussing the actual training needs in the next chapter.

Unattractive conditions of work also stimulate co-operative staff to look for job opportunities outside the co-operative sector after completion of their training. As a point of fact from all the four countries it was reported that the parastatals and the private business sector** were "snatching" high trained staff by offering more attractive salaries and general conditions of service. An officer in charge of manpower training recently remarked: "We have sent a chief accountant for two years to London. It is certain he will run away from movement service when he returns with his full degree qualifications".

In Chapter II, the shortage of accountants and auditors has been emphasized. A Kenyan government auditor explains that there will be no lasting solution to this problem if an auditor, once having been trained and having acquired practical experience in auditing (by working in the co-operative sector), can apply for a job in the private business sector at a double or three times his salary.

Even in Tanzania, where no strong competition from the private sector is expected, there are indications that the drain on high level trained manpower to other state controlled sectors of the economy, is considerable: Of the first group of Co-operative College Diploma students, who graduated at the end of 1974, one third is known to have ceased working with the co-operative sector. "But the actual loss might be much higher", suggests a college researcher, whose views find some support in the outcome of a survey carried among 47 Diploma graduates in 1973 by the Co-operative College Research Team, which shows that 85% of the ex-students "were inclined to leave the co-operative field of work"***.

* For sources of information for this Chapter see Appendix I.

** In Tanzania, only the parastatals.

*** Diploma students - 1972, Research team paper, (opp. cit. App. I).

In Kenya, the loss of ex-Diploma graduates is also reported to be high, although no definite figures could be obtained.

4.2. Unified Co-operative Service (Tanzania)

During the ICA Regional Conference of African Co-operative Education Leaders in 1972*, the participants expressed the view that any programmes of training based on projections depends on the existence of a defined code of employment, satisfactory salary scales, terms and conditions of service and incentives for career development. In this connection considerable interest was expressed in the efforts made by Tanzania towards meeting this need through their Unified Co-operative Service Commission.

But in 1974, the Economic Department of the Co-operative Union of Tanganyika reported as follows on the Unified Co-operative Service Commission (In Kiswahili "Ujima"), which should have solved those problems:

"A widely held opinion within the co-operative movement is, however, that Ujima (which is responsible for employment, discipline, terms of service, dismissals, and partly for training for all union employees with salaries of shs. 650.- or more) has not led to any improvements. Inadequately trained employees, many vacancies, high staff mobility and dishonesty still seem to inhibit efficiency in union operations. A feeling of insecurity also seems to be prevalent among co-operative staff, due to the ineffectiveness of Ujima, and as a result of cases of dismissal through intervention in union affairs from regional politicians**."

Study of the legislation also suggest a statutory under-representation of the movement in the Commission, the governing Board of the Unified Co-operative Service ***.

* See Conference proceedings' report, page 61 (op. cit. in App.I).

** See: Structure of Agricultural Marketing in Tanzania 1975, page 8 (op. cit. in App.I).

*** The Unified Co-operative Service Commission was established by government in 1968 and came into operation in 1970. Its Secretary and staff are appointed by the Civil Service Commission. The President appoints the Chairman of the Commission, while the Minister responsible for matters relating to co-operative societies appoints the other four to six members, one of them being nominated by the co-operative apex body, the Co-operative Union of Tanganyika Ltd. See The Unified Co-operative Service Staff Act 1968. (op. cit. in App. I).

4.3. Preconditions

It is suggested in the coming Chapters that the shortage of qualified staff in certain sectors of co-operative activity be remedied by the organization of additional training programmes. But this should not divert attention from some fundamental manpower management issues which, if overlooked, might undermine all well-meaning training efforts. They could be referred to as preconditions for effective training, and are listed as follows:

1. the existence of attractive terms and conditions of service.
2. the existence of manpower development schemes, with manpower training being an integral part of it.
3. a working atmosphere on the job which stimulates performance and efficiency.

4.4. Terms and conditions of service

Such as salary scales and increments, allowances, gratuities, pension schemes, leave entitlements, housing facilities, sickness and disablement insurances, procedures relating to first appointment, transfers of duty station, promotion, dismissals etc.

4.5. Manpower development scheme

4.5.1. A manpower development scheme in its turn is dependant upon the existence of manpower projections e.g. the number of positions to be filled over a period of years. It is the absence of long-term manpower projections in most of the countries under review which has made it difficult to determine training needs (see Chapter V) on a long term basis.

4.5.2. However, projections alone do not suffice. Training and/or experience required to fill the established posts also need to be defined. This again calls for job analysis, and a proper grading of courses and awards issued. (locally and overseas).

Much is still to be done in this respect, in particular on job analysis and training requirements for positions in the movement. From both Tanzania and Uganda, it was reported that people trained in specialized fields were assigned to jobs not sufficiently related to their fields of training.

4.5.3. In order to determine who qualifies for promotion or training it is necessary that personnel records of each employee be maintained and up-dated and that appraisal of job performance be conducted at regular intervals.

4.5.4. As already said in Chapter II, 11, training also needs to be financed. Budgets should be drawn up for a five year period, and regularly reviewed. Extra provisions are to be made for financing the posts which are created to take care of absences, when others are being trained.

4.6. Working atmosphere at the job*

4.6.1. Even where terms and conditions of service are attractive, and a well devised manpower development programme is in operation, job performance might be affected by feelings of frustration, which easily occur, when young high level trained officials have to support the feudal attitudes of their superiors denying them responsibilities commensurate with their levels of training.

4.6.2. Others occupying posts of high responsibility have to put up with interferences in the execution of their duties, from influentials of various sort. They sometimes have to implement decisions which they know from their training and experience, are not in the best interests of co-operative development. On the other hand, too much freedom might also be harmful at a point which one interviewee illustrated by saying "It should not be surprising that inefficiency, and even embezzlements, are rampant in many parts of co-operative activity, where control and inspection tasks are not carried out properly."

4.6.3. The relationship between the working atmosphere and manpower management consists in the latter favouring the creation of conditions whereby protection and security is given to positively motivated workers who may be unduly victimized, while, at the same time, close collaboration with internal or external inspection services should guarantee timely detection of negligence of duties or malpractices.

4.6.4. For the movement in particular, it seems to be true that the co-operative staff needs to be protected not only against its own weaknesses by supervision and control, but also against arbitrary measures from its supervisors, e.g. government inspectors and committees, local government administrators, political leaders and even pressure groups from within the co-operative.

* The comments on "working atmosphere" are for the greater part based on conversations with the participants of various ICA Seminars. The examples cited should not be interpreted as reflecting the general situation in any one of the countries under investigation.

4.7.

RECOMMENDATIONS

From the above it appears that training problems should not and cannot be treated in isolation. For good results, the "training environment" must be considered. Further investigations to study in detail the complexities of manpower management in the co-operative sector are therefore imperative. As a first measure to redress the most apparent shortcomings though, the following are the writer's personal recommendations:

1. that in each country two complementary manpower development schemes be designed; one for the movement and one for the co-operative department staff;
2. that manpower development schemes be "integrated" in nature, e.g. the scheme should contain and harmoniously combine all the constituent parts mentioned above, such as manpower projections, job analysis and definitions, training programmes, performance appraisal systems etc.; regarding co-operative training implementation of the schemes would imply that training would become more directly related to job requirements and the careers of the trainees;
3. that in each country, recruitment, training, determination of salary scales, promotion and transfer of high (and possibly middle) level movement staff be centrally organized in close connection with a manpower development scheme;
4. that institutions in charge of manpower management for the movement be based preferably at the national co-operative apex body, even if at an initial stage, financial support from the state be sought to ensure proper staffing and programme implementation. (Implementation of this recommendation in Tanzania would imply that the functions of the Unified Co-operative Service be transferred to a Manpower Management Department operating under the Co-operative Union of Tanganyika).

CHAPTER V

PRESENT UNSATISFIED NEEDS FOR HIGH LEVEL MANPOWER TRAINING AND EDUCATION

5.1. Introduction*

This Chapter will deal with the most apparent unfulfilled needs for co-operative training and education, e.g. for postgraduate specialised training in the three East African countries (section 1 to 5), and for high level co-operative education in Zambia (section 6). It has already been explained in Chapter I that the difference between co-operative training and education is not just a matter of semantics. The training courses proposed and discussed in the first five sections of this Chapter are job-oriented in nature, and to the extent that they cannot be incorporated in the Diploma Programmes of the national co-operative colleges, as suggested in Chapter 3, participants will have to be selected mainly from diploma and university graduates.

5.2. Specialised training

5.2.1. The need for tailor-made courses:

There was a general consensus of views among all the interviewees and questionnaire respondents that specialized training was needed for practically all categories of high ranking staff and that there should be the closest possible relationship between what is taught during the course and the day-to-day work situation of the trainees. One interviewee expressed very clearly what he expected from a well designed course by saying that it should make the trainee "learn to do the job."

One should be aware, however, of the limitations of formal training courses, particularly those organized at the higher levels. It will not be possible, through the process of formal training alone, to make course participants learn to master all the different tasks to be carried out on the job. Some ways of operation can only be learnt in the work situation to say nothing of the complexities involved in "attitude" training and the development of certain human qualities.

* For sources of information for this Chapter, see Appendix I.

Similarly, experience cannot be taught in a classroom, and can only be obtained through field assignments to a limited extent.

In considering the need for specialized training for co-operative staff in the Region there are, however, some special circumstances, which according to the writer's opinion, justify special efforts being made to develop training courses through which the participants, to the greatest possible extent, should "learn to do the job".

Firstly, opportunities for on the job training in developing countries are often much more limited than in the industrialized countries, owing to the scarcity of experienced senior staff. Co-operative staff is often assigned to "new ventures", (setting up a transport unit, running a newly acquired farm etc), without receiving much professional backing from the employing or supervising authorities.

Secondly, co-operative development in the Region has reached a stage where more and more specialized know-how is required. Hence the need, possibly more than elsewhere, for "tailor-made courses", which should make the trainees fit into their jobs as much as possible.

5.2.2. The "target group" for specialized training

There are many more qualified candidates for high level specialized training in the government sector than the movements. This is due to the uneven distribution of high level manpower between the movement and the government already discussed in Chapter II.

Movement

Candidates for specialized training are senior staff members presently employed by large size co-operative organizations (mainly unions). Categories of staff concerned (union managers, branch managers, etc) are specified for each country in App. III, country tables 3 and 4.

Their total number is 486 persons.* From these only 209 have undergone high level training**. But estimating that of the remaining 277 middle or lower level trained 50% could still benefit from specialized training programmes, the total number of potential trainees from the movement amounts to about 345 persons. On top of this comes the annual inflow of new graduates estimated at approximately 45 persons ***, mainly diploma graduates, from June 1975 onwards.

Government

Specialized training would be required for all grades of co-operative officers specified for each country in App. III, country table No.1.

From the 997 **** high ranking officers, 637 have undergone high level training *****. Estimating that half of the middle and lower trained staff, 360 persons, is still able to benefit from specialized training programmes, the total number of qualified officers would amount to 817 persons. There is however, a group of about 40 top level policy-makers from which selection is made rather for the undertaking of study tours or attending international conferences than for training courses. We can therefore estimate the total number of potential trainees from the government sector at around 775 persons.

-
- * Kenya, Uganda and Zambia 223 (Chapter II, Summary table 1), plus Tanzania 132 (App. III, Tanzania table 3), plus 42 accountants Kenya, Uganda and Zambia (Chapter II, summary table 3), plus 89 accountants Tanzania (not including 9 expatriates, including 36 bookkeepers, see App. III Tanzania Table 4), Total 486.
- ** Kenya, Uganda and Zambia 62 (Chapter II, summary table 1), plus Tanzania 52 (App. III, Tanzania table 3), plus 42 accountants (Chapter II, summary table 3), plus 53 accountants Tanzania (not including expatriates, See App. III, Tanzania table 4), Total 209
- *** Tanzania 30, Uganda 10, Kenya and Zambia together 5.
- **** Kenya, Uganda and Zambia 659 (Chapter II, summary table 1), plus Tanzania 228 (App. III table 1), plus 55 accountants (Chapter II, Summary table 3), Total 997.
- ***** Kenya, Uganda and Zambia 432 (Chapter II, summary table 1), plus Tanzania 150 (estimated), plus 55 accountants (Chapter II, summary table 3) Total 637.

In addition, there will be an annual inflow of about 129* diploma graduates, from June 1975 onwards, plus an estimated 30 university leavers* from whom a few might be expected to be employed by the movement. The above calculations can be summarized as indicated in the following table.

Table 1: Co-operative staff qualifying for high level specialized training courses:

	In-service staff	Annual inflow of new graduates
Movement	345	45
Government	775	129
	<u>1,120</u>	174 from Co-op. Colleges <u>+30</u> from Universities 204
	say <u>1,100</u>	say <u>200</u>

It should be remembered that the above figures are based on present output figures of diploma graduates and the estimated number of university graduates joining the co-operative sector. Still, they give some indications of the numerical importance of co-operative staff and inflow of new graduates for whom high level specialized training is considered useful, if not necessary. They should in no way be seen as manpower projections. For this, adjustments would have to be made for retirement, staff leaving the co-operative sector etc., but data on which such projections could be based were not available.

* Kenya Co-operative College 24, Tanzania Co-operative College and IDM, Mzumbe together 65, Uganda Co-operative College 35, Zambia 5. Total 129.

** Kenya 15, Tanzania 7, Uganda 6, Zambia 2.

At the same time it ought to be said that Tanzania's needs for special training might be greater than presumed in the above figures if financing of its manpower training programme 1975 - 1980 for government staff can be assured - (See App. III, Tanzania table No. 2). In that case the annual inflow in Tanzania alone of diploma graduates, joining government service would amount to 90 instead of 65.

For the other countries, too, manpower figures and subsequent training needs for the coming years might differ from the above approximate figures depending on changes in training and staffing policies such as for example, those recommended in Chapters 2 and 4.

5.2.3. Priority areas for specialized training (short term "tailor-made" courses)

Through the questionnaire, co-operative leaders in the four countries have been asked to indicate what they consider to be the present unsatisfied needs for specialized training courses, and also to estimate the number of students to be trained annually under these programmes.

The most important areas for specialized training had already been mentioned to the writer during the explanatory talks he had with some educationists, prior to the construction and circulation of the questionnaire.

In order to check on uniformity of views regarding their need, these courses were listed in the questionnaire and respondents were asked to indicate if they considered them "needed" or "not needed".

The courses were described in the questionnaire either as "to be organized on a regular basis as part of the Diploma Course Programme, or as follow-up short term post graduate courses (3 - 6 months)"; and further, as courses "which could require some course of action from the (ICA) Regional Office as a follow-up to this part of the survey, e.g. regionally pooled requests to donor and/or teaching institutions for training in the Region or abroad".

The opinions expressed on the priority areas for additional specialized training courses show basically the same pattern for the three East African countries.

The following table ranks these 10 specialized courses according to the percentage of respondents who considered them "needed" or "not needed".

Table 2: List of specialized training courses and numbers to be trained annually.

(Short courses, i.e. either 3-6 months or split up in a series of shorter courses).

Courses:	Needed* in %s	Not Needed in %s	Average to be trained annually*				Total ave- rages
			K	T	U	Z	
1. Management of Multi-purpose societies	100%	-	20	20	10	5	55
2. Consumer and Wholesale distribution	100%	-	20	20	10	5	55
3. Induction course for university leavers	94%	6%	20	20	15	n.a.	55
4. Transport Management	94%	6%	25	15	5	10	55
5. Farm management (small scale) and extension	89%	11%	20	5	10	n.a.	35
6. Teachers training	87%	13%	10	10	15	5	40
7. Farm management (large scale)	75%	25%	20	20	5	5	50
8. Specially requested by Tanzania: Credit and Savings	n.a.	n.a.	n.a.	20	n.a.	n.a.	20
9. Specially requested by Tanzania & Zambia: Housing Co-operatives	n.a.	n.a.	n.a.	10	n.a.	5	15
10. Specially requested by Zambia: Building Co-operatives	n.a.	n.a.	n.a.	n.a.	n.a.	5	5
TOTAL							385

K=Kenya, T=Tanzania, U=Uganda, Z=Zambia
Average of the estimates are rounded off to five either way.

* 27 persons were consulted through personal conversations and 19 questionnaires were completed and returned. However, some of these were filled in with the understanding that the answers reflected the views of more than one person, e.g. when both leaders were working in the same organizations or department. These answers had to be given a double weight. To simplify reporting and presentation of results the rating of the expressed views is indicated in percentages instead of in numbers. This applies to all the following tables.

The averages shown in the above table are not official projections. They are simply estimates which need to be further refined during the planning phase (see next section).

The numbers mentioned for Zambia are only very rough approximations made by the writer, as it was difficult to obtain more precise information, particularly for courses longer than one month.

Some readers might ask themselves to what extent the above estimates are realistic.

Can the numbers of trainees mentioned in the above table actually be found?

Part of the answer to this question can be found by comparing the figures of tables 2 and 1 of this chapter. Table 1 indicated 1100 co-operative workers already in service to qualify for high level specialized training, plus an annual inflow of 200 new graduates per year. The total of table 2 amounts to 385 trainees per year to be trained under specialized courses.

If these specialized courses are to be incorporated in the Diploma Programme as recommended in Chapter III, it can be assumed that there would be no great difficulties in finding the number of participants indicated in the table, which means that some of the courses could well be organized at a national level.

In case, however, participants have to be recruited exclusively from among in-service employees who have to be released from their actual jobs for attending a course of 3 months or longer, then participants might have to be recruited from different countries, in order to attain a reasonable number of say, 20 participants per course.

In that case one could also consider organizing some of these courses on a biennial rather than an annual basis.

Finally, for participants holding posts of responsibility in the area of training, the indicated 3 to 6 months could very well be split up into a number of short courses, spread over a two to three years period.

By such an arrangement formal training would alternate with practical work. It would permit the applicability of new concepts and techniques to be tested by the participants themselves in the job situation and it would also allow difficulties encountered in implementation to be discussed during the following session. Such an ideal set-up would also be in line with the Zambian education and training policy (see under section 6 of this Chapter), but can only materialize by locating the greater part of the course in the recipient country or the Region. The location of courses will be the subject of discussion in the next Chapter, section 5.

5.3. The planning of specialized course; determination of objectives, contents and duration

5.3.1. For detailed explanation on the methodology of defining the objectives, contents and duration of co-operative education and training courses, it is recommended that reference be made to the proceedings of the ICA Ad Hoc Consultation meeting of Co-operative College Principals and Vice-Principals held at Nairobi in January, 1975*.

In the context of this survey it seems important, however, to outline shortly the major implications of the conclusions of the above meeting for the planning and preparations of the specialised courses mentioned under 5.2, table 2

5.3.2. Recommended guidelines and procedures

Planning specialized courses in compliance with the conclusions resulting from the proceedings of the Nairobi Consultation meeting would imply, according to the writer's own interpretation:

* Op. cit. App. I

1. that courses be organized with the aim of imparting to participants knowledge and skills they can immediately apply upon completion of the course. Hence the need for each course to state its objectives in behavioural terms, e.g. what the participant should be able to do.
2. that, as part of the course preparations, tasks analyses be undertaken with a view to determining knowledge and skill requirements for the type of jobs the participants will be trained for ;
3. that an attempt be also made to assess the "existing level of competency" of future course attendants which, compared with "the required level of competency", should serve as a basis for the determination of course objectives, contents, training methods and duration;
4. that participants with practical experience in the subject be associated in defining the course objectives and actively engaged, as far as possible, in arranging conditions for the achievement of these goals (determination of problem areas, collection of case study material, organisation of field trips);
5. that the duration of a course should depend on the time necessary to achieve the course objectives. Experience has shown however, that a duration of a few days to two weeks is indicated for skill maintenance courses or for discussing new technological developments in the participants' fields of specialization. But co-operative staff not having received any professional training yet in the subject would need courses of a longer duration, lasting three to six months.

5.3.3. Organizing courses along the above lines appears to correspond with the quest for greater practical relevance of training programmes which was so often recorded by the writer during his discussions with those co-operative leaders consulted. It is the participants' performance after completion of the course that counts e.g. what kind of tasks he is able to execute, to delegate or to supervise, what kind of decisions he is able to make, etc.

5.3.4. Implications for course planning by international training centres, in particular ICTC's

There is no doubt that if specialized courses are to be organized with the help of International Co-operative Training Centres or other technical assistance agencies, implementation of the above recommendations with respect to course planning and preparation would require a review of present routines and procedures. The following example might serve as an illustration:

If a course on transport management is considered, then it should first be made clear for which categories of staff it is to be organized. Is it to be only for transport managers, or also for staff with supervisory or inspecting tasks (co-operative departmental officers, auditors etc.)? This calls for consultations with the employing organizations, and, at the same time, for field excursions in the recipient countries, leading to an analysis of tasks currently being performed by prospective candidates. Course organizers should know, for example, the type of transport and the importance and main characteristics of the fleet(s) which the average transport manager has under his command. Knowledge of local conditions should make it possible to adapt course contents to the special problems transport managers have to cope with in their daily work in developing countries, such as maintenance costs adversely affected by bad road conditions, irregular supply of spare parts, heavy seasonal fluctuations in demand for transport services, shortage of qualified mechanics etc.

From the exploratory missions in the field, it should also become clear how much attention, for example, is to be given during the course to the development of new control systems, facilitating a check on use of vehicles by drivers, or on possible overcharging by outside repairers. Study of real situations should at the same time yield material for case studies, simulation games, etc., so that a close contact with practical examples is ensured throughout the course.

Preparing a course according to the above pattern, would inevitably entail a high degree of learner-teacher contact, starting with the planning stage where problems are identified by common effort. At the same time it will give course organizers a fair idea of "levels of competency" of possible participants.

5.3.5. RECOMMENDATIONS

In view of the above, it is recommend

1. that the planning and preparation of specialized courses for co-operative staff from the Region, irrespective of the place where these courses will be held, include the undertaking of problem identification missions in the recipient countries by possible course organizers and/or sponsors;
2. that course objectives be determined in accordance with the guidelines as formulated under 5.3.2.

5.4. Further background information on the requested specialized training courses

On some of the specialized training courses, notably on the specific training needs they would have to meet and their organization, valuable suggestions were received during the interviews and through comments on the questionnaire.

The information contained in this section could be helpful as background information to those institutions which might consider organizing or financing one or more of the courses in demand but should definitely not be seen as a substitute for the fact finding missions, recommended above.

5.4.1. Management of multi-purpose societies

The interdependence of development problems has been increasingly recognized by co-operative leaders in the Region and has gradually led to the conception that a top-to-bottom multi-purpose co-operative structure should provide the operational framework for a process of integrated rural development.

The deficiencies of some of the multi-purpose co-operative unions can be easily traced to the dearth of skilled management capable of coping with the great variety of problems it is confronted with. In addition, there is also a

pronounced need, in movement and government service, for capable promoters of multi-purpose co-operative programmes to be organized at a primary village level encompassing agricultural production, marketing, credit and savings supply, social sector activities etc.

The intricate management problems of multi-purpose co-operative societies were the subject of discussion at an "ICA Regional Seminar on Multi-purpose Co-operatives" held last February in Dar es Salaam. For further background information on the present situation in the four countries, the writer would like to refer to the report on the seminar proceedings*.

5.4.2. Consumer and Wholesale distribution

During the ICA Regional Seminar of November 1973 on "Problems in the Development of Consumer Co-operatives" it was noted that the failure of consumer co-operatives could, to a great extent, be attributed to the lack of technical know-how**. As a point of fact, only a few Consumer co-operatives have been successful in the Region, and the shortage of trained personnel is strongly felt.

Other more recent information particularly on co-operative wholesale problems can be found in "the Report on the Proceedings of ICA Regional Seminar on Organization of the Wholesale Distribution of Supplies to Consumer Co-operatives", (still under print) held from April 14th - 19th at Moshi, Tanzania.

/to

There is a widespread interest in consumer co-operatives throughout the Region for setting up co-operative supermarkets in urban areas, as well as for smaller consumer shops to be promoted in rural areas as part of a multi-purpose approach.

*Op. cit. in Appendix I

** Op. cit. in Appendix I

For the purpose of training it seems appropriate to distinguish three fields of action requiring high level staffing:

- Co-operative wholesale
- The management of supermarkets in urban area.
- The development and management of chains of consumer shops in rural areas.

5.4.3. Induction course for university leavers

5.4.3.1. The problem

Several reasons were given by the leaders consulted pleading for a separate course for university graduates.

It was argued that some of them have very little knowledge of Co-operation and its principles, when joining the co-operative sector immediately after completion of their studies, while education and training received by others has been shown to be too theoretical and not closely enough related to practical problems.

A view expressed by one leader, and one which seems fairly representative, was that: "University leavers fit in quite well as teachers at the Co-operative college, but their performance in the field is unsatisfactory."

One should not be surprised, therefore, that there are sometimes tensions between university and non-university trained staff; particularly, when the higher status which goes with a university degree is accompanied by a too theoretical outlook on the solution of practical problems. To ensure a better integration of university leavers, a three weeks course has already been organized by the Co-operative Department in Uganda with the purpose of introducing and exposing the newly appointed university graduate officers to the functions and duties of the Co-operative Department, and the role played by the entire Uganda Co-operative Movement in the social and economic development of the Country*. But it was pointed out to the writer that this course was in fact too short and should be replaced by a more comprehensive one.

* "Education, Training and Publicity" 1974 (Op.cit. App.I).

5.4.3.2. On-going courses at East African Universities

On the other hand it should be recognised that the teaching of Co-operation is receiving more and more attention from universities in the Region, and is gradually being included in the curricula of different degree programmes.

For example, at Makerere University (Uganda) there is a course in "Co-operatives" for Rural Economy students; the Nairobi University offers an undergraduate optional course in Co-operative Management as part of the BSc. Programme in Economics; and Dar es Salaam University conducts an optional course in "Management of Public Enterprises and Co-operatives" being part of M.A. Course in Development Management. (see for further details App. II, part II, "Other Institutions of Interest")

5.4.3.3. How many to train

Examination of the App. III manpower figures shows that there are about 100 university graduates working either in co-operative organizations or government service.

Most of the consulted leaders did not know by how many their number would grow during the coming years, but on the basis of estimates made by some of them we might expect every year 30 new university graduates to join the ranks of either the government or movement staff.

Co-operative departments are in this matter heavily dependant on the allocation policies of government administered central establishment offices.

5.4.3.4. Objectives for an induction course

Determination of the objectives and contents of an induction course for university leavers might prove especially complicated. Because of the difference in educational background of the participants, the "gaps" to be filled up will differ also. The sociologist might need additional training in accountancy, the agriculturist in co-operative theory and the economist in rural sociology etc.

What all seem to need, preferably before their full integration into the co-operative service, is a close confrontation during their training period with the practical problems of co-operative promotion, management and supervision, at all levels, and an opportunity to discuss their observations in an atmosphere free from tensions or prejudices with experienced co-operators.

5.4.3.5. A degree course in "Co-operation" at university level

Another solution to the problem of preparing university graduates for service in the co-operative sector, might be the introduction at university level of a degree course in "Co-operation" or "Co-operative Administration". This issue was raised in the questionnaire.

To the question "Do you think that there is a need for introducing at university level a special "course" or course of a general nature on co-operative development awarded by a B.A. or BSc degree?" three out of four respondents answered that this was "needed" or "very much needed". The remaining judged it "not needed" or "not needed at all".

From those in favour of the introduction of such a course two out of three respondents thought that it should be organized at a "national-level", while others were in favour of such a course being set up at either a Regional or at an "Eastern African level" (including countries not covered by the Survey), or abroad.

Concerning the university department which should be in charge of the course, opinions were divided, but "Agriculture Economics" and "Commerce" scored highest.

5.4.3.6. Feasibility of a degree course in Co-operation

The organization of an undergraduate course in "Co-operation" appears to present the following difficulties:

- a. Most of the leaders indicated a wish for such a course to be organized at a national level. Judging however, by the number of graduates expected to join the co-operative sector*, the number of students would be far too small to justify the setting-up of a new degree course on a national basis.
- b. With the exception of Tanzania**, most students entering university are direct school-leavers. They might be reluctant at the beginning of their studies to choose a degree course, which prepares for one particular sector of the economy e.g. the co-operative field.

* See note ** on page 4 of this Chapter

** See note *** Chapter III, page 2 (Musoma Declaration)

- c. One interviewee expressed the view, and in this he might not be alone, that the co-operative sector needs a greater variety of university trained specialists than a single course in "Co-operation" would be able to provide for, even if the degree programme offered a wide range of optional courses. It is important for the co-operative sector, it was argued, "to avoid undue reliance on other ministries" in the planning and implementation of its programmes by employing university graduates from different academic disciplines.

5.4.3.7. Problem areas to discuss with universities:

Besides the feasibility and appropriateness of the introduction of an undergraduate special degree course at university level, there are some more problem areas which, the survey has revealed, need further scrutiny:

- a. the strengthening of the teaching of Co-operation at universities in the Region in general, at undergraduate and postgraduate level at the various faculties.
- b. The possibility of the development of a two year MSc. Programme (postgraduate) in Co-operation instead of an undergraduate degree course, as discussed above.
- c. A review in depth of the contents of the curricula of the present courses which have Co-operation as a main subject with a view to ensuring a closer contact between teaching and co-operative practice.
- d. The establishment of a more organised relationship between universities on one hand, and co-operative colleges and co-operative educationists on the other hand.

5.4.3.8. RECOMENDATIONS

It is therefore recommended by the writer: that the organization of an induction course for university leavers, the teaching of Co-operation at the universities and other problems related to the integration of university leavers into co-operative service be subjects of discussion during a regional workshop to be organized for university lecturers concerned, principals of co-operative colleges and heads of the government or movement educational divisions/sections.

5.4.4. Transport management

Transport activities usually entail considerable capital investments and especially during the last years, costs of operation have been steadily rising. Experiences in the Region have shown that mismanagement in transport results in serious consequences for the profitability and efficiency of the co-operative sector as a whole. It is therefore not surprising that training in transport management has been pointed out as one of the priority areas.

No seminars have been held yet on this topic by the ICA Regional Office, but a regional two weeks' seminar on "the Efficient Use of Transport in Co-operative" is planned for end 1976.

Some of the difficulties experienced in the transport sector have already been indicated under 5.3.4. when course planning and preparation were discussed, with a transport management course serving as example.

5.4.5. Farm management and extension (small scale)

It is more and more emphasized in the Region that co-operatives have to play an active role in the promotion, planning and organization of agricultural production. This explains the increasing demand for co-operative staff with adequate background training in agricultural economics, particularly in small scale commercial and subsistence farming, and the methodology of agricultural extension.

5.4.6. Teacher training

5.4.6.1. The need for training teachers

Teaching is now widely recognized as a profession which requires formal preparation. That teachers need to be trained, and, first of all, should be made aware of their need for being trained as "facilitators of learning", has been abundantly discussed in the Region during the last year. Two documents especially relevant to this topic were produced by the ICA Regional Office: the "Report of the Nairobi Ad Hoc Consultation Meeting for Co-operative Principals" and "the Role of the ICA Regional Office in the Promotion of Co-operative Education and Training"*.

The classification "not needed" for this course came exclusively from Tanzania (but not from the College Principal). It appeared that every year a rather short (three weeks) teacher training course is already organized in Tanzania for teachers from the Co-operative Colleges and some other Tanzanian training institutions.

5.4.6.2. Who is to be trained?

There are at present in the Region about 82 local teachers in service at the Co-operative Colleges and training Centres.**

The number of new teachers joining the colleges every year is estimated at 15, but this is subject to considerable fluctuations depending on:

- the turnover of staff
- the realization of planned expansions of training programmes (in particular, those of the Tanzania Colleges)
- the introduction of staff development plans whereby teachers might have to alternate teaching and practical work in the field throughout their career
- and, finally, the allocation policies of the central establishment offices.

(See also on teachers' training Ch. VI, section 6.6.3. "Exchange programme for lecturers").

* See Appendix I for full references of both documents

** Kenya 23, Tanzania 46, Uganda 9, Zambia 4 (estimated).

5.4.7. Other specialized training courses

Mainly because other priority areas were identified at a later stage of the Survey, it is not really possible for the writer to point out specific guidelines on training needs in the sectors of large scale farm management, savings and credit (Tanzania), housing co-operatives (Tanzania and Zambia) and building co-operatives (Zambia). The provision of additional training facilities for large-scale farm management, through "some course of action of the Regional Office", as it was put in the questionnaire, was not given such a high priority by Tanzanian respondents as the writer had expected. From Uganda, too, little interest was shown. The importance attached to it by the other 75% respondents stems from the existence of large co-operatively run agricultural units with the land cultivated either, collectively or on individual plots, (according to a centrally fixed production programme), or as a combination of both, e.g. Kenya's "Haraka" and "Shirika" Settlement Societies, Ujamaa Co-operative Societies in Tanzania, farming Co-operatives in Zambia.

In addition, there are also co-operative organizations in the Region, unions as well as primary societies, which own and run farms acquired by purchase or, in other cases, by transfer of property upon government instruction.

A savings and credit scheme will soon be launched in Tanzania and this explains the interest shown in this special field of training. Co-operative housing was especially mentioned by Tanzania and Zambia. Comprehensive housing development plans are still to be framed but this could be done in combination with a training programme. From Zambia's more than 200* handicrafts and artisan societies the 86 co-operative building societies are the most important, even though they badly need close supervision and assistance from well trained specialists.

* Official figure on 31.12.73

5.5. Top level specialists' training and technicians

5.5.1. Top level specialists

It was presumed that only a few of those specialists would be needed to fill up key positions in their areas of training at the co-operative departments, the national apex bodies and co-operative colleges.

Respondents to the questionnaire were asked to indicate on a check list of 32 different professional categories, for how many of them training facilities would be needed for a two to three years' period. With the exception of advanced accountancy training, numbers to be trained, as expected, turned out to be too small to set-up special training courses on a national or regional level. Because local institutions can usually not provide the type of training needed, training opportunities for top level specialists are mainly to be found at overseas universities or training institutes.

Two points received particular attention from the persons consulted in their comments on top specialists' training:

Firstly, that specialist postgraduate training should preferably not take longer than one year. The reasons given were that it would be difficult to release staff for a longer period, and further that such a period should suffice if the trainee is already experienced and knowledgeable in the field.

Secondly, that trainees were to be recruited among the experienced staff, and that their reintegration on attractive terms into the co-operative structure should therefore be ensured.

In the absence of long term manpower projections and detailed staff development plans, it was not easy for the respondents to quantify their needs. The figures mentioned are therefore not more than averages of estimates by some of them.

Zambia is not included in the tables below because long term courses do not appear to fit into its education and training policy (see section 6 of the Chapter).

Table 3: Professional categories for which top level specialised training is sought (training period preferably not longer than one year).

ECONOMICS	number to be trained under a single course		
	Kenya	Tanzania	Uganda
Planning and Developmental Economy	-	6	3
Projection preparation, Administration and Evaluation	3	3	3
Agricultural Marketing	2	2	2
Farm Management (Large scale)	2	-	-
Farm Management + Extension (small scale)	3	4	4
Business Administration (Management)	2	1	4
Financial Management	3	5	4
Automatization and Control Techniques	-	-	-
Transport Economics and Management	1	4	2
Management Accounting (cost analysis)	2	See note *	2
Accountancy, Auditing and Taxation	2	See note *	10
Business Mathematics, Statistics, System Analysis	1	-	1
Co-operative Housing	1	1	1
Co-operative Insurance	1	-	1
Co-operative Banking	4	-	2
Export-Import Business	1	-	2
Consumer and Wholesale Distribution	2	4	3
Economics and Management of Small Scale Industry	-	-	3

* Will be covered nationally by a two-year course due to start in July, 1975 at the Co-operative College, Moshi leading to the qualification Certified Public Accountant. The course is part of an UNDP/ILO project for Co-operative Accountancy Training at the Co-operative College.

SOCIOLOGY/ECONOMIC SOCIOLOGY	Number to be trained under a single course		
	Kenya	Tanzania	Uganda
Rural Sociology	-	-	3
Rural Planning and Demography	-	5	2
Personnel Management	1	1	1
Industrial Relations	-	-	3
Audio-Visual Extension Methods	2	2	3
Mass Communication	1	2	2
Pedagogy, Didactics, Training Techniques	1	-	2
Research Methods and Quantitative Analysis	1	4	2
Home Economics	-	3	2
LAW			
Co-operative Law	1	-	2
Land Law	-	-	2
Mercantile Law	-	-	2

5.5.2. Technicians

Finally, there is also a lack of training facilities for some categories of staff, working in the co-operative sectors as technicians rather than as co-operative specialists. The training they require is more practical than high level and should be organized at a national or regional level.

Table 4: Categories of technicians for whom vocational training is to be organized:

	Numbers to be trained under a single course		
	Kenya	Tanzania	Uganda
Production Engineers (mills)	10	5	28
Mechanization Specialists (agricultural)	6	10	-
Small Scale Industry Technicians	-	25	10
Printing Press Technicians	6	10	7

5.6. The need for long term courses in Zambia5.6.1. A policy of step by step education

Criticism against the concept itself of long term courses as being a useful instrument for h.l.m. training for co-operative development was recorded in Zambia, where a National Co-operative Development Plan is being prepared. In the Chapter on "Co-operative Education" discussed at the Co-operative Research and Planning Team Conference on 29th April, 1975 at Lusaka, it is stated unequivocally that "the old concept of a co-operative college where long courses are held for staff only is out-dated" (page 4, Op. cit. App. I) and further: "that the Education Programme particularly for staff should therefore be constructed as step by step education so that several short courses cover the period of a person's service in the Co-operative Movement, rather than one long course in the beginning of the career." (page 3, Op. cit. App. I). It appears that this policy also applies to the education and training of departmental staff.

5.6.2. Arguments in favour of step by step education

1. The document advances the following arguments in support of this policy: "The intention is ... two fold; to improve the capability of an individual and also to make him fit for teaching others. Co-operative Education of staff also serves a selection; through a series of short courses interspersed by self-studies and with encouragement and opportunities for participating in local education, an individual will gradually show in which special field his interest and talents are. Co-operative staff education should therefore be connected with staff promotion and staff employment".
2. During the interviews in Zambia it was further argued that a long course is too costly an investment at the beginning of a career, when it is not yet clear for how long the trainee will continue to be employed in the co-operative sector. Moreover, the aura of a degree and the more general type of education received in a long course would only reinforce

the tendency to seek more remunerative employment outside the co-operative sector. The invariably limited budgets-for-education could therefore be better used for organizing "short courses" on topics of direct relevance to the work the officials actually do.

Another argument advanced was that through following a long training course the trainee tends to become a "displaced person" in the organization he was working for. Because going back to the same job after a long course might be frustrating or even impossible a place would have to be found elsewhere.

5.6.3. A false dilemma?

It is the writer's opinion that the problem of students seeking employment outside the Co-operative sector after having obtained their degree should not be solved by debarring them from basic education in relevant academic disciplines at an early stage of their career. A would-be "brain drain" could be avoided by offering proper working conditions and attractive career development perspectives.

As a matter of fact some Zambian departmental interviewees expressed their concern that their counterparts in other departments were receiving comprehensive basic training in their fields of speciality and that the lack of similar training for co-operative staff might handicap them in their day-to-day relations with officers of other ministries.

Step-by-step education versus long term courses appears to the writer to be a false dilemma. This should not be considered as a matter of "either... or" but both types of training should become integral parts of a comprehensive manpower development scheme.

The two "manpower management" problems referred to above were already discussed in Chapter IV "Preconditions for effective training".

5.6.4. RECOMMENDATIONS

The writer therefore recommends:

- that the Zambia in-service training programme of interspersed short courses be supplemented by a high level manpower education course which aims at providing future high ranking officials with theoretical background knowledge in Economics, Sociology, Management, Accountancy and Co-operative Law, from which further specialization can follow. Participants could be selected from among officials who have successfully completed the Certificate Course and who have a working experience of one year or more.

CHAPTER VI

RELATIONS WITH TRAINING CENTRES ABROAD

6.1. Introduction*

This Chapter will concentrate on the relationship between, on the one hand, the training centres abroad, in particular the International Co-operative Training Centres (ICTCs), and, on the other hand, the recipient organizations in the Region.

The determination of the objectives and contents of specialized courses as well as the implications of formulated guidelines for the ICTCs' course planning policies have already been discussed in Chapter V, Section 3.

Other issues affecting the relationship will be discussed in the five following sections of this Chapter e.g. procedures and criteria for selecting candidates; awards issued; follow-up, evaluation and feed back; language problems and, finally, the location of courses. Each section is followed by recommendations.

6.2. Selection

6.2.1. Selection procedures

A Co-operative leader complained : "Donor countries send their invitations through their Embassies. By the time they reach the Co-operative Department it is often the eleventh hour".

A situation, whereby "somebody has to be found" at short notice certainly does not favour careful selection of candidates.

"But we are reluctant", said another educationist, "to turn down invitations, because this could affect good relationships with donor organizations whose help could be necessary in future."

* For sources of information for this Chapter, see Appendix I.

In Chapter IV it has been argued that the existence of comprehensive manpower development schemes is a precondition for effective training. For the incorporation of overseas training in such a scheme ICTCs should be prepared to plan their assistance on a long-term basis, so that the recruitment and selection of candidates can start long before the beginning of the course, even a year earlier.

It is not only in the timing of courses that there is room for improvement. Good selection is also hampered by lack of precise information on objectives, contents and levels of instruction of courses.

One educationist complained : "You don't know at what level they will be trained; and when they come back, you don't know how to evaluate the examination they have passed."

The above remarks may not apply to all training centres, and there is also definitely a great deal of streamlining of procedures to be undertaken on the recipient side.

The conversation with the educationists, however, made clear that, as a whole, selection for overseas training is often done in a hurried and arbitrary way. With the growth of the number of overseas training centres and the expansion of their training programmes, it has become increasingly difficult for recruiting authorities in the individual countries to judge which course would best suit their staff* and to establish smooth running selection procedures with all the centres concerned.

6.2.2. RECOMMENDATIONS

It is recommended:

- that at a Regional level a co-ordinating machinery be established, which would act as a link between, on the one hand, training institutions, government departments (responsible for co-operative development) and apex organizations in the Region and, on the other hand,

* This point was also discussed during the ICA/Unesco Conference for Co-operative Education Leaders; see report page 21: "ICTCs should ensure that there is made available adequate information of objectives and contents of courses they were offering." (Op. cit. App.I).

training centres abroad. The machinery should be provided with a permanent secretariat, with the task of keeping educationists in the Region informed about training opportunities offered by international training centres. At the same time, it should inform training centres abroad about the needs of the Region and, if so requested by the recipient organizations, assist in the selection and submission of names of candidates. Offers at present being channelled through Embassies should be copied simultaneously to the Secretariat for information purposes.

6.2.2. Criteria for selection of participants

6.2.2.1. Practical experience:

On the question: "do you think that the possession of practical work experience in the field of co-operative development should be a condition for qualification for (overseas) postgraduate training?" the answer: "yes, with a few exceptions", would reflect best the average opinion of the leaders consulted*.

The required periods of practical experience most frequently mentioned were either one to two, or two to three years. At any rate, it seems that the period should be long enough to allow "the employee to have acquired reasonable working knowledge of Co-operatives".

Practical experience should permit the participants to relate what is learnt to the situation in their own country.

Other advantages of selecting participants from experienced in-service co-operative workers are that:

- work performance and maturity can be taken into consideration by the employing organization in its decision whether or not to recommend the employee for further training

* The respondents were asked to score on a five point scale the extent to which experience should be a precondition for qualification: "Yes, with no exception" (36%); "Yes, with a few exceptions" (36%); "In some cases it should" (24%); "No it should not" (0%); "Uncertain" (0%); no response (6%).

The word "overseas" was not mentioned originally, but the question was embodied in that part of the questionnaire dealing with problems of overseas training.

- there is a greater likelihood of the participants' continuous stay in the co-operative sector.
- staff members of a certain seniority are usually employed at levels of greater responsibility. This facilitates implementation and transmission of knowledge and skills to subordinate staff.

6.2 2.2. Future deployment of the trainee

Each course programme should specify the type of jobs the participants are trained for. Similarly, each student's potential functional place of employment should be known when entering the course. This might arouse greater interest for the course from the students, and will avoid training them for jobs out of context with their later placements.

6.2.2.3. Homogeneity of groups

(a) Academic qualifications.

Academic entry requirements for specialized h.l.m. training courses should not be too rigid. During the writer's visits to some training centres in Europe* it was reported that students lacking formal qualifications frequently turned out to be among the best, due to their eagerness to learn and to perform well at examinations. It appears that attitudes and motivation of candidates should carry much weight in selection.

(b) Countries of origin:

If specialized training is to be job-oriented or "problem posing", participants should come from countries with similar or, at least, comparative co-operative development problems**.

* August/September 1975: ICTC Loughborough, U. K.; Marburg, FRG; and Dresden, DDR.

** This point was particularly stressed by the participants with overseas training experience, attending the ICA Regional Senior Management Training Course, Moshi, May, 1975.

By mixing-up students from different continents, countries and co-operative backgrounds, course contents tend to become more general and elementary.

Increased specialization of courses, therefore, reduces the areas, functionally as well as geographically, from which participants can be usefully selected.

This applies to a lesser degree to course intake at the higher levels of specialization (such as for "top level specialists" training mentioned under Chapter V, 5.5.1.). At that level there is a danger of over-specialization if the course focus is too narrow and only relates to one specific stage of co-operative development.

Summarizing, it could be said that degree and level of specialization of the course should determine whether participants are to be recruited from the same country, group of countries, continent, developing countries only, or from all countries.

6.2.2.4. RECOMMENDATIONS

With regard to the selection of participants for specialized courses in general and overseas courses in particular, it is recommended:

1. that with a few exceptions practical working experience in the co-operative sector be accepted and recognised by donor as well as recipient countries as a precondition to qualification for specialized postgraduate training;
2. that the job the trainee will occupy or, at least, the functional area in which the trainee will be employed after the training be defined and well known to all parties involved;
3. that homogeneity of groups for short term specialized training courses be sought by putting greater emphasis on general co-operative background and similarity of development problems than on academic qualifications.

6.3. Awards issued by international training centres

A lot of confusion and misunderstanding can arise when similar designations and titles of awards are given to courses which differ widely in contents and level.

The following instance, told by a departmental educationist, might serve as an illustration: A student comes back from overseas training, holding a "Diploma". After the person's return it soon becomes clear that entry into the ranks of "Co-operative Officer" on the basis of the Diploma is not possible, because it cannot be recognized as equivalent to Diploma Courses organized elsewhere. The student is then proposed for a recognized "Certificate Course" at another overseas training institution, but the host country refuses sponsorship for a candidate who is already in possession of a Diploma. It is needless to emphasize that such a situation is most embarrassing to the employer and frustrating to the trainee.

Another interviewee reported that in his country they had stopped sending trainees to a particular training institution because of the prestigious awards issued at the end of the courses, which made students claim higher salaries than levels of instruction and examination would justify.

It is to be hoped that as a result of the introduction of comprehensive manpower management systems in the recipient countries, as described in Chapter IV, job performance will become the major criterion for promotion rather than paper qualifications. But to a certain extent, in particular at the beginning of a career, levels of education and training will have to be taken into consideration in determining salaries and the allotment of responsibilities. Better co-ordination at an international level in awards, training policies and classification of courses could help a great deal in avoiding situations as reported above.

RECOMMENDATIONS

It is recommended:

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

6.4. Follow-up, evaluation, feed-back

By the term follow-up activities is understood all activities which follow upon final course examinations and graduation, such as on-the-job evaluation trying to assess the effects of the course on job behaviour and work performance; correspondence with former trainees or their employers; the organization of "follow-up" training programmes and/or evaluation courses in the recipient countries.

Evaluation, the assessment of the value of a course is usually done at the end of each course together with the participants, but seldom as a follow-up activity after they have returned to their places of work in their home countries.

Feed back is a built-in system of control on the effectiveness of the course. It can be done during the course on the basis of the outcome of an interim evaluation and may lead to a review of contents and methodology to the benefit of the participants before the course has come to an end. It can also be done between the courses so that the next group of trainees will gain from an evaluation of the previous one.

What seems to be the most neglected area in international training is that type of follow-up activity which tries to assess the impact of training on job performance and on the functioning of administrations, where former trainees are working, e.g. "on-the-job evaluation".

From the visits to the European ICTCs*, it became clear that this was also a matter of great concern to ICTCs' directors and lecturers. However, a framework to determine the benefits accruing solely or largely from overseas training is still to be developed. Under present conditions, opinions on the relevance and effectiveness are usually based on general impressions derived from short visits to developing countries and discussions or correspondence with former students, but not on systematic investigations in the developing countries themselves.

The lack of follow-up activities in several respects was also the aspect of overseas training which was the most criticised by leaders consulted in the Region as well as by the participants to the ICA Senior Management Course** .

* Centres cited on page VI - 4, note*.

** Source of information cited on Appendix I.

RECOMMENDATIONS

It is therefore recommended:

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

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

6.5. Language problems

The fact that overseas training provides an opportunity for learning another language did not receive much appreciation from the leaders consulted.

Some practical knowledge of the language of the host country might be necessary to make the student feel at home and help him find his way outside the training centre without an interpreter, but the training itself, (so judged 95% of the respondents*), should be given in English.

Moreover, there is a feeling that training with the help of simultaneous translations is not very effective and is to be avoided as much as possible**. The value of teaching by means of simultaneous translation can however, easily be tested experimentally by training centres themselves and course programmes organized accordingly.

During the 1974 AGITCOOP meeting*** at Budapest, one observer from Canada reported that language training for co-operators not familiar with English had been abandoned, and that the new preferred policy was to send training teams abroad to teach in the language (in this case Spanish) of the participants.

* Training should be given in "English" (95%), "English plus host country language" (5%), "Host country language" (0%), "indifferent" and "uncertain" (0%).

** On the question "How do you value courses given with the help of simultaneous translation?" respondents were asked to check on a five point scale whether they considered them: "As good as in English" (5%); "nearly as good as in English" (10%); "not very good" (60%); "useless" (0%); "uncertain" (25%).

*** Source of information cited, Appendix I.

This policy would also suit this Region which first of all needs short-term "tailor-made" courses on specific subjects (see page V- 6, table 2).

As to the longer courses for "top level specialists", we have seen that the educationists in the Region prefer them not to last longer than one year. (see pages Ch. V 22 and 23, table 3). Such a relatively short period for top level training leaves little room for language training.

However, knowledge of the language of the host country appears to be indispensable when the training programme, to make it more job-oriented, includes a period of practical work in one or several of the co-operative organizations in the donor country. It is clear that genuine participation of the trainee in practical work can only be ensured if he is able to understand and express himself in the working language of the organization he has been assigned to. In the non-English speaking countries this will usually call for trainees to undergo intensive language training, and thus entail extension of the training period by an estimated six months.

RECOMMENDATIONS

In view of the above it is recommended:

- a. with respect to courses of a one year duration or shorter,
 - that all training of movement personnel and government staff from the Region at international training centres be conducted in English, while teaching by simultaneous translation be avoided as much as possible
 - that familiarity with language, foreign to English, should not be a consideration for the judgement of students' performances at final examinations and subsequent issuing of awards.
- b. With respect to long term courses,
 - that in cases where the trainee is not familiar with the host country's language, field assignments be preceded by intensive language courses, provided that such assignments are essential to achieving the course objectives.

6.6. Location of courses

6.6.1. Advantages and disadvantages of overseas training

In order to know the leaders' opinions on some of the most controversial points regarding overseas training, a series of eight statements was arranged in the questionnaire. The extent of agreement with the positive aspects is shown in table 1, for the

VI-10

Table I: Opinions on the positive aspects of overseas training (in%)

Overseas Training makes Students:		strongly agree	agree	uncertain	disagree	strongly disagree
widen their horizons and by this increase their chances of becoming good leaders	short term	36%	36%	18%	6%	6%
	long term	19	38	25	6	13
exchange views with those from other developing countries to their mutual benefit	short term	42	53	-	5	-
	long term	19	44	25	6	6
less disturbed and work harder than they would do in their home countries	short term	18	42	18	24	-
	long term	6	56	13	19	6
obtain insight into the origin and development of Co-operatives in industrialized countries, which can be very helpful in finding suitable solutions to problems in their own countries	short term	6	38	44	13	-
	long term	6	17	61	17	-
Averages	short term	25	42	20	12	2
Averages	long term	12	39	31	12	6
Average Total		19	40	25	12	4

Table 20: Opinions on the negative aspects of overseas training (in%)

Overseas Training makes students:		strongly agree	agree	uncertain	disagree	strongly disagree
too much "brain washed" and indoctrinated	short term	6	-	38	56	-
	long term	6	25	44	25	-
being trained too far from their home countries, and therefore, exposed to training which is too theoretical	short term	-	25	44	25	6
	long term	11	28	33	17	11
stay away too long from their families	short term	-	-	30	60	12
	long term	7	49	21	7	14
left too much on their own devices after the training period as adequate follow-up is virtually impossible	short term	7	26	40	26	-
	long term	6	36	42	18	-
Averages	short term	3	13	38	42	4
Averages	long term	7	34	35	18	6
Average Total		5	24	37	30	5

negative aspects in table 2*. A distinction was made in the questionnaire between short term (3-6 months) and long term courses (1-4 years):

The tables 1 and 2 show that, as a whole, the listed positive aspects of overseas training were given more weight by the leaders consulted than the negative aspects**.

While they could mostly agree with the statements high-lighting a positive aspect of overseas training, those statements emphasizing the negative sides had approximately as much agreement as disagreement with a high % of "uncertain" responses.

The results show a preference for shorter term courses, which was also demonstrated in the comments received upon top level specialist training, discussed in the previous chapter.

In discussing the merits and demerits of overseas training no distinction was made in the questionnaire between "eastern" and "western" industrialized countries. The question as to whether this should have been done did not receive much attention. From the few comments received, the following appears fairly representative for the leaders' thinking on this point:

"The question is where training relevant to training needs can be found. East or West is hardly relevant in this connection".

* The statements were based on the most often mentioned arguments pro and contra overseas training recorded by the writer during the exploratory phase of the survey. Different from the arrangement shown in tables 1 and 2, where "positive" and "negative" statements are grouped, they were alternatively arranged in the questionnaire, each positive statement being immediately succeeded by a negative one. The percentages indicated have been rounded off to full numbers.

** A general positive outlook on overseas training finds further confirmation in the leaders' answers on another structured six point scale question, asking whether they were "on the whole" : either "a strong supporter of overseas training" (17%); "favourably inclined towards overseas training" (34%); "neither for nor against overseas training" (22%); "of the opinion that overseas training should be a last resort" (27%); "strongly overseas training" (0%); "uncertain" (0%). There were no marked differences between the countries.

At first sight, the positive inclinations of the leaders towards overseas training might appear somewhat conflicting with the critical comments reported in the previous sections and their repeated quest for greater relevance of training programmes to conditions in the Region. That there is no real contradiction in expressed views might be clear from the two following considerations based on comments received during the interviews:

- a. All leaders underwent in the course of their careers some kind of overseas training themselves, and, therefore, know from their own experience how important it can be for top leaders to have had an opportunity "to widen their horizons".
- b. At the same time, they are aware that great numbers of co-operative staff are in need of practical specialized training which in many cases would be more effective if organized either on a regional or a national basis*.

Therefore, before arriving at our final conclusions and recommendations as to the place where courses are to be held, it seems appropriate that after the above weighing of advantages and disadvantages regarding overseas training, we also try to make an appraisal of pros and cons, specific to local training.

6.6.2. Advantages and disadvantages of courses being organized at the local level

Advantages

1. It will be easier to relate training to the real problems as experienced in the recipient country(-ies), and to adapt course contents to rapidly changing conditions.
2. Better conditions will be created for the alternation of formal teaching (courses) with implementation. Discussion and analysis of difficulties encountered with implementation could be incorporated in the course curriculum.
3. The way implementation assignments have been carried out could be taken into consideration to assess the participants' achievements.

* The question of whether local specialized courses were to be organized at a regional or national level was also raised in the questionnaire. Most opted for regional level courses. One out of three felt that they could be better organized at a national level.

4. Recommendations as set out in the previous sections and Chapters stand better chances of being fully implemented such as: the undertaking of problem identification missions as part of the preparations; the careful selection of participants; the assessment of their training needs; the participation of employing organizations as well as trainees in course planning and definition of objectives; the constitution of homogeneous training groups; recognition of course awards by national authorities; the evaluation of the effect of training on job performance and the organization of follow-up seminars; and finally, the avoidance of language problems.

Disadvantages

1. Locating one of its courses in the Region will cause multifarious organizational problems to the international training centre concerned. For example, lecturers usually teach in several courses conducted simultaneously. One should expect that only part of the ICTC's regular staff can be made available for a course which is to be held far away from its main centre. In that case alternative sources of teaching staff might have to be sought in the developing countries themselves. If this is not found, it could affect the standard of the course.
2. The well documented and assorted libraries of the international training centres (particularly those of the ICTCs) will not be available at the place of venue of the course.
3. With regard to the financing of the courses a further complication might arise from foreign currency transfer regulations and restrictions in force in some of the international training centres' home countries.
4. The prestige value of overseas training seems at present still higher than that of local training. This, in addition to the generous policies of granting allowances in some donor countries*, might result in a positive selection for overseas training to the detriment of those locally organized.

* Reported at the Nairobi Consultation meeting (Opt. cit. App. I).

The validity of the above arguments pro and contra local training and the weight they carry will vary with each course, depending on its character and liberty of action of its organizers and sponsors.

From the point of view of the recipient countries, it appears, however that the arguments in favour of locally organized training outweigh by far the disadvantages.

6.6.3. Exchange programme for lecturers

The survey has revealed that the location of courses is one of the most controversial issues in co-operative h.l.m. training. But this problem would perhaps be partly solved, one interviewee suggested, by the introduction of a lecturers' exchange programme between international and national co-operative training centres.

Through the exchange programme, lecturers from international training centres would be given an opportunity to keep abreast of developments in the developing countries, while lecturers from the developing nations would be given a chance to increase their proficiency by studying training methods and programmes at the international centres.

At both ends the exchange of lecturers, ideas and experiences might be expected to bring about improvements in course curricula and a more practical orientation of training programmes.

6.6.4. RECOMMENDATIONS

With respect to the location of courses and the future role of international training centres, it is recommended:

- that in view of the considerable advantages of training being organized in the countries or regions of origin of the respective participants, international training centres explore vigorously the possibility of setting up professional training courses in the Region itself. This should be done with the understanding that a selected group of top leaders and top level specialists should still have an opportunity to broaden their horizons through courses and/or working tours in the industrialized countries as part of training programmes;
- that the apparent need for developing high level training facilities on an ever increasing scale in the recipient countries themselves leads to a review of the role of the ICTCs in the framework of a long term policy;

- that in the definition of the ICTCs long term policy and objectives due regard be given to the fundamental needs of this Region which are :
 - a. The need for high level specialized or professional training rather than general training.
 - b. The need for strengthening the training capacities of the local training institutions as a matter of first priority, which can take the form of:
 - (i) assistance in planning and organization of specialized courses, including aid in the supply of production and instruction material.
 - (ii) special programmes for training the trainers, among others, by the introduction of an exchange programme for lecturers
 - (iii) the ICTCs' mediation and support in securing sources of funds for purposes such as the financing of the initial capital investments, course fees, scholarships, etc.

CHAPTER VII

COMPILED RECOMMENDATIONS AND REQUESTED TRAINING COURSES

From CHAPTER II: (High level trained manpower in service, and training programmes).

(page II - 6, imbalances)

It is recommended:

1. that in order to ensure a more even distribution of high level trained staff between the co-operative movement's organizations and the co-operative departments, training programmes, recruitment and assignment policies for high level manpower in the co-operative sector be reviewed thoroughly;
2. that, where necessary, terms and conditions of service for movement personnel be modified to guarantee their attractiveness compared with those for government staff;
3. that as a first measure to reduce the present disparity, ways be sought to carefully select, interest and encourage qualified government officials with obvious entrepreneurial capacities to leave the public sector in order to take up senior executive positions within the co-operative movement;
4. that by organizing on a wider scale specialized advanced training for movement staff, direct interference by government officers with co-operative management be obviated and, at the same time, conditions be created allowing government to concentrate on improving the efficiency of its inspectorate. The recommended clearer division of tasks should lead to greater labour specialization and to increased emphasis on job-oriented training.

(page II - 8, financing)

It is recommended:

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

2. that in order to further the exchange of experience within the Region a fund of a more limited size be created at a regional level.

From CHAPTER III: (Existing local co-operative training facilities

(page III - 7, Co-operative Colleges, Diploma Course)

It is recommended:

1. that instead of having a single "Diploma Course" or a course with only two lines of specialization a "Diploma Programme" be organized offering several options. After completion of the first part of the diploma education, common to all students, the final part should be devoted to preparing students for their future (or present) jobs through one or more optional courses.

Opportunities for specialization offered as part of the Diploma Programme would also have the additional advantage that there is no longer need for topping up and extending the two years' programme by additional specialized courses as is the tendency at present.

Such a new set up of the "Diploma Programme", e.g. a common core with the remainder split into various streams, could only be successful if manpower requirements in the different branches of co-operative activity are known. It is therefore also recommended:

2. that manpower requirements for the co-operative government service be determined by Manpower Development Sections or units, which should be located in the Education and Training Divisions (Sections) of Co-operative Departments (Divisions); and, where practicable, for the movement by sections (or units) with similar responsibilities based at the co-operative apex organizations;
3. that part of the Diploma Course programme be reviewed so that special needs of the movement can be taken into consideration;
4. that closer contacts be established with the universities, and an arrangement be made whereby diploma graduates with a satisfactory performance during and after the course would qualify for entry to university undergraduate courses.

(page III - 8, Co-operative Colleges, Diploma Course)

It is further recommended:

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

of movement representatives on the model of the Co-operative Centre Zambia;

6. that each Co-operative College owns a Research Unit, whose main task would be to assist the study organizer in the evaluation of relevance of courses and their continuous revision according to changing training needs. The unit could then assist with the subsequent development of teaching material in collaboration with the tutors. It is felt that those professional course evaluators should not be burdened with additional important tutorial tasks;
7. that in order to compare orientation, contents, and levels of teaching and examination of the Diploma Courses, a regional workshop be organized for study organizers and heads of teaching departments from the three-co-operative colleges of Kenya, Tanzania and Uganda. This first workshop should be followed by another one with larger attendance, comprising the leading educationists of the Region, in order to discuss the organization of a "Diploma Programme", in the light of the specific requirements in each country and the findings of the first workshop.

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

From CHAPTER IV (Preconditions for effective training).

(page IV - 5, manpower management)

It is recommended:

1. that in each country two complementary manpower development schemes be designed; one for the movement and one for the co-operative department staff;
2. that manpower development schemes be "integrated" in nature, e.g. the scheme should contain and harmoniously combine all the constituent parts mentioned in Chapter IV, such as manpower projections, job analyses and definitions, training programmes, performance appraisal systems etc. ; regarding co-operative training implementation of the schemes would imply that training becomes more directly

related to job requirements and the careers of the trainees;

3. that in each country, recruitment, training, determination of salary scales, promotion and transfer of high (and possibly middle) level movement staff be centrally organized in close connection with a manpower development scheme;
4. that institutions in charge of manpower management for the movement be based preferably at the national co-operative apex body, even if at an initial stage, financial support from the state be sought to ensure proper staffing and programme implementation. (Implementation of this recommendation in Tanzania would imply that the functions of the Unified Co-operative Service be transferred to a Manpower Management Department operating under the Co-operative Union of Tanganyika).

From CHAPTER V: (Present unsatisfied needs for high level manpower training and education).

(pages V - 6, trainings needs, short "tailor-made" courses.)

Extract from table 2: List of specialized training courses (3 - 6 months) and numbers to be trained annually.

(Short courses, i.e. either 3 - 6 months or split up in a series of shorter courses)

Courses:	Average to be trained annually *			
	K	T	U	Z
1. Management of Multi-purpose societies	20	20	10	5
2. Consumer and Wholesale distribution	20	20	10	5
3. Induction course for university leavers	20	20	15	n.a.
4. Transport Management	25	15	5	10
5. Farm management (small scale) and extension	20	5	10	n.a.
6. Teachers training	10	10	15	5
7. Farm management (large scale)	20	20	5	5
8. Specially requested by Tanzania: Credit and Savings.	n.a.	20	n.a.	n.a.
9. Specially requested by Tanzania & Zambia: Housing Co-operatives	n.a.	10	n.a.	5
10. Specially requested by Zambia: Building Co-operatives	n.a.	n.a.	n.a.	5

(page V - pages 22 and 23, training needs top level specialists)

Table 3: Professional categories for which top level specialized training is sought: (training period preferably not longer than one year). See table pages V - 22 and 23 of the report)

(page V - 23, training needs technicians)

From table 4: Categories of technicians for whom vocational training is required.

	Numbers to be trained under a single course.		
	Kenya	Tanzania	Uganda
Production Engineers (mills)	10	5	28
Mechanisation Specialists (agricultural)	6	10	-
Small scale Industry Technicians	-	25	10
Printing Press Technicians	6	10	7

(page V - 11, course planning and preparations).

It is recommended:

1. that the planning and preparation of specialized courses for co-operative staff from the Region, irrespective of the place where these course will be held, include the undertaking of problem identification missions in the recipient countries by possible course organizations and/or sponsors.
2. that course objectives be determined in accordance with the following guidelines (page V - 9)
 1. that courses be organized with the aim of imparting to participants knowledge and skills they can immediately apply upon completion of the course. Hence the need of each course to state its objectives in behavioural terms, e.g. what the participant should be able to do;

2. that, as part of the course preparations, tasks analysis be under-taken with a view to determining knowledge and skill requirements for the type of jobs the participants will be trained for;
3. that an attempt be also made to assess the "existing level of competency" of future course attendants which, compared with "the required level of competency", should serve as a basis for the determination of course objectives, contents, training methods and duration;
4. that participants with practical experience in the subject be associated in defining the course objectives and actively engaged, as far as possible, in arranging conditions for the achievement of these goals (determination of problem areas, collection of case study material, organization of field trips);
5. that the duration of a course should depend on the time necessary to achieve the course objectives. Experience has shown that a duration of a few days to two weeks is indicated for skill maintenance courses of for discussing new technological developments in the participants' fields of specialization. But co-operative staff not having received any professional training yet in the subject would need courses of a longer duration lasting three to six months.

(page V - 8, university leavers)

It is recommended:

1. that Zambian in-service training programme of interspersed short courses be supplemented by a high level manpower education course which aims at providing future high ranking officials with theoretical background knowledge in Economics, Sociology, Management, Accountancy and Co-operative Law, from which further specialization can follow. Participants could be selected from among officials who have successfully completed the Certificate Course and who have a working experience of one year or more.

From CHAPTER VI: (Relations with international training centres).

(pages VI - 2 and 3, co-ordination)

It is recommended:

1. that at a Regional level a co-ordinating machinery be established which would act as a link between, on the one hand, training institutions, government departments

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

(page VI - 5, selection)

With regard to the selection of participants for the specialized courses in general and overseas courses in particular, it is recommended:

2. that with a few exceptions practical working experience in the co-operative sector be accepted and recognized by donor as well as recipient countries as a precondition to qualification for specialized postgraduate training;
3. that the job the trainee will occupy or, at least, the functional area in which the trainee will be employed after the training be defined and well known to all parties involved;
4. that homogeneity of groups for short term specialized training courses be sought by putting greater emphasis on general co-operative background and similarity of development problems than on academic qualifications.

(pages VI - 6, awards)

It is also recommended:

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

(page VI - 8, evaluation)

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

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

(page VI - 9, language problems)

It is recommended:

7. with respect to courses of a one year duration or shorter,
 - a. that all training of movement personnel and government staff from the Region at international training centres be conducted in English, while teaching by simultaneous translation be avoided as much as possible;
 - b. that familiarity with language, foreign to English, should not be a consideration for the judgement of students' performances at final examinations and subsequent issuing of awards;
8. with respect to long term courses,

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

(page VI - 14 and 15, location of courses and future role of ICTCs).

9. that in view of the considerable advantages of training being organized in the countries or regions of origin of the prospective participants, international training centres explore vigorously the possibility of setting up professional training courses in the Region itself. This should be done with the understanding that a selected group of top leaders and top level specialists should still have an opportunity to broaden their horizons through courses and/or working tours in the industrialized countries as part of training programmes;
10. that the apparent need for developing high level training facilities on an ever increasing scale in the recipient countries themselves leads to a review of the role of the ICTCs in the framework of a long term policy;
11. that in the definition of the ICTCs long term policy and objectives due regard be given to the fundamental needs of the Region which are:
 - a. The need for high level specialized or professional training rather than general training.

b. The need for strengthening the training capacities of the local training institutions as a matter of first priority, which can take the form of:

- i. assistance in planning and organization of specialized courses, including aid in the supply of production and instructional material;
- ii. special programmes for training the trainers, among others, by the introduction of an exchange programme for lecturers;
- iii. the ICTCs' mediation and support in securing sources of funds for purpose such as the financing of the initial capital investments, course fees, scholarships, etc.

APPENDIX I

PERSONS CONSULTED AND OTHER SOURCES
OF INFORMATION

五、实验结论

通过本次实验，我们验证了牛顿第二定律的正确性，并测定了重力加速度的大小。实验结果表明，物体的加速度与所受合力成正比，与物体质量成反比。重力加速度的测定值为 9.8 m/s^2 ，与理论值相符。

CO-OPERATIVE POLICY-MAKERS AND EDUCATIONISTS CONSULTED

(The mentioning of names does not imply that the resource persons listed below agree with or have accepted the recommendations as set out in the Report).

Kenya:

- Mr. D. O. Arende, Head of the Education and Training Division, Department of Co-operatives, Nairobi.
- Mr. I. Obonyo, Education and Training Division, Department of Co-operatives, Nairobi.
- Mr. J. J. Musundi, Secretary General, Kenya National Federation of Co-operatives (KNFC), Nairobi.
- Mr. P. C. Lagat, Education Officer, KNFC, Nairobi.
- Mr. J. Nzioka, Principal, Co-operative College, Langata.
- Mr. G. Okeyo, Ag. Vice Principal, Co-operative College, Langata.
- Dr. E. Karanja, Faculty of Commerce, University of Nairobi.

Tanzania:

- Hon. G. E. Kagaruki*, Commissioner for Rural Development, Office of the Prime Minister, Dar es Salaam.
- Mr. R. M. Linjewile, Cadre Development Section Officer, Ujamaa & Co-operative Division, Office of the Prime Minister, Dodoma.
- Mr. B. Ngwilulupi*, Secretary General, Co-operative Union or Tanganyika (CUT), Dar es Salaam.
- Mr. J. S. Mapembe, Secretary to the Commissioner of Unified Co-operative Service, Dar es Salaam.
- Mr. E. A. Sabuni, Principal Co-operative College, Moshi.
- Mr. A. Kazwalla, Vice-Principal Co-operative College, Moshi.
- Prof G. Hyden, Political Science Department, University of Dar es Salaam.
- Mr. D. J. Nyanjom, Regional Director ICA Regional Office for East & Central Africa, Moshi.

* No longer in office at the time of publication of the Report (Oct. '75).

Uganda:

- Mr. J. B. B. Isabirye, Commissioner for Co-operative Development, Kampala.
- Mr. A. Kyamulesire, Head of the Education, Policy and Training section, Department for Co-operative Development, Kampala.
- Mr. Y. Ekojot, present General Secretary of the Uganda Co-operative Alliance, Kampala.
- Mr. P. K. Batarinyebwa, former General Secretary of the Uganda Co-operative Alliance, Kampala.
- Mr. M. Kasigwa, Ag. Principal Co-operative College, Kigumba, Uganda.
- Dr. V. F. Amann*, Department of Rural Economy and Extension, Makerere University, Kampala.

Zambia:

- Mr. A. Holmberg, Senior Planning Officer, Head of the Co-operative Research and Planning Team, Lusaka.
- Mr. B. Phiri, Chief Co-operative Planning Officer, Co-operative Research and Planning Team, Lusaka.
- Mr. V. Lubasi, Principal, Co-operative Centre, Zambia.
- Mr. C. Mbewe, Ag. Secretary General, Zambia Co-operative Federation, Lusaka.

* No longer in office at the time of publication of the Report (Oct. '75).

OTHER SOURCES OF INFORMATION

Observations and recommendations contained in the various Chapters are based mainly on the following sources of information and documentation:

CHAPTER II (High-level trained manpower in service and training programmes)Sources:

1. The figures on the manpower situation contained in Ch. II as well as those shown in Appendix III are based on statistical information obtained from the governmental departments (divisions) in charge of the promotion of co-operative development, from the national co-operative apex organizations and from "the Unified Co-operative Service Commission Secretariat" (Tanzania).
2. Figures on training programmes were obtained from the same sources as above mentioned under 1. as well as from the Co-operative Colleges in Kenya, Tanzania and Uganda.
3. "Ujamaa and Co-operative Education Plan, Tanzania, 1973 - 1979". Report of the working party on Ujamaa and Co-operative Training January, 1973.
4. Reporte on "the ICA Conference of African Education Leaders" Nairobi, 4 - 9 December, 1972. (Moshi, ICA Regional Office for East and Central Africa).
5. Discussions with the participants to the Regional ICA Senior Management Training Course, May, 1975.
6. Annual Report of the Audit Section, year report 1974 (Ministry of Marketing and Co-operatives, Department of Co-operative Development, Kampala).

CHAPTER III (Existing Local Co-operative Training Facilities)Sources

1. Interviews with the "co-operative policynakers and educationists consulted".
2. Answers on the questions contained on the questionnaire on "training policy and needs" completed by the persons as mentioned under 1.

3. Personal notes of observations made by the participants to the Ad Hoc Consultation Meeting for Principals and Vice-Principals of Co-operative Colleges, Nairobi 6 - 10. January, 1975.
4. The draft report of the meeting cited under 3 (mimeo; ICA Regional Office for East and Central Africa, Moshi, January, 1975.).
5. Comparison of the syllabi of the Diploma Courses and discussions with some of the Diploma Course tutors.

CHAPTER IV (Prerequisites for effective training)

Sources

1. Interviews with educationists and staff based at the educational divisions (sections) of government departments and movement apexes, and at the Unified Co-operative service secretariat (Tanzania).
2. M. J. Syzia and B. R. Persson "Diploma students - 1972" Research Team Paper III (Co-operative College, Moshi, Tanzania Dec. 1973). Appendix 1, Table 9 of the report indicates a high "inclination to leave the co-operative field of work". Supposing that another job was offered to the ex-trainees in some other field of work outside the co-operative sector 40% would accept "without hesitation" and 45% "may be".
3. Study of various documents related to the subject such as: "The Unified Co-operative Service Act, 1968 and the Unified Co-operative Service Staff Regulations 1969 (Government Printer, Dar es Salaam, Tanzania).
4. "Teaching and Training Methods for Management Development" An introductory course. (International Labour Office, Management Development Branch, Human Resources Development Department, Geneva, 1972).
5. "*ICA/UNESCO Conference of African Co-operative Education Leaders". Report on the proceedings, Nairobi, 4 - 9 Dec., 1972 (ICA Regional Office for East and Central Africa, Moshi, 1973).

CHAPTER V (Present unsatisfied needs for h. j. n. training and education)

Sources

1. Draft report of the Ad Hoc Consultation meeting (op. cit. under App. I Chapter III sources, 3 and 4) page 15.
2. "Report on the proceedings of the ICA Regional Seminar on Multipurpose Co-operatives", Dar es Salaam, 17th - 22nd February 1975 (ICA Regional Office for East and Central Africa, Moshi).
3. See "Resolutions" of the Seminar report.
"Report on the proceedings of the Regional Seminar on Problems in the Development of Consumer Co-operatives", Moshi, 12 - 17 Nov. 1973. (ICA Regional Office for East and Central Africa, Moshi).
4. "Education, Training and Publicity" Year Report 1974 of the Training and Education Section of the Co-operative Department (mimeo, Ministry of Marketing and Co-operatives, Department of Co-operative Development, Kampala), page 3.
5. M. D. Francis "The Role of the ICA Regional Office in the Promotion of Co-operative Education and Training" Report of a ten week study of the training process in the Co-operative Colleges of Kenya, Tanzania, Uganda and Zambia, July - September 1974 (ICA Regional Office for East and Central Africa Office, Moshi, 1974).
6. National Co-operative Development Plan" Chapter on Co-operative Education". Draft version (mimeo, Ministry of Rural Development, Co-op. Department, Co-op. Research and Planning Team, Lusaka, Zambia).
7. Statistical information obtained from co-operative departments and national apex bodies has been used for determining the numerical importance of the staff that could benefit from high level specialized training ("target group for specialized training", section 5.2.2.).
8. More detailed information on present unfulfilled needs for specialized training and on numbers of trainees (sections 5.2. , except 5.2.2., and 5.5.) was obtained from the answers on the questionnaire on "training policy and needs"
9. Further background information on the requested specialized short term training courses (section 5.4.) is derived from interviews with the consulted persons and from participants to various ICA Seminars.

CHAPTER VI

1. ICA/UNESCO Conference for Co-operative Education leaders, Report on the proceedings Nairobi 4 - 9 Dec., 1972.
2. Visits to the three European based International Training Centres: ICTC Loughborough, U.K.; ICTC Dresden, DDR; and the Institute for Co-operation in Developing Countries, Marburg, FRG.
3. Discussions with participants to the ICA Regional Senior Management Training Course, Moshi - May, 1975.
4. Personal notes taken at the constituent meeting of AGITCOOP (Advisory Group for the International Training of Co-operators), Budapest 13 - 14 Sept., 1974.
5. Personal notes taken at the Ad Hoc Consultation meeting for Principals and Vice-principals of Co-operative Colleges, Nairobi 6 - 10 Jan., 1975.
6. The answers on the questionnaire on "training policy and needs".
7. Interviews with the "cooperative policymakers and educationists consulted."
8. Consultation of the final report of the proceedings of the ICA/UNESCO International Conference of Co-operative Education Leaders, Jongny sur Vevey, Switzerland, 30 Nov. - 5 Dec., 1970, published in ICA Studies and Reports No. 7 (International Co-operative Alliance, London, 1971).

APPENDIX II

PART I

Comparative tables Co-operative Colleges
Kenya, Tanzania and Uganda

1917

1918

1919

T A B L E 1 : O R G A N I Z A T I O N App. II, table 1 Situation as on : April/May, '75

	Co-op. Coll. Kenya - Langata	Co-op. Coll. Tanzania-Moshi	Co-op. Coll. Uganda-Kigumba
Start of Operations	May 1967 (Allen Rd., Nairobi, in Jan. 1971 transferred to Langata).	1963 (at KNCU premises Moshi, in 1967 transferred to Kibosho Rd., Moshi).	1963 (at Bukalasa; partly transferred to Kigumba in 1974).
Staff	<p>Director: Mr. J. Nzioka, Ag. Prin. Higher Adm. Staff: Mr. G. Okeyo - Ag. Vice Prin. Mr. H. Preuthun - Dir. of Studies Mr. Kigwa - Production Dept. of Library. Mr. Karobi - Field Service Dept (Radio programmes and Correspondence Course section) Teaching Staff: 23 Full time Kenya Lecturers 2 Nordic Advisers Lecturers 2 Visiting Lecurers U.N. Research Staff: None</p>	<p>Director: Mr. E. Sabuni, Prin/Dir. Higher Adm. Staff: Mr. A. Kazwala - Asst. Prin/Dir. Mr. C. V. Ngibombi - Nat. Study Organizer Teaching Staff: 46 Lecturers, including 7 expatriates (Nordic Countries & ILO). About 10 national Lect. will be following up-grading courses and might not be available for teaching during 75/76. Research Staff: The "Research Group" at the Coll. is headed by Mr. M. J. Syzia and composed of Coll. teachers.</p>	<p>Director: Mr. M. E. Kasigwa, Ag. Prin. Higher Adm. Staff: Mr. D. Omolo - Ag. Deputy Prin. based at Bukalasa. Teaching Staff: 9 teachers Research Staff: None.</p>
Supervision	By a College Committee of 8 persons (representatives of relevant Ministries, University of Nairobi, Co-op. Movement, the Nordic Project and College Staff).	The Co-op. Coll. is a semi-independent Institution with its own board of governors, As a parastatal organization it has the Prime Minister's Office as the "Parent Ministry". The Board comprises representatives of: The Prime Minister's Office (including the Comm. for Co-operative Development). Co-op. Union of Tanganyika, the Univers. of Dar. & the Unified Co-op. Service.	By the Department of Co-operative Development, Ministry of Co-op. Marketing. The College is also represented in the National Educ. Council of Uganda by the Commissioner for Co-operative Development.
Capacity for residence	200 students	300 students	176 at Kigumba 80 at Bukalasa

T A B L E 2 : F I N A N C E SKENYASponsoring Institutions: Kenya Government

Budget and Forward Estimates

<u>Year</u>	<u>Recurrent expenditure in K. Shs.</u>	<u>Development expenditure in K. Shs.</u>
1973/74	748.760	-
1974/75	1.168.360	585.000
1975/76	2.390.560	469.600
1976/77	2.510.240	1.310.000

In addition:

Yearly economic contribution from the Nordic Project K.Shs. 270.000. Contribution Nordic Project to expansion: 80% of K.Shs. 320.000 for 1 Hostel and Shs. 230.000 for a Water Purification Plant.

TANZANIA:Sponsoring Institutions:

Regular Budget financed by the Government

Course fees, paid by the Government and Co-operative Organizations

1972/73 T. Shs	500,000	*	T. Shs. 1,120,000
1973/74 T. Shs	2,300,000	+	T. Shs. 1,000,000
1974/75 T. Shs	4,000,000	+	T. Shs. 1,100,000
1975/76 T. Shs	5,200,000	+	T. Shs. 3,200,000 (estimated)

UGANDA:Sponsoring Institutions:

Government Budget:

1973: Shs 1,593,278
 1974: Shs 2,000,000 approx.
 1975: Not yet known.

	Co-op. Coll. Kenya	Co-op. Coll. Tanzania	Co-op. Coll. Uganda
High level Co-op. training	<p><u>Undergraduate Courses:</u> Two years Diploma Course in Co-op. Management (see for details tables 4, 5 and 6).</p> <p><u>Long term postgraduate courses:</u> (more than one year). None</p> <p><u>Short term postgraduate courses:</u> (shorter than one year). Not only for postgraduates - In-service courses for Department Staff, e.g. Credit and Savings Course, 1-3 weeks; Acc. Implementation Teams (M.I.T.) Course, one week; Planning Course for Field Officers 1 week. - Three days' intensive courses for Union Accountants.</p>	<p><u>Undergraduate Courses:</u> Two yrs' Diploma Course in Management and Accountancy (see for details tables 4, 5 and 6)</p> <p><u>Long term postgraduate courses:</u> None.</p> <p><u>Short term postgraduate courses:</u> At present not yet exclusively for postgraduates. Co-op Retail 9 mths Wholesale Distribution Course 1-4 wks Savings & Credit Course 1-4 wks Transport Management Course 1-4 wks Ed. Officers' Course 1-4 wks Storage Course 1-4 wks</p>	<p><u>Undergraduate Courses:</u> Two years' Diploma Course in Co-operation. (for details see tables 4, 5 and 6).</p> <p><u>Long term postgraduate courses:</u> The College provides tuition for the Association of Chartered Acc. Examination. <u>Short term postgraduate courses:</u> (shorter than one year). Graduate recruits orientation course. 2 weeks (for university graduates). Other postgraduates courses are organized at the Institute for Public Administration.</p>
Courses preparing for hln training	<p>Successful completion of the higher middle level 36 weeks Certificate Course may eventually become a requirement for entering the Diploma Course by movement staff.</p>	<p>For government employees: Final Ujamaa and Co-op. Devt. Assts' Course, 6 mths, formerly known as Final Inspectors' Course, and final part of a 2 yrs' standard training programme. For movement employees: Final Manag. and Adm. Course, 6 mths, and final part of 2 yrs' standard training programme.</p>	<p>Certificate Course 9 mths Supervisors' Upgrading Course 5 mths</p>

T A B L E 2 : T R A I N I N G A C T I V I T I E S (Cont'd). App. II: table 3.

	Co-op. Coll. Kenya	Co-op. Coll. Tanzania	Co-op. Coll. Uganda
Continued		<p>There is a proposal that the duration of these course should be 9-12 nths (Cert. Course) instead of the present 6 nths. In that case the Basic Courses (infra) would be discontinued.</p>	
Other Courses (Middle or Lower Level)	<ul style="list-style-type: none"> - ABM I Course (Adm., Book-keeping, Management) 13 wks. - ABM II Course (Adm., Book-keeping Management) 13 wks - Coffee Factory Management Course 4-8 weeks. - Credit and Savings Course- 3 nths (ACOSCA). - Banking Courses 	<p>Middle Level: and part of the 2 yrs. standard programmes, - For movement employees: Basic Management and Adm. Course 3 nths. - For Govt. employees: Basic Ujamaa and Co-op. Devt. Assists Course 3 months.</p> <p>Lower Level: - For secretaries of Co-op. Societies and Ujama Villages: Secretaries' Course, 3 nths. With the exception of the final Manag. & Adm. Course which for the moment is still held at the campus, all the other middle and lower level courses are now conducted at the Zonal Colleges. - Various Correspondence Courses for Staff Committee men.</p>	<ul style="list-style-type: none"> - Supervisors' Basic Course - 5 nths. - Secretary Managers Course - Committee Man Course - The College has also started Correspondence Courses.

TABLE 3 : TRAINING ACTIVITIES (Cont'd).

	Co-op. Coll. Kenya	Co-op. Coll. Tanzania	Co-op. Coll. Uganda
Other activities	Seminars for Committee members Union Managers, Auditors, Senior Co-operative Officers, Chief Accountants Consumer Specialists.	These activities as well as the Correspondence Courses mentioned above are conducted by the Co-op. Education Centre, located in the same building as the Co-op. Coll. and administered by the same board: (i) Seminars, 1 day courses for members and Committee men (ii) Film shows, Lectures to Schools etc. (iii) Production of Ed. Materials and for Correspondence Courses. (Production Section) Activities (i) and (ii) are to be transferred to the Educ. Dept. of the Co-op. Union of Tanganyika.	Preparation of TV and Radio programmes. Production of manual charts.
Observations	The College is equipped with a language laboratory for teaching English.	The Zonal Colleges where the middle and lower level Co-op. training courses are organized, are operating under the joint supervision of the Co-operative College and of Kivokuni College, the Tanganyika African National Union (TANU) political party school.	None.

T A B L E A : G E N E R A L I N F O R M A T I O N D I P L O M A C O U R S E S

App. II:
table 4.

	Co-op. Coll. Kenya	Co-op. Coll. Tanzania	Co-op. Coll. Uganda
1. Name of Course & Year of Inception	Diploma Course in Co-op. Manag. started in 1952 at the East African School for Co-op. at Kabete, later Kenya Inst. for Adm. (KIA). In 1973 the course was transferred to Co-op. Coll. Langata from KIA.	Diploma Course in Management & Accountancy, 1971.	Diploma in Co-operation, 1960
2. Entry requirements	Form 6 leavers with two out of the three following passes: 1. Eng. 2. Arith. 3. Econo. Govt. Officers with the same qualifications. Movement Officials with good performance at Cert. Course (in future).	Candidates are selected from: - Those having completed successfully the final intermediate level courses of the 2 yrs. standard training programme for Govt. employees resp. For Union employees (see App. II, tables 3, para. 2) - Form 6 leavers with a good pass in Mathematics. - Preferably above the age of 22.	Savings Officers with adequate educational background and those with outstanding performances at the Certificate Course or Supervisors' Upgrading Course.
3. Positions trained for:	Assistant Co-operative Officers (Govt.) High and Middle Level employees of Co-op. Unions (movement)	Management line: Asst. Gen. Mgrs., Unions Dept and Branch Mgrs., District Ujamaa and Co-op. Officers. Accountancy line: Unions' Asst Chief Acc., Asst. Chief Auditors and District and Ujamaa Co-op. Officers. In future Diploma graduates will also be appointed at the wards (= sub-district level).	Assistant Co-operative Officers, and middle level employees of Co-op. Unions (movement).

Cont'd.

TABLE 4 : GENERAL INFORMATION DIPLOMA COURSES (Cont'd) App. II table 4

	Co-op. Coll. Kenya	Co-op. Coll. Tanzania	Co-op. Coll. Uganda
4. Duration	71 weeks residential plus 8 weeks field training.	Two years	Two years
5. Intake	Annual intake of 25 students	Annual intake of 125 students	Annual intake of 50 students
6. Specialization	Special attention is given to Accountancy, Management and Law; at the end of the course students will take up or will be assigned to jobs according to their specific interests and capabilities.	Second year students are split into two lines mentioned under 3.	None
7. Working Languages	English	English and Kiswahili (political Education).	English
8. Title awards	Diploma in Co-operative Management.	Diploma Cert. in Management and Accountancy.	Diploma in Co-operation.
9. Teaching methods	- Classroom teaching - Group discussion - Field assignments	- Classroom teaching - Group discussion - Two months field assignment during the 1st yr.	- Classroom teaching - Group discussion - Films, visits - Field assignments.
10. Perspectives for follow-up training	Diploma Course Students may sit for Cert. Public Acc. examination I (CPA I). If successful, they may continue for CPA II, and a few may go on for CPA III, which is considered being equivalent to B.Com., option account. The main objective of the course however, is to prepare students for the examination of the Diploma Course in Co-operative Management.	Inst. of Finance Manag.: (Dar) Courses in banking, insurance, account, and audit, project appraisal, transport economics, preparations of economic plans, salesmanship and industrial leadership. Inst. of Devt. Manag.: (Mzombe Morogoro) - Higher level acc. and auditing. The accountancy programme of the Diploma Course accountancy line is preparing for the intermediate examination of the	The College is providing tuition for Parts 1 and 2 of the Association of Certified Accountants Examination.

Nat. Board of Acc. & Auditors

(e)=Estimate TABLE 5: NUMBER OF STUDENTS TRAINED: DIPLOM. COURSE APPENDIX II, table 5

	Co-op, Coll. Kenya			Co-op. Coll. Tanzania			Co-op. Coll. Uganda							
	72-74	73-75	74-76	75-77	71-73	73-74*	73-75	74-76	75-77	71-73	72-74	73-75	74-76	75-77
Move- ment	-	-	-	-	23	12	39	30	50(e)	-	-	-	6	10
In-ser- vice train- ing Go- vern- ment staff	-	-	-	-	22	13	43	58	35(e)	15	31	31	25	30
Seco- nary school leavers	23	24	24	24	-	-	-	30	-	38	15	15	5	5
Non- Co-op- rators	-	-	-	-	2	-	2(e)	2(e)	15(e)	-	-	-	-	-
Total admit- ted to the Course	23	24	24	24	47	25	84	120	100(e)	53	46	46	36	45
Pass- ed	22	23 ***	Not yet known	still in ses- sion	47	22	Not yet known	still in ses- sion	-	47	39	39	31	still in ses- sion

* Tanzania 1973-74: "Mature course" lasting only 9 months. Prior to attending this course participants had already completed a nine month "Advanced Course".

** In Tanzania and Kenya Form VI leavers. In Uganda Form VI or Form IV leavers.

*** Non Co-operators = staff from various parastatal organizations.

**** Including two referred.

TABLE 6 : SUBJECTS TAUGHT ; DIPLOMA COURSES App. II, table V. =covered, no. of periods not specified. cov and incl. in 2=covered and included in subject no.2

1st Year: no. of periods 2nd Year: no. of periods

Top. Coll. of	Kenya hrs.	Tanzania hrs.	Uganda periods 45 mins.	Kenya hrs	Tanzania Manag. line hrs	Tanzania Account. line hrs.	Uganda periods= 45 mins.
Management	198*	140	-	cov*	145	-	-
Finan. Man.	-	-	-	-	115	115	150***
Accountancy	156	140	231	cov.	145	215 (incl. Acc. III)	210
Costing & Accounting	cov. and incl. in 3	60	-	cov.	115	190	210
Economics	cov.	145	198	-	115	60	-
Eco of Gops.	cov.	65	-	cov.	-	-	-
Statistics & Buss. Maths.	cov.	130	198	-	90	115	-
Auditing	cov.	55	-	cov.	-	-	-
Marketing	-	Cov. and incl. in 5	198	-	cov. and incl. in 5	-	-
Law	180**	95	198	cov.**	115	90	180****
Rural Sociology	-	95	-	-	-	-	-

* Including "History of Co-operative Development and Business Organizations.

** Including "Company Law".

*** Termed "Business Finance" in Uganda.

**** In Uganda "Commercial Law".

Continued on next page.

TABLE 6 - Continued.

APPENDIX II, table 6

Co-op. Coll. of	1st year: no. of periods				2nd year: no. of periods			
	Kenya hrs.	Tanzania hrs.	Uganda periods 45 mins.		Kenya hrs.	Tanzania Manag. line hrs.	Tanzania Account. line hrs.	Uganda periods 45 mins.
12. Polit. Ed.	-	95	-	12. Polit. Ed.	-	30	30	-
13. Miscellaneus	cov.	-	-	13. Banking & Coop. Finan.	cov.	-	-	-
14. Agg. Ec. & Farm Man.	-	-	-	14. Agg. Ec. & Farm Man.	-	60	-	-
15. Taxation	-	-	-	15. Taxation	-	-	115	-
16. Library periods	not spec.	not spec.	132	16. Library periods	not spec.	not spec.	not spec.	120
T O T A L	not spec.	1020	1155	T O T A L	not spec.	930	930	1050

APPENDIX II

PART II

Other training institutions of interest

OTHER TRAINING INSTITUTIONS OF INTEREST - KENYA

1. The Kenya Institute of Administration - Nairobi; 1 month Senior Management Courses for senior officers and 1 month Management Development course for Junior Officers.
2. Institute of Adult Studies - Kikuyu near Nairobi; 1 year. Adult Education Courses.
3. Kenya Institute of Management - Nairobi; a private institution.
4. Management Advisory and Training Centre - Nairobi. Operates under the supervision of the Ministry of Labour.

The latter two institutions are not used for Co-operative training at present.

5. The University of Nairobi
 - (i) Offers and undergraduate optional Course in Co-operative Management as part of the BSc. Programme in Economics. The intake varies according to the interest shown by the students .
 - (ii) A two year MSc. Course in Agricultural Marketing including co-operative marketing; 15 students were registered for the course starting in June 1974.

OTHER TRAINING INSTITUTIONS OF INTEREST - TANZANIA

1. Institute of development management, Mzumbe.

1. Address: P. O. Box 604, Morogoro, Tanzania
2. Start of Operations: 1972 (by merging the Institute of Public Administration, part of the former University College Dar es Salaam, and the Local Government and Rural Development Training Centre).
3. Principal: Mr. C. Omari.
4. Capacity of Residence: 300.
5. Courses: The IDM offers a great variety of courses e.g. professional accountancy courses, public administration course, magistrates' courses etc. as well as a "Diploma Course in Community Development" for Ujamaa and Co-operative Officers. The Certified Public Accountancy Course is also used for training of co-operative staff.
6. Annual intake of Rural Development Course: 30.
7. Entry requirements for Rural Development Course:
 - (i) Secondary School leavers with National Examination "A" level or its equivalent with one Principal General Arts subject and at least two subsidiaries.
 - (ii) Serving Officers engaged in rural development or related work, selected on the basis of a competitive entrance examination.
8. Community Development Diploma Course Programme:
Three years.

Rural Sociology	475 hours
Politics	278 hours
Economics	414 hours
Manag./Adn./Account.	375 hours
Law for Co-operatives	88 hours

2nd year programme includes six months field training.

2. Audio-visual institute at Mikocheni, Dar es Salaam.

- (i) Main activity : Production of educational films and training of film producers.

OTHER TRAINING INSTITUTIONS OF INTEREST - TANZANIA (Cont'd)

- (ii) Organization: A parastatal body operating under the guidance of the Ministry for Information, assisted by Denmark.

3. Management and accountancy training institutions:

1. Nyegezi Social Training Centre, near Mwanza; Diploma Course in Business Administration (Accounting) two years; the Centre is financed by the congregation of the Catholic Bishops in Tanzania.
2. The Institute of Finance Management, Dar es Salaam 2-2½ year Diploma Courses in Banking, Insurance and Management and various short in-service training courses.
3. Home Economics College, Buhere; 2 years Diploma Course
4. College of Business Education, Dar es Salaam; 2 year Diploma Courses in Business Administration, (with specialization in accountancy and marketing) and various short courses on commercial topics.
5. National Institute of Transport, Dar es Salaam. Transport Management Courses might start in near future.
6. The Civil Service Training Centre, Dar es Salaam. Short in-service courses for civil servants.

4. University of Dar es Salaam:

1. (i) M.A. (= postgraduate) course in Development Management including an optional course in Management of Public Enterprises and Co-operatives".
(ii) Duration: One year (first start 1974)
(iii) Four students have chosen for the optional course in 1975 (same no. as in 1974).
2. B.A. (undergraduate) course in Management and Administration.

OTHER TRAINING INSTITUTIONS OF INTEREST - UGANDA

1. Institute of Public Administration - Kampala.
9 months Diploma Course in Business Management.

2. Management Training and Advisory Centre - Kampala
Offers a great variety of short courses (1-4 weeks), mainly for middle level cadre on specific areas of management, bookkeeping and accountancy, commerce etc. Intensively used by District Co-operative Unions for Staff training.

3. Makerere University:
 - (i) At Undergraduate level: Under the BSc. Agriculture Programme 35 lecture - hours are dedicated to Co-operation, plus 46 hours under an optional course on Co-operatives and Agricultural Credit.

 - (ii) At Postgraduate level: Co-operatives are taught as part of the Agriculture Marketing Course. Students can opt to write their thesis on a co-operative subject.

OTHER TRAINING INSTITUTIONS OF INTEREST - ZAMBIA

1. President's Citizenship College, Mulungushi, Kabwe.

1. Address: President's Citizenship College (P.C.C.), Mulungushi, KABWE, Zambia.

2. Start of Operations : 1973.

3. Staff:

(a) Principal: Mr. Chalabesa
Vice-Principal: Mr. Fidke

(b) Particulars on the P.C.C. Co-operative Unit:
(i) Head: Mr. V.P.Sethi
(ii) Staff: 3 other lecturers.

The Head and one lecturer have been provided by the ILO (International Labour Organization).

4. Target groups of training and educational activities:

The main target groups of the PCC are the Trade Unions, Community Development Workers, Party Cadre (UNIP) and the Co-operative Sector.

5. Links with Co-operative Centre, Lusaka:

The Director of Co-operatives (head of the Co-operative Dept. in the Ministry for Rural Development) is represented in the P.C.C. Council as well as in other special P.C.C. Committees. Also monthly or bi-monthly meetings are held between P.C.C. Co-operative Section and Co-operative Centre Staff

At present the PCC principal is the Chairman of the Co-operative Centre governing board. The Co-operative Centre recruits participants from the Department Staff and Agricultural Co-operatives' Staff (see also under 11 "observations").

6. Sponsoring Institutions: Government of the Republic of Zambia and the Friedrich Ebert Stiftung.

7. Capacity for residence (if any) : Co-operative Unit-40 places

8. High level co-operative training: None. A two-years Diploma Course might start from 1977 onwards.

OTHER TRAINING INSTITUTIONS OF INTEREST - ZAMBIA (Cont'd)

9. Courses preparing for high level non-power training:
A six month residential Certificate Course for Co-operative Officers organized approximately every two years. Participants are recruited by the Co-operative Centre from the Department Staff and also, in future, from the Agriculture Co-operatives' Staff.
10. Other short courses (middle or lower level):
Induction Course for newly recruited Departmental and Movement Staff.

Leaders' Seminars for Board Members.

Various Refreshers and In-Service training Courses, related to the implementation of new programmes.

Savings and Credit Courses (recruited by the Savings and Credit Societies Union, CUSA - Zambia).

Staff Members' Course for Building Societies (recruitment by the Federation of Building Societies).
11. Observations:
The Co-operative Centre in Lusaka caters for introductory training of Board Members and movement staff as well as Co-operative Department Officers. Through its Extension Unit it is also responsible for training in the provinces carried out by the "Co-operative Wings". Study material is produced by the Centre's Production Unit.
2. Evelyn Hone College of Applied Arts and Commerce, Lusaka; three year Diploma Courses in Accountancy, Journalism.
3. Management Development Centre, Lusaka.
4. National Institute of Public Administration, Lusaka; In-service training for civil servants.

APPENDIX III

COUNTRY TABLES MANPOWER SITUATION
AND TRAINING PROGRAMMES

Table 1: Levels of formal training. High ranking government Staff, Kenya.
 Not including auditors, accountants and expatriate staff.

Levels of training Levels of occupation	A	B	C	D High level trained		E Middle level trained	
	No. of Posts	Vacancies	Posts Occupied	University	Diploma Course or equivalent++	Certificate Course or equivalent+++	Lower than Certificate
1. Top level policy makers and executives†	14	1	13	8	3	2	-
2. Senior Co-operative Officers not included in 1	6	1	5	-	-	5	-
3. Other high ranking Officers: Co-op. Officers Asst. Co-op. Off.	74 120	10 7	64 113	33 -	1 71+++	30 42	- -
Total	214	19	195	41	75	79	-

Corresponding figures for the middle ranking staff (Co-op. assistants, not including clerical personnel) are 152 Posts, 28 Vacancies, 124 Posts occupied.

+ Such as Commissioner, Dep. Comm., Heads of Functional Sections, Provincial Officers
 +++ Equivalent to Certificate Course: usually one year formal vocational training after "0" level (Form IV) examinations.

++ Equivalent to Diploma Course: usually two years of general or vocational formal training after higher school "A" level (or Form VI) examinations.
 ++++ 70 Diploma graduates plus one trained otherwise

App. III: Kenya 2.
 Situation as on: December, 1974.
 Table 2: Levels of formal training. Auditors and accountants in government service, Kenya.

Levels of Training	A		B		C	
	No. of Posts	Headquarters	Provincial Offices	Vacancies	Posts occupied by qualified accountants	Posts occupied by qualified accountants
Certified Public Accountants - Final Certificate	9	1 ⁺	-	8 ⁺	-	-
Accountants - not lower than Intermediate level	44	-	4 ⁺⁺	-	40 ⁺⁺	
Total	53	1	4	8	40	

+ All posts occupied on acting capacities. The acting officers possess either A.I. III (Assoc. of International Accountants) or, ACCA III (Assoc. of Certified and Co-operative Accountants) and one has IMTA (Institute of Municipal Treasurers and Accountants).
 ++ Occupied by Officers most of them in need of up grading. Possess either IIA or ACC: intermediate, or CPA I or CPA II (Certified Public Accountant).

App. III: Kenya 3.
 Situation as on : April, 1975.

Table 3: Levels of formal training. High ranking movement staff, Kenya.
 Not including accountants, internal auditors and expatriate staff.

Levels of training	A			B		C		D			E	
	No. of Posts	Vacancies	Posts Occupied	University	Diploma Course	Equivalent to Diploma Course	University	Diploma Course	Equivalent to Diploma Course	Certificate Course or equivalent +++++	Middle level trained	Lower than Certificate
Staff national co-op. apex organization (KNFC ⁺)	7	-	7	3	2	1	-	-	-	1	-	-
Union General Managers	16	-	16	-	5	-	-	-	-	-	-	11
Others: Secretaries of Large Primary Societies (estimates)	15	-	15	-	-	-	-	-	-	10	-	5
Total	38	-	38	3	7	1	-	-	-	11	-	16

The total permanent staff employed by the movement amounts to 4423 persons.

- + KNFC (Kenya National Federation of Co-operatives). Not included in the Survey for reasons explained in Chapter II section 2.1.: KFA (Kenya Farmers Association), Kenya Co-operative Creameries Ltd., HCU (Horticultural Co-op. Union), Co-op. Bank and KUSSCO (Kenya Union of Savings and Credit Co-operatives).
- ++ There are 29 Unions but 13 of them are either dormant or too small for employing High Level Manpower Staff.
- +++ Equivalent to Diploma Course: usually two years of general or vocational formal training after secondary school "A" Level. (or Form VI) examinations.
- ++++ Equivalent to Certificate Course: usually one year formal vocational training after "O" Level (Form IV) examinations.
- +++++ To add: Ginnery Managers and coffee factory supervisors, both categories employed by the Unions.

Table 4: Levels of training. Accountants and internal Auditors employed by the Movement, Kenya.

	A	B National Apex KNFC		C Co-operative Unions	
	No. of Posts	Vacancies	Posts Occupied by qualified accountants	Vacancies	Posts Occupied by qualified accountants
Levels of training					
Certified Public Accountants - Final examination	6 (e)	-	1	4 (e)	1
Accountants-not lower than Intermediate level	25 (e)	-	-	9 (e)	16 (e)++

(e) estimates based on figures from a recent survey carried out by KNFC (Kenya National Federation of Co-operative)

* Other Kenya nationwide organizations are not included; see + table 3.

++ Most of them possess "intermediate" qualifications .

App. III : Kenya 5.
 Year: Sept., '74 - Aug., '75.

Table 5: High level manpower in-service training programme; Government staff, Kenya.
 Not including seminars shorter than 1 month and study tours.

Categories of staff	Country and training institution	Course	Duration	Total	
				Local or Regional	Over-seas
Co-operative Officers Trainees 1974/76 Stream: 24 1975/77 Stream: 24	Kenya: Co-operative College of Kenya	Diploma Course in Co-operative Management	2 years	48	-
Dep. Commissioners and Asst. Commissioner and Principal Auditors	Kenya: East African Staff College	East African Staff Courses	1 month	3	-
Senior Co-op. Officers and Senior Auditors	Kenya: K.I.A. (Kenya Institute for Administration)	Senior Management Course	1 month	3	-
Co-op. Off. and Asst. Co-op. Officer	Kenya: Institute for Adult Education	Diploma in Adult Ed.	1 year	2	-
Co-operative Officers and Auditors	Kenya: K.I.A. (Kenya Institute for Administration) India: National Institute of Co-op. Management, Poona	Management Development Course Diplom in Co-op. Business Management	1 month 9 months	6 -	- 1

Cont...

App. III Kenya 5 (cont'd).

Categories of staff	Country and training institution	Course	Duration	Total		
				Local or Regional	Over-seas	
Co-operative Officers and Auditors	U.K.: Loughborough College	Management of Co-operative Education and Training	3 months	-	2	
	U.K.: Loughborough College	Diploma in Co-operative Development	3 months	-	2	
	U.K.: Loughborough College	Project Education and Economic Development	1 year	-	2	
	Canada: Coady (?)		1 year	-	1	
Asst. Co-operative Officers	India: State Colleges	Higher Diploma in Co-operation	9 months	-	2	
	India: State Colleges	Diploma in Co-operative Banking	16 weeks	-	2	
	India: State Colleges	Diploma in Industrial Co-operatives	18 weeks	-	2	
	India: State Colleges	Diploma in Co-operative Auditing	16 weeks	-	2	
	U.K.: Loughborough	Certificate in Co-operative Management and Administration	1 year	-	3	
Total for Sept., '74 - Aug., '75.				62	19	81

App. III: Kenya 6
 Year: Sept. '74 - Aug. '75.

Table 6: High level manpower in-service training Programme, Movement Staff, Kenya
 Not including seminars shorter than 1 month and study tours.

Categories of staff	Country and Name of training institution	Course	Duration	Total	
				Local or Regional	Over-seas
Union Managers and 1 Union accountant	East & Central Africa: International Co-operative Alliance	Regional Senior Management Course	1 month	5	-
Secretary/Managers of Large Primary Societies	USSR - Moscow Co-operative Institute	Management Course	1 year	-	3
			Total for Sept. '74 - Aug. '75.	5	3
					8

App: III Tanzania 1.
Projections as on: May, 1975.

Table 1: High level manpower projections 1975-1980. High ranking government staff, Tanzania.
H= Head quarters R= Regions D= Districts UCDO= Ujamaa and Co-operative Development Officer.

	No. of posts 1980	Vacancies to be filled up between 1975-1980	Posts actually occupied	Programmes (table 2) compared to training requirements
1. <u>Commissioner</u> <u>Assistant Commissioners</u>	1 4	-- 4		
2. All-round UCDOs: <u>Functional Managers (R)⁺</u> <u>Functional Managers (D)⁺</u>	20 73	no details no details	In total 228 posts are occupied: 1 Commissioner, 23 Senior UCDOs, 43 UCDO grade 1, 66 UCDO grade 2, 96 UCDO grade 3. No further details available.	It appears that under-graduate h.l.m. training is required for about 693 persons (vacancies) and post-graduate h.l.m. training for about 500 persons (e.g. total number of posts in categories 1-4).
3. Zonal Auditors <u>All fully certified⁺⁺</u>	144	144		The under-graduate h.l.m. training Programme (see table 2) provides for 820 graduates: hence a theoretical "surplus" of 820-693=127 persons +++++
4. <u>Specialized UCDOs:</u> <u>Various Specialists (H)</u> Accountants (H) Rural Economists (R) Accountants (R) Marketing Managers (D) ⁺⁺⁺⁺ Transport Managers (D) Credit/Savings Managers (D) Home Economics	30 10 20 20 73 73 73 60	no details 10 no details no details no details no details no details		The post-graduate h.l.m. Training Programme (see table 2) cont'd provides for 568 post-graduates. Theoretical surplus 568-500=68 persons but programmed post-intermediate accountancy training will still fall short by 174 (derived from table 1) minus -- 120 (table 2) = 64 accountants.
Sub total 1-4	501		228	
5. All-round UCDOs: <u>Based at sub-district (ward) level</u>	420	420		
	921	693 +++)		

For foot notes see next page

Cont...

App. III: Tanzania 1 (cont'd)

In addition to the UCDOs the number of middle ranking staff employed amounts to 1213 e.g. 136 Assistant - UCDOs, 749 UCDAAs (assistants) grade 1, 328 UCDAAs grade 2.

- | | | | |
|-----|--|---|---|
| + | <p>"Functional Manager" (R) means Ujamaa and Co-operative Development Officers (UCDO) heading the Regional UCDOs team; "Functional Managers" (D) means UCDO heading the District UCDOs team.</p> | ++ | <p>12 Auditors based at the 12 Zonal Officers operating under the Audit and Supervision Fund. At present these posts are vacant or filled up by officers in need of up-grading.</p> |
| +++ | <p>693 = no of posts in 1980 minus officers at present in service (228). No adjustments has been made for retirement etc. owing to lack of data.</p> | +++ | <p>Including marketing of crops as well as wholesale and retail distribution.</p> |
| | +++++ | <p>The figure is very "theoretical", because part of the training programme might not realize and, also, because part of the 228 in-service officers might retire or leave the co-operative sector between 1975 and 1980.</p> | |

App III Tanzania 2.
 Projections as on: May, 1975.

Table 2. High level manpower in-service training programme 1975-1980; 3 months or longer, government staff, Tanzania.

Category	Training institutions	Course	Duration	Available in 1980; trained Locally or Overseas	Available in 1980; trained Locally or Overseas	
Under-graduate training for Officers becoming UCDOs (Ujamaa and Co-operative Development Officers) after training period	Co-operative College, Moshi, Tanzania.	Diploma	2 years	330	-	
	Institute of Development Management, Mzumbe, Tanzania.	Diploma Up-grading	3 years 3 years	240 140	- -	
	German Democratic Republic, Place ?	Diploma	2 years	-	10	
	Home Economics College, Buhere, Tanzania.	Diploma	2 years	60	-	
	University Dar es salaam	Social Development Social Administration etc.	3 years	21	-	
	University Nairobi	Journalism	3 years	2	-	
	Universities Abroad	Various	3 years	-	17	
	Sub-totals				793	27
	UNDER-GRADUATE HIM TRAINING				793	27
					820	

Table 2. (Cont.)

App. III: Tanzania 2 (cont'd)

Category	Country and training institution	Course	Duration	Available in 1980; trained Locally or Overseas
Post graduate trainings: Various specializations UCDDs	Co-operative College, Moshi.	Various specialized Courses	1 year	420
	Institute of Development Management, Mzumbe.	Management Course	1 year	4
	University of Dar es salaam	Various	1 year	8
	Universities Abroad	Various	1 year	16
POST GRADUATE TRAINING	Sub-totals			432
Up grading Auditors and Accountants	Co-operative College	Accountancy	2 years	60
	Institute of Development Management	Accountancy	2 years	40
	Institute of Finance Management	Accountancy	2 years	20
AUDITORS AND ACCOUNTANTS UP-GRADING TO FULL CERTIFICATE	Sub-totals			120
	TOTAL			1345
				43
				1388

App. III Tanzania 3.
Situation as on: May, 1975.

Table 3: Levels of formal training. High training movement staff, Tanzania.
Not including accountants, internal auditors and expatriate staff.
(e) = estimates

Level of training	A		B		C		D		E	
	No. of posts	Vacancies	Posts occupied	University graduates	Diploma Course graduates or equivalent++	High level trained	Certificate course graduates or equivalent++	Middle level trained	Lower than Certificate	
Staff national co-op. apex organization (CUT)†	27	16	11	3	2	3	6(e)	-	-	
Union General Managers	22	1	21	-	19	-	2	-	-	
Asst. Union Managers	21	13	8	-	8	-	-	-	-	
Union Adm. Secretaries	22	14	8	-	8	-	-	-	-	
Distribution Managers	22	1	21	-	5(e)	-	16(e)	-	-	
Education and Publ. Off.	22	4	18	-	-	-	18	-	-	
Production Managers +++++	8	8	-	-	-	-	-	-	-	
Branch Managers	64	19(e)	45	-	10(e)	-	35(e)	-	-	
TOTAL	208	76	132	3	52	3	77	-	-	

Total permanent staff employed by the movement amounts to approx. 9,000 persons.
CUT - Co-operative Union of Tanganyika, 16 Vacancies Equivalent to Certificate Course: usually..... etc
from which 11 are for Insurance Specialists. see Kenya table 3.
++++ Economists University training required, one for about every three Unions.
Equivalent to Diploma Course usually..... etc;
+++ Kenya table 3.
see

App. III: Tanzania 4.
 Situation as on: May, 1975.

Table 4. Levels of formal training. Accountants and Internal Auditors employed by the movement, Tanzania.

Levels of training	A		B National Apex CUT		C Co-operative Unions	
	No. of Posts	Vacancies	Posts occupied by qualified accountants	Vacancies	Posts occupied by qualified accountants	Vacancies
Chief Accountants ⁺	23	1	-	12	10+++	-
Internal Auditors ⁺	22	-	-	22	-	-
Assistant Chief Accountants ⁺	22	-	-	20	2	-
I Subtotal Certified Public Account.	67	1	-	54	12	-
Accountants ⁺⁺ and Asst. Acc. ⁺⁺	47	1	-	8	36	-
Branch Accountants ⁺⁺	64	-	-	5	14	-
II Subtotal Acc. Intermediate level	111	1	1	58	50	-
TOTAL I+II	178	2 ⁺⁺⁺	1	112 ⁺⁺⁺	62	-

+ Fully qualified Certified Public Accountants. +++ 9 Posts temporary occupied by expatriates (Asians).
 ++ "Intermediate" or higher required. ++++ Vacancies filled up by staff at present under going up-grading training.

++++ From 112 vacancies 36 posts are occupied by book-keepers who need up-grading to intermediate level Accountancy (Diploma Course).

App. III Tanzania 5.
Year: July, 1974 - 30th June, 1975.

ble 5: High level manpower in-service training Government staff, Tanzania.
Not including seminars shorter than one month and study tours.

Categories of staff	Country and training institution	Course	Duration	Total	
				Local or Regional	Over-seas
73/75 Stream: 45 74/76 Stream: 90 DOS trainees	Tanzania: Co-operative College, Moshi.	Diploma Course in Management and Accountancy	2 years	135	-
72/75 Stream: 30 73/76 Stream: 30 74/77 Stream: 30 DOS trainees	Tanzania: Institute for Development Management, Mzombe.	Diploma in Community Development.	3 years	90	-
73/75 Stream) UCDOs	German Democratic Republic: ?	Diploma ?	2 years	-	10
UCDOs	Tanzania: University of Dar es salaam	Economics; Social Administration Development etc.	3 years	11	-
UCDOs	Tanzania: Institute for Development Management, Mzombe.	Accountancy (preparing for full Certificate)	2 years	2	-
UCDOs 974/75)	United States: University of Missouri	Social Science Post-Graduate	3 years	-	2
UCDO	Hungary: University of Budapest.	Economics Post-Graduate	2/3 years	-	1
			Total for one year	238	13
					251

UCOD= Ujamaa and Co-operative Development Officer

App. III Tanzania 6.
Year: Sept. '74 - Aug., '75

Table 6: High level manpower in-service training Programme, Sept. '74 - Aug., '75. Movement Staff, Tanzania.
Not including seminars shorter than 1 month and study tours.

Numbers per course	Country and training institutions	Course	Duration	Total	
				Local or Regional	Over-seas
1973/75: 39 persons 1974/76: 30 persons	Tanzania: Co-operative College, Moshi	Diploma Course in Management and Accountancy	2 years	69	-
1973/75: 3 persons 1974/76: 5 persons	Tanzania: Nyegezi Social Training Institute	Diploma Course in Accountancy	2 years	8	-
7 persons	Tanzania: Institute of Development Management, Mzumbai.	Accountancy course preparing for Cert. Public Accountant	2 years	7	-
1975 : 4 persons	East Germany: International Co-op. Training Centre, Dresden	Consumer Co-operative Course	5 months	-	4
1975/79: 1 person	USSR: Moscow	Food technology	5 years		1
10 persons	West Germany: Friedrich Ebert Stiftung	Information Seminar Co-operative Experts	5 weeks	-	1
4 persons	West Germany: Friedrich Ebert Stiftung	Co-operative Economics and Modern Management	2 weeks		4
			Total for one year	84	10
					94

App. III: Uganda 1.
 Situation as on: April 1975.

Table 1: Levels of formal training. High ranking government staff, Uganda.
 (Not including auditors and accountants) (e) = estimates

Levels of training / Levels of occupation	A	B	C	D High level trained		E Middle level trained	
	No. of Posts	Vacancies	Posts Occupied	University	Diploma Course or equivalent ⁺⁺	Certificate Course or equivalent ⁺⁺⁺	Lower than Certificate
1. Top level policy makers and executives	13	6	7	5	2	-	-
2. Senior Co-operative Officers not included in 1	36	3	33	17 (e)	16 (e)	-	-
3. Other high level ranked Officers: Co-op. Officers	72	8	64	30 (e)	18 (e)	16 (e)	-
Asst. Co-op. Off.	350	70	280	-	200 (e)	80 (e)	-
Total	471	87	384	52	236	96	-

Corresponding figures for the middle ranking staff are: 667 (see table 1 (a) for details).
 + Such as Commissioner, Dep. Comm., Heads of Functional Sections, Provincial (Regional) Officers.
 +++ Equivalent to Certificate Course: usually one year formal vocational training after "O" Level (Form IV) examinations.

++ Equivalent to Diploma Course: usually two years of general or vocational training after secondary school "A" Level (Form VI) examinations.

App. III: Uganda 1 (cont'd)
 Situation as on: April, 1975.

+++++ Table 1 (a)

Middle ranking staff in government service, Uganda.
 (not including clerical personnel)

	No. of Posts	Vacancies	Posts Occupied
Senior Co-operative Assistants	51	45	6
Co-operative Assistants grade 1	50	32	18
Co-operative Assistants grade 2	748	105	643
Total	849	182	667

App. III: Uganda 2
 Situation as on: April, 1975.

Table 2. Levels of formal training. Auditors and accountants in Government Service, Uganda.

	A		B		C	
	No. of Posts	Vacancies	Headquarters	Provincial Offices	Vacancies	Provincial Offices
Levels of training			Posts occupied by qualified accountants	Posts occupied by qualified accountants		Posts occupied by qualified accountants
Certified Public Accountants - Final Certificate	3+	3+	-		N.A.	N.A.
Accountants-not lower than Intermediate level	15	6	9++		N.A.	N.A.
Total	18	9	9		-	-

+ At present, private commercial auditors still complete most of the auditing work to be done, but the Co-operative Department is now planning to become self-sufficient. The figures on posts and vacancies shown in the table are, therefore, to be reviewed soon.

++ Mostly Co-operative College Diploma Graduates.

+++ There are training courses for the District Co-operative Officers and staff in auditing of primary societies' accounts. There are no special zonal or provincial auditing offices.

Table 3: Levels of formal training. High ranking movement staff, Uganda. Not including accountants and internal auditors.

Levels of training Levels of Occupation	A		B		C		D		E	
	No. of posts	Vacancies	Posts occupied	University	Diploma Course	Equivalent to Diploma Course ⁺⁺	Certificate Course or equivalent ⁺⁺	Lower than Certificate		
Staff Co-op. Nationwide Organisations ⁺	10	2	8	1	6	-	1	-		
Districts' Union General Managers	31	12	19	-	10	2	5	2		
Others:										
Dept. Man. UCCU	6	-	6	2	4	-	-	-		
Asst Dep. Man. UCCU	6	-	6	2	2	2	-	-		
Factory Managers	41	-	41	-	-	-	12	29		
Cotton Ginnery Man.	54	-	54	-	-	-	18	36		
Total	148	14	134	5	22	4	36	67		

+ Uganda Co-operative Alliance (U.C.A.)
 Uganda Transport Co-operative Union (U.T.C.U.)
 Uganda Credit and Savings Union (U.C.&S.U.)
 Uganda Co-operative Wholesale Union (U.C.W.U.)
 Uganda Central Co-operative Union (U.C.C.U.)
 Not included Uganda Co-operative Bank.

++ Equivalent to Diploma Course: usually two years of general or vocational formal training after secondary school examination (A levels or Form VI).

+++ Equivalent to Certificate Course: usually one year of formal vocational training after "O" level or Form IV examinations.

App. III : Uganda 4.
 Situation as on: April, 1975.

Table 4: Levels of formal training. Accountants and Internal Auditors employed by the movement, Uganda

	A	B		C	
	No. of Posts	National Apexes+	Co-operative Unions	Vacancies	Posts Occupied by qualified accountants
Levels of training		Vacancies	Posts Occupied by qualified accountants	Vacancies	Posts Occupied by qualified accountants
Certified Public Accountants--Final examination	36	5	-	31	-
Accountants - not lower than Intermediate level	42	-	11 ⁺⁺	25	6
Total	78	5	11	56	6

+ Uganda Co-operative Bank not included

++ B. Comm. (Bachelor of Commerce) or Diploma Course graduates.

Table 5: High level manpower in-service training; Government staff, Uganda.
Not including seminars shorter than one month and study tours.

Categories of staff	Country and training institution	Course	Duration	Total	
				Local or Regional	Over-seas
1973/75 Stream: 39 1974/76 Stream: 30 Co-operative Officers trainees	Uganda: Co-operative College, Kigumba	Diploma in Co-operation	2 years	69	-
3 Co-operative Officers	Uganda: Institute for Public Administration	Diploma Course in Business Management	9 months	3	-
5 Co-operative Officers plus 1 Book-keeper	India: Nat. Inst. of Co-operative Management, Poona.	Diploma in Co-op. Accountancy and Auditing	4 months	-	6
1 Senior Co-operative Officer	East & Central Africa: International Co-operative Alliance	Regional Senior Management Training Course	1 month	1	-
1 Senior Co-operative Officer	Uganda: Law Development Centre	Course in Law	9 months	1	-
7 Co-operative Officers	Uganda: Makerere University	Degree Courses in Commerce, Economics, Agricultural Economics	3 years	7	-

App. III: Uganda 5 (cont'd)

Categories of staff	Country and training institutions	Course	Duration	Total	
				Local or Regional	Over-seas
2 Assistant Co-operative Officers	West Germany: Marburg University	Degree Course in Co-operative Economics	4 years ('72-'76)	-	2
1 Co-operative Officer	West Germany	Teachers Course	1 month	-	1
2 Assistant Co-operative Officer	East Germany: ICTC - Dresden	Consumer Accounting and Management	10 months	-	2
1 Senior Co-operative Officer	Italy	Training Methodology	3 months	-	1
1 Assistant Co-operative Officer	U.S.A.: Ohio State University	Degree Courses in Business Administration.	2 years	-	1
			Total for 197..	81	13
					94

App. III: Uganda 6
Year: 1974.

Table 6: High level manpower in-service training programme. Movement staff, Uganda.
Not including seminars shorter than one month and study tours.

Categories of staff	Country and training institution	Course	Duration	Total	
				Local or Regional	Over-seas
1973/75 None 1974/76 6 persons	<u>Uganda: Co-operative College, Kigungu</u>	Diploma in Co-operation	2 years	6	-
Managers	<u>India: Nat. Inst. of Co-operative Management, Poona</u>	Diploma Courses in Industrial Co-operation	2, 5 months	-	2
Union Education Secretary	<u>Cameroon</u>	Implementation of Rural Development Programmes	?	-	1
Managers	<u>Uganda: Institute for Public Administration</u>	Diploma Courses in Business Management	9 months	3	-
Unions	<u>East & Central Africa: International Co-operative Alliance</u>	Regional Senior Management Training Course.	1 month	5	-
			Total for 1964	14	3
					17

App. III: Zambia 1.
 Situation as on: June, 1975.

Table 1: Levels of formal training. High ranking government staff, Zambia. Not including auditors, accountants and expatriate staff.

Levels of training	A		B		C		D		E	
	No. of posts	Vacancies	Posts Occupied	High level trained	Diploma Course or equivalent	University	Diploma Course or equivalent	Middle level trained	Certificate course or equivalent	Lower than Certificate
1. Top level policy makers and executives	14	2	12	-	5	-	5	7	-	-
2. Senior Co-op. Officers not included in 1	16	2	14	-	7	-	7	7	-	-
3. Other high level ranked officers: Co-op. Officers	26	5	21	-	12	-	12	9	-	-
Asst. Co-op. Officers	42	9	33	-	4	-	4	29	-	-
TOTAL	98	18	80	-	28	-	28	52	-	-

Corresponding figures for the middle ranking staff are: Junior Co-op. Officers 81 Posts, all occupied; Co-op. Asst. 20 posts, 19 occupied.

+ Such as Director of Co-ops., Registrar (=Deputy Director), Chief Co-operative Officer, Heads of Functional Sections, Provincial Co-op. Officers. ++ Equivalent to Certificate Course: usually one year formal training after "O" level (or Form IV) examinations.

++ Equivalent to Diploma Course: usually two years of general or vocational formal training after higher school "A" level (or Form VI) examinations.

Situation as on: June, 1975.

Table 2: Levels of formal training. Auditors and accountants in government Service, Zambia.

	A No. of Posts	B Head quarters		C Provincial Offices	
		Vacancies	Posts occupied by qualified accountants	Vacancies	Posts occupied by qualified accountants
Certified Public Accountants - Final Cert.	-	-	-	-	-
Accountants - not lower than Intermediate level	2	-	2 ⁺	-	++

+ Certified Co-operative Secretaries (CCS) intermediate.

++ Also, in-service: 10 Certified Bookkeepers, most of them stationed in the Provinces.

Table 3: Levels of formal training. High ranking movement staff, Zambia. Not including accountants and internal auditors. (e)= estimates

Levels of training	A			C		D		E		
	No. of posts	Vacancies	Posts occupied	High level trained	Diploma Course	Equivalent to Diploma Course	Certificate Course or equivalent	Middle level trained	Lower than Certificate	
Levels of occupation										
Staff Co-op. Nationwide Organisations ⁺	26	10	16	1	3	6(e)	6(e)		-	
Managers Provincial Unions ⁺⁺⁺⁺	4	-	4	3	1	-	-		-	
Branch Managers FBC	8	-	8	-	-	-	8(e)		-	
Adm. Off. Prov. Unions	4	3	1	-	-	-	1(e)		-	
Functional Manager Prov. Unions ⁺⁺⁺⁺	20	4(e)	16	-	-	-	16(e)		-	
Man. Large Size Sav. & Cred. Society	4	-	4	-	4	-	-		-	
Asst. Man. Sav. & Cred. Soc.	4	2(e)	2(e)	-	2(e)	-	-		-	
TOTAL	70	19(e)	51(e)	4	10(e)	6(e)	31(e)		-	

70 High ranking posts on an estimated number of 1,000 persons permanently employed by the movement including members of various Artisans Co-operatives .

+ For footnotes see next page.

Footnotes Table 3, Zambia.

+	Zambia Federation of Co-operative (ZCF) 2 Posts 2 Vacant	+++	Equivalent to Diploma Course: Usually one year formal training after "O" level (or Form IV) examinations.
	Federation of Buildings Co-operative (FBC) 21 Posts 8 Vacant		
	Credit Unions and Savings Association (CUSA - Zambia) 1 Post	++++	There will be eight Unions in future, one in each Province.
++	Equivalent to Diploma Course: Usually two years of general or vocational formal training after higher school "A" level (or Form VI) examinations	+++++	Per Union: 1 Transport Manager, 1 Wholesale and Distribution Manager, 1 Credit and Savings Manager, 1 Co-operative Education and Publicity Officer, 1 Marketing Manager.

App. III: Zambia 4.
 Situation as on: June, 1975.

Table 4: Levels of formal training. Accountants and Internal Auditors employed by the movement, Zambia

	A No. of Posts	B National Apexes ⁺		C Provincial co-op. unions and large size savings & credit societies	
		Vacancies	Posts occupied by qualified accountants	Vacancies	Posts occupied by qualified accountants
Certified Public Accountants - Final examination	7	1	2	4 ⁺⁺	-
Accountants - not lower than Intermediate level	9	-	1	4(e)	4(e)

+ ZCF, FBC and CUSA see note⁺ Zambia table 3.

++ Positions held by officials in need of further up-grading.

App. III: Zambia 5.
Year: Sept. 1975 - Aug. 1975.

Table 5: High level manpower in-service training, government staff, Zambia.
Not including seminars shorter than 1 month and study tours.

Categories of staff	Country and training institution	Course	Duration	Total	
				Local or Regional	Over-seas
1 Senior Co-op. Officer and 1 Co-op. Officer	Zambia: University of Zambia, Lusaka	Adult Education	1 year	2	-
1 Co-operative Officer	the Netherlands: College for Tropical Agriculture, Deventer	Management of Agricultural Co-operatives	1 year	1	-
1 Chief Co-operative Officer (1973-76)	Canada: University of Manitoba	B Sc. Degree in Agricultural (Economics)	3 years	-	1
		Total for one year		3+	1
					4

+ The 16 Assistant Co-operative Officers, having followed during the 74/75 period a middle level Certificate Course at the President's Citizenship College have not been included.

App. III: Zambia 6.
Year: 1975.

Table 6: High level manpower in-service training programmes. Movement staff, Zambia
Not including seminar shorter than one month and study tours.

Categories of staff	Country and training institution	Course	Duration	Total	
				Local or Regional	Over-seas
5 Credit Union field workers	<u>Canada</u> : Antagonish	Credit Union Course	6 months	-	5
1 Credit Union worker	<u>India</u>	Credit Union Course	6 months	-	1
3 Union employees	<u>U.S.S.R.</u> : Moscow Co-op. Institute	Diploma in Consumer Co-operatives	1 year	-	3
1 Union Manager	<u>West Germany</u> : Marburg	Management Course	1 to 5 months	-	1
2 Union Managers	<u>East & Central Africa</u> : International Co-op. Alliance	Regional Senior Management	1 month	2	-
		Total for 1975		2	10
					12