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REPORT
on the
ACTIVITIES and RECOMMENDATIONS
of the
CURRICULUM DEVELOPMENT SPECIALIST

for the
UGANDA FOOD PRODUCTION SUPPORT PROGRAM
A.I.D. No. 617-0102-A-00-2005-00

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by

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Abbreviations Used in Text

A.C.O.	Assistant Cooperative Officer
C.A.	Cooperative Assistant
C.O.	Cooperative Officer
E.C.	European Economic Community
G.U.	Government of Uganda
I.C.A.	International Cooperative Alliance
M.C.M.	Ministry of Cooperative and Marketing
U.C.C.	University Center For Cooperatives (Madison, WI)

I N T R O D U C T I O N

Training of personnel is one of the major activities in support of the Cooperative sector through the Uganda Food Production Support project. After years of isolation and economic upheavals retraining was necessary for a large number of primary society managers, district union managers and supervisory staff, field officers of the Department of Cooperatives and managers and staff from many of the national unions. The training of staff currently on the job was given highest priority and this training was carried out through an extensive series of seminars which has already reached over 11,000 staff and committee members. Over 100 officers from the Department and staff from the unions have been sent to the U.S. for short-term job training.

Secondary consideration was given to some longer range training and educational needs of the cooperative sector such as improving the Uganda Cooperative College which was extensively looted in 1978. The repair of the buildings and restoration of electrical and water service was left to the G.O.U. or other donors. USAID/ACDI assistance was given through the purchase of \$50,000 of new books and overseas training opportunities for five staff members. The principal and four lecturers attended the 4 month seminar on Cooperative Education and Management at the University Center for Cooperatives, Madison, Wisconsin. Two of the lecturers remain in the U.S. to complete study for their masters degree while the principal and one lecturer stayed at the University at Wisconsin for an additional semester of special study which has now been completed.

While the college is of importance in training middle management, top management in the unions and high officers in the government will be university trained, so Makerere University has an important role to play in the long range plans. Cooperative training was encouraged at Makerere by sponsoring two lecturers, Mr. Experito Ziwa of the Agricultural Economics Department and Mr. Celestine Atikoro, head of the Commerce Department, to attend the seminar on Cooperative Education and Management at Madison, Wisconsin.

Since most of the educators sent to the U.S. for further training have now returned to Uganda and are at work at either Makerere or the Cooperative College, it was an appropriate time to follow up with each of them on their plans to improve cooperative education, to identify problems or restraints in implementing their plans, to coordinate activities between the Cooperative College and Makerere University, and to identify further developmental needs where USAID/ACDI project support could be effective.

SUMMARY

The purpose of this three-month consultancy was to coordinate and direct the efforts to improve the programs at the Uganda Cooperative College and Makerere University which offer pre-service education and training for management level staff for the cooperative sector. The project had previously sponsored U.S. study for seven Ugandan educators while Dr. Howard Whitney of the University Center for Cooperatives, Madison, Wisconsin had been brought to Uganda in 1983 to select textbooks for the cooperative college and to advise the ministry on cooperative education and training. Syllabi for three different cooperative training courses had been drafted but no actual changes in programs or curriculum have taken place as a result of project support.

The Uganda Cooperative College is presently operating at less than 50% of capacity because of damaged buildings, lack of electrical and water service and lack of funds to maintain the students throughout a normal academic year. The staff is seriously demoralized because of apparent neglect of the college by the ministry. The location of the college, 130 miles northwest of Kampala, and the danger of traveling in this direction have contributed to the problem. The buildings were severely looted during and after the War of Liberation in 1978. Nothing has been done to repair the buildings although up to 120 students are now accommodated with minimal facilities. The E.E.C. has contributed two new electrical generators but nothing has been done to repair the wiring so the generators remain unused.

Four weeks were spent at the college in individual and group discussions with the lecturers in progress, studying the organization and operation of the college and in conducting a three-day workshop on syllabus revision for the entire college lecturing staff.

Major findings of the study at the college are as follows:

1. Unless the Government of Uganda can find the means to repair the buildings and provide lighting and sanitation facilities and some additional educational materials, this college should be closed. The modest amount of education now being offered could be provided at some other institution at less cost and with less hardship upon the students and staff.

2. 2,162 new textbooks and reference books have been received by the college as a part of the USAID/ACDI project. An additional 140 volumes are being held for a library at ministry headquarters. Thus, 78% of the volumes recommended by Dr. Whitney have been delivered.
3. U.S. training of lecturers has had no observable impact on teaching methods at the college thus far. Five staff members were sent to the U.S. for periods varying from five months to two years. Three have returned, but only one was actively teaching in October, 1984. Instruction is conducted primarily through lectures and final examinations at the end of each term.
4. Lecturers are following the syllabus prepared in 1974 when the college was established at Kigumba mainly because the reasons for and the procedures to change the syllabus were not understood by the lecturers. A three-day workshop was presented to train all of the lecturers in these procedures and make future changes possible.
5. Operational funds for the college have frequently been unavailable forcing the principal to delay the opening of a term. Educational supplies are extremely limited - basically only paper is available. The college has two typewriters and one hand-operated mimeograph to serve both administrative and instructional needs. The total operational budget for the college of 78.5 million U.Sh. for the 84/85 Fiscal Year is misleading because not all of the money will be released by treasury when needed.
6. Discipline and performance of subordinate staff appears very weak. Greater interest in college affairs, including periodic inspections, should be shown by ministry officials.
7. A head of each academic department should be named immediately. Specific duties, including the coaching of new lecturers, are listed in the body of this report along with several other recommendations which will improve the college without requiring additional funds.
8. The present four year diploma course can be completed in three years by eliminating unnecessary topics from the syllabus, holding lectures for a full 36-week academic year and making better use of the available textbooks.

9. A demand exists among the cooperative unions to utilize the college for special short courses so that the facilities and the lecturers could be employed throughout the year.

The Department of Commerce was identified as the best location to concentrate cooperative studies at Makerere University because of several factors.

- Cooperative unions and the ministry need employees with business skills such as accounting, management and financial planning which are taught primarily in this faculty.
- The department of commerce is in the process of being upgraded to a separate faculty and can now add new lecturers including some versed in cooperatives.
- The B.Sc. in agriculture at Makerere concentrates heavily upon basic sciences and farm production courses so a relatively small amount of time remains to insert subjects covering economics, finance or management.

All students in the faculty of agriculture presently study cooperatives in one subject, agricultural cooperatives and credit. Working with the lecturer, Mr. Ziwa, plans were developed to increase the time allocated to this subject from 18 hours to 36 hours in 1985. The plan is now awaiting approval by the Faculty of Agriculture Academic Board.

An employment survey conducted among 10 national and district cooperative unions resulted in the estimate that 153 degreed personnel are now employed by cooperative businesses in Uganda while this group plans to employ 440 by 1989. Of the 440, 288 were projected to be working in jobs requiring business training such as accounting, marketing, finance and general management.

During the final year of the Uganda Food Production Support project to assist Makerere University in expanding its role in cooperative education it is recommended that \$14,000 of textbooks be purchased, \$10,000 for an estimated 500 volumes for the faculty of commerce and \$4,000 for 200 volumes for the agricultural economics department. Specific recommendations for purchase are included in this report. If the G.O.U. makes a commitment to improve the facilities of the cooperative college it is recommended that the ACDI Primary Society Training Adviser, Lee Rosner, should conduct a one-week seminar in adult education techniques for the college lecturers.

If a follow-on project of cooperative support is funded by USAID consideration should be given to including 18-24 months of technical assistance for the cooperative college provided the physical improvements have been made. The advisor should be a curriculum development specialist who would assist the lecturers in developing new courses to serve the unions and societies and thus help to transform the college from a government officer training school to a full service college.

CURRICULUM DEVELOPMENT SPECIALIST

UGANDA

SCOPE OF WORK

During this three-month assignment, the curriculum development adviser will work with appropriate Uganda officials to reinforce and continue the recommendations concerning the future development of cooperative education made by Professor Howard Whitney in 1983. The adviser will be expected to work closely with the university committees established in-country to continue Professor Whitney's work.

The scope of work is as follows:

1. In consultation with Mr. Ziwa and Mr. Atikoro of the faculties of Agriculture and Commerce at Makerere University, examine the syllabus recommended by Professor Whitney in relation to the manpower development needs of both the Cooperative Department of the Ministry of Cooperatives and Marketing and the cooperative sector.
2. In consultation with Messrs. Ziwa, Mtikoro, Mabwa (of the Ministry of Cooperatives & Marketing) and Kiwandu, principal of the Cooperative College, to review the existing syllabus of the Cooperative College in relation to the manpower development needs discussed in (1) above, and to assess the skills and abilities of those Cooperative College lecturers recently returned from further training overseas to transmit new ideas and knowledge in order to improve the quality of college graduates.
3. To examine the entry requirements for school leavers coming into the Cooperative College and the length of training presently required, and recommended changes as needed.

4. To review and assess the curriculum proposals of Mr. Ziwa and Mr. Atikoro.
5. To recommend appropriate curricula for the training of cooperative officers, cooperative movement personnel and graduate students of Makerere University.
6. To review the faculties of agriculture and commerce at Makerere University and recommend where cooperative courses could best be placed.
7. To recommend a possible program, timetable and logistical plan for the introduction of a degree course for assistant cooperative officers at Makerere University.
8. To prepare a report detailing the work completed during the assignment, recommendations for future activities, problems encountered and possible solutions to these. This report should be submitted in draft form to the project officer, USAID/Kampala and the ACDI chief of party in Uganda prior to his departure from that country. Copies should be submitted to the project officer, ACDI/Washington immediately upon his return to the United States.

UGANDA COOPERATIVE COLLEGE

Organization and Location

The college at present offers a single track of training consisting of a Certificate in Cooperative and Business Administration which is awarded to students who pass an examination after two academic years of study. This may be followed by an additional two years of study leading to a Diploma in Cooperative and Business Administration. After completing the certificate course, government employees are normally required to complete a minimum of two years of field service before being accepted into the diploma course.

Each class consists of approximately 40 students who all attend the same series of lectures. Thus, there has been a need to recruit, as much as possible, a homogenous group of students in terms of academic background and abilities. In each class, an average of five places are reserved for employees of cooperative unions. Thus, 87% of the college capacity is utilized by the government and 13% by the movement.

The present college curriculum was designed during the early 1970s by the lecturers then working at the college. It was modeled after the Diploma in Cooperation offered at Loughborough, England, with some modifications appropriate to the needs of officers working for the Department of Cooperatives in Uganda.

Officers completing the certificate course enter government service with the rank of cooperative assistant while those completing the diploma course are promoted to assistant cooperative officer. An officer cannot be promoted without the Diploma, thus, being accepted into the diploma course and passing the examinations at the end are tantamount to promotion. Promotion above the rank of A.C.O. is possible only for those acquiring a bachelor's degree.

The academic year at the college normally consists of three twelve-week terms. However, since 1978 the schedule has been irregular and during the present year terms have varied from seven to eleven weeks. This has obviously affected the quantity and quality of the students' education.

Entering students who are being trained for government service are selected through procedures laid down by the Public Service Commission. Representatives from the Department of Cooperatives sit on the interviewing board. The great majority of entrants are 'O' level school leavers (11 years of education) although a small number are now 'A' level (13 years). The number of 'A' level entrants is likely to increase as the level of education in the country rises.

The Cooperative Department selects the entrants to be admitted from the unions. There has been a continual backlog of applicants so that it has been necessary to allocate the available places among the many unions. This is evidence that the management of the unions value the training offered by the college, since the union is responsible for continuing an employee's salary while in training, as well as paying a tuition fee to the college.

The college has 15 lecturing positions. At this time 11 are on duty at the College, two are in the U.S. studying for master's degrees, one is on a three-month special assignment with a special accounting team working at a union, and one post is vacant. The college's organizational plan calls for all lecturers to have a minimum education level of a bachelor's degree. However, it has been difficult to recruit officers at this level for assignment to the college. Therefore, some lecturer posts are usually filled on a temporary basis by A.C.O.'s trained to the diploma level. At present four lecturers are in this category.

The organizational plan of the college divides the curriculum into four academic departments, i.e. accounting, cooperation and law, economics and management. An additional department of services including correspondence, production and library is also included in the plan, but this department is not operational due to a complete absence of equipment and funds.

Four hostels with 22 double rooms in each can provide housing for a total of 176 students. A women's dormitory under construction since 1976 is less than 40% completed. One of the existing hostels is now reserved for the few women (currently eight) students. This reduces the total housing capacity at the college.

The main campus is located in a rural area 5 miles west of the small trading center of Kigumba, 130 miles north/northwest of Kampala. The nearest town is Masindi, 23 miles to the west. Travel to the college has been complicated in recent years because the Bombo road, the direct route from Kampala, has been considered unsafe so many people fear traveling that route. Alternate routes from Kampala are over 300 miles. The college is situated on 1,000 acres of good agricultural land. Presently, the only use being made of the land, other than the 15 acres the campus occupies, is for garden plots and some small-scale crop production by some of the staff.

In this part of Uganda much of the land remains unutilized. Crop production is limited by lack of farm inputs, low crop prices, shortage of rainfall, scarcity of tractors and the high cost of credit rather than any shortage of land.

First year students in the certificate course have been trained at a separate institution, at Bukalasa, 30 miles north of Kampala.

The objectives of the college are well articulated in the following statement which is taken from a descriptive brochure prepared by the college in 1975.

AIMS OF THE COLLEGE

The Uganda Cooperative College is a National Cooperative College which has these aims:

- (i) - To produce officers of a middle cadre to work in the Department of Cooperative Development.
- (ii) - To produce staff to work in cooperative unions and Primary Societies.
- (iii) - To teach committee members of cooperative societies.
- (iv) - To carry out refresher courses for departmental staff.
- (v) - To promote research in cooperative principles, techniques and future development.

Its objectives are well stated and seem to be as valid today as when first drafted. The Government of Uganda should strive to have the college meet these aims.

Description of Campus and Buildings

The buildings were constructed in 1971-72 with British assistance. The campus was well planned and efficiently laid out. If well maintained, it would be an attractive and utilitarian college campus. However, the buildings were extensively looted during the War of Liberation in 1978 and little has been done to repair the damage. Routine cleaning and maintenance appears to be non-existent so that today the buildings provide only basic shelter. With a few more years of neglect, the campus at Kigumba may not be worth the cost of rehabilitation.

To list the major physical damages: nearly all of the electrical switches, sockets and outlets were stripped from the buildings. Two new diesel generators have been provided from an E.E.C. grant but they cannot be used until all of the electrical wiring is repaired. Activity at the college is limited to daylight hours because no provision has been made for temporary lighting. Many students have provided their own hurricane lanterns but these are not adequate for reading.

Many of the toilets and wash sinks were torn out of the lavatories rendering the entire water system useless. Water is now provided at a few central spigots but students, staff and dependents must all carry water for their personal use. The sewage cannot be used without water for the toilets.

The hostels were stripped of all furniture and most doors. Some beds and mattresses have been acquired since the looting and students have improvised temporary doors or gates to provide some privacy in their rooms. At present the college is accommodating 115 students but not all of them have beds.

Every building has some broken window panes while the assembly hall and the hostels lack some door panels. This has allowed birds, animals and insects to invade the buildings, causing more damage. No painting has been done for many years. Leaking roofs have caused water damage to ceilings and interior walls in several of the buildings.

All office equipment and printing machines were lost in the war and subsequent looting. Today, the college has only two typewriters and one hand-operated mimeograph to serve the entire administrative and teaching staff.

The four classrooms are equipped with enough chairs and desks to accommodate the forty students plus a lecturer's desk and mounted chalkboards. Although spartan, the classrooms are adequate.

The kitchen and dining hall were also stripped of all movable property. Since 1978, all cooking has been out-of-doors

over wood or charcoal fire. Dishes and utensils are minimal so most students provide their own personal dishes.

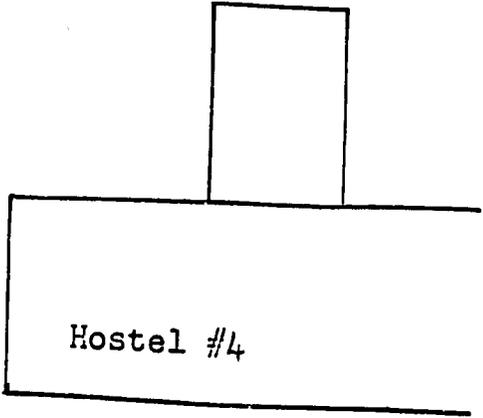
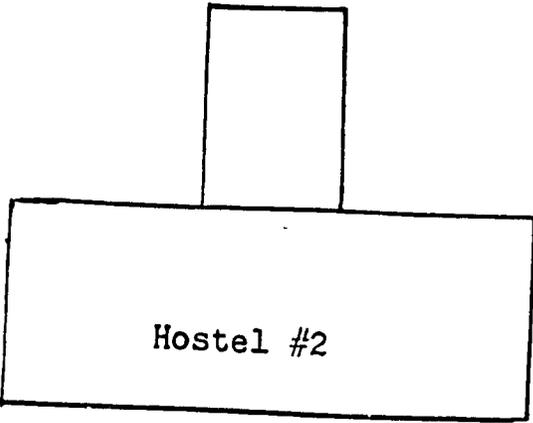
Because of the remote location of the college, transport is a major consideration. Three vehicles have been provided through the E.E.C. Coffee Rehabilitation Project, a large bus, a heavy lorry and a light combi-lorry. While funds for fuel are always short and the E.E.C. grant arbitrarily limits the use of each vehicle to 2000 kilometers per month, basic transportation needs such as collecting food and fuel, taking sick students, staff and dependents to the medical dispensary and an occasional trip to the market can now be provided.

The location also dictates that most of the staff be housed on the campus. With a total of 118 employees, this means that a substantial village is located on the campus. Twelve three-bedroom houses are available for senior staff. The houses suffered the same damages as the other buildings but they can be repaired at a modest cost. Each hostel has an attached flat to accommodate the family of a lecturer who serves as warden for a hostel. Junior staff is accommodated in smaller quarters while many of the labourers have built huts on the compound or near-by.

The students and staff must be complimented for continuing operations and lectures through the long period of hardship. However, unless the Government of Uganda can find the means to repair the buildings and to restore electrical and water service, it is recommended that classes at Kigumba be discontinued and operating funds be saved for other training needs. The amount of training which is currently possible at Kigumba could be achieved at other locations in less time and with less hardship upon both students and lecturers. Any additional technical assistance or staff training for the college, which is to be provided by USAID, should be contingent upon some physical improvements being made first. Lecturers with advanced degrees are not likely to remain at the college under the present conditions. It would be extremely difficult to motivate the staff to improve curriculum or training techniques when all of the physical evidence supports the conclusion that the government is not seriously interested in this institution.

Photographs illustrating some of the physical damage described above and the resulting hardships can be found in Appendix I of this report.

Hostel #3



UGANDA
CO-OPERATIVE
COLLEGE

← Hostel #1

Dining
&
Kitchen

tank

Classrooms & Storage
(two floors)

covered walks

Assembly
Hall

Library

Administration Bldg.

Bukalasa Agricultural College

The only justification for operating a branch of the Cooperative College at the Bukalasa Agricultural College is the poor condition of the buildings at Kigumba. When buildings and services at Kigumba are restored all college courses should be located on one campus until the buildings are fully utilized throughout the year.

At present the first year of the certificate course is taught at Bukalasa while the second year of certificate and the two years of diploma are taught at Kigumba. Four lecturers are stationed at Bukalasa while 14 (3 on leave) are stationed at Kigumba. 23% of the operating budget is spent at Bukalasa and 77% at Kigumba. The lecturers at Bukalasa operate under supervision from the principal and heads of department at Kigumba, but in fact, rarely see each other. Although located only 100 miles apart, communication and transport is difficult.

The lecturers at Bukalasa, all of whom are A.C.O.s, are to be complimented for doing a good job with little or no supervision or training and a complete lack of textbooks. The level of instruction at Bukalasa appears equal or similar to Kigumba. However, to achieve efficiency in the training process and to make better use of the personnel and training funds of the ministry, it is important to concentrate all resources at one location and to then fully utilize those resources.

As explained elsewhere in this report, the isolation and remoteness of the Kigumba campus is a negative factor in operating a successful college. However, this problem is better faced by concentrating the ministry's resources at this location so as to improve and develop the campus rather than dividing the funds between two locations.

Observations on Conduct of Classes and Instructional Techniques

Two classes, the second year certificate and the second year diploma, were in progress during the study of the college. This presented the opportunity to observe lectures by eight of the eleven lecturers currently on duty at the college. In every case, the lecturer appeared well prepared and knowledgeable on the topic of the day. The chalkboard is the only visual aid available to the lecturers, and it was used well in every class observed. In one class a case study was under discussion by students and in two classes recent examinations were discussed by the students and the teacher. In the remaining classes the lecture method was the only instructional technique to be observed.

Because of the recent deliveries of textbooks by ACIDI students now have a text for most of the subjects being taught. However, it appears that the lecturers continue to rely upon the spoken word as the primary instructional technique rather than assigning appropriate reading material. Lecturers spent much class time introducing concepts and drawing diagrams which were available in the text.

Unnecessary noises were distracting during several of the lectures. Children, goats and chickens roam freely over the campus with their usual sounds. The lorry park is adjacent to the classrooms and the roar of an engine was occasionally louder than the lecturer's voice. These distractions could be corrected by better discipline of the subordinate staff and a better understanding of the purpose of this college.

Starting and ending times for classes were not well observed by either students or lecturers. This caused much lost time for the group and frequent interruptions. This problem could also be easily corrected by agreeing upon some standards and rules for the college.

There was no evidence of changes in instructional methods or effectiveness due to recent overseas training of college lecturers. Of the five selected for overseas study, two remain in the U.S., the principal and one lecturer are not assigned to any lecturing duty during the current term, thus only one of the recent overseas training participants could be observed. It should also be noted that lack of equipment, supplies and travel funds frustrate the lecturers in most efforts to change their instruction methods. Several lecturers expressed a desire to schedule field trips for their students to observe cooperative operations but limited money for fuel prevents this. Even simple obvious training aids such as sample accounting and recording forms which are used in cooperatives are not available at the college.

The one method where lecturers failed to use resources available to them was in assigning reading material recently provided through new book purchases.

TEXTBOOKS AND LIBRARY

The college has recorded receiving 2,126 textbooks and reference books purchased with USAID funds. ACDI records indicate 2,302 books were purchased. The additional 140 volumes are being held for a library at Farmers' House. Textbooks can now be provided to each student for each of the subjects being taught with the exception of auditing, which appears to have been neglected when the list of books was developed in 1983, and certain subjects addressing uniquely Ugandan topics, such as local cooperative laws and history, where no published textbooks exist.

Comments from the lecturers indicate that the textbooks received are generally at a level of comprehension slightly advanced for the average student of this college. Perhaps this problem can be overcome by offering some study techniques to new students and having the lecturer assign specific topics for study rather than entire chapters. Since many of the books arrived very recently, the present group of students is the first to use any of the new textbooks. As the lecturers become more familiar with the content and the style, greater reliance upon the books should be possible.

The lack of electricity or satisfactory reading lanterns is also a serious negative factor in making good use of the college's books. Students cannot read during the usual evening study hours. The college is to be complimented for adapting an early schedule with lectures commencing at 7:00 a.m. to make full use of the daylight hours. But, this cannot fully compensate for the study hours lost in the evening.

At present, textbooks and reference books are randomly placed in the library shelves. No cataloging or checkout system for reference books is in use. Textbooks which are issued to students have been numbered and students are required to sign a receipt upon issue.

A position of librarian is authorized for the college but no trained person has ever been recruited. A librarian would be helpful, but with the existing quantity of books, any literate person could organize the library into logical categories. To prevent the loss of reference books and yet encourage their use, a cataloging and checkout system should be put into operation immediately.

College Schedule and Lecturer Workload

For the current academic year, from October 1984 to October 1985, the college schedule calls for classes to be in session 33 weeks of the year. Students attend lectures for 30 hours of each week. A total of 3150 hours of classroom instructional time is scheduled for the three groups to be trained during the year. If the total number of lecturers on duty remains at eleven, as is presently true, the average workload per lecturer will be 286 hours of classroom time per year, or 8.68 hours per week during the 33 weeks of scheduled classes. This workload is further reduced because holidays, special events and study time in preparation for examinations cause lectures to be canceled on several days during each term.

Obviously, more intensive use of the college is desirable. If the existing buildings are repaired so that 176 students can be housed and trained concurrently, and if the college were scheduled to operate 48 weeks per year, a total of 8,488 student-weeks of training annually could be offered with the present facilities. For the current year 4,200 student-weeks of training is scheduled, so the college is operating at less than 50% of capacity.

Re-activation of Department Heads and Lecturer Training

The organizational plan for the college calls for one of the lecturers from each department to be named head and for the heads of department to then serve as an academic board. This system is not being followed and the educational system is deteriorating because of it. Only in one department, management, is a head on duty. This shortcoming should be corrected immediately by appointing an acting head during the absence of the regular head or while waiting for a permanent appointment.

Some of the specific responsibilities which should be assigned to departmental heads are:

- Recommend and coordinate any syllabus changes
- Research and recommend textbooks
- Train and coach new lecturers
- Provide backup in case of lecturer absence
- Serve on academic board
- Approve the examinations and grading of students

It is not necessary to establish a higher rank or salary level to fill the position of department head. In a small institution such as this college, each lecturer is likely to be assigned some administrative duties such as course officer, library officer or sports officer. Department heads should be free of the routine administrative duties or assigned a lighter teaching schedule so that they can devote more time to their duties.

The problem of new lecturer training is of special importance since most lecturers are transferred to the college after several years of field experience with the department but with no training as a teacher. At a small institution it is not practical to implement a formal training program for new lecturers. Short seminars in androgogy offered by I.C.A. are desirable but it is seldom possible to schedule such training before a lecturer begins teaching. Overseas training is also desirable, but in practice such rewards go to lecturers of several years service rather than to new members of the staff. Also, advanced training is usually in the person's academic speciality rather than in Education, so improved teaching performance is not an automatic result.

The practical solution to this problem is to utilize the head of department who has experience and is close at hand to coach and train the new lecturer. This should be a special responsibility of the head during the first year of a new lecturer in the department.

Syllabus Revision

The existing college syllabus, which was drafted shortly after the opening of the College at Kigumba in 1974, is being followed quite faithfully by the present lecturers. In individual consultations, each of the lecturers had many valid ideas for improvements but they did not feel they had the responsibility or authority to initiate change. In fact, they felt strongly about following the syllabus as published.

Working as individuals or as departments within the confines of the subjects presently being taught and the hours of lecture allocated to each subject, only minor adjustments and improvements are possible. The real problem is the inclusion of subjects that may be completely irrelevant or the omission of subjects that may be important in the training of the students. Furthermore, if the college is to fulfill its aims of training staff to work in cooperative unions and primary societies, it is necessary for each lecturer to be capable of developing a curriculum and a syllabus because new and specialized courses for particular groups of employees will need to be put together each year. Therefore, the emphasis of the consultant's work at the college was changed from making specific recommendations in the present syllabus for the certificate and diploma course, to an emphasis on establishing procedures and skills at the college so that new syllabi may be written and the existing syllabus may be periodically updated.

To accomplish this objective, a three-day workshop was held at the college on 29 November - 1 December 1984. The entire lecturing staff from Kigumba and Bukalasa was led through the following systematic approach to curriculum development and syllabus preparations.

1. Identification of target training groups.
2. Listing of knowledge and skills necessary to good job performance.
3. Listing of assumptions on previous education, capabilities, skills and attributes of prospective trainees.
4. Listing knowledge and skills to be taught.
5. Arranging items into logical categories or subjects.
6. Establishing time frames and priorities for presenting the various subjects.
7. Formal writing of syllabus and translation into behavioral terminology.

After the workshop, the college staff has the capability to develop and write a syllabus for any new courses to be offered at the college and also to revise and improve the present syllabus to make it consistent with current manpower training needs of the ministry or the cooperative movement.

The syllabus recommended by Professor Whitney for the diploma course after a visit to the college in 1983 was studied by the group. Several items contained in Whitney's syllabus were included as valuable additions to the present one, but the subject headings listed by Whitney were not considered compatible with the education presently being offered at the college.

Additional Courses to be Mounted at the College

A survey of ten national and district unions indicated that these unions wished to train additional staff at the college and that they would accept the responsibility of paying a reasonable fee for the training. However, some managers indicated that because of the remote location and the minimal living conditions at the college, they could not presently send any supervisory staff to Kigumba. In addition to placing more people from the unions into the existing certificate and diploma courses, the following were requested to train union staff:

- Union secretary-manager course (6 months)
- Society secretary-manager course (4 weeks)
- Accounting course (3 months)
- Committee member training (1 - 2 weeks)
- Certificate course to be offered in short segments with some home study
- Seminars for special job groups such as production managers, transport managers, etc.

Provided the buildings are repaired, the college can also be used as a site for in-service training seminars for departmental field officers. This will prove to be a great saving to the department since hotel or institutional residential rates would need to be paid to hold this training elsewhere.

Entry Requirements and Length of Training

The present program requires 4 years of schooling to acquire a diploma in cooperative business and administration. This pace seems rather slow and therefore costly to the G.O.U. in terms of salaries and college operational expenses. Ideas and recommendations included elsewhere in this report indicate that more information can be transferred in less time. The college can also be utilized more weeks of the year, thus shortening the entire training cycle.

The entry qualifications presently in force, 'O' level general education for the certificate course and a certificate in cooperatives and business administration plus two years of work experience in cooperatives for the diploma course, are appropriate for the next few years. However, as the general educational level of the nation advances the College should be ready to serve the better educated school leavers by offering an accelerated Diploma course.

For the immediate future, assuming that entry requirements remain as they are, two alternatives are offered both of which will increase the turnover of students at the college without lowering the standards for the certificate or diploma. The first plan is simply to condense the four-year course into three years by eliminating some nonessential information from the syllabus and by scheduling lectures for three full 12-week terms each year. The 108 weeks of training in three years will then be nearly equal to the amount of time students spend on campus over a four-year span under the current schedule. To conform with national standards, the certificate course would remain a two-year course. The diploma would be granted after one additional year of study.

The second plan would increase the college's utilization and turnover by scheduling two classes per year, each to be on campus 24 consecutive weeks. It would require four years for a student to complete a diploma course, but each student would be on campus only 96 weeks in total. This plan offers some efficiencies in reducing student travel to one round-trip per year and in eliminating the frequent absenteeism during the first week of each term.

Because two classes per year could be trained under the second plan, it would be possible to recruit specialized classes such as one class of government employees and one class of movement employees or one class of 'O' level and one class of 'A' level school graduates.

A few years hence when more 'A' level graduates are applying for entrance to the diploma course it is recommended that the course be further accelerated to offer a diploma after

two years of intensive training. Provided entrance requirements include a major pass in both economics and mathematics, the college classes can be accelerated to the extent that the present four-year syllabus can be completed in just two academic years of 36 weeks each. It should be justifiable to offer a diploma for two years of training since other 'A' level graduates will be entering university and acquiring a bachelor's degree in three years. However, this transition will need to be coordinated with other ministries' training plans to ensure that the Ministry of Cooperatives and Marketing is recruiting and compensating employees in a manner consistent with other governmental units.

Below is a summary of the options presented.

Plan 'A' for 'O' Level Entrants

Year 1 - 36 weeks at College

Year 2 - 36 weeks at College

Certificate in Cooperative Management

Year 3 - 36 weeks at College

Diploma in Cooperative Management

Plan 'B' for 'O' Level Entrants

Year 1 - 24 weeks at College

Year 2 - 24 weeks at College

Certificate in Cooperative Management

Year 3 - 24 weeks at College

Year 4 - 24 weeks at College

Diploma in Cooperative Management

Future Plan for 'A' Level Entrants with Economics and Math

Year 1 - 36 weeks at College

Year 2 - 36 weeks at College

Diploma in Cooperative Management

The foregoing plans for course length and college utilization concern themselves only with the certificate and diploma Courses to be offered at the college. Recommendations elsewhere in this report encourage the use of the college for a variety of short seminars and in-service courses for both movement and government employees. The number of certificate and diploma Courses and the size of each class must be determined by the training needs of the M.C.M. and the movement as a first consideration rather than the capacity of the college.

Operational Improvements

Significant improvement in the operation of the college can be brought about without additional funds or outside resources. The following changes can be implemented by action of the appropriate officers within the college, the Department of Cooperatives, or the Ministry.

1. Visits by Ministry Officials

The college staff lacks motivation because they feel forgotten by the higher officers of their ministry. The visitors' book at the College indicates that visits are indeed rare. Consequently, staff discipline, attitudes, cleanliness and orderliness have all declined. The college needs supervision and interest from above as well as funding.

2. Appointing Heads of Department

This need is fully explained in a separate section. It can be implemented with no additional expenditure of funds.

3. Daily Lecturing Schedules

Much time and operational efficiency could be gained by implementing a firm policy of serving meals and beginning lectures on schedule. Both students and staff at the college have an attitude that time is unimportant.

4. Eliminating Distracting Noises

The support staff at the college needs to be informed and disciplined to give first consideration to lectures in progress. Animals, children, lorries and workers should all be prohibited from the instructional area during hours of lecturing.

5. General Sanitation and Appearance

Improvements can be made with the use of local resources. There is no shortage of subordinate staff so buildings can be swept and washed on a regular schedule.

Minor repairs are possible with local materials. Likewise, the appearance of the grounds could be improved by removing trash and wrecked vehicles to an unobtrusive location. These improvements may be minor but they will instill some pride in staff and students.

6. Greater use of the textbooks and library

Lecturers, through continuous coaching by the principal and heads of departments, can learn to make greater use of the 2,200 new books now on campus in educating the students. A library cataloging and lending system also can be implemented to encourage student use.

An additional operational improvement could be initiated with a small input of funds available through the Food Production Support project. By July of 1985, the lecturers now in the U.S. for academic training will have returned and their experience and new skills should be used to improve college operations. A two-week seminar and workshop should be scheduled between terms in July of 1985.

One week should be devoted to problem identification, problem solving, planning and discussions of institutional problems with ministry officials. The second week should be a workshop on teaching techniques and skills stressing adult learning and participatory teaching methods. ACDI training advisers will be available to assist in presenting this seminar and workshop but the college lecturers themselves, especially those with recent advanced educational opportunities, should be expected to contribute.

Future College Development

To successfully transform the college to a dynamic institution offering a variety of programs and courses providing vocational training for the cooperatives of Uganda will require a further program of technical assistance. Obviously, the buildings would need to be repaired and services would need to be restored before further technical assistance should be considered. A vocational training specialist should be assigned as a counterpart to the principal of the college for a period of two years. Primary functions of the adviser would be to coach and train lecturers in appropriate teaching techniques; to analyze the training needs in the cooperative movement and to design programs and courses to meet the needs; to work with lecturers in preparing manuals for courses; to advise the principal in administrative and policy matters, and to select and procure equipment and supplies to re-establish a printing or production unit at the college. To be effective, any assistance program for the college would require both funds for purchasing supplies and equipment and long-term (two-year) technical assistance.

Secondary needs at the college include the establishment of a distance education program (correspondence courses) and a field experience program through supervised work and study in operating cooperatives. However, these needs are less immediate and should be considered after the college is well equipped and staffed for its resident programs.

EMPLOYMENT SURVEY

In discussion with officials at the university, one of the first needs identified was some quantitative information on the intentions of the cooperative sector to employ university-trained personnel. Ministry officials expressed a feeling that the need was large and growing, but no factual information was available. Therefore, an informal survey of all national unions and a sampling of district unions was undertaken to determine the number of degreed personnel currently employed and the number to be added over the next five years. Information was also gathered to determine the departments in which the people would be employed and the logical degrees to be recruited.

The organizations contacted were very helpful in supplying information. In all cases the top executive, his deputy or the manager in charge of personnel was interviewed. Several cooperatives assembled either their management committee or an executive staff to give a balanced and composite viewpoint rather than one individual's opinions. The results of the survey are presented in the following table.

An estimated 153 degree holders, the great majority being from Makerere, are presently employed by cooperatives in Uganda. Intentions are to increase that number to 440 by 1989. The national unions and the large- and mid-sized district unions which already employ degreed people in top management and accounting positions anticipate they will approximately double the number of degreed employees over the next five years. Small district unions are not presently employing degreed personnel but expect to make the transition because expertise and sophistication, and a willingness to pay adequate salaries to attract degree holders. Several individuals also mentioned pressure from the M.C.M. to up grade the educational level of employees and to hire university trained management.

It was found that the personnel in the category "General Management" held degrees in a variety of disciplines. While the management option in the bachelor of commerce would seem to offer the most appropriate training for general management, in practice, most organizations promote or select these people from a variety of technical or specialized jobs rather than hire new university graduates to a management position.

Many cases were identified where people with B.A.s in diverse fields such as English or sociology were employed in jobs calling for business or finance training. Personnel officers reported that people with B. Com.s were in great demand so they frequently filled positions with other degrees. The shortage of commerce graduates was confirmed at Makerere where the Department of Commerce reported difficulty in recruiting enough lecturers to fill their needs and therefore student enrollment was limited.

Conversely, the registrar's office at Makerere reports a surplus of arts graduates and resulting underemployment of these people. Uganda can ill afford to educate surplus students in nonessential disciplines and meanwhile ignore the needs in essential fields. Makerere University must correct this imbalance as quickly as possible.

Future employment plans of the ministry are less definite than those of the movement. Two very different alternatives appear possible. One internal study on file in the ministry presents a plan to drastically reduce the number of employees of the cooperative department by having the movement take up nearly all of the functions now being performed by A.C.O.s and C.A.s. If this plan is implemented, the function of the Cooperative College would immediately switch to the training of movement employees. The ministry would also need fewer C.O.'s to supervise the C.A.s and A.C.O.s so no new recruitment at the university level would take place for many years.

A second possibility is that present government policies toward cooperative supervision will continue and the number of C.O.s will increase in proportion to the number of registered cooperatives in the country.

Over the past four years, the number of C.O.s has increased from 68 to 88. It is reasonable to assume that this rate of increase will continue and the department will employ five C.O.s per year for the next few years. Turnover is very low for officers at this level but retirement and promotions will create some additional vacancies. However, it is fully realized that government employment everywhere in the world is a matter of politics as much as calculated needs. Therefore, projecting future government employment trends is a very difficult exercise.

Within the department of cooperatives there is a great effort being placed upon further education of diploma holding A.C.O.s to get a bachelor's degree so that they may be promoted to the rank of C.O. It is entirely feasible that all C.O.s for the next 10 years may come through internal promotion in which case no new university graduates would be recruited.

Summarizing the information on university level recruitment by the department of cooperatives for the next five years, the estimate will range from zero to ten per year depending upon future policies and developments. The conclusion for Makerere University is that opportunities for employment are much greater within the cooperative movement than within the department and that government recruitment, or lack of it, will not greatly change total demand for degreed personnel with cooperative business training over the next five years.

EMPLOYMENT OF DEGREED PERSONNEL BY CO-OPERATIVES IN UGANDA

	Actual Sept-Oct 1984							Planned 1989						
	Accounting & Auditing	General Management	Marketing	Engineering & Tech. Agr.	Economics	Finance & Law	TOTAL	Accounting & Auditing	General Management	Marketing	Engineering & Tech. Agr.	Economics	Finance & Law	TOTAL
Uganda Co-op. Central Union	3	6	6	4	-	1	20	6	12	12	8	-	2	40
Cooperative Bank Ltd.	20	10	-	8	21	2	61	33	16	-	13	35	3	100
Uganda Co-op. Trnspt. Union	3	4	-	2	-	-	9	4	5	1	4	1	-	15
Co-op. Insurance Society	1	-	-	-	1	1	3	3	2	-	1	1	1	8
Uga. Savings & Credit Union	-	-	-	-	1	-	-	-	1	-	-	1	-	2
Cons. Co-op. Whsl. Union	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Large District Unions (Composit of two unions)	7	4	-	-	-	-	11	17	11	-	11	3	2	44
Medium Size District Unions (Total of 12 unions projected from sample)	-	24	12	12	-	-	48	24	36	12	24	12	12	120
Small District Unions (Total of 22 unions projected from sample)	-	-	-	-	-	-	-	22	44	-	44	-	-	110
TOTALS	34	48	18	26	23	4	153	109	128	25	105	53	20	440

MAKERERE UNIVERSITY

Establishing a Locus for Cooperative Education and Training

Earlier contacts by ACDI project leader Roger Newburn and Cooperative Education Consultant Dr. Howard Whitney had identified two possible departments at Makerere University to implement cooperative studies, the Department of Rural Economics within the Faculty of Agriculture and the Commerce Department within the Faculty of Social Science. Mr. Experito Ziwa, a lecturer in rural economics and Mr. Celestine Atikoro, head of the commerce department were sponsored for a semester of study in cooperative education and management at the University of Wisconsin Center for Cooperatives to assist Makerere in establishing cooperative education.

After a detailed investigation of the present curriculum offered in agriculture and in commerce and survey of the future employment plans of the cooperatives in Uganda, commerce emerges as the most logical department in which to concentrate the study of cooperatives. However, the department of rural economics already offers a survey course in agricultural cooperatives and credit and this course should be expanded and offered to all students of agriculture.

An investigation was made into the possibility of establishing an agricultural business course at Makerere as a possible focus for cooperative studies. Between the department of commerce and the faculty of agriculture all of the subjects needed for an agricultural business course are now being taught at Makerere. A student would spend approximately two-thirds of his time in Business subjects and one-third in agriculture. However, some serious obstacles stand in the way of this idea. First, each faculty has different entry requirements, graduation requirements, and credit systems, so it is not easy to put together a course between faculties. Second, each faculty sets its own timetable for lectures so students cannot alternate lectures between different faculties. Third, the commerce department is in the process of being upgraded to a separate faculty and being moved to a new location four miles from the main campus. Furthermore, the commerce department lecturers could not see the value of an agribusiness course at Makerere. When it was pointed out to them that agriculture was by far the largest business in Uganda and the university should train the people to staff the related industries, their response was that their entire business curriculum is directed toward agricultural industries and that because Uganda is primarily rural, nearly all of their students have a knowledge of agricultural production. An agricultural business course may be desirable at Makerere in the future but university policies and procedures will first need to be changed, and the need for the course will have to be

established by sectors of the economy other than cooperatives.

The survey of employment of degreed personnel by cooperatives (see table 1) indicates that about 80% of the presently employed degree holders are assigned duties which would logically require training in business or commerce subjects such as accounting, general management, marketing or finance.

Projections for 1989 show nearly the same ratio at that time. Interviews with department officers, cooperative managers, other ACDI consultants and the training needs analysis conducted in Ugandan cooperatives all support the idea that business skills such as financial planning, accounting, auditing, project analysis and management, and staff organization and management are the skills most needed by cooperative management. These skills are logically taught by the faculty of commerce.

The ministry also reports a problem when newly recruited cooperative officers lack business training, especially accounting. For all of the reasons given previously, it is recommended that cooperative training and education at Makerere be concentrated within the faculty of commerce. However, it is equally important to understand that cooperative training should be decentralized, that is, students in a variety of courses should be introduced to cooperatives, and cooperative business techniques should be a part of several business courses. It is neither desirable nor feasible to establish a single university program to train the wide variety of specialists needed by the cooperative unions and the ministry. The largest number of graduates will be recruited from the faculty of commerce, but others will be needed from the faculties of agriculture, engineering, law, arts and technology.

In the faculty of agriculture, it is desirable to give each student some appreciation of the benefits of cooperation and of the mechanics of organizing and operating a cooperative since they are future rural leaders and in many cases will serve as cooperative directors. Some, of course, will become cooperative employees and eventually managers.

Faculty of Commerce

At present this faculty is graduating about 90 students per year. The course for the first two years is standard for all students while in the third year they specialize in either accounting, finance, marketing, banking or management. The curriculum is structured into rather large units since the students study only five subjects per year, each one consisting of about 110 hours of lecture. With the move to the Nakawa campus and plans to more than double the number of students over the next three years, a good opportunity to introduce cooperative training exists. The faculty is already considering a new departmental structure with additional optional subjects. The new organization will be effective October 1, 1985, the start of the next academic year.

To provide adequate training for personnel to be recruited by the cooperative sector, the following is recommended:

1. Approximately 30 hours of lecture time during year I should be devoted to studying the cooperative business enterprise. This could either be made a part of, "Business Organization and Management," or it could be a separate subject. To facilitate the latter, it would be necessary to divide the curriculum into smaller units, perhaps offering different subjects in each of the three terms. The syllabus proposed by Mr. Atikoro in his paper at the University Center for Cooperatives in Madison is quite complete for a thirty-hour series of lectures. If time is a limiting factor certain parts, such as the legal aspects of cooperation, could be better covered in other subjects.
2. It is neither necessary nor helpful to offer a student an option (major) in cooperatives or cooperative management. This option would not be attractive to a student since it would appear to limit his employment opportunities to only cooperatives or the government, and cooperative employers would probably select students from a variety of options since they are usually filling a specific need on their staff rather than hiring a generalist or "manager".
3. Sections relating specifically to cooperatives should be included in the syllabus for the following subjects: accounting, auditing and taxation, business finance, business or mercantile law, internal marketing and distribution and external marketing. In each of these areas cooperatives comprise a significant portion of Ugandan commerce and cooperative activity should be studied by students being trained to work in the private and governmental sectors as well as the cooperative.
4. As new lecturers are recruited, priority should be given to hiring one or more with cooperative experience and training.

5. Special financial support should be given to the faculty of commerce to assure a high quality and relevant business education. First priority should be given to providing books, since textbooks are already scarce and after moving to the new campus, the students will not have access to the general library. As an initial contribution, it is recommended that U.S.\$ 10,000 from the current USAID Uganda Food Production Support project be designated for purchase of about 500 volumes. A list of needed books, concentrating on the fields of Cooperation, financial management and general management can be prepared by the faculty. As the faculty of commerce establishes its credibility and commitment in the field of cooperative education, additional funds in future years should be provided for more books, instructional equipment such as overhead projectors and photo copiers and further opportunities for advanced study by lecturers from the faculty.

Rural (Agricultural) Economics Department

Rural economics is one of five options available to students studying for the bachelor of science in agriculture. Economics students taking a bachelor of arts degree through the faculty of arts may elect to take some rural economics lecturers also.

During the first two years of study all B.Sc. agriculture students take a common course which concentrates on physical sciences and crop and livestock production. Eight credits (approximately 36 hours of lecture per credit) in rural economics are given to all students while those electing a major in rural Economics take an additional four credits within the field. A total of 40 credits are required for the degree in agriculture. Students majoring in rural economics are required to take 32 credits in physical sciences or farm production courses so a relatively small amount of time remains to study economics, business or other optional subjects. Thus, it is not possible to expand the rural economics major at Makerere into a satisfactory agricultural business course under the present faculty of agriculture requirements.

Currently all agriculture students are required to take a one-half credit subject (18 hours of lectures) on agricultural Cooperatives. The small amount of time is not sufficient to allow the lecturer, Mr. Experito Ziwa, to develop the topic and complete the syllabus. Mr. Ziwa has proposed to his faculty that the subject be raised to a full credit (36 hours of lectures) starting with the next academic year, October 1985. The head of department and the dean of the faculty of agriculture support this move, but it must be formally approved by an academic board and full faculty before being implemented. A single subject, 36 hours of lecture time, should not be considered adequate training for a career in cooperative management. It can be a reasonable introduction to the philosophy, organization, history, benefits and problems of cooperatives and will provide time to study the financial structure and financial analysis of some cooperatives. This should be sufficient training to alert students to the potential of cooperatives as future employers and also to make the students, who are the future rural and agricultural leaders of the nation, aware of the role cooperatives could play in developing the agricultural economy.

To make the lectures on cooperatives more effective 200 reference books for the agricultural economics department library have been requested. It is recommended that these books (see following list) be provided as a part of the Uganda Food Production Support project and be shipped to the department to be available for the 1985/86 academic year. Estimated cost including procurement and shipping is U.S.\$3,000.

An investigation was made into the practicality of offering a postgraduate diploma course in cooperatives as proposed by Mr. Ziwa in his paper prepared while studying at the U.C.C. in Madison, Wisconsin. Makerere University is not in a position to sponsor a diploma course so another sponsor was sought. The ministry cannot consider it at this time, but would consider it if the cooperative college was rehabilitated and adequately equipped.

National unions were asked if they would consider paying a significant fee, enough to make this course selfsupporting, to send some of their newly employed degree-level employees to a diploma course. The response of most of the unions seemed to favor a short orientation course of two to three months to a longer, six to nine month, diploma course. While there is a need for some postgraduate level cooperative training in Uganda at this time, it is not the highest priority of cooperative training need and it is doubtful if such a course could be selfsupporting through fees paid by sponsoring cooperatives. Perhaps in the future, either the ministry through the cooperative college or a revitalized Uganda Cooperative Alliance will sponsor and promote an annual graduate level cooperative orientation course for new employees.

BOOKS FOR COOPERATIVE COURSE

The following is a list of books which should be available in the Department of Agricultural Economics for undergraduate students taking Cooperative Business Management as one of the subjects in their degree program.

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Year</u>	<u>Quantity required</u>	<u>Cost \$#Vol.</u>
Cooperative Business Enterprise	M.A. Abrahamsen	McGraw-Hill Book Co	1976	20	17
Cooperatives: Development, Principles and Management 4th Edition	E.P. Roy	Interstate Printers and Publishers	1981	20	14
The Board of Directors of Cooperatives	L. Garoyan & G. Mohn	Agricultural Service Publications	1976	20	4
Consumer Food Cooperatives	Ronald Contrell	Interstate Printers and Publishers	1975	20	10
Community Cooperatives: Their Poten- tial for Rural and Urban Development	Leonora Stettner	Plunkett Foundation for Cooperative Studies	1981	20	4
Cooperative Management	J.W. Mather et al.	Agric. Coop. Serv. USDA	1977	20	4
Financial Management in Coopera- tive Enter- prise	A.E. Rasmusse,	Cooperative College of Canada	1975	20	5
Cooperative Finance and Taxation	Nelda Griffin et al.	Agric. Coop. Serv. USDA	1981	20	4
Cooperative Principles and Practices	Marvin Schaars	Univ. Center for Coopera- tives. Univ. of Wisconsin	1972	20	4
Cooperatives on Agric. Business	C.H. Kirkman Jr.	Agric. Coop. Serv. USDA	1981	20	4

Degree course for A.C.O.'s at Makerere

During this consultancy it was not possible to get agreement from Makerere officials to offer a special program for diploma holders such as A.C.O.s to upgrade their education to the degree level. Such a program is possible at many American universities where a diploma holder with a good academic record from a reputable college can be given transfer credits to cover as much as two years of study so it then becomes possible to gain a bachelor's degree in two additional years. This type of program at Makerere would serve the department of cooperatives very well because they now have a backlog of A.C.O.s who are experienced and should logically be promoted to the rank of cooperative officer so that they could fill many supervisory positions in the department. However, within the G.O.U. public service it is impossible to be promoted to the rank of C.O. without a bachelor's degree.

Makerere University has maintained a very defensible entrance policy of admitting the top academic performers from the many 'A' level school graduates throughout the country each year. In addition, about 5% of each year's entrances are reserved for "mature age entrants," people who have been out of secondary school for at least three years and then write a competitive examination at Makerere to establish their academic ability. While it is difficult to gain entrance to the university through the mature entrance exam, many outstanding scholars have done so. It is estimated that less than 10% of those writing the exam are accepted into the university.

Since the university has the capacity to accept only 2000 new students per year, the restrictive policy is understandable. Furthermore, it would be extremely difficult for the university to change its entrance policies and matriculation requirements to satisfy the needs of a single ministry. Surely, the same policies and pressures exist in other ministries. As an efficient use of money and resources, it is also difficult to justify a special program by Makerere to cater to the needs of a relatively small number of students when it is obvious that this will prevent a similar number of students, who are probably equally as well qualified, from gaining admission.

Accepting that Makerere will not cater for this special need of the M.C.M., several alternate solutions are listed, with the admission that serious problems exist in implementing any of these ideas.

1. Diploma holders may be sent to the U.S. or other countries where the universities will accept these students.

2. A special course be established at the American International University at Nairobi to grant these diploma holders a degree in two years or less.
3. The Public Service Commission of G.O.U. be petitioned to allow exceptions to their rule requiring a first degree as a condition for promotion to the rank of C.O.
4. A special educational program be instituted within the department to prepare diploma holders to sit the mature entrance exam at Makerere.
5. The Cooperative College at Tanzania at Moshi be contacted since this college has plans to become a degree granting institution. Perhaps they will be in a position in the near future to accept diploma holders for study towards a degree in cooperation.

Although it is not a solution to the problem presented, it is recommended to the Department of Cooperatives that business training be made an absolute requirement for a C.O. Any new C.O.s recruited from Makerere or elsewhere should have either a B.Com. or business administration degree. The greatest problem for the department appears to be in accepting new C.O.s who lack the training to understand accounts and audits. The needs of the department will be better served by experienced A.C.O.s than by poorly prepared C.O.s.

Another course of action would be to implement an internal training program for new C.O.s. The Uganda cooperative college has the personnel and resources to train degree holders, even though the facilities are poor. Such a course would be valuable to new employees, even if it was unpleasant.

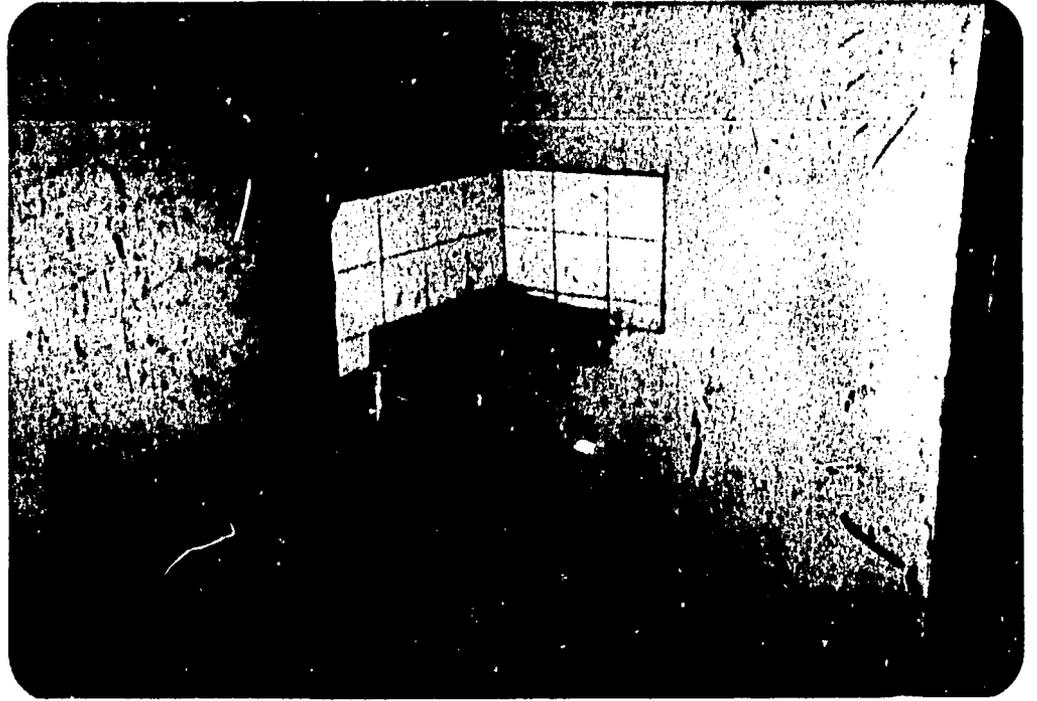
APPENDIX I



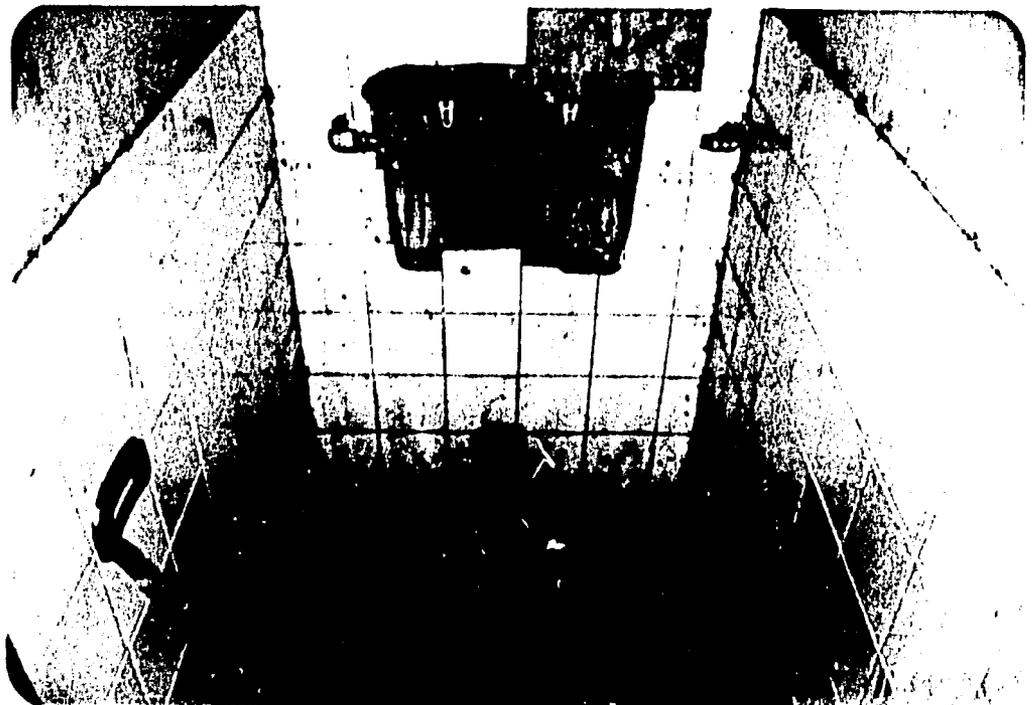
Cooking area at the Cooperative College. Kitchen and dining hall were stripped of all movable property. Since 1978 all cooking has been done out of doors over wood or charcoal fire.



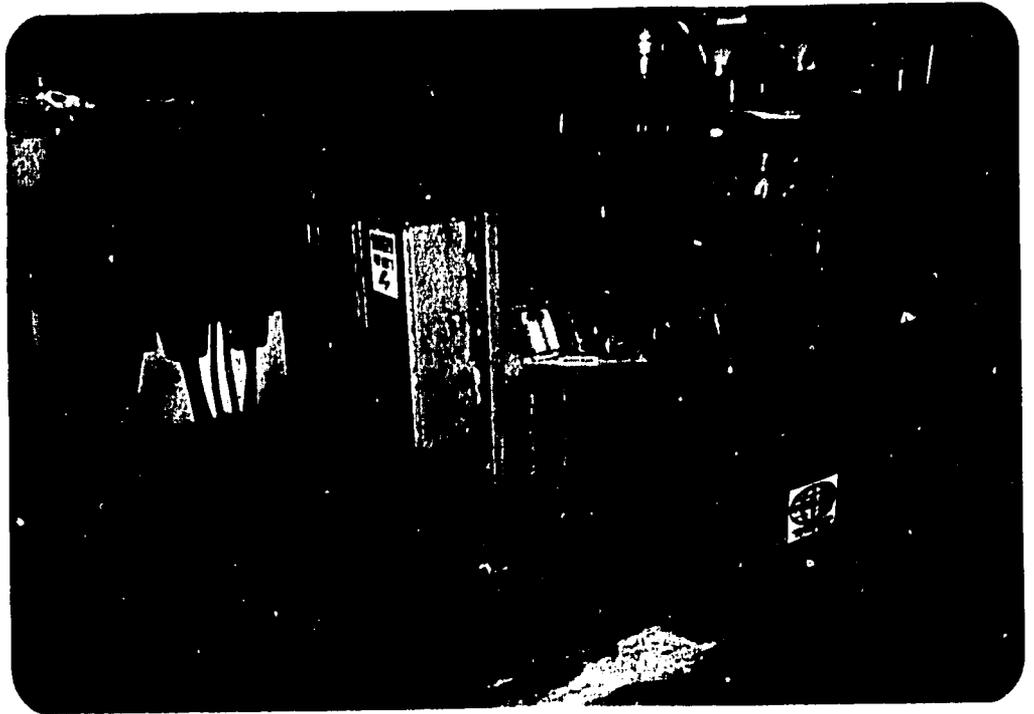
Squatters have built huts on the campus.



This was once a sink. Many of them were torn out.

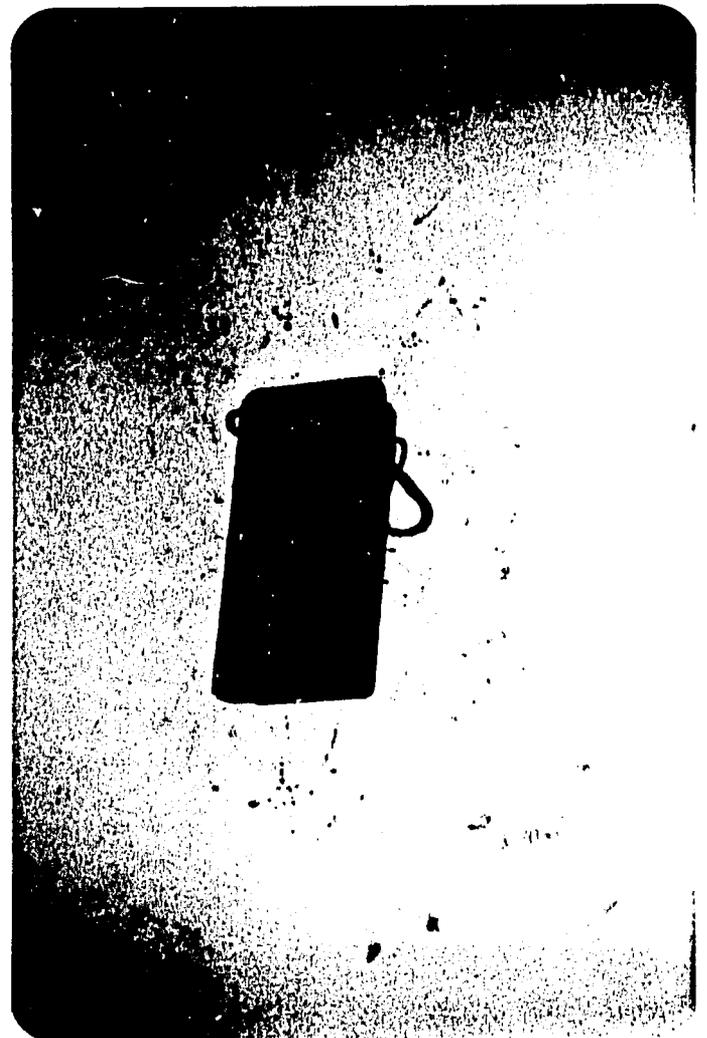


Like the sinks, many of the toilets were torn out of the lavatories, rendering the entire water system useless.

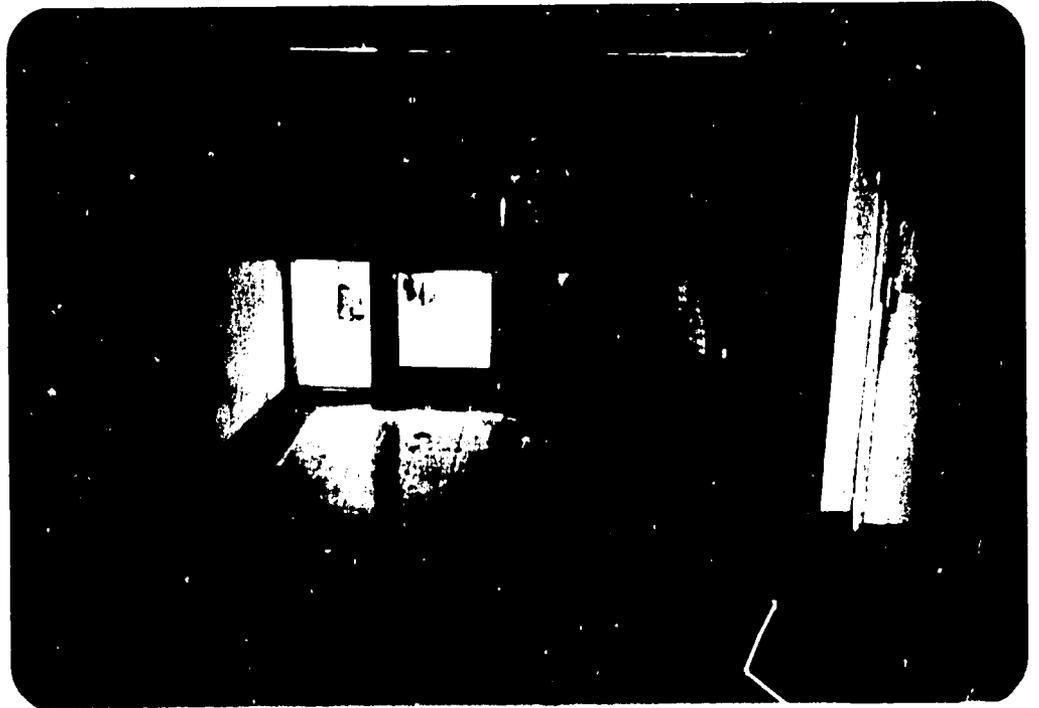


One of the two new diesel generators provided by an E.E.C. grant. However, they cannot be used until all electrical wiring has been repaired.

Cannibalized light switch. Nearly all electrical switches, sockets and outlets were stripped from the college buildings.



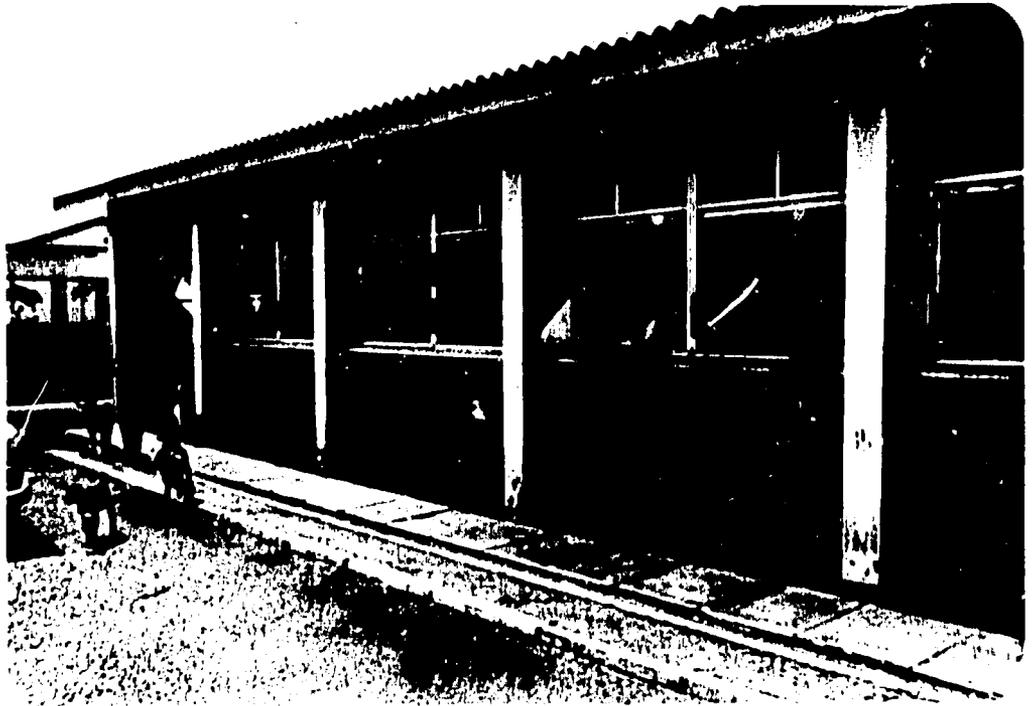
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Administration building with missing door panels. No painting has been done on any of the buildings for many years. Leaking roofs have caused water damage to ceilings and interior walls in several buildings.

One of the college hostels. Every building has some broken window panes and hostels have been stripped of all furniture and most doors. Some beds and mattresses have been acquired since the looting and students have improvised temporary doors or gates to provide some privacy in their rooms. Not all students have beds.





Dining hall with broken and boarded-up windows. Dining and eating utensils are minimal so that most students must provide their own dishes and tableware



Classroom at the college. The four classrooms are equipped with enough chairs and desks to accommodate forty students each, plus a lecturer's desk and mounted chalkboards. Although spartan, the classrooms are adequate.

