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FINAL REPORT
KENYA COOPERATIVE TRAINING
and
EDUCATION SUB-PROJECT
of the
AGRICULTURAL SYSTEMS SUPPORT PROJECT

AID PROJECT No. 615-0169

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INTRODUCTION

This sub-project was a component of the AID-financed Agricultural Sector Support Project for the Republic of Kenya. Other activities of this project included expanding Egerton College, a technical agricultural college; setting up a range research station and providing other technical support for the Ministry of Agriculture and Livestock Development and giving technical assistance to the Agricultural Finance Corporation, a parastatal agency. Long-term academic training of local staff was given emphasis in all areas of the project. Project design work was done in 1978 and some project activities began in 1979.

The agreement between ACDI and the Government of Kenya under which this work was performed was signed May 17, 1980 and actual work in Kenya began July 16, 1980. The primary activity to be carried out under the original agreement was a series of three studies:

1. An Evaluation of Cooperative Education and Training in Kenya with Recommendations for Improvement.
2. Professional and Sub-professional Manpower Requirements for the Cooperative Sector of Kenya.
3. Feasibility Study for the Expansion of the Cooperative College of Kenya.

After the three studies were completed, the two resident advisers and two short-term consultants were directed to provide technical assistance to the Training and Manpower Development Section of the Ministry of Cooperative Development (MOCD) in management, credit and audio-visual training techniques.

For the first two years of the project, the guidelines of the agreement were followed quite closely. The three studies were completed within six months of the arrival of the first adviser. Final reports of the three studies were delivered two months later along with a consolidated report summarizing the findings and recommendations of the three earlier studies. Activity then shifted to the area of actual instruction. ACDI advisers and consultants were called upon to plan seminars, prepare curricula, deliver lectures and coach and train their Kenyan counterparts.

A complete description of activities, results, problems and recommendations for future action was presented in the progress report for the period January 1 to June 30, 1982. At that time an amendment to the agreement was being negotiated and it was realized that activities and assistance in the coming two years would be in different areas and directions than they were in the first two years of the agreement. Therefore, the semi-annual progress report was expanded to review results, activities and recommendations generated over the entire two-year period and to include final reports from the four specialists who provided technical assistance. The consolidated report prepared in 1980 provided a concise account of the findings and recommendations of the three studies.

The following report covers the period from July 1, 1982 to June 30, 1984.

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BACKGROUND

The amendment negotiated in April and May of 1982 and signed on July 14, 1982 made the following important changes in the agreement between ACDI and the Government of Kenya:

- a. The contract was extended for an additional two years;
- b. The term of the cooperative training specialist (project leader) was continued for another two years with new duties as adviser to the principal and the vice president/director of studies at the Cooperative College of Kenya;
- c. ACDI was to be responsible for financing and programming the overseas training of 20 long-term academic and 20 short-term non-academic training participants;
- d. In-country training seminars were to be provided by the contractor and funds to conduct these seminars were to be included in the budget for the contract;
- e. ACDI was to provide technical assistance to the cooperative college by purchasing textbooks and reference books; by conducting seminars for the college faculty and by supporting field studies by college lecturers; and
- f. The budget for the contract was increased by \$1,438,563.

USAID did not allocate additional funds to support cooperative training. It merely authorized ACDI to use money for previously-designated purposes. The amendment, then, was more of a change in administrative procedure than in the USAID program. This change was suggested by the AID Mission project officer for several reasons.

First, the Ministry of Cooperative Development failed to make proper use of money and resources made available under the Agricultural Systems Support Project. After three years, the ministry had used only \$800,000 of the \$2,200,000 allocated for training. Out of 50 participants scheduled for long-term academic training during the five-year contract, only six had started training in the first three years. On the other hand, in three years the ministry sent 106 short-term participants to the US even

though project goals called for only 50 during the five-year life of the project.

Second, the procedure of placing participants in US universities, as handled by USDA, was very slow and cumbersome, frustrating the applicants. Communication between the AID mission and USDA was very poor and applicants sometimes waited as long as one year for information about their application status.

Third, the process of selecting participants within the ministry was handled poorly. The AID project officer repeatedly requested an annual plan identifying individuals selected and training required, but this information never was provided.

For these reasons, the AID mission proposed that ACDI assume financial and administrative responsibility for both long-term and short-term overseas training for all future participants from the Ministry of Cooperative Development. The AID mission also proposed that ACDI administer financial support for in-country training. To finance this training, all remaining funds from the original allocation of \$2,800,000 which were not already either spent or ear-marked were transferred to the ACDI contract. In May 1982 this amount was estimated by the AID mission to be \$1,438,563, the amount stated in the amendment. Training goals then were established based on the money available.

The other change in direction for this sub-project in July 1982 was the provision of technical assistance specifically to the Cooperative College of Kenya. While the college, as a division of the Ministry of Cooperative Development, was eligible for assistance under the original agreement, little work was done with the college in practice because the ACDI advisors were stationed within the training section of the ministry and the latter seemed to have a competitive relationship with the college.

This change was important. Previously, nearly everyone at the college and within the ministry expected USAID to finance a large building expansion project at the college. The three studies funded by USAID supported the expansion; USAID was funding a large expansion project for Egerton College and an architect's drawing of the new buildings for the cooperative college already existed. In fact, USAID never planned to donate money for construction although the agency encouraged the Kenyan government to seek funds elsewhere. By mid-1982 it was becoming apparent that the downturn in the world economy and the resultant Kenyan government austerity program would preclude any major expansion of the college in the near future. Therefore, college administrators and lecturers needed to place greater emphasis on improvements in

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programs and techniques so that more training could be provided within their existing facilities.

PROJECT ACTIVITIES

Long-Term Training

After ACDI was given responsibility for administering all remaining AID training funds, the first priority became the selection and placement of the 20 long-term participants called for in the objectives. Since most of the participants would need two years at a university to complete their degree requirements and the project completion date was March 31, 1985, it was obvious that all of the participants would need to start their programs no later than March 1983. This seemed reasonable when the amendment was being drafted in April 1982 but it was not signed until July of that year which created a time problem.

When discussing selection criteria for long-term trainees, it was learned that ministry officials tended to think of long-term academic training as being appropriate only for bachelor degree holders who could acquire master's degrees. Eighteen people in this category had already been selected and thirteen were waiting for placement or attempting to satisfy graduate placement requirements. It would be difficult to find additional candidates for graduate school who were well-qualified (several of the 13 were marginal); were interested in leaving Kenya for a two-year overseas program and who could be released from their jobs.

Employed by the ministry were a large number of very capable cooperative college diploma holders, each with several years experience with the ministry, who were prevented from promotion to higher level jobs by their lack of degrees. The only local university, the University of Nairobi, would not grant these diploma holders any transfer credits or special consideration for entry which hindered their attempts at further education.

ACDI provided a solution by finding several American universities which would accept transfer credits from the Cooperative College of Kenya. At the suggestion of the ACDI training adviser, the ministry agreed to use 12 of the 20 long-term training opportunities to sponsor diploma holders for further study in the United States for bachelor's degree. The remainder of the long-term training opportunities were to be used for the best-qualified individuals in the pool of 13 degree holders who had earlier been selected for master's degree programs.

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A complication developed when the USAID mission failed to stop its own placement procedures on July 1, 1982 as intended by the amendment agreement. Four individuals from the pool of 13 were placed in universities and sent overseas between July and September. Following the procedures which had been used for the previous three years, the AID mission funded these participants by ear-marking some of the money in the \$2.8 million MOCD training grant. When added to the expenses of the 14 short-term participants sent to the United States during the same period, the mission discovered it was over-committed by \$261,926 because the remainder of the \$2.8 million training grant already had been used to increase the training component in the ACDI contract. A letter from AID Mission Director Allison Herrick dated December 16, 1982 informed ACDI of this fact and proposed a reduction in the ACDI training budget by that amount.

ACDI and the ministry then agreed to reduce the goals for the number of long-term participants from 20 to 18. For the ministry, the number of long-term participants actually increased, however, because it now had four additional participants through direct AID-USDA placement.

In January 1983, USAID Project Officer Charles Hash notified ACDI that the project completion date for overseas training was being changed from March 31, 1985 to June 30, 1986. This change eliminated a major concern, because several of the participants could begin their programs at their preferred university only at the beginning of an academic year, in August or September. The March 31, 1985 completion date previously in effect made it impossible to complete a two-year program before the end of the contract.

<u>Name and Start Date</u>	<u>Training Status and Objective</u>	<u>Institution and Completion Date</u>
H.D.C. KARIUKI January 1983	M.B.A.	St. Louis Univ. May 1984
J.N. GACHARA March 1983	B. Sc. Agriculture Economics	Univ. of Georgia June 1985
O.C. OWINY March 1983	B. Sc. Agricultural Economics	Univ. of Georgia June 1985
J.K. KEITANY March 1983	B. Sc. Agricultural Economics	Cal. State Univ.--Chico May 1985
K.S. NYIRUU March 1983	B. Sc. Agricultural Economics	Cal. State Univ.--Chico May 1985

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S.M. MIRINGU March 1983	B. Sc. Agricultural Economics	Penn. State Univ. December 1985
M.M. MWATUA April 1983	B. Sc. Accounting	Tuskegee Institute December 1985
H.A. MBOGO May 1983	B. Sc. Accounting	New Mex. State Univ. August 1985
N.C. CHUNE 1983	M. Sc. Economics	Virginia State Univ. May 1985
I.M. IBRAHIM May 1983	B. Sc. Accounting	Tuskegee Institute December 1985
S.O. RAGAMA 1983	M. Sc. Business Education	Univ. of Wis.-Madison May 1985
A.W. MUNENE June 1983	B. Sc. Adult Education	Cornell Univ. December 1985
O.G. MWASI August 1983	B. Sc. Agricultural Economics	W. Va. Univ. August 1985
*O.J. OMARI August 1983	B. Sc. Agriculture Economics	W. Va. Univ. Terminated Oct. 1984
J.M. MAINGI July 1983	B. Sc. Accounting	Southern Univ. December 1985
F.N. MUTIRIA August 1983	Master's of Management Development	Beacon College May 1984
J.K. KARU August 1983	M. Sc. Economics	W. Illinois Univ. May 1985
R.H. ACPESAH August 1983	M. Sc. Economics	W. Illinois Univ. May 1985
**C.G. KIONGO May 1984	B. Sc. Business Admin.	Montclair State Univ. August 1985

* Program cancelled October 1984 due to illness of participant with poor prospect of recovery.

** Transferred to ACDI for 15 months for additional training when USAID-USDA funding was exhausted but before training objective was achieved.

WM. OKUMA
July 1984

M. of Management

A.D. Little Institute
August 1985

Of the 20 participants, 19 completed their degree objectives. Only one participant, I.M. Ibrahim at Tuskegee, reported a serious cultural adjustment problem. Although he frequently complained of conditions at his school and expressed a desire to terminate his program early, he performed quite well academically. Several of the participants achieved outstanding grades. Owiny at the University of Georgia consistently made the Dean's List and graduated June 8 with honors. I.M. Ibrahim at Tuskegee Institute also consistently achieved a 3.5 or higher average and both he and Mercyline Mwatua took part in Tuskegee's Annual Scholarship Convocation. J.M. Maingi at Southern University was nominated to have his biography published in the eighth annual edition of the National Dean's List, 1984-85, a publication recognizing academically gifted students. All seven of the master's degree candidates, H.D.C. Kariuki, F.N. Mutiria, R.H. Achesah, J.K. Karu, N.C. Chune, S.O. Ragama and W.M. Okumu, maintained excellent academic standards.

In addition to the academic training, all of the participants were invited to take part in on-the-job training at agricultural cooperatives while in the United States.

During semester breaks, the Farm Credit Banks of Baltimore, St. Louis, Sacramento, Wichita, and Jackson arranged orientation and training sessions of two to four weeks duration in the home and district offices of their banks for cooperatives and in their local production credit associations (PCAs). Agway, Inc. in Syracuse; Growmark, Inc. in Bloomington; Farmland Industries in Kansas City; and Southern States Cooperative, Inc. in Richmond also provided training opportunities. Three participants took summer courses at the University of Wisconsin's University Center for Cooperatives and one took part in the Center's fall seminar as part of his graduate degree program at the University of Wisconsin. Two other participants lived with a farm family for three weeks, helping with all aspects of the farm and visiting the local PCA and cooperatives. They also took part in a two-month practicum arranged especially for them with county extension officers, the Tennessee Valley Authority, USDA Agricultural Stabilization and Conservation scientists, administrators in the Farmers Home Administration, the Soil Conservation Service and Farmers Credit Bureau. All participants took part in a management communications seminar or an AID mid-winter seminar during Christmas semester breaks.

In summary, the stated goal of training 18 long-term academic participants was exceeded.

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Short-Term Overseas Training

Because MOCD had utilized the short-term overseas type of training extensively from 1979 through 1982, training a total of 106 participants, a decision was made to reduce the rate drastically and reserve funding for only 18 participants in the final two years of the project. The Directorate of Personnel Management of the Government of Kenya supported this change because it had observed that too many short-term overseas training trips by government employees were not productive. Nearly all of the earlier short-term overseas trainees had attended short courses at USDA and many of these courses were only marginally relevant for MOCD employees. A commitment was made to enroll participants only in courses which could have a direct impact upon their job performance.

In the Ministry of Cooperative Development, the permanent secretary and the commissioner of cooperatives and their deputies were all quite new to cooperative development, having been transferred into their positions after serving in other ministries. It was decided, therefore, to give these people first priority for short-term training. Because these top administrators found it difficult to be absent from their offices for long periods, special training tours of cooperatives in the United States were arranged to give the participants the maximum amount of information about American cooperatives in a three-week period. Even though these tours were scheduled for dates requested by the participants, late cancellations were a continuing problem. The tour for the commissioner of cooperatives development was cancelled on three earlier dates before being completed in August 1984.

A list of the participants in this training category follows:

<u>Name and Title</u>	<u>Dates and Length of Course</u>	<u>Course and Location</u>
C.O. OKOTH Unit Head, Credit & Banking MOCD	May-June 1983 6 weeks	USDA Strategies for Developing the Ag. Sector Texas Tech. Univ.
HUSSEIN SORA Legal Officer MOCD	Aug.-Dec. 1983 16 weeks	Cooperative Management & Education Seminar, UCC, Madison, WI

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M.W. GACHAGO Head, Training Sec. MOCD	March 1984 3 weeks	Study Tour of U.S. Cooperative Organizations & Operations
M.N. MWANIKI Head, Legal Section MOCD	March 1984 3 weeks	Study Tour of U.S. Cooperative Organizations & Operations
H.A. EDAGWA Head, Accounting Sec. MOCD	June 1984 3 weeks	Study Tour of U.S. Cooperative Organizations & Operations
E. MUREITHI Dept. Commissioner MOCD	June 1984 3 weeks	Study Tour of U.S. Cooperative Organizations & Operations
G. WAMALWA Asst. Commissioner MOCD	June, 1984 3 weeks	Study Tour of U.S. Cooperative Organizations & Operations
H. SHIVACHI Lecturer Cooperative College	Sept.-Oct. 1984 6 weeks	Curriculum Development Cou I.L.O. Training Center, Turin, Italy
J.K. ILAKO Commissioner of Co-op Dept.	Jul.-Aug. 1984 2 weeks	Study Tour of U.S. Cooperatives
J.M. MWANGI Provincial Coop. Training Officer	Aug.-Dec. 1984 16 weeks	Cooperative Management & Education Seminar, UCC, Madison, WI
G. OKOYE Lecturer, Accountancy Coop. College of Kenya	Aug.-Dec. 1984 16 weeks	Cooperative Management & Education Seminar, UCC, Madison, WI
G.N. OSEKO Provincial Coop. Training Officer	Aug.-Dec. 1984 16 weeks	Cooperative Management & Education Seminar, UCC, Madison, WI
J. MUHORO Dept. Perm. Secy. MOCD	September 1984 3 weeks	Study Tour of U.S. Cooperatives
J.B. KIIOH Asst. Comm. Coop. Development	Oct.-Nov. 1984 3 weeks	Study Tour of U.S. Cooperatives

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The total number of participants, 14, was less than the target figure of 18. This was, however, the result of an intentional shift of funds from support of short-term, non-degree training programs to long-term academic degree programs. ACDI was able to locate high quality masters degree programs which could be completed in 12 months. F.M. Ngoci was placed at Beacon College for an M.B.A. and William Okumu was sent to the A.D. Little Institute for a masters in management. In addition, the funding of Cecilia Kiongo for an additional 15 months of study at Montclair State University was assumed by ACDI in 1984 at the request of USAID and MOCD because Kiongo could not complete the work necessary for her bachelor's degree within the time and funds allowed under the initial USAID program. Therefore, the decrease in the number of short-term trainees and the increase in the number of long-term trainees was a positive accomplishment because it shifted the total ministry training accomplishments closer to the original ASSP goals of 50 long-term and 50 short-term participants.

In-Country Training

During the second two years of the sub-project, ACDI's emphasis shifted from providing advisers and consultants for instructional duties to a more administrative and advisory role. It was unfortunate that the agreement signed in 1980 did not give ACDI control over funds to that it could sponsor courses and seminars while the technical advisers were in-country. Kenyans and others provided the actual instruction for numerous courses. Funds for such courses were included in the \$2.8 million USAID grant to the ministry. Kenyan government procedures to use the funds were, however, so cumbersome and so poorly understood that none of the money was ever used for in-country training before administration of the fund was transferred to ACDI.

The ACDI cooperative training adviser served as an instructor at the Senior Management Seminar for Cooperative Union Managers and District Cooperative Officers, and he provided three and one-half days of training about personnel management and organization to 23 participants. This seminar, held in October 1982, was the fifth in a series sponsored by the Nordic-Kenyan Cooperative Development Project. No additional seminars in this series were scheduled because it appeared that all of the union managers who would attend had already done so.

The ACDI adviser also instructed 45 ministry field training specialists at the National Cooperative Trainers Conference in training techniques in September 1983. During the same month the adviser spent two days training 21 U S Peace Corps Volunteers

newly assigned to Kenya. Subsequently, ten volunteers were assigned to work with cooperatives, a significant move because no volunteers had been placed with cooperatives for three years following problems which occurred in 1980. The training provided by ACIDI was the only training in cooperative principles, organization and operations received by these volunteers.

Two workshops for cooperative college lecturers were very important to the changes being promoted at the college. In April 1983, a ten-day workshop on educational material writing was held at Kakamega using facilitators recruited from the University of Nairobi and the Kenya Institute of Education. The use of these specialists introduced the lecturers to available local resources. The workshop continued promoting the use of books and manuals at the college to reduce the lecturers' reliance on traditional lecture teaching methods. Because many of the subjects taught at the college contain information and procedures unique to Kenyan cooperatives, no suitable books or manuals exist and it is necessary for college faculty and staff to write and print their own. A complete report of the workshop proceedings was published by the college and is included as Appendix 1 of this report. The total cost of presenting this high-quality workshop with seven full days of instruction at a comfortable facility to 22 participants was \$11,750, or \$76 per person per day of instruction. The cost of sending a participant overseas for short-term training during this same period averaged more than \$200 per day of actual training.

The second workshop, on participatory teaching techniques, was held at the college in April 1984 and trained the lecturers in several methods other than lecturing. ACIDI recruited two consultants who were experienced college classroom teachers and cooperative trainers to assist team leader Jim Guderyon in presenting this seminar. Appendix 2 gives a complete description of the activities during this five-day workshop. Participant evaluations of this seminar indicate that it was superb. Again, the cost of training was very low because local facilities were used. A more complete explanation of how these workshops fit into the program of assistance to the college is in another section of this report on cooperative college technical assistance.

A project within MOCD to improve cooperative member education programs in remote areas of Kenya was supported with ACIDI funds. The ACIDI cooperative training specialist played a key role in developing training materials. Field trainers in Kenya had long complained that the conventional materials and programs provided them had been developed for the coffee, dairy and pyrethrum cash-crop areas but were useless in reaching remote areas and the people who most needed the materials.

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At the request of MOCD training officers working in two remote districts, Isiolo and Marsabit, in mid-1983 the training section head authorized a study of the problems of conducting member training programs in these districts. A team composed of two training specialists from ministry headquarters, the provincial cooperative training officer, the district cooperative training officer and the ACDI cooperative training specialist spent one week surveying each district and observing activities such as an annual general meeting, management committee meetings, member training days and local cattle and goat markets. The team also observed village cooperative leaders and local authorities such as chiefs, traders, teachers as well as officers from other ministries working in the districts. Transportation for these studies was provided by advisers working for the Farm Input Supply Scheme, a project sponsored by DANIDA to assist cooperatives in establishing farm supply supply stores. The advisers working on this scheme were interested in supporting the study because they had observed the failings of previous efforts at member education in these areas.

Following the field studies, all of the officers who had participated were called to a meeting to discuss the identified problems and develop a strategy to overcome them and deliver effective membership training in remote areas. While many problems were identified, not the least of which was a continual shortage of money and other resources, the list was eventually narrowed to the following eight items as being common to the areas under study. These problems are not common to more developed and prosperous areas of Kenya.

- o Distances - Societies may be separated from other cooperatives or settlements by as much as 60 kilometers.
- o Communication - Phone service is completely lacking in these villages and postal service is questionable.
- o Security - Bandits have been a serious problem along roads in this area and armed police must ride with each vehicle.
- o Roads - Because of sand and/or mud, travel is possible much of the year only by four-wheel drive vehicle.
- o Educational Levels - The literacy rate is estimated to be only five percent in these areas.

- o Language - Few people speak Kiswahili, and most information must, therefore, be presented in the local language.
- o Nomadic Lifestyle - Most families have herds and travel great distances for forage.
- o Visual Aids - Posters and signs are not understood and are, therefore, ineffective.

The committee then considered educational techniques which would work within the many given constraints. With the help of George Reche, a specialist in adult education with the University of Nairobi Institute for Adult Studies, committee members agreed upon a strategy for training a small cadre of leaders from each cooperative and coaching them in techniques for educating other members from their cooperatives. Since time is seldom a limiting factor for village people, it was agreed that a two-week training period was reasonable. And since a central problem was lack of literacy, it was agreed that all instruction would be verbal or by very simple diagrams and illustrations. Wherever possible, participation or visual instruction would replace lectures. Finding a common language was sometimes a problem but committee members agreed that several leaders fluent in Kiswahili could be found in each village.

With a general training strategy in mind, the committee next discussed the information and ideas which should be presented to a group of village leaders trying to organize a new cooperative or promote a small and weak cooperative. The information was grouped into ten topics:

- What is a Cooperative?
- Benefits of Cooperation
- Cooperative Membership
- Duties and Responsibilities of a Cooperative Member
- Cooperative Society Finance and Loans
- Elections
- The Ministry of Cooperative Development
- Farm Supply Store Operation
- Using Farm Inputs
- Teaching Others about Cooperatives.

After a general outline of topic ideas was prepared by the committee, the ACIDI adviser was given the task of organizing them and writing a manual to serve as a guide to instructors teaching the course to village leaders. The artist and team member from MOCD's training department audio-visual section was asked to prepare simple illustrations for the ideas.

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The curriculum developed for this course differed greatly from the member education materials then in use by the ministry and cooperative college. Most existing materials dealt with procedures or legal technicalities. The newly-prepared information for nonliterate members was kept brief and emphasized the benefits of cooperatives. Much repetition and discussion was planned and participants were required to verbalize the ideas and translate them into another language.

The training of village leaders was conducted in Kiswahili and the lessons in the instructor's guide were translated into that language so instructors would not be in the position of reading English while speaking Kiswahili. John Mwirigi, the publicity information officer with the Kenya National Federation of Cooperatives (KNFC), was very helpful in providing accurate Kiswahili translations of some terms which have a specialized meaning for cooperatives. He regularly edits the KNFC magazine with articles in both English and Kiswahili.

The selection and recruitment of village leaders to attend the pilot courses planned in Isiolo and Marsabit districts was left to the respective district training officers. Leaders were found who fitted the criteria established by the committee and were available to attend the course on the dates established for Isiolo and Marsabit townships. A trip to each village by the district training officer was necessary and again FISS advisers provided transportation.

Eastern Province Cooperative Training Officer K. I'Manyara, and Isiolo District Training Officer George Murugu, were selected as instructors for the two pilot courses because of their involvement as members of the study team, their fluency in Kiswahili and their skill and experience as trainers. Guderyon coached them in special techniques for leading discussions, organizing seminars and educating adults. The Marsabit course started February 26, 1984 and was completed March 7. The Isiolo course ran from March 18 through 28. The instructors worked from draft copies of the instructor's guide written by Guderyon and made numerous corrections and improvements during the two courses.

After the two pilot courses, a final meeting of the committee was held to evaluate results and review the curriculum. All members were anxious to continue this type of training for members in remote areas. A recommendation was made to print 10 copies of the instructor's guide with the improvements suggested by the instructors during the pilot courses. This instructor's guide appears as Appendix 3. Plans were made by the ministry to conduct a follow-up study of the participants' cooperative educational activities 90 days and 180 days after the course

because the ACDI adviser would no longer be in the country on those dates.

Contract funds were used to support several in-country training activities at which ACDI personnel provided no technical assistance. In February and March 1984, two two-week seminars on adult education for union or society cooperative education and publicity officers (CEPO) were held. Arrangements were made and leadership was provided by KNFC using a program and materials provided by the International Cooperative Alliance. Approximately \$11,000 was provided by ACDI to pay all expenses for 59 participants at these two-week seminars.

Each year during the life of the Agricultural Support System Program, USAID sponsored an in-country seminar on a topic of common interest to the five participating ministries or agencies. Each ministry was allocated five seats at the seminar. After the 1982 contract amendment, ACDI was requested to pay the pro-rata portion of these seminar expenses for the MOCD participants. Expenses for these four-week seminars average about \$900 per participant; ACDI paid nearly \$9,000 to sponsor ten participants to these seminars in 1982 and 1983. No seminar was held in 1984.

The ACDI cooperative training specialist continued through the second two-year period to serve as an adviser to various members of the ministry training staff on an informal basis. Because the adviser worked with a great number of different individuals at two different locations, there was no plan to establish a "counterpart" relationship. It was possible to provide a positive influence toward improving the quality of training programs by offering program ideas and materials, suggesting participant evaluations, reviewing and editing articles and setting a high standard for instruction. The high turnover of staff in the training section limited development of individuals, while the GOK's austerity programs throughout the period caused a cut-back in ministry training activities.

Technical Assistance To The Cooperative College

Assistance to the college was designed to help bring about some of the improvements in training recommended in the the 1980-81 study report, "An Evaluation of Cooperative Education and Training in Kenya with Recommendations for Improvement." As explained earlier in this report, no funds were available to carry out the recommended building program and emphasis was placed upon increasing the efficiency of the education process so that more people could be trained within the existing facilities.

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A project to revise the curriculum of the college in order to eliminate extraneous material or duplication between courses and to update the material to make it consistent with the current needs of the cooperative sector was begun in 1982 by the college with some financial support from the Nordic-Kenyan Cooperative Assistance Project. All of the college lecturers were involved in the initial work and received advice from the KNFC, Nordic advisers and ACDI advisers. Committee work within the college continued through 1983 and the first classes under the new curriculum structure began in January 1984. The detailed syllabus for the new curriculum was published in early 1984.

The major change was the replacement of the former administration, bookkeeping and management courses (ABM-I and ABM-II) with a single new course on cooperative business management, which is a six-month course designed to train secretary/managers of middle-sized primary societies and department managers of cooperative unions. For the present, the two-year certificate course in cooperative business administration continues. Plans have been made to change this course in the future to one year after completion of a prerequisite six-month cooperative business management course. A higher level course, the two-year diploma in cooperative business administration, designed primarily to train junior level cooperative officers for the ministry, was not changed significantly.

Most of the ACDI assistance to the college is used to improve the effectiveness of individual teachers. The limiting factors at the college, as identified in the earlier study, were the heavy reliance upon the lecture method of instruction and the shortage of textbooks. Both of these constraints have been addressed.

Ten thousand dollars in contract training funds were allocated to book purchases in 1982-83 to provide for the purchase of 798 volumes. These books will satisfy the most immediate needs in subjects on which published textbooks are available including general economics, accounting, English law, marketing, management, agricultural economics, Kenyan law, statistics, auditing, business administration, finance and taxation. In addition, 157 volumes of reference books, some of which were donated, were provided for the reference library, along with subscriptions to five periodicals.

In 1985-86, additional funds became available because academic trainees completed their programs at lower costs than anticipated. These funds were used to purchase additional books.

To ensure that purchased books were those most needed by the college, all requests were initiated by the lecturer teaching

the subject Requests then were reviewed by the academic department head and later by the director of studies. Use of Kenyan-published books was encouraged but few were available and most had to be purchased in the US or Great Britain and shipped to the college.

These purchases greatly improved classroom instruction at the college by allowing the teacher to rely upon a textbook to introduce ideas and concepts. The reference library is, however, still seriously limited and badly outdated. A program of continuing purchases of books and periodicals will be necessary to make the reference library useful.

The college's production facility is another area of need. Many of the subjects taught at the college, perhaps one-fourth of the total, are unique to Kenyan cooperatives and no text or manual for them are available. The college must, therefore, maintain an ability to produce books, pamphlets, manuals and monographs in order to maintain high quality instruction. A small amount of ACDI training funds was used to purchase paper and type manuscripts so classroom instruction could benefit from project-supported activities like lecturer field studies. On a continuing basis, the Government of Kenya must accept the cost of producing educational material as an essential part of operating the college.

The study of cooperative education in Kenya noted that, although the college's lecturers were relatively well-educated with most holding degrees in appropriate fields, they lacked practical experience. This deficiency was apparent in many classrooms where lecturers tended to present information and ideas learned from university courses but failed to develop the practical application of such knowledge to the Kenyan cooperative setting. To provide lecturers with direct involvement with cooperatives, ACDI agreed to provide travel and per diem expense funds for visiting cooperatives on planned, approved study trips. Trips establishing practical application of classroom information were granted approval and a formal report was required upon completion. The form used to gain approval is included as Appendix 4. Completed and signed approvals for all study trips are on file at the college.

To maximize the \$17,500 allocated for field studies, participants were required to use public transport and a lower per diem rate than the GOK's was established for them. Nearly all lecturers participated by scheduling study tours during weeks when students were on holiday. Twenty-nine individuals were funded for 36 trips totalling 448 days, an average of 12.4 days per trip at an average cost of less than \$30 per participant per day. The

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balance of the fund, more than \$4,000, was used for typing and reproducing the reports and documents generated by the field studies.

Unfortunately, there is no quantitative way to measure the effect of this field experience on the lecturers' performance in the classroom. From a subjective observation, the activity was valuable for motivation. This was the first occasion for some of the lecturers actually to view a farmer cooperative in operation and to observe the work for which their students were being prepared. A single visit of 12 days cannot be considered adequate field experience, however, with the low cost of this program it should be possible for the college to continue a limited amount of field travel for lecturers needing the experience or wishing to be involved in field studies.

In the previous section of this report about in-country training, two workshops for college lecturers were described. The topics for those workshops, educational material writing and participatory training techniques, were selected to provide the lecturers with training in skills needed to achieve the overall objective of ACIDI's technical assistance to the college, that of improving educational efficiency at the college. A shift away from the traditional reliance on the lecture method of instruction was encouraged and made possible by all of the following activities:

- a. Purchasing textbooks.
- b. Teaching lecturers to write educational material.
- c. Sponsoring lecturers for field study to gather data on cooperative operations for use in the classroom.
- d. Printing or reproducing articles and manuscripts for use in the classroom.
- e. Conducting workshops for lecturers to study and practice instructional techniques other than lecturing.

Long-term academic training was not targeted specifically for the college faculty but several did participate through the ministry. During the span of the ASSP, four lecturers participated, two diploma holders got first degrees and two first degree holders took master's degrees. Several lecturers also participated as short-term, overseas, non-academic participants, including one who attended a six-week curriculum development course at the International Labor Organization Training Center at

Turin, Italy. Both long and short-term participants were selected through previously established procedures used by the Kenya civil service.

PROBLEMS ENCOUNTERED

In retrospect, several problems can be identified as constraints on the effectiveness of the sub-project. A review of these problems could be of value to those who will be designing and administering similar projects in the future.

The project design contained a major handicap in separating technical assistance to MOCD from the training funds. For the first two years of the agreement, ACDI was contracted to provide 40 person-months of technical assistance in addition to time spent on the three studies. The primary focus of ACDI's technical assistance was to be instruction at seminars and training courses for cooperative managers and staff. The funds for these courses were, however, held by USAID and administered by MOCD and ACDI could not gain access to them and GOK preferred not to use them for local training. Therefore, less in-country training was accomplished, particularly for cooperative movement employees, than could have been done by the ACDI staff available at the time. As explained at the beginning of this report, training funds were transferred to ACDI in July 1982 but that was after the management and credit training specialists had completed their tours.

ACDI technical assistance to MOCD was provided through an 80/20 agreement, that is, 80 percent of the cost was to be paid by USAID and 20 percent by GOK. The government was entitled to contribute its 20 percent by providing "in kind" services, which it did by providing office space, transportation, secretarial services, training facilities and supplies. This arrangement had both positive and negative effects.

On the plus side, the office and transport arrangements caused the ACDI advisers and consultants quickly to become an integral part of the ministry. Working with the same limited facilities and supplies forced the ACDI trainers to adapt quickly to local conditions and conduct training classes which could be repeated by Kenyan trainers. If ACDI had been allowed to equip and operate an American-type training office and classroom, the ACDI personnel might have been more effective, but it would have been difficult for ministry staff to continue the practices at project conclusion.

The negative effect of the 80/20 arrangement was the lack of efficiency and productivity experienced by the ACDI trainers.

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They were completely dependent upon the Government of Kenya for services such as typing, phones, transport, supplies, and, most seriously, funds to pay costs for participants to attend training courses.

The GOK austerity program had some major effects on the level of activity throughout this project and on the results which could be achieved. The ASSP and this sub-project were drafted in 1978 and 1979 when the Kenyan economy was benefiting from three years of record-setting coffee prices. Cooperatives, the national economy and the government were all expanding rapidly. By 1980, a serious downturn was obvious and it continued through 1982. The government was forced to control expenses during a period of high inflation; many services were trimmed and expansion plans cancelled. For example, the ACDI contract called for an audio-visual training specialist to equip and train staff in a small production unit for MOCD. After the first two-month visit by the specialist, the whole idea was dropped by the ministry in a budget cut. As another example, according to the contract transport for ACDI technicians was to be provided by the ministry, and it was for the first six months, but in early 1981 it became difficult to get approval for travel in a government vehicle. ACDI personnel responded by using their own vehicles for essential travel. By 1983, government travel funds were so limited that it was frequently necessary to pay travel allowances to government employees from project funds so they could attend in-country training courses. High ranking officers with vehicles and drivers had to be reimbursed for fuel and the driver because the government would not approve travel. The austerity program was necessary. The government of Kenya is to be complimented for acting responsibly during a period of falling revenue but it must be recognized that project activities were significantly reduced because of it.

Another problem was the turnover in MOCD personnel. Most serious were the changes that occurred in the training and manpower development section and the individual with whom the team leader worked most closely, the one who approved all training plans and expenses and nominated all overseas training participants. From July 1980 to June 1984, four different officers were head or acting head of this section. In the following year, while overseas training continued, two other officers were head of the section. During the four years of technical assistance, three different individuals held the very influential post of commissioner of cooperative development. Turnover at lower-level positions in the training section were within a range considered normal.

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At the cooperative college, turnover was actually quite low during the four years of the project. A new principal was named after the death of the previous principal in October of 1982. A new vice-principal was named in early 1984. These were the first changes in college administration in almost ten years.

The frequent changes in the head of the MOCD training section stems from the fact that within MOCD, and the GOK as a whole, training is not regarded as a professional specialty as is accounting or law. The position is regarded as a purely administrative one which can be filled by any capable administrator. As long as this attitude persists, it will be difficult to develop any professionalism within the section.

RECOMMENDATIONS FOR FUTURE ACTIVITIES

The feasibility study for the expansion at the Cooperative College of Kenya provides the plans for future assistance to Kenya in the field of cooperative education and training. This report, submitted by ACDI in 1981, is still a valid evaluation of the educational needs of the country. Financing for the entire building project is not likely to be available in the foreseeable future. The continuing education center should, however, be considered first for building, because this center would put the college in the position of dealing directly, and on a continuing basis, with the operational problems of the country's cooperatives. Lecturers would benefit greatly from continual interaction with cooperative managers attending seminars. The role of the college would shift in favor of training movement employees, rather than government employees, and the college would be better prepared to provide pre-service training for both movement and government employees.

The cooperative movement in Kenya is already well-established and broadly-based, reaching roughly one-half of the people in the country. Future projects should, therefore, seek to improve the efficiency of operations in these cooperatives and to help the more advanced unions grow through both forward and backward integration. Coffee, by far the highest value product marketed through cooperatives, is fully processed by cooperatives up to the point of sale for export but opportunities exist for further processing of milk, poultry, beef, maize, fruits and vegetables.

Technical assistance in specialized areas such as marketing, processing, distribution, finance, manufacturing, transportation, data processing or other business specialties could help cooperatives provide a better market for members'

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produce while also generating new jobs in rural areas. Although an earlier failure of a national horticulture union has dampened enthusiasm for cooperative marketing of fruits and vegetables, the great difference between producer prices at the farm and consumer prices at the city markets suggests that a well run cooperative could be successful if prepared to market domestically as well as export. Similar opportunities exist for beef, poultry and eggs.

Backward integration to give members a greater degree of control over farm inputs like fertilizer, chemicals, hand tools, building supplies and seeds may be possible through joint procurement by all cooperatives. A national cooperative organization could import the inputs and, eventually, undertake simple manufacturing processes. The present debate over the proper role of the Kenya Farmers Association as the importer, distributor and retailer of most of these items must be resolved before district unions can play a more significant role in procuring farm supplies.

If overseas training becomes a component of any future cooperative assistance projects, the agreement should clearly limit participation by government officers. Under the ASSP the intent may have been to train both government and non-government employees but, because nominations came through the Government of Kenya, very few non-government employees were considered for the highly valued overseas training opportunities. Of the 141 participants from the cooperative sector to be sponsored for overseas studies through the MOCD training grant, only one was an employee of a cooperative at the time of training. This bias was realized early in the project but the selection process was clearly delegated to the ministry by the terms of the agreement.

APPENDIX 1

Final Report

A Seminar On

EDUCATIONAL MATERIAL WRITING

For The

Lecturers of the Cooperative College of Kenya

Held At

Golf Hotel, Kakamega, Kenya

17 - 27 April, 1983

Report Prepared By

N. J. Guderyon, A.C.D.I. Project Leader

A seminar on writing educational material was held at the Golf Hotel, Kakamega, Kenya, 18-26 April, 1983. This seminar was funded by A.C.D.I. as a part of the in-country training provided to the Ministry of Cooperative Development under the Agricultural Support Systems Program.

The topic of the seminar was selected by the A.C.D.I. Project Leader in consultation with the Principal and the Director of Studies at the Cooperative College of Kenya to fulfill a very specific need, to train the College lecturers to write the manuals and textbooks needed to conduct courses being taught at the College. The need for textbooks at the College was clearly indicated in the 1980 study of Cooperative Education and Training in Kenya by A.C.D.I. One of the recommendations from the Consolidated Report of the Findings and Recommendations of the Three Studies is as follows: "It is the very strong recommendation of the educators conducting these studies that more emphasis must be placed upon providing textbooks and other written material to students at the Cooperative College. Indeed, every subject offered should be supported with written material so that there need not be such a complete dependence upon the lecture method of instruction."

\$10,000 in project funds was used to purchase textbooks for courses at the College, but for many of the subjects, particularly those unique to Kenya, no published textbook is available. Therefore, the College must develop its own manuals and books. As the College changes its curriculum to cater to the specific training needs of certain groups of employers within the cooperative movement in Kenya, the need to develop individualized books and manuals for each course will increase.

Participants

Only those lecturers with adequate experience and subject knowledge to be judged competent to write on their subject were invited to attend. The

selection of participants was carried out by the College Department Heads. All participation was voluntary. A small per diem was paid to cover incidental expenses of the participants while away from their homes. Participants from the Training Section of the Ministry and from KNFC were invited since those two groups have a strong advisory role in establishing policy and programs at the College.

Management Department

Mr. W. Okumu
Mr. M. T. Lewa
Miss L. N. Kanya
Mr. H. Shivachi

Mr. L. Minishi
Mr. J. O. Adero
Mr. P. D. Mbugua

Accounting Department

Mr. R. Muthiani
Mr. G. Okoye

Mr. M. Simba
Mr. W. W. Nangabo

Law Department

Mr. P. O. Akutekha
Mr. Kibanga

Mr. P. N. Nguta

Educational Media Services Department

Mr. F. W. Kigwi
Mr. J. Kanyeru

Mr. S. Kitenge
Miss V. Otuoma (Secretary to the seminar)

M.O.C.D. Training Section

Mr. R. Kowitti (Head of Section)

Mr. P. Ochieng'

Kenya National Federation of Cooperatives

Mr. A. Karanja

Objectives of the Seminar

After the general parameters of the seminar were established, Mr. G. Okeyo, Vice Principal and Director of Studies at the College was asked to write some specific objectives to be accomplished during the ten-day seminar. The following objectives were given.

(a) To acquaint the lecturers with the techniques and styles for Text, Manual and Guide writing.

(b) To examine selected training Texts, Manuals and Guides currently in use at the College in relation to cooperative education goals, the College Syllabus and training level objectives.

(c) To examine materials under preparation by the lecturers in the light of previous discussions and the revised College Syllabus.

(d) To examine the present set-up of the Correspondence Course Program with a view to recommending an alternative set-up and procedures for conducting this course.

(e) To spell out future action and recommendations.

Facilitators

While it would have been possible to recruit educational writing experts from overseas to present this seminar, initial discussions identified well-qualified local experts in the field. Using local people offered the added advantage of establishing contacts between Cooperative College lecturers and the local institutions such as the University of Nairobi's Institute of Adult Education and the Kenya Institute of Education so that the College staff would have a source of continuing advice and guidance. And finally, local experts were much less costly because no travel expenses were incurred.

The following staff was recruited.

- Mr. Charles Kabuga, Cooperative Education Specialist from the Southern and Eastern Africa Regional Office of the International Cooperative Alliance. Mr. Kabuga holds a Masters Degree in Adult Education and has served as curriculum and staff training advisor to Cooperative Colleges in the region for several years, so he was well acquainted with the College lecturers and their curriculum.
- Mrs. I. B. Matiru, Lecturer in Distance Education at the Institute of Adult Studies of the University of Nairobi. Mrs. Matiru was educated in Canada and the U. K. and has trained many educators throughout

Kenya in the development of correspondence programs and the writing of material. She had previously worked with the College in developing some material for cooperatives.

- Mr. J. O. Odumbe, lecturer in Adult Education at the Institute of Adult Education of the University of Nairobi. Mr. Odumbe instructs a course on writing educational material at the Institute.
- Mr. G. Muito, Department Head at the Kenya Institute of Education which is responsible for approving textbooks for use in secondary schools throughout Kenya.
- Mr. George Okeyo, Vice Principal and Director of Studies at the College agreed to serve as Seminar Director since the purpose and objectives of the seminar fell within his area of responsibility at the College.

Proceedings

- Monday, 18 April, 1983

Seminar Director George Okeyo called the session to order and introduced the facilitators and guests and set the climate for this workshop. Jim Guderyon of A.C.D.I. explained the reasons for selecting the topic of the seminar and the objectives of the Cooperative Training Project in Kenya. Charles Kabuga of the I.C.A. explained the great need for cooperative training literature in Africa at this time.

The Acting Principal of the College, Mr. Job Mukule, then introduced Deputy Permanent Secretary of the Ministry of Cooperative Development, Mr. J. Muhoro, who presented a formal address on behalf of the Permanent Secretary, Mr. J. Gituma, who was unable to attend. Mr. Muhoro emphasized the growing need for trained personnel within the cooperative movement in Kenya.

The first topic of the seminar, entitled "The Parts of a Book," was presented by Mr. George Muito of the Kenya Institute of Education. Muito explained the formal organization of a book and the purpose of all of the preliminaries such as half title, frontspiece, title page, copyright notice, printing history, dedication, table of contents, list of illustrations and

tables, foreword, preface, acknowledgements and introduction. He explained the processing and organization of a text intended for publication in general terms since style and content were to be studied later.

Muito then explained the back matter of a book, such as an appendix, glossary, bibliography and index. He also explained the function of and relationships between the author, editor and publisher.

As a workshop exercise, the participants were divided into working teams of six members each and assigned various manuals previously printed at the College and now being used by students. Each group was asked to comment as to the manuals' completeness, proper organization and make suggestions for improvements. Each group found they could make improvements now that the purpose of each section of a book was understood.

- Tuesday, 19 April, 1983

Mr. J. Odumbe presented a topic entitled "Steps of Manuscript Development." He explained that a manuscript should always be written to satisfy a specific need, that clear objectives for the manuscript should be established, and that the potential readers should be identified. Odumbe then offered tips on selecting content, outlining and layout and then concluded with a list of steps to follow in manuscript writing.

The participants were then divided into departmental groups and each department was asked to identify their needs for internally written texts for their classes and to establish priorities and make assignments to specific lecturers. In each department there were some lecturers who had already written material to be included in a manual and this work was reviewed to determine what additional writing was necessary to complete the manual.

- Wednesday, 20 April, 1983

"Elements in Effective Style" was presented by Mrs. I. B. Matiru. She covered such topics as language, illustrations, format, variety, layout,

print size and style, notes and footnotes, consistency, bibliographies and references.

After Mrs. Matiru's presentation each lecturer whom had brought some of his own writing to the workshop was given the opportunity to critique his own composition. Most writers were able to make substantial improvements in their own work while others solicited help from the various facilitators.

Because of the presence of two typists, a mimeograph and a photocopy machine at the workshop, it was possible to distribute samples of the compositions of various participants for group study and critique. This proved to be a very productive technique since all participants learned from the strengths and from the weaknesses of their peers.

- Thursday, 21 April, 1983

The entire day was devoted to individual or small group writing of the assignments given in the departmental meetings on Tuesday afternoon. The facilitators were all available to assist or critique individual compositions before they were typed or assembled into sections for typing.

- Friday, 22 April, 1983

The morning was devoted to additional writing by individuals or small groups. After lunch the work of each individual or small group was presented at a plenary session. The typists had already typed and reproduced the compositions from the previous day, so all participants could read and comment on the work of their peers.

While no departmental group could complete a manual in so short a time span, the Accounting, Management and Law Department groups all made significant progress and felt that they had developed a method and a style that would allow individuals to continue to write on specific subjects which could then

be combined to form a manual or a text. Meanwhile, the three individuals in the Educational Media Service Department could not select a topic in which they felt competent to write a manual. However, they did outline a proposed Cooperative Business Administration Course to be presented by correspondence. They requested that lecturers from the respective subject areas be called upon to write the actual lessons.

- Saturday, 23 April, 1983

A study tour to the nearby city of Kisumu was arranged. The high point of the tour was a visit to the Nyanza Province Technical School where courses in practical skills such as carpentry, masonry, brickmaking, electrical wiring, plumbing, welding and auto mechanics are being taught. The school is constructing its own buildings and is, therefore, a model for self-development. Other points of interest included a visit to a cane sugar processing factory and a tour of the newly built Tom Mboya Labour College.

- Monday, 25 April, 1983

Mr. J. O. Odumbe reviewed with the group the opportunities and advantages of Correspondence Education and then also presented the problems and limitations encountered in delivering education by this means. He then presented "Some General Principles in Correspondence Education."

Mr. Francis Kigwi, Head Educational Media Service Department, Cooperative College (who was a participant in this seminar) then presented a "Review and Discussion of the Correspondence Course Programme at the Cooperative College of Kenya." Since Kigwi had supervised the program for the past ten years, he was very familiar with all of the problems and short-comings as well as the achievements of the present program, and could trace the history of the program quite accurately. He provided an excellent background for the afternoon's workshop where, in small groups, the participants were assigned the following tasks:

1. Identify priority areas on which to focus change.
2. Suggest the future of the present course.
3. Suggest new courses and how they should be designed, written and administered.
4. Suggest how the present radio programmes can be improved.

The discussions in small groups and in the plenary session were loud and animated. A wide variety of individual ideas were recorded, but it was not possible to reach any decisions or conclusions. The chairman of the plenary session made two very valid points in his closing comments. First, this was the first time that the entire faculty had been brought into a discussion of correspondence courses and they were obviously very highly interested and opinionated on the subject. Secondly, a longer workshop on this single topic would be necessary to resolve all of the differences of opinion expressed this afternoon.

- Tuesday, 26 April, 1983

Mrs. I. B. Matiru delivered a presentation on a Systematic Approach to Correspondence Course Development. Because of her extensive experience in this particular field, she was able to lead the group to an understanding of many particular requirements of lesson writing when a course is to be delivered by correspondence. The group began to perceive the size of the task of converting an entire one-year residential course to a correspondence course.

The seminar was again divided into small discussion groups to tackle two specific problems:

- (1) Should the Basic Cooperative Knowledge Correspondence Course that is now offered by the College be continued, and if it should, what changes should be made.

- (2) Assuming that Advanced Specialized Courses will be developed by the College, how should they be organized and how should lesson material be developed.

These questions generated some constructive discussions and the four groups reported to the final plenary session on the results. Mrs. Matiru summarized the discussions and recommendations made by the seminar and wrote these as a report to the Cooperative College so that future development of correspondence courses could begin with the ideas generated over the last two days.

Evaluation

Before adjournment the participants were asked to complete an evaluation form on the effectiveness and organization of this seminar. With a scoring scale ranging from 7 = Excellent to 1 = Poor, each topic was rated independently. All topics rated highly with averages ranging from 6.16 to 6.57. Facilities were also rated fairly high with a final average of 5.74. The major short-coming of the facility was the lack of adequate rooms for small discussion groups.

The total cost of this seminar which provided seven full days of instruction to 21 participants, plus a one-day field trip was \$11,700. This included rooms and meals for all participants and facilitators, transportation and the consultancy fees for the facilitators. It is difficult to conceive of any better way to quickly up-grade the skills of an entire College faculty for so modest an investment. The cost was very similar to the usual expenses of sending a single lecturer overseas for one ten-week course.

The entire proceedings of this seminar were recorded by the staff of the Cooperative College of Kenya. This extensive report, which is 208 pages in

length, was published in June of 1983 and distributed to all participants.
In the future it shall serve as a reference for lecturers at the College
who will be writing manuals or texts.

APPENDIX 2

A REPORT OF THE PROCEEDINGS
OF THE WORKSHOP ON
PARTICIPATORY TEACHING TECHNIQUES

held at

THE CO-OPERATIVE COLLEGE OF KENYA

for

COLLEGE LECTURERS

24 - 28 APRIL, 1984

Presented by A.C.D.I.
Funded by USAID

Report prepared by N.J. Guderyon, Project Leader

FOREWARD

This Workshop was presented as a part of a program of financial and technical assistance to the Co-operative College of Kenya. The assistance program was designed to help the College implement some of the recommendations put forth in the 1980 study of Co-operative Education and Training in Kenya which was conducted by A.C.D.I. for USAID and the Government of Kenya.

The report recommended that the College faculty should adopt more efficient teaching methods so as to make maximum use of student time and the College facilities. It was observed that most lecturers relied completely on the lecture method of instruction. A serious shortage of books was reported. College lecturers were observed to be quite well educated and knowledgeable in their subject matter but, as a group, lacking in practical co-operative experience.

The program of assistance to the College has provided the opportunity for each of the lecturers to travel and visit co-operatives throughout Kenya to gain practical knowledge of co-operative operations. Another element of the program was to purchase textbooks. 857 volumes have been purchased and are in use. In 1983 a workshop on Writing Educational Materials was sponsored to give the lecturers some training in writing their own books and manuals.

The workshop in April of 1984 was conceived as a method to train and inspire the College lecturers to move away from the traditional lecture method of instruction towards a variety of teaching methods which would ultimately produce more learning by the students and thus make the College more productive and efficient. Since most of the Faculty had already attended some training sessions on this same subject, they reported, when interviewed, that they did use a variety of techniques in their classrooms. However, from observations and student interviews we know that very little time was being spent in methods other than lectures.

Facilitators with U.S. training and experience were selected because the U.S. educational and training establishment is very committed to the idea of students taking an active role in the learning process. It was our intent to provide an "American" training experience.

The organizers were aware that the participants would probably learn as much about this subject, Teaching Techniques, by observing the presenters as by studying the subject itself. Therefore, a great effort was made to select appropriate consultants to lead the seminar and to have the presenter use techniques which could and should be emulated.

During the workshop the leaders frequently interrupted the scheduled topic or activity to discuss the techniques being employed at the moment. An unusual amount of time was devoted to evaluation and processing of each topic so that all workshop participants would think about the effectiveness of various classroom techniques.

From the beginning of the planning of this seminar we were committed to the idea that the techniques being promoted needed to be practiced and experienced by the College lecturers in order to become standard classroom techniques at the College. Therefore, half of the available time was devoted to practice and demonstrations by the workshop participants.

Finally, note that the terms "Workshop" and "seminar" are used interchangeably throughout this report. For our purposes there did not seem to be any need to clarify this terminology. Some of the time was spent in workshops while other sessions were more truly seminar or discussion in nature.

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SEMINAR OBJECTIVES

As a result of participating in this seminar learners should be better able to:

- Identify different styles of learning and adapt teaching techniques to a variety of learners.
- Appreciate the value of and need for systematic evaluation of an educational programme.
- Increase the efficiency of the learning process in their classroom.
- Utilize visual aids more effectively in communicating ideas and information.
- Incorporate at least three participative techniques into their classroom during the next terms.

SEMINAR LEADERS AND SPEAKERS

Mr. N.J. (Jim) Guderyon

As Project Leader of the A.C.D.I. Kenya Co-operative Education Project, Jim has been working in Kenya since July 1980. His major duties have been to co-ordinate and administer the technical and financial assistance provided to the Ministry of Co-operative Development, including the Co-operative College, through the A.C.D.I. project. He has participated as a lecturer in several Advanced Management Seminars for co-operative leaders and government officers.

Guderyon is working in Kenya while on leave-of-absence from his position as Training Manager of a large co-operative union, CENEX, in St. Paul, Minnesota, USA. He holds a B.Sc. and M.Sc. in Agriculture and has worked for CENEX, a wholesale farm supply co-operative for 19 years in marketing, management and training.

Mr. Joseph Kovarik

This was Mr. Kovarik's second visit to Kenya as an A.C.D.I. consultant, having lectured at a regional conference on Small Farmer Credit in February, 1981. His regular position is Vice President Education and Training for the Farm Credit Services, St. Paul, Minnesota, U.S.A. His organization is a co-operative which provides services and supervision to the Co-operative Banks and Agricultural Credit Co-operatives in a four state area of the U.S.

Kovarik was educated at St. Mary's College, Winona, Minn., where he took a B.A. in Education and at Loyola University in Chicago, Illinois where he took an M.A. in English and Literature. He has done additional post graduate work in Journalism at the University of Minnesota. His experience includes several years as a college teacher in addition to 10 years as a co-operative trainer and executive. Joe continues to teach at the Inver Hill Community College on a part-time basis, lecturing on Personnel Management and Organizational Development.

Mr. Lee Rosner

Mr. Rosner is the ACDI training advisor for primary society training in Uganda. Before taking this position, he was project director of the Clinton County Labor Management Committee in Lock Haven, Pennsylvania, USA. In this position he conducted several training programs to enhance the effectiveness of corporations in the Lock Haven area. Prior to this, Mr. Rosner worked with a number of organizations in the Philadelphia area as an organizational consultant and management trainer. As a Peace Corps volunteer in Colombia in 1973-1975, Mr. Rosner provided technical training and management assistance to cooperatives in the Bucaramanga area. He currently holds a bachelor's degree in business administration from Ohio State University and a master's

degree in education from Temple University where he also taught. He is a Ph.D. candidate in the area of organizational development and training at Temple University. Mr. Rosner resides in Philadelphia, Pennsylvania.

Dr. J.S. Maranga

Dr. Maranga is a lecturer in the Educational Research Department of Kenyatta University College of the University of Nairobi. He holds a B.Sc. in Education from Makerere University and a M.Sc., and Ph.D. in Education and Psychology from Columbia University in New York. He is head of his department and directs educational research throughout Kenya.

8.30
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 5.45

	TUES	WED	THURS	FRI	SAT
8.30 - 10.30 (TEA)	-Welcome -Introductions & Expectations -Brief Course Overview -PS/Formal Opening	-Journal Review -Reading Review -Overview of Participatory Techniques a) Lecture Method	-Journal Review -Evaluation - Principles, Concepts, Guidelines & Types	-Journal Review -TASK TEAMS - Presentations & demonstrations	-TASK TEAMS - Presentations & demonstrations (continued)
10.45 - 12.45 LUNCH	-Learning Styles Inventory (LSI)	Lecture (cont) b) Case Study	-Evaluation (continued) -Principles of Display -A-V Equipment		-Summary Evaluation, & "Beginning"
2.00 - 4.00 (TEA)	-Who am I? -Roles of Teacher	c) Role Play	-TASK TEAMS - Planning & Preparation		x x x x x x x x x x x x x x x x x
4.15 - 5.45	-Teaching Styles -Assignments: a) Task Groups b) Evening Reading	d) Discussion Method -Testing - a Method for Learning -Review and Processing			x x x x x x x x x x x x x x x x x x x x

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PARTICIPANTS

Management Department

William M. Okumu	Lecturer I
Morris T. Lewa	Lecturer I
Henry Shivachi	Lecturer I
Laban S. Minishi	Lecturer II
Lucy Kanyi	Co-operative Officer II
Joyce Gor	Lecturer III
Jeremiah Adero	Co-operative Officer II
M. Marambii	Assistant Co-operative Officer

Accounts Department

Raphael Muthiani	Lecturer I
Maina Simba Musa	Lecturer II
Wilson Nangabo	Co-operative Assistant II
Gilbert Okoye	Lecturer I
Lucas Omirera	Co-operative Auditor II

Law Department

Pritt O. Akutekha	Lecturer I
John J. Ogola	Lecturer I
Paul Nguta	Lecturer I
Kibanga M. Manyara	Lecturer II

Education Media Service Department

Sam Kitenge	Co-operative Officer II
Paul Ochieng'	Lecturer III
Arthur Watatua	Audio Visual Aids Officer
John M. Kanyeru	Lecturer II
Francis Kigwi	Lecturer I

Administration

Miriam W. Gachago	Vice-Principal
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FIRST DAY
Tuesday 24 April

OPENING

The tone and pace of the entire seminar was established at the first session by Joe Kovarik. To give the participants some control of events he passed out 3 flash cards to each participant, a red, a yellow and a green one. The red card was used to signal the speaker to stop or slow down, the yellow one to indicate a question or lack of understanding and the green card indicated go or move on. The participants appreciated having the cards to indicate a question or to get the speaker to move ahead. The cards were used throughout the week and several participants felt it was a technique worth using in their regular College classes.

Kovarik then had each participant write down, confidentially, three things that were troubling the person that morning. The participants were then given an envelope on which to seal their problems for the week. With their personal problems put aside, the group could concentrate on the subject of the seminar.

The next activity was an exercise for people to learn more about each other. Each participant was asked to list 3 of his likes, 3 things he disliked and 3 things he would someday like to do. The lists were passed to the person in the next seat and that person introduced the writer, giving likes, dislikes, etc.

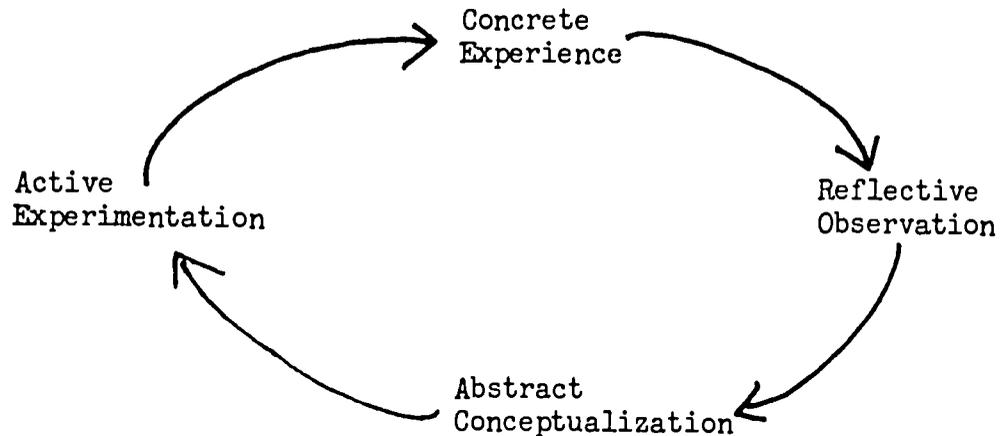
To stress the practical nature of this seminar Kovarik had each participant set up a "Journal of Applied Ideas" in which the participants were to record ideas which they could use in their own classrooms when instructing. At the end of each day Kovarik called on a few participants to feed back the ideas they had written in their journal.

Jim Guderyon then presented the seminar objectives, schedule, and ground rules. He emphasized that the reason for this seminar was to help the College grow. Since the size of the buildings and the number of students are fixed, growth could take place by helping each student to learn more during each day spent at the College. To emphasize the point he presented a slogan, "Get the Biggest Bang for your Buck", and asked the participants to provide a translation into Kiswahili. This exercise caused a lot of interest and eventually a poll was taken to determine the "best" translation.

The Permanent Secretary of the Ministry of Cooperative Development, Mr. A.Githinji, delivered a speech to formally open the seminar. He emphasized the importance placed on education and training of employees by the Ministry and the key role played by the Co-operative College in this effort. The speech is included with this report as Appendix "A".

LEARNING STYLES INVENTORY

Mr. Lee Rosner led this section of the seminar. He opened by describing the Cycle of Learning.



The participants then completed an exercise, the L.S.I. self-profile, a copyrighted instrument from McBer and Company. The learning style profile, which each participant computed for himself, got the people highly involved in the topic and convinced the group that individuals learn in a variety of ways.

ROLES OF A TEACHER

Kovarik led the discussion on this topic. He began by having each participant list the attributes of the "Best" and the "Worst" teachers they have known. This caused a lot of discussion with a great deal of self-evaluation because all of the participants are teachers.

Kovarik then described the multiple roles that a teacher must play.

- Expert
- Formal Authority
- Socializing Agent
- Facilitator
- Ego Ideal
- Salesman
- Manager

TEACHING STYLES

In developing this topic Rosner again used a self-analysis instrument to get the participants involved. He used the Training Style Inventory developed by Richard Brostrom. (See appendix B).

After scoring themselves, and identifying where they placed themselves in the four general categories of styles orientation,

- The Behaviorist
- The Structuralist
- The Functionalist
- The Humanist

Rosner led the group in a discussion of traits and attributes of the four styles.

The discussion ended with a review of the earlier ideas on different learning styles and a conclusion that a variety of teaching styles would be necessary to reach the different types of learners normally found in a classroom.

Review and Processing

The days activities ended with a review of material, soliciting of ideas that the participants recorded for use in their own classrooms, and a reading assignment for the evening entitled, "An Introduction to Androgogy." A process for Adult Learning." (See Appendix D).

SECOND DAY
Wednesday 25 April

READING REVIEW

This session, led by Rosner, was a demonstration of how a reading assignment can be made into a participatory activity for the student. Questions were assigned along with the article to be read. Rosner divided the group into 3 person sections and had them prepare an answer to each question, then report to the entire group.

LECTURE METHOD

In starting with the familiar, standard teaching style for most lecturers in Kenya, Kovarik demonstrated to the group how a lecture could be extremely effective if it is done skillfully and mixed with questions, discussions, and highlighted with effective visual aids such as posters, flip-charts and chalk-board diagrams.

CASE STUDY METHOD

Jim Guderyon presented this topic largely through a demonstration with a mini-case written for a Kenya primary coffee marketing co-operative society. (See Appendix E) Through participation the group experienced the value of case studies in generating interest and involvement. The elements of a case-study were described. A point was made that at the Co-operative College the students would be a good resource for generating case studies since they have a lot of practical experience in co-operatives.

ROLE PLAY

This method was also demonstrated to the group by the three leaders, with Kovarik then leading the analysis and discussion. Role play was pointed out to be a highly useful technique that is particularly effective in changing attitudes and also in practicing skills.

DISCUSSION METHOD

This technique had been used and illustrated several times during the first two days of the seminar, but now an analysis of the value of the method was made by Rosner. Means of ensuring participation by all members of a class and organized reporting of discussion results were described.

Review & Processing

At the end of this day the participants were again asked to report some of the ideas they were putting into their personal Journal of Applied Ideas. This exercise helped to make the seminar a very practical "how-to" workshop because

the participants were continually relating the ideas being demonstrated to their own work .

At this point the assignments for the demonstration lessons were given. The participants were divided into teams of three with the following assignment. "Present a lesson to this group using at least two participatory teaching techniques. Each member of the team must participate as a teacher. Use visual aids wherever practical. The lesson should last approximately 90 minutes. Also prepare an evaluation form to be completed by the observers to evaluate the presentation."

The resources of the College, including the A.V., graphics and reproduction facilities and specialists were made available to assist the demonstration teams. An overhead transparency maker was at hand to provide fast service for this basic and popular type of visual.

Teams drew cards to determine the order of presentation on Friday and Saturday.

THIRD DAY
Thursday 26 April

TESTS TO ENHANCE LEARNING

Kovarik presented this topic which was intended to make the participants think of tests as something other than a method of evaluating the student's knowledge, as conventional examinations are used. He suggested using pre-tests to determine student needs, self-scored tests to involve and motivate students, frequent short tests to help students identify their own weaknesses and strengths. The central idea was to have the participants think of tests as a Learning Method rather than only an Evaluation Instrument.

EVALUATION

This topic was included in the seminar at the request of the College Principal, Mr. Job Mukule, because he is committed to a policy of self-improvement for the College through continual evaluation of courses and lecturers by the students. The Faculty had been asked to propose an instrument for evaluation so the topic was timely for all lecturers.

Evaluation of courses or of lecturers by students is not a common practice in Kenya. An attempt was made to identify several training institutions in the Country which had some experience in implementing a student evaluation program. None could be found.

Dr. Maranga is the foremost expert in Kenya on the topic of evaluating educational programs. It is fortunate that he was available to speak at our seminar. He is interested in continuing to work with the Co-operative College in developing and implementing an evaluation program.

His presentation was very analytical and thorough. He identified the objectives of evaluation, types and processes of evaluation, then moved into some of the techniques and structures to use when developing an instrument to be used by students. Since the participants were already involved in preparing an evaluation form to be used in their practice class the following day, everyone could immediately use some of the ideas presented by Maranga.

Audio-Visual Equipment and Usage

This topic received very little time as a separate entity. However, through frequent use of visual material throughout the seminar by all of the speakers, many useful techniques were demonstrated and later discussed in the Review and Processing session.

EVALUATION OF WORKSHOP BY PARTICIPANTS

Attached to this report as appendix "F" is a copy of the evaluation instrument used for this seminar. The scores entered are the total or average for each item as rated by the twenty-three participants. Because the scores are very high, most scores were converted to a percentage of the maximum possible rating so that the small differences in ratings could be detected.

The evaluation scores for all items tended to be very high. This could indicate either that the participants were not very discriminating in their evaluations or that the quality of all elements of this seminar compared very favorable to previous experiences of this group.

Of the 4 speakers presenting major topics at the seminar, Kovarik was rated highest with an average rating of 99% of maximum. Rosner was rated at 97% and Guderyon and Maranga were each rated at 93%. Participants indicated that the five objectives were achieved between 88% and 90% of the maximum. The overall rating of the seminar was 96.5% of the maximum score that could have been given in the rating system used.

While it is flattering to receive such universally high scores on an evaluation it also causes one to question the validity of the evaluation technique. Consistently high scores also make it difficult to identify the strengths and weaknesses in the program presented.

The comments entered by the participants on the evaluation forms were also very positive. The most frequent comments praised the general organization and preparation for this seminar, the great amount of participation by all people attending the seminar and the opportunity for College Lecturers to see and hear each other at work. The only negative comments received were about the late afternoon hours and the tight schedule which was maintained (although this also received some favorable comments).

SEMINAR CLOSING

After the evaluation of the seminar each leader was given an opportunity to make a closing presentation. Kovarik reviewed some of the ideas entered into the journals and awarded a prize to the person with the most entries. Guderyon conducted a poll to determine which of the 12 entries were the best translations of his slogan "Getting the Biggest Bang for Your Buck".

Mrs. Miriam Gachago made a short speech on behalf of the administration to encourage the lecturers to put into practice the skills and ideas practiced during the week.

The seminar closed with the same emphasis on participation which had prevailed for the entire week. After Mrs. Gachago presented a Certificate to the first participant, that person was called upon to present a certificate to the next. Mr. Kovarik pointed out that this was to symbolize the fact that each of us had learned from each other. (See Appendix "G").

After the closing of the seminar a reception and luncheon was held at a nearby hotel. Spouses or a friend of each participant were invited and the general spirit of mutual support and collegiality that had been built through-out the week was further strengthened.

APPENDIX 3

INSTRUCTOR'S GUIDE

CO-OPERATIVE MEMBERSHIP TRAINING

FOREWARD

The course presented in this guide is designed for use in training small groups (6-15) of village leaders who have been selected to act as a cadre in carrying basic co-operative knowledge to their respective people. The course, which will require from six to eight days to complete, is designed to motivate these leaders to spread their co-operative knowledge and to promote co-operation upon their return to their villages.

It is assumed that all participants in these training sessions can understand and speak Kiswahili. Instruction and visual aids have been designed specifically for use with illiterate groups. Content is basic and brief. Participants are encouraged to express themselves freely, to memorize short lists, and to translate ideas into their local language so that the message can be easily recalled and repeated back in the village.

This programme is the result of a training need identified in a needs assessment project carried out in Marsabit and Isiolo Districts during late 1983 by the Training and Manpower Development Section of the Ministry of Co-operative Development of the Government of Kenya with Financial and Technical assistance from USAID, A.C.D.I. and The FISS project. The resultant member educational approach, the in depth training of a small cadre of village leaders, might be useful in other areas where the major constraints to a successful member education programme have been illiteracy, lack of fluency in the national language among the co-operative membership and remoteness from government offices.

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MESSAGE TO THE COURSE LEADERS

At the beginning of this course it is important for the leader to understand that this course relies very heavily upon the "discussion" style of instruction. The course is designed for use with mature people who are acknowledged leaders from within their communities. Furthermore, the overall objective is not only to teach certain basic principles of cooperation, but also to enable and encourage the participants to educate other people about Co-operatives.

With these objectives in mind, the lesson plan call for a maximum amount of discussion by the participants and a minimum amount of lecture by the course leader. At times this style of instruction will seem very slow and unproductive. However, unless each participant is given practice in developing his own ideas and voicing his own opinions it is very doubtful that at the end of the course he shall be able to return to his home and promote the idea of co-operation among his people.

The lesson plan for each topic will identify the major objectives to be accomplished and will give the leader a general outline to following in leading the discussion. However, the leader will need to add many examples based upon personal experiences. The plan may also be altered to fit the needs and interests of the individual group.

Because the word "participant" has been used so frequently throughout this text it has been abbreviated to "p". The short informal word "Co-op" is used to mean the formal co-operative.

To the inexperienced trainer the job of leading a two-week course might seem like a gigantic task which would require months of preparation. This might be true if the Course Leader were to use only the **Lecture** method of instruction. However, with the proper use of the **Discussion** method, a trainer will find that the task of leading a course is greatly simplified.

The Discussion style of instruction will not be appropriate for groups larger than 15 because time must be allowed for each individual to express himself. With small groups the technique is highly successful, is generally enjoyed by the participants, and is learned very easily by the trainer. The Discussion method is especially well suited for groups of older people who might resent having a younger person "teach" them. In a Discussion the group teaches itself, with the leader acting as a **Facilitator** in the learning process.

The time requirement for each topic is only an estimate. This guide has been prepared as the basic material for a two week **Co-operative Leader Training Course** which would include several field trips and allow time for other topics of special interest to particular groups. If financial or time constraints allow only one week of training, the course may be used by limiting discussion time on certain topics.

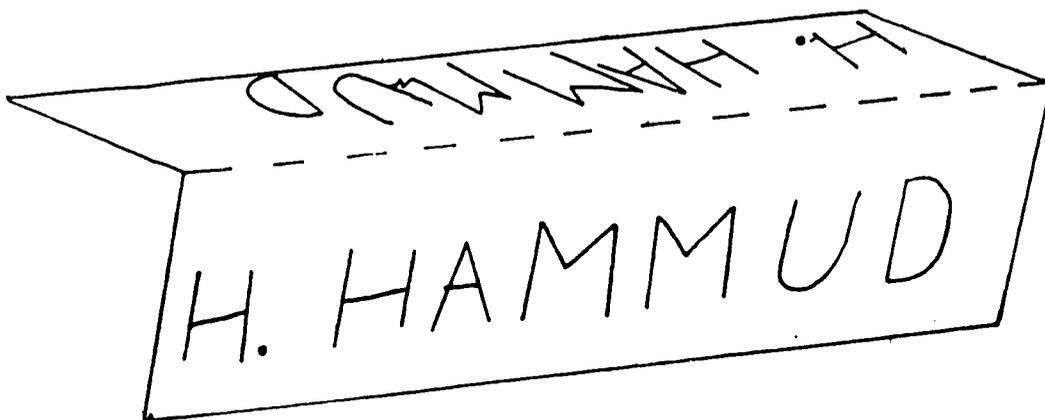
Because the word "participant" has been used so frequently throughout this text it has been abbreviated to "p" The short informal word "Co-op" is used to mean the formal co-operative.

Some tips for leaders in the conduct of course

1. Arrange all people in a circle or around a table so that everyone appears equal and each person has eye contact with all of the others.
2. The Leader must make a continuous effort to make each participant contribute to the discussions. Do not allow one or a few participants to dominate the discussion or answer for the group. If some participants are reluctant to speak, call upon them by name.
3. When an idea or answer to a question is given by a participant which is wrong, do **not** correct the participant directly. Rather, solicit other ideas or answers and encourage discussion among the group until they reach a satisfactory consensus.
4. Practice asking "discussion" type questions. These are questions which can not be answered by 'yes', 'no' or other one word answers. Some examples:
What is the reason ...
How would you ...
What do you think ...
Why is it important to ...
5. When a participant gives an answer or makes a statement, you as the leader should repeat the answer (right or wrong) for the entire group, sometimes rephrasing the statement for greater clarity, and allow the rest of the group to determine the correctness or validity of the statement. When conflicting ideas arise, encourage the participants to debate the issues directly. After a reasonable length of time it may be necessary for the leader to interrupt, summarize the debate, and move on to another point without resolving the issue. It is not necessary to have every point identified as "right" or "wrong". The participants will remember the debate because they have been actively engaged.
6. It is recommended that two leaders be available to conduct course. It is suggested that the two alternate roles, one serving as discussion leader while the other assists with functional details such as meals, rooms, transportation for tours, messages, etc. The two leaders may both wish to participate in certain discussions, but they should avoid monopolizing the conversation. At the start of each topic, have a clear understanding of who is the "Discussion Leader" and who is the Assistant. However, if only one leader is available it is reasonable to have a single leader conduct the entire course. The job would be taxing, but not impossible.

Other co-operative officials or government officers may be called upon to speak to the group to present other viewpoints and to offer variety. However, a course leader should always remain with the group to supervise and observe and to lead a discussion following any outside activity.
8. While this Instructor's Guide give a general outline for the course, each group will need to utilize the opportunities and resources available at the venue of their course. Incorporate **many field trips and outside visits as practical**. Trips to an operating co-operative and a visit to the District Co-operative Officer's office should be possible as well as visits with some co-operative members.
9. Review the main points from previous topics at the start of each session. Repetition is essential if the participants are to remember the points for future use. It is better to have the message than for the leader to say it.
10. Have a flip-chart or chalk-board available in the meeting room. Because many participants may not be able to read written words must be used cautiously so as not to confuse some participants. However, drawings and diagrams will be effective.

11. Do have pencils and lined paper available for any participants who wish to write or take notes. Never give an assignment that requires writing or reading since this could embarrass some participants.
12. The course leaders will frequently find it necessary to take notes during a discussion to enable the leader to summarize or to recall a valid point in a later discussion. Explain to the group that these notes are only for your own use and that no record of their comments is being kept. This is necessary to encourage free and open discussion. Many people tend to withdraw from a conversation when notes are being taken.
13. After each day's session the leaders should spend some time reviewing progress, identifying problems, planning strategy for the next session and identifying participants who fail to enter discussions or those who dominate the group. Plan techniques to keep the participation by each member in good balance.
14. Keep the agenda flexible. An estimated time is given for each topic, but discussions may run longer or shorter. If the session is concluded early, be prepared to begin the next topic. If it runs late, continue the discussion in the next session. When you are having a guest speaker or waiting for transport for a field trip always have an alternative lesson plan ready so that you can easily adjust to sudden changes in schedule.
15. Prepare a large, boldy lettered name card for each participant in advance of the first session. a sheet of heavy paper, about 6 inches by 8 inches, makes an ideal tent card on which a person's name can be written on both sides. Even people who read nothing else will quickly recognize their own name and be flattered by your attention.



Conditions under which adults learn best

- l. Adults learn best when they want to learn, when they are interested, when they are motivated.
- b. Adults learn best when information is given to them in logical order consisting of short units within a clear framework.
- c. Adults learn best when they are treated like adults.
- d. Adults learn best when they do something.
- e. Adults learn best when they get some opportunity to practice, to try out - what they are learning.
- f. Adults learn best when they know how well they are doing and when they get some feeling of success.
- g. Adults learn best when there is repetition and revision.
- h. Adults learn best when the teaching and subject matter are of real use in their daily lives.
- i. Adults learn best when the teacher recognises that they have experience and makes use of this experience in teaching.

From **INSTRUCTOR EDUCATION HANDBOOK** - Ministry of Co-operative Development, 1979.

- j. Adults learn best when the new learning is related to something they already know.
- k. Adults learn best when they feel free to ask questions and there is some discussion between students and teacher.

INTRODUCTION AND CLIMATE SETTING

OBJECTIVES:

- To establish a friendly and democratic environment in which the participants will feel confident and comfortable and will participate fully.
- To demonstrate the advantages and some problems in working together as a group.

INSTRUCTION: *Time 6 hrs*)

Introduction (1 hr.)

1. **Begin this first session with a warm welcome to the group. The first task of the leader is to overcome the shyness of some members and the dominance of others. Do this by calling upon each to make a self-introduction. The leader and associate leader should begin by each giving their personal background such as age, place of birth, schooling, jobs, marital status, children, wives and any other personal information of interest. Include an explanation of why you are working in a job to support co-ops and train Co-op leaders. Then, go around the table giving each person about 5 minutes to do likewise. If some P. fail to volunteer much information ask leading questions.**

2. **Explain the purpose of this course. (1 hr.)**

Leader should give a rather detailed explanation of the aims of this course:

- Tell why each of the P. were chosen to attend.
- Explain that they will learn many facts about Co-ops.
- They may plan ways to establish or improve their own society.
- They will learn how to teach their people about Co-ops.

3. **Group Leader (10 min)**

Ask the group if they wish to select a chairperson from amongst themselves to act as spokesman for the group. If they do - have the selection made at this time. Explain carefully that this chairperson will handle only personal matters of the group. When discussing Co-ops each member of the group is equal and all of their ideas are needed.

4. **Group Standards (40 min)**

Ask the group if they wish to set some standards for themselves. Such things as starting times for sessions, tea breaks, lunch times, smoking rules, etc. should be set by the group.

5. **Techniques (5 min)**

Explain that several techniques will be used, including field trips, guest speakers, exercises and games, but most of the time will be spent in discussion. Each member will be asked to contribute his ideas and to present his problems and concerns. Explain that each of them is a leader and has many years of experience, you know your area, your people, and know what can work. You will be asked to share your experience with each other.

KUANZISHA NA KUJULISHANA

SHABAHA:

Kuanzisha hali ya uelewano na demokrasia ambamo washiriki watajisikia wenye imani na uhuru na wasiriki kikamilifu.

Kuonyesha manufaa na matatizo kadhaa yanayo patikana wanano fanva kazi pamoja kama kikundi.

AGIZO: *Wakati (masaa sita)*

1. **MWANZO** (*saa moja*)

Anza na somo hili la kwanza kwa kukaribisha kikundi. Kazi ya kwanza ya kiongozi ni kuondoa haya kutoka kwa baadhi ya wanao shiriki na kuzuia wengine wasionyeshe nguvu kushinda wenzao. Fanya hivyo kwa kuuliza kila mmoja ajijulisha. Kiongozi na msaidizi waanze kwa kutoa maelezo yanayo husu maisha yao kama umri, mahali walipo zaliwa, elimu, kazi, ndoa, watoto wake na maelezo mengine ya kibinafsi ambayo ni ya maana. Pia Pia ongeza maelezo kuhusu kwa nini unafanya kazi ya kusaidia ushirika na kufunza viongozi wa viyama. Kisha, kubalia kila anayefuata jinzi mlivyo kaa dakika 3 and 5 hivyo hivyo. Ikiwa baadhi ya wanao shiriki hawatoi kwa hiari maelezo y kutosha, waulize maswali ya kuwaongoza.

2. **Eleza umuhimu wa mafunzo haya.**

Inampasa kiongozi atoe maelezo mengin kuhusu shabaha za mafunzo haya.

- Eleza kwa nini kila anaye shiriki akateuliwa ahudhuria.
- Eleza kwamba watajifunza mengi kuhusu ushirika.
- Wanaweza kupanga njia za kuanzisha au kufanya vyama vyao viwe bora.
- Wataelimishwa namna ya kufunza watu wao kuhusu ushirika.

Sasa uliza kila anaye hudhuria nini shabaha zake kuhusu mafunzo haya. Usipo pata majibu ya kuridhisha uliza, "ungependa kujifunza nini katika mafunzo haya?" Hakikisha unapata maelezo kutoka kwa kila anaye shiriki.

3. **Mkuu wa kundi** (*Dakika kumi*)

Uliza wanao hudhuria ikiwa wangependa kuchagua mmoja wao kama mwenye kiti ili awe akiwaklisha kikundi. Ikiwa wangependa, endesha uteuzi wakati huu. Eleza kwa uangalifu kwamba mwenyekiti atasaidia tu kutatua matatizo ya kikundi. Wakati wa majadiliano kuhusu ushirika, kila mwanachama wa kikundi ni sawa na mwenzake na mawazo yatahitajika kutoka kwao wote yanahitajika.

4. **Kanuni Za Kikundi** (*Dakika aruhaini*)

Uliza kikundi kama kingependelea kuweka kanuni za kuwaongoza. Kanuni kama vile wakati wa kuanza mafunzo, kunywa chai, kula chakula cha mchana, sheria za uvutaji sigara, n.k. yafaa kuwekwa na kikundi.

5. **Mitindo** (*Dakika tano*)

Eleza kwamba mitindo kadhaa itatumiwa ikiwa ni pamoja na matembezi, hotuba kutoka kwa watu walio alikwa, mazoezi na michezo, lakini muda mwingi utatumiwa katika majadiliano. Kila anaye hudhuria ataulizwa kushiriki katika kutoa mashauri na kueleza matatizo yake na shida zinazo msumbua. Eleza kwamba kila mmoja wao ni kiongozi na ana ujuzi wa miaka mingi, unafahamu vema sehemu yake, jamii ya hapo na anafahamu nini kunachoweza kufanyika. Utaulizwa kufahamisha wengine ujuzi wako.

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6. Marupurupu na Makao (Saa moja)

- Uliza kama chakula na vyomba vya kulala vinaridhisha?
- Eleza jinzi marupurupu ya jumla au ya kila siku yatalipwa.
- Eleza jinzi safari ya kurudi itakavyo pangwa.
- Matatizo mengine yoyote?

7. Marudio

8. Kufunguliwa Rasmi (Robo saa)
(Hii itapangwa mapema).

Uliza Afisa wa Serikali wa ushirika mkoani, wilayani au Afisa mwingine anayefaa kukaribusha kikundi. Usingojee mgeni. Muulize awasili saa 9.30 a.m. lakini punde tu akiwasili, mjulishe na kumpa nafasi ahutubu. Akimaliza, endelea na ratiba ya mafunzo.

9. Mraba wa Ushirika (Saa mbili)

Maelezo ya mazoezi haya yanapatikana katika kifuko tofauti.

6. Allowances and Accommodations (1 hr.)

- Ask if rooms are satisfactory? Meals?
- Explain how allowances or per diem will be paid.
- Explain how return transport will be arranged.
- Any other problems?

7. Review (1-4 hr)

8. Formal Opening (1-4)

(This will be arranged in advance).

Have the P.C.O., D.C., or some other appropriate Officer welcome the group. Do not wait for the speaker. Ask him to arrive at 0930 hours, but whenever he arrives introduce him and give him the floor. When he finishes, continue with your program.

9. Co-operative Squares (2 hrs.)

Directions for this exercise are contained in a separate packet.

Topic 1: WHAT IS A CO-OPERATIVE

OBJECTIVES

- The P. should be able to give a definition of a co-operative in both Kiswahili and his local language.
- Each P. should be able to state a realistic goal for activities of services to be offered by his society.

INSTRUCTION: (3 hrs)

Introduction (3/4 hr)

1. Begin by having each P. tell how his Co-op was started, what activities, employees, building, facilities. If several P. are from the same Co-op, have each one speak on a different aspect. If the Co-op is not yet organized have P. tell about the village, crops, livestock, customs of his people and what their problems are. (This discussion is extremely important to the course leaders because it will inform them of the level of Co-op knowledge and experience of each P. at the beginning of the course).

2. **Attributes of a Co-op (1/2 hr)**

What things are common to all examples of Co-op given above?

- People work together.
- It is a business which provides products or service.
- Voluntary membership
- Democratic control.
- Benefits profits are returned to members.

Illustrate each of the five points with stories relevant to the group. Use the poster of two cows tied together to illustrate the idea of Co-operation.

3. **Define a Co-op (1 hr)**

First ask for anyone to give a definition or to explain a Co-op in their own words. Since this is usually very difficult, propose the following:

"A Co-op is a business which is owned by the people it services and is operated for their benefit"

Ask the group to repeat it after you. Explain the three elements in the definition:

1. **Co-op is a business** (discuss what we mean by a business)
2. **Owned by the people** (Members)
3. **Operated for their benefit** (We will talk about benefits tomorrow)

Have each P. repeat the definition in Kiswahili. Now have each P. state the definition in their local language.

Tell the P. that you will ask them this definition again tomorrow and the next day.

4. **Types of services/activities Co-op can provide (1/2hr)**

First ask P. to give examples. Then leader should add his own ideas. Each activity should be explained in detail with examples of the benefits derived by members. The list below is typical of the one your group should construct. Make a drawing or use a picture to illustrate each activity.

Farm input store

Consumer shop

Produce marketing

Transport lorries

SOMO LA KWANZA SHIRIKA NI NINI?

SHABAHA:

- Mshiriki anapaswa kupeana maana ya ushirika kwa lugha ya kiswahili nalugha yake.
- Kila mshiriki anapaswa kupeana lengo haswa la shughuli - ama-

1. Mwanzo (*Dakika arubaini na tano*)

Anza kwa kuuliza kila anaye hudhuria aeleze jinsi chama chake kilivyo-undwa, kina fanya shughuli gani, wafanyi kazi, nyumba, mali kwa jumla. Ikiwa wshiriki kadhaa wanatoka chama kimoja, kila mmoja wao na aongee kwa jambo tofauti, kama chama hakija uliza wanao hudhuria waeleze juu ya kijiji, mimea, mifungo, mila na matatizo ya watu ya watu wake. (Majadiliano haya ni muhimu sana kwa viongozi wa mafunzo kwa vile yatawajulisha kiwango cha elimu ya ushirika na ujuzi ulioko katika wanao hudhuria, mwanzoni mwa mafunzo).

2. Umuhimu wa Chama cha Ushirika (*nusu saa*)

- Ni vitu gani vinavyo fanana katika vyama vya ushirika vilivyo elezwa hapo juu?
 - Watu hufanya kazi pamoja
 - Ni biashara inayo zalisha bidhaa na huduma
 - Uanachama wa hiari
 - Uongozi wa demokrasia
 - Faida hurudishiwa wanachama

Fafanua mambo kila moja ya mambo hayo matano kwa hadithi kuhusu jambo linalo eleweka na wanao hudhuria. Tumia picha ya ngombe wawili walio fungwa pamoja ili kufafanua umuhimu wa ushirika.

3. Fafanua Shirika ninini (*Saa moja*)

Kwanza uliza yeyote afafanue aeleze ushirika kwa kama anavyo elewa. Kwa vile hii kawaida huwa ni ngumu sana, shauri hivi:-

“Shirika ni biashara iliyo mali ya wanachama ambayo inawahudimia na kuwaletea faida”.

Uliza kikundi kiseme baada yako. Eleza mambo haya matatu muhimu katika ufafanuzi:

1. **Shirika ni biashara** (elezea maana ya biashara)
2. **Iliyo mali ya wanachama** (wanachama)
3. **Ambayo inawahudimia na kuwaletea faida** (tutaongea juu ya faida kesho)

Uliza kila anaye hudhuria kurudia maelezo hayo kwa kiswahili. Sasa uliza kila anaye hudhuria kueleza ufafanuzi huo kwa lugha yake. Eleza wanao hudhuria kwamba utawauliza waeleze ufafanuzi huo tena kesho na kesho kutwa.

4. Aina za Huduma/Shughuli Zinazo Patikana Katika Ushirika (*nusu saa*)

Kwanza uliza wanao hudhuria watoe mifano. Halafu kiongozi yafaa aongeze mawazo yake. Kila shughuli lazima ielezwe vizuri pamoja na mifario ya faida zake kwa wanao chama.

Orodha iliyo hapa chini lazima ifanane na ile itakayotengenezwa na kikundi chako.

Tengeneza mchoro au tumia picha kueleza kila shughuli.

- Ghala la vifaa vya kilimo
- Duka la shirika
- Uzaji mazao
- Lori za usafirishaji

- Kulima

- Benki

Akiba na mikopo

Bima

Nyumba

Makao

Ikiwa wanao hudhuria na wanaelewa shughuli zaidi, unaweza kuwaeleza kuhusu vyama vya ushirika nchini Kenya na Katika nchi zingine. Katika Kenya, mashirika huendesha nyumba za sinema, huuza kahawa yote inayo zalihiwa nchini, yanamiliki mashamba makubwa, nyumba za afisi, mitambo ya kuchambua pamba, mashine za kusaga mbata na na mahindi mitambo ya kutengeneza siagi, vichinjio, maghala makubwa, mikahawa na hoteli.

Kakita nchi zingine, vyama vya ushirika humiliki mitambo ya kuzulisha nguvu za stima, simu, meli na njia za reli, hospitali, maduka ya madawa, mipango ya kunyunyizia mashamba maji, viwanda vikubwa vya kuunda tinga tinga na majembe.

5. **Tambua huduma/shughuli ambazo shirika lako laweza kupea kijiji chako (saa moja)**

Uliza washiriki kutoka kila chama wakae kwa vikundi vidogo na wjadiliane ni shughuli ipi chama chao chafaa kuongeza. Baada ya dakika tano, uliza kila kikundi kupeana taarifa yao kwa wote wanao hudhuria ikiwa wanao hudhuria wanatoka katika kijiji kisicho na chama cha ushirika, waulize waamue ni shughuli ipi chama kinya kingefaa kuanzisha.

Ikiwa wakati unakubalia, mazoezi haya yanaweza kurudiwa na uulize kila kikundi kidogo kichague shughuli ya pili na ya tatu.

Wakati wa kutoa taarifa zao, wanao hudhuria yafaa waulizwe maswali kuhusu shughuli li walazimike kufikiria kikweli kuhusu biashara hiyo. Maswali kama vile:

Yafaa wanachama walipe pesa kiasi gani kwa huduma?

Wana chama yafaa wauze kiasi gani cha mazao?

Ni watu wangapi kijijini watanunua chombo hiki?

Ploughing

Banking

Savings & Credit

Insurance

Housing

Farm settlement

If P. are interested and can relate to a wider range of activities you can tell them about Co-ops around Kenya and in other countries. In Kenya Co-ops operate cinemas, sell all coffee growing the country, own large farms, office buildings, cotton ginneries, copra factories, flour and maize mills, butter and cheese factories, abattoirs, godowns, restaurants, hotels.

In other countries Co-ops provide electricity, telephones, own ships and railroads, hospitals, chemist shops, irrigation schemes, large factories to manufacture tractors and ploughs.

5. Identify the services/activities that your Co-op can provide for your village (1 hr)

Have P. from each Co-op work as a small group to decide the next activity for their Co-op to add. After 5 minutes report to entire workshop. If P. are from a village which does not have a Co-op they should decide which activity a new Co-op should have first.

If time permits, this exercise may be repeated and have each small group select a second and third activity. When presenting their reports the P. should be questioned about the activity to force them to think realistically about the business. Questions such as: how much can members pay for that service? How much produce do members have to sell? How many people in your village will buy this item?

TOPIC II **BENEFITS OF COOPERATION**

OBJECTIVES:

- P. will be able to state five benefits which members derive from doing business cooperatively.

INSTRUCTION: (2 1/2 hrs)

1. **Review of Co-op definition** (1/4 hr)

Ask P. to give the definition of a Co-op - "A business which is owned by the people it services and is operated for their benefits".

Then review the activities/services of Co-op using the pictures of all the activities discussed in topic I.

2. **Build a list of benefits** (1/4)

Ask the P. how a Co-op could help them personally. When a P. gives an idea try to relate it to one of the following ideas so that you build the following list of benefits (using pictures identify each idea:-

- Provides services
- Provides products
- Offers a market for members produce
- Close to the Members' village
- Controlled by members
- Profits are returned to members
- Helps to educate members
- A meeting place
- Teaches democracy

3. **Discuss benefits** (2 hrs)

After the list of benefits has been made (using pictures) discuss each one separately and in great detail. Spend 10 to 15 minutes talking about each benefit. Ask many questions and and tell many stories. Put each picture on display individually as you discuss that item. Some ideas are given below, the leader can develop more ideas from his own experience.

- Provides Services:

Review the services given in topic I by the P. Explain how a Co-op would provide such services as a lorry or ploughing. In some villages a Co-op might also offer other small services to members such as a telephone, postal box or a water tap. Give examples from successful Co-op in the District.

- Provides Products:

Ask the participants to start naming products they would like to be able to buy in their villages. First list farm inputs such as seed, fertilizer, jembes, etc. Then list consumer items, salts, sugar, paraffin jikos, kimbo, sodas, etc. After naming many items the leader must caution the P. that a Co-op is a business and that money must be raised to stock a store with these items.

SOMO LA PILI MANUFAA YA USHIRIKA

SHABAHA:

Wanaohudhuria wataweza kutaja faida tano ambazo wana chama hupata kwa kufanya' biashara wakishirikiana.

AGIZO: Wakati (*Masaa mbili na musu*)

1. **Marudio ya ufafanuzi wa shirika (Robo saa).**

Uliza wanao hudhuria wafafanue maana ya shirika.

“Biashara inayo milikiwa na watu inayo hudumia na huendeshwa ili kuwa faidi”.

Halafu rudia tena maelezo shughuli na huduma ukitumia picha ya shughuli zote zilizo zungumziwa katika somo la kwanza.

2. **Eleza orodha ya manufaa (Robo Saa)**

Uliza wanao hudhuria jinsi chama kinavyo weza kuwasaidia binafsi

Anaye shiriki akitoa shauri, jaribu kulilinganisha na mambo haya ili utengeneze orodha hii ya manufaa (kwa kutumia picha ili kutambulisha kila shauri):-

- Kupeana huduma
- Hutoa mazao
- Huunda soko la mazao ya wana chama
- Karibu na kijiji cha wana chama
- Huendeshwa na wanachama
- Husaidia kuelimisha wana chama
- Mahali pa mikutano
- Hufunza demokrasia

3. **Zungumzia Manufaa (Masaa mawili)**

Baada ya orodha ya manufaa kutengenezwa (kwa kutumia picha),zungumzia kila manufaa wakati wake na kwa kindani. Tumia dakika 10 hadi 15 kuzungumzia kila manufaa. Uliza maswali mengi na kusimulia hadithi nyingi. Onyesha kila picha kwa wakati wake unapo zungumzia jambo hilo. Baadhi ya mawazo yametolewa hapa chini lakini kiongozi anaweza kuongeza mengine kutokana na ujuzi wake.

Hutoa Huduma

Rudia tena huduma zilizo onyeshwa katika somo la kwanza na wanao hudhuria. Eleza jinsi chama kinavyo toa huduma kama vile lori ama kulima. Katika vijiji vingine chama pia chaweza kupea wanachama huduma zingine ndogo kama simu, sanduku la posta ama maji yamfereji. Onyesha mifano ya vyama vilivyo faulu katika wilaya.

Hutoa Mazao

Uliza wanao hudhuria waanze kueleza bidhaa ambazo wangependa kuwa wakinunua kijijini chao. Kwanza weka katika orodha bidhaa za kilimo kama mbegu, mbolea, majembe n.k. Halafu tengeneza orodha ya bidhaa muhimu za kutumiwa nyumbani kama chumvi, sukari, mafuta taa, jiko, kimbo, vinywaji vyepesi n.k. Baada ya kutaja bidhaa nyingi lazima kiongozi aeleze wanao shiriki eti shirika ni g:

- Offers a Market:

Continue as above asking participants what they have to sell from their village. Use their products and explain how Co-op could provide a market for vegetables, fruits, maize, beans, cattle, goats, milk, cotton, baskets, carvings or whatever they have to sell. Again talk about economics and explain that a Co-op can only buy as much from members as it can sell to others.

Ask for ideas about where the Co-op should sell the local surplus produce. Then ask what products are needed in their district and if the members of their Co-op could start to produce the item.

Example - Tomatoes for consumption in Isiolo.

- Near your village:

Explain how a Co-op belongs to the members - it will always be located where they decide it should be. Ask how far they would need to travel to the next closest shop or market.

- You Control:

Tell how members vote at the Annual General Meeting or at Special meetings. Also tell how the management committee is elected (In a later session the group will practice conducting an election).

- Profits are returned to members:

Explain how a Co-op must be operated like any other business, earning a small profit to pay wages for employees, to repair the building, to buy stationery and to pay for broken or lost items. At the end of each year, when all of the items are added up, if the Co-op has some profit the members can then decide what to do with the profit. Ask the P. what they think the Co-op should do with any profits.

Some examples:

Buy more products, add a new service, return money to members, pay off a loan, contribute to a school.

Stress that the members will make the decision.

- Help to Educate the Members

Explain that the Co-op will hold meetings to tell members how to use farm inputs. Members also learn through handling money, by trading at the Co-op store, by learning to grow new crops for sale. This is the first step in development for their village.

- Meeting Place:

Talk about how people getting together and talking. A Co-op can provide a place with old friends and to meet new people. People like to come a Co-op because it belongs to all of them.

- Practice Democracy:

Talk about how people vote at Annual general meeting. This may be the first opportunity for some people to vote, to make a decision, or to talk in a public meeting.

In a Co-op each person has **one vote**. All members are equal irrespective of the number of shares they may own.

After going through all nine of these benefits, one at a time, review each one. Remind P. that these are the things that they should tell to their people. A good technique is to hold up the picture and ask the P what it means.

Hupeana Soko

Fndelea kama hapo juu kwa kuuliza wanao hudhuria ni bidhaa gani wanaweza kuuza kutoka vijijini mwao. Zaidi ya bidhaa walizo taja eleza jinsi shirika lingesaidia kuuza mboga, matunda, mahindi, maharagwe, ngombe, mbuzi, pamba, vikapu, sanaa au cho chote wanacho cha kuuzia wengine.

Waulize watoe mawazo ni wapi shirika laweza kuuza bidhaa zinazo kuzwa sehemu za kwao zinapo salia. Halafu waulize ni bidhaa gani zinazo hitajika wilayani mwao na kama wana chama wa shirika lao wangeanza kuzalisha bidhaa hizo.

Mfano - Viazi vya kuliwa Isiolo.

Karibu na Kijiji Chako:

Eleza jinsi chama ni cha wanachama - na kwamba daima kitaundwa mahali wanapo amua kiwe. Waulize ni umbali gani wangependa kwenda ili kukaribia duka au soko lililo karibu.

Una Endesha:

eleza jinsi wana chama hupiga kura katika mikutano ya kila mwaka. Pia eleza jinsi kamati huchaguliwa (Katika somo la baadaye, wanao hudhuria watafanya mazoezi ya kuendesha uchaguzi).

Faida Hurudishiwa Wana-chama:

Eleza jinsi shirika lazima liendeshe kama biashara nyingine yeyote, lijipatie faida kidogo kuliwezesha lilipe watumishi, kurekebisha mijengo, kununulia karatasi za kutumia afisini na kugharimia rifa'a vilivyo vunjika au kupotea mwisho wa kila mwaka baada ya rasilimali zote kujumlishwa, ikiwa chama kimepata faida basi wanachama huamua jinsi watakatavyo fanya nayo. Uliza wanao hudhuria wanavyo fikiria yafaa chama kitumie yeyote.

Mifano:-

Kununulia bidhaa zaidi, ongeza huduma mpya. Rudishia wana chama pesa, lipa mkopo changia shule. Himiza kwamba wanachama ndio watafanya uamuzi.

Husaidia Kuelimisha Wanachama:

Eleza kwamba shirika litaandaa mikutano na kufunza wanachama njia ya kutumia vifaa vya kilimo, wana chama pia hujifunza kwa kutumia pesa, kwa kununua mahitaji katika duka la chama, kwa kukuza mazao mapya ya kuuziwa. Hii ni hatua ya kwanza katika maendeleo ya kijiji chao.

Mahali Pa Mikutano:

Eleza jinsi watu hufurahia kukutana na kuzungumza shirika huwa ni kama mahali pa marafiki wa zamani kukutana na hata kukutana na wageni - watu hupenda kuja kwa chama kwa vile ni lao wote.

Endesha Kidemokrasia

Eleza jinsi watu hupiga kura mkutano wa kila mwaka. Yawezekana hiyo ni nafasi ya kwanza kwa baadhi ya watu kupiga kura, kufanya uamuzi, au kuzungumzia mkutano wa watu wengi Katika shirika kila mtu huwa na kura moja. wana chama wote ni sawa hata mtu akiwa na hisa gapi.

Baada ya kutaja manufaa haya tisa, kila moja wakati wake, fanya ukumbusho wa kila moja. Kumbusha wanao hudhuria kwamba, haya ni mambo yapasayo waambie watu wao. Njia bora ni kuinua picha na kuuliza wanao hudhuria waeleze maana yake ni nini.

TOPIC III CO-OPERATIVE MEMBERSHIP

OBJECTIVES:

- Each P. will be able to explain who is eligible to be a member of the Society in his village.
- P. will be able to state three rights of every society member.
- P. will know the two primary responsibilities of every member, to patronize his co-operative and to elect a good management committee.

INSTRUCTION: (2 hrs)

- 1 Review the definition of a co-op. What are some of the benefits of doing business through a Co-op?

- 2 **Joining a Co-op Society. (1/2 hr)**

Explain that a Co-op can only be formed by a group of people that have a common bond or common interest. They might all be residents of one village, they might all be producers of one product, such as maize, or they might all have livestock, or the society might be for the people who work for one employer. Now ask each individual what the common bond is in his society. Conclude this discussion by explaining that the By-Laws of each society must describe the common bond of members for that society.

Another requirement for membership is that each person must pay a membership fee and buy one share. Explain that the society is going to be a business so someone must provide money to start the business. The Co-operative Act establishes a minimum membership fee of 5 shillings and the minimum cost of one share at 20 shillings.

Promote a discussion about membership by asking the following questions:-

Can your children be members of the Co-op?

Why have women's Co-op proven very successful?

What should the committee do if someone who does not qualify under the common bond asks to join the Co-op?

3. **Rights of a Co-op Member: (1/2 hr)**

There are three basic rights. Repeat this fact over and over every P can state the three.

- The right to attend, speak and vote at General Meetings.
- The right to elect the management committee
- The right to share in dividends.

Describe each in detail giving examples:

Ask questions such as:- How do you elect a Committee? How often is a General Meeting held? How are dividends paid in your Co-op?

SOMO LA TATU UANA CHAMA KATIKA SHIRIKA

SHABAHU:

Kila anaye hudhuria ataeleza ni nani anaye stahili kuwa mwana chama wa shirika la kijiji chake.

- Wanao hudhuria watataja haki tatu za kila mwana chama wa shirika.
- Wanao hudhuria watajua kazi mbili muhimu za kila mwana chama, kusaidia chama na kuchagua wana kamati wazuri.

AGIZO: (*Masaa mawili*)

1. Rudia maelezo ya maana ya shirika. Taja baadhi ya manufaa ya kufanya biashara na chama.

2. **Kujiunga na chama cha Ushirika.** (*Nusu Saa*)

Eleza kwamba shirika linaweza tu kuudwa na kikundi cha watu walio fungamanishwa na haja moja. Yawezekana wote wawe wanaishi kijiji kimoja, yawezekana wote wawe wanakuza zao moja kama vile mahindi au wote wawe na mifugo ama chama chaweza kuwa cha watu walio ajiriwa na tajiri mmoja. Sasa uliza kila mmoja haja inayo unganisha wana chama wa chama chake. Maliza mazungumzo haya kwa kueleza kwamba sheria za kila chama lazima zieleze kinacho fungamanisha wanachama.

Hitaji jengine kwa wanachama ni kwamba kila mtu lazima alipe ada ya uana chama na kwa hivyo lazima mtu atoe pesa za kuanzisha biashara hiyo. Sheria ya vyama vya ushirika imeweka kiwango cha chini cha ada ya uanachama kuwa shilingi 5 na gharama ya chini ya hisa moja kuwa shilingi 20.

Endeleza majadiliano kuhusu uanachama kwa kuuliza maswali ya fuatayo:-

Je, Watoto wako wanaweza kuwa wanachama wa shirika?

Kwanini mashirika ya wanawake yamefanikiwa sana?

Kamati ifanye nini ikiwa mtu asiye fungamanishwa na wengine kwa haja moja ataomba akubaliwe kujiunga na shirika?

3. **Haki za mwana chama wa shirika** (*Nusu saa*)

Kuna haki tatu muhimu. Rudia haya tena na tena mpaka kila anaye hudhuria anaweza kutaja zote tatu. Kuzungumza na kupiga kura katika mikutano ya wanachama wote.

kutaja zote tatu.

- Kuzungumza na kupiga kura katika mikutano ya wanachama, wote.

- Haki ya kuchagua kamati

- Haki ya kuganiwa faida

Uliza maswali kama: Ni jinsi gani unavyo chagua kamati? Mkutano wa wana chama wote huweko mara ngapi mwaka? Faida hulipwa namna gani katika chama chako?

TOPIC IV DUTIES AND RESPONSIBILITIES OF COMMITTEE MEMBERS

OBJECTIVE:

- P. will be able to explain each of the eight duties of a Committee Member illustrated by symbols on the poster or leaflet.

INSTRUCTION: (1 1/2 hrs)

1. Review (1/4 hr)

- What is a Co-op?
- What are the benefits of a Co-op?
- What are the duties and rights of a Co-op member?
- What are the qualifications of a Committee member?

2. Open Discussion (1/4 hr)

Begin by asking which P. are presently serving as a Committeeman. Ask if any have previously served. Have each person who has experience on a Committee tell of one thing he does at a meeting. Answers will be things such as talk, vote, listen to D.C.O., etc.

Now ask why a Co-op needs a management committee. There will be several different answers which the leader can generally summarize as "to carry out the wishes of the members and or to direct the employees and manage the affairs of the business".

- Review the discussion from the last topic on the qualities of a good committee member. Stress honesty, integrity, intelligence.

4. Eight specific areas of responsibility (1 hr)

Tell the P. that even though they already know many of the things that committee members do, there are **eight** things that every good committee member should do to properly lead his Co-op. These are so important that you want each person to know all eight.

Use the eight pictures at the back of this book to illustrate the eight responsibilities of a C.M. As you introduce each item ask what the picture is and explain how it is a symbol for one of the duties of a C.M. (The pictures should be torn out of the book and displayed in front of the group).

- Building - a C.M. must plan ahead for the Co-op:

- Mouth - a C.M. must talk to the members and keep them informed from one Annual General Meeting to the next. He should tell them of all meetings to attend, of new services and products, successes of the Co-op, problems of the Co-op, new employees. After every Committee meeting he should tell the members of any decisions.

Ears - a C.M. must also listen to the members. He must hear their problems, their ideas and and introduce these things to the full committee for action.

4. Kazi na Wajibu la Wana Chama: (Nusu saa)

Eleza kazi muhimu mbili za kila mwana chama kwanza. Kufanya biashara na shirika lake. Eleza kwa nini shirika hupata nguvu ikiwa watu wengi wanauza mazao yao kulipitia na hata kununua nyombo vya kilimo vinavyo uzwa na chama. Kwa nini wingi na kiasi ni muhimu. Eleza jinsi baadhi ya gharama zaweza kugawanyiwa wanachama wote. eleza jinsi mfanyi biashara anaye nunua mifugo au mazao daima atajaribu kunua kwa bei ya chini. lakini watu wote wakijiunga katika shirika wanaweza kupandisha bei na kuuzia wanao nunua kwa bei ya juu kabisa.

Kazi ya pili muhimu ya wanachama ni kuchagua kamati nzuri. Somo lifuatayo litajishughulisha na kazi ya wana kamati. Kufikia hapa, tungependa kuchunguza aina ya mtu anaye faa

Uliza "je, tuchunguze sifa gani tunapo teua au kupigia kura mtu ili ahudumie katika kamati?"

Mwaminifu

Mwenye Uongozi,

Elimu

Mwerefu,

Mwenye tabia Nzuri

Msemaji Mzuri.

Anaye sidia.

Anaye jishughulisha na shirika

Anaye elewa lugha ya watu

Mkulima au mfanyi biashara aliye fanikiwa.

Kufuatia hiyo uliza nini kingefanyika ikiwa watu wasiofaa watachaguliwa kuingia katika kamati.

Maswali ya kujadiliwa:

Mwana chama na afanyeje anapo taka kuacha kufanya biashara na shirika? Je inapasa shirika kuandikiana mkataba rasmi na kika mwana chama ili kushurutisha mwanachama kuuza mazao yake yote kupita chama? Je shirika linaweza kumuondoa katika uanachama mtu yeyote asiyetumia chama vilivyo?

Kuna Kazi zingine muhimu za mwana chama zinapohitaji ufundi. Hizi zinaweza kuelezwa lakini usiweke mkazo sana kwa sababu ni rahisi kupotosha wanaohudhuria.

Heshimu sheria na masharti ya chama.

Lipa hasa iliyo patikana na chama.

Hudumia kama mwana kamati ikiwa utachaguliwa.

5. Marudio: (Nusu saa)

Ni nini kinahitajika ili mtu akubaliwe kujiunga na chama?

Kulipa ada ya uanachama na kununua hisa moja.

Kufungamanishwa kwa mahitaji sawa.

Haki tatu muhimu za kila mwana chama wa shirika ni Zipi?

- uhudhuria, kuzungumza na kupiga kura katika mikutano ya wanachama.

- Kuchagua sehemu ya faida.

- Kugawiwa sehemu ya faida.

Wajibu muhimu wa kila mwana chama wa shirika ni nini ?

- Kufanya biashara na chama

- Kuchagua wana kamati wazuri

TOPIC IV DUTIES AND RESPONSIBILITIES OF COMMITTEE MEMBERS

OBJECTIVE:

P. will be able to explain each of the eight duties of a Committee Member illustrated by symbols on the poster or leaflet.

INSTRUCTION: (1 1/2 hrs)

1. Review (1/4 hr)

- (a) What is a Co-op?
- (b) What are the benefits of a Co-op?
- (c) What are the duties and rights of a Co-op member?
- (d) What are the qualifications of a Committee member?

2. Open Discussion (1/4 hr)

Begin by asking which P. are presently serving as a Committeeman. Ask if any have previously served. Have each person who has experience on a Committee tell of one thing he does at a meeting. Answers will be things such as talk, vote, listen to D.C.O., etc.

Now ask why a Co-op needs a management committee. There will be several different answers which the leader can generally summarize as "to carry out the wishes of the members and or to direct the employees and manage the affairs of the business".

3. Review the discussion from the last topic on the qualities of a good committee member. Stress honesty, integrity, intelligence.

4. Eight specific areas of responsibility (1 hr)

Tell the P. that even though they already know many of the things that committee members do, there are **eight** things that every good committee member should do to properly lead his Co-op. These are so important that you want each person to know all eight.

Use the eight pictures at the back of this book to illustrate the eight responsibilities of a C.M. As you introduce each item ask what the picture is and explain how it is a symbol for one of the duties of a C.M. (The pictures should be torn out of the book and displayed in front of the group).

- **Building** - a C.M. must plan ahead for the Co-op:

- **Mouth** - a C.M. must talk to the members and keep them informed from one Annual General Meeting to the next. He should tell them of all meetings to attend, of new services and products, successes of the Co-op, problems of the Co-op, new employees. After every Committee meeting he should tell the members of any decisions.

- **Ears** - a C.M. must also listen to the members. He must hear their problems, their ideas and introduce these things to the full committee for action.

SOMO LA NNE KAZI NA WAJIBU WA WANA KAMATI

SHABAHA:

Wanao hudhuria wataweza kueleza kila moja ya kazi nane za mwana kamati ambazo zimefanuliwa kwa mifano katika picha au karatasi.

AGIZO: MUDA (*Saa moja na nusu*)

1. Marudio .

- (a) Shirika ni nini?
- (b) Faida ya shirika ni gani?
- (c) Sifa zinazo hitajika ili mtu achaguliwe mwana kamati ni zipi?

2. Majadiliano ya watu wote (*Robo saa*)

Anza kwa kuuliza ni akina nani kati ya wanao hudhuria ambao wanahudumia kama wana kamati. Uliza kama yeyote baina yao wamekuwa wana kamati mbeleni. Uliza kila aliye na ujuzi wa kuhudumia katika kamati aseme jambo analo fanya katika mkutano. Majibu yatakuwa kama vile kuzungumza, kupiga kura, kusikiza hotuba ya afisi wa ushirika wa serikali wa wilaya n.k.

Sasa uliza kwa nini shirika huhitaji kamati. Kutakuwa na majibu kadhaa tofauti ambayo kiongozi anaweza kwa jumla kuyataja kwa ufupi hivi:-

"Kutimiza mapenzi ya wanachama na au kuongoza wafanyi kazi na kuendesha mambo yote yanayo husiana na biashara hiyo.

3. Rudia majadiliano ya somo lililo pita kuhusu sifa za mwana kamati bora sistiza uaminifu, heshima na werevu.

4. Sehemu nane za wajibu (*Saa moja*)

Ambia wanao hudhuria kwamba ingawa sasa wanaelewa mengi yanayo fanywa na wana kamati, kuna mambo manane ambayo kika mwana kamati bora afanye ili aongoze chama chake vizuri. Mambo hayo ni muhimu kiasi kwamba unahitaji kila mtu ayafahamu. Tumia picha nane zilizopo nyuma ya kitabu hiki kufafanua wajibu nane za mwana kamati.

Kila unapoonyesha mfano mmoja, waulize kilichoko kwenye picha, halafu uweleze vile ilivyo mfano wa mojawapo wa kazi za mwana kamati. (Picha zapaswa kukatwa kutoka kwa kitabu na kuonyeshwa mbele ya kundi lote).

Nyumba - Lazima mwana kamati afanye mipango ya shirika mapema: Panga unjenzi wa nyumba, fanya mipango ya pesa, panga matumishi. Lazima afikirie shirika litafanya nini mwezi na hata mwaka ujao.

-Nia na kijiko - Mwana kamati lazima afanye uamuzi - shirika lliende njia ipi? Kwa kuzungumza juu ya mijadala na kupiga kura. Mtu-Mwana kamati lazima aajiri wafanyi kazi. Wangapi, wa mishahara gani, wakati wa kuachisha kazi.

- Au - Mwana kamati lazima azungumzie wana chama na kuwafahamisha yanayo fanyika kutoka mkutano mmoja wa kila mwaka adi mwingine. Lazima awaeleze mikutano yote watakayohudhuria, juu ya huduma mpya, mafanikio ya shirika, matatizo, wafanyi kazi wapya. Baada ya kila mkutano wa kamati, lazima aeleze wanachama juu ya uamuzi ulio chukuliwa.

- Masikio - Mwana kamati lazima awasikilize wana chama na kuyapeleka katika mikutano ya kamati ili hatua inayofaa ichukuliwe.

Can a C.M. act alone?

No! Not even the Chairman. Every decision must be by a vote.

- Money - a C.M. must always be sure that the Co-op has money to operate. Where does the money come from?

Membership fees, profits, loans. The C.M. must ask questions to be sure that the budget is being followed.

- He goat - Just like your neighbour would expect you to return a he goat if you borrowed it to breed yourshe goat, the Co-op must repay money it borrows. The members must approve any loan at a General Meeting and the committee must be sure that the Co-op returns the money.

Do all Co-ops borrow money?

Who do they borrow from?

5. Translate Symbols Into Local language 7)

To help the P. internalize the meaning of each symbol, have them translate the Kiswahili word into their local tongue. Go around the room giving each P. a word to translate. The leader will need to depend upon other P. speaking the same tongue to evaluate the accuracy of the translation.

- 6. Close the session with a short review of the eight duties of a Committee Member. Go round the table and have each P. point to a symbol and explain what the responsibility is. This will give the P. experience at translating the symbols into responsibilities. Give each P. a copy of the leaflets with the eight symbols and explain that the P. will carry these leaflets home so as to remind themselves and to teach others the major responsibilities of a C.M. Use this same exercise on following days as a review.**

Mwana kamati anaweza kuchukua hatua akiwa peke yake?

I.A! Hata mwenye kiti hawezi. Kila ukaguzi lazima upigwe kura.

Pesa - Mwanakamati lazima daima ahakikishe kuna pesa za kuendesha chama. Pesa hutoka wapi?

Ada ya uanachama, faida, mikopo. Mwanakamati lazima aulize maswali kuhakikisha majadilio ya matumizi yana fuatwa.

Mbuzi-dume- Kama vile jirani wako angetazamia arudishe mbuzi-dume aliye kuazima ili azalishe mbuzi jike wako, chama lazima kilipe pesa kilicho kopa. Wanachama lazima waidhinisha mkopo wowote katika mkutano wa wanachama wote na kamati lazima ihakikishe kwamba shirika linarudisha pesa zote.

5. Tafsiri mifano kwa lugha yako (*Robo saa*)

Kuwasaidia washiriki washike maana ya kila mfano, waulize wa tafsiri nene lenyewe, la kiswahili, kwa lugha yao. Zunguka chumbani ukimpa kila mshiriki neno la kutafsiri. Itambidi kiongozi kushiriki na mshiriki mwingine wanaoongea lugha moja, ili kujua usawa wa tafsiri yenyewe.

Mpe kila mshiriki karatasi iliyo na ile mifano nane na uwelezee yakwamba kila mshiriki atazibeba hizo karatasi nyumbani ili kujikumbusha na kuwafunza wengine wajibu muhimu za mwana kamati.

6. Tumia zoezi hili katika siku zijazo kama marudio.

maliza somo hili kwa marudio kidogo ya zile kazi nane za mwana kamati. Zunguka chumbani mwa mafunzo na uulize kila anaye hudhuria aonyeshe mfano na aeleze unamaanisha wajibu upi. Hii itawapa wanao hudhuria ujuzi wa kutafsiri mifano kwa wajibu. Tumia zoezi hili katika siku zijazo kama marudio.

TOPIC V CO-OPERATIVE SOCIETY FINANCE AND LOANS

OBJECTIVES:

P. will be able to state three sources of capital for a Co-op. P. will be able to explain exactly what happens if a loan is not repaid on schedule.

INSTRUCTION: TIME (3 hrs)

A Introduction (1/4 hr)

1. Start the discussion by asking P. how a society can get the money needed to start a business. The logical answers are:

Membership Fees

Sale of shares

A loan

If the Co-op is already in business, there is one other source of money to expand or start a new activity.

Business profits

2. **Membership Fee** (1.2 hr)

Begin by asking how much it costs each member to join a Co-op. According to the Co-operative Act it is a minimum of 5 shillings membership and 20 shillings for a share. Ask what this money is used for. Some answers will be: To build a store; to stock the store; to buy produce from member; to buy stationery; to pay wages to employees;

Now ask how many members there are in each Co-op. If there are about 100 multiply the fee (25 -) times the membership (100) and explain how much capital will be available. Translate this into cows, goats, bags of maize or whatever real products are understood. The P. will realize that the membership fee does not generate enough working capital to build and supply a store or to buy a lorry.

3. **Co-op Business Profits** (1/4 hr)

The second way for a Co-op to get capital is to earn it. The Leader should try to get P. to engage in a spirited discussion on ways in which a Co-op can earn profits - and conversely - if a Co-op is operated for the benefit of its members, then should there be any profits?

Ways in which a Co-op could earn a profit might be: From selling supplies to the members with a reasonable mark-up, when produce is marketed, by growing produce on a collective farm.

This discussion should lead to the understanding that it is a very long and slow process for a new, small point to build up capital through earnings. At this point P. might feel frustrated discouraged about their Co-op making progress and being able to provide services they asked for in Topic I, such as a lorry or a tractor or store.

4. **Loans** (1/2 hr)

When P. understand the need to generate a profit and the limits to growth through generated profits, it is proper to introduce loans as a source of capital.

Start out by asking about personal loans. Have you ever borrowed money, tools, seed, animals? Have you ever loaned your things to your friends or family? Ask whether the item has been returned? What happens if a man who has borrowed a Jembe (or other item) runs away?

SOMO LA TANO HAZINA NA MIKOPO KATIKA VYAMA VYA USHIRIKA

SHABAHA:

Wanao hudhuria wataweza kutaja njia tatu ambazo chama hupata hazina. Pia wataweza kueleza hasa hasa kinacho fanyika mikopo isipo lipwa kwa wakati uliowekwa.

AGIZO: MUDA (*Sau Tatu*)

1. - Mwanzo (*Robo saa*)

Anza majadiliano kwa kuuliza wanao hudhuria jinsi chama kinaweza kupata pesa zinazo hitajika hianzisha. Majibu ya kweli ni:

-Kutoka Ada ya uanachama

-Kutoka uuzaji wa hisa

- Mkopo

-Ikiwa shirika tayari limeanzisha biashara, kuna njia moja nyingine ya kupata pesa za biashara au kuanzisha au kuanzisha shughuli mpya.

-Faida ya biashara

2. Ada ya uanachama (*nusu saa*)

Anza kwa kuuliza hugarimu kila mwana chama nini ili ajiunge na shirika. Kulingana na sheria ya ushirika ni ada ya uanachama ambao si chini ya shilingi 5 na shilingi 20 kwa kila hisa. Uliza pesa hizi hutumiwa jinsi gani. Baadhi ya majibu yatakuwa: Kujenga duka la shirika, shirika, kununua bidhaa za kuweka katika duka hilo, kinunua mazao ya wanachama, kununua karatasi za afisi, kulipa mishahara ya wafanyi kazi.

Sasa uliza kuna wanachama wangapi katika kila chama. Ikiwa ni 100, zidisha malipo ya shilingi 25 kwa idadi ya wanachama (100) na ueleze ni kiasi gani cha pesa kitakacho patikana. Tafsiri hayo kwa mifano yanayo eleweka. Wanao shiriki watafahamu kwamba ada ya uanachama haizalishi pesa za kutosha jujenga duka la chama kuliweka bidhaa muhimu au hata kununua lori.

3. Faida ya biashara ya Chama (*Robo saa*)

Njia ya pili ya shirika kujipatia pesa ni kufanya kazi. Kiongozi aingize wanao shiriki katika majadiliano makubwa kuhusu njia ambazo chama chaweza kupata faida-ai kwa njia ambazo shirika laweza kujipatia faida huenda ikawa ni:

Kuuzia wanachama bidhaa kwa faida ndogo, kuchukua na kuuza mazao ya wanachama na kubakisha faida ndogo baada ya kuyauza, kwa kukuza mazao katika shamba la shirika.

Majadiliano haya yafaa yaongoze wanao shiriki kufahamu kwamba huchukua chama kidogo muda mrefu kujipatia fedha kutokana na fiada. Hadi hapo, wnao shiriki watajisikia wanvunjika moyo kuona kama shirika lao halitaweza kufanya maendeleo na kuweza kutoa huduma walizo uliza katika someo la kwanza kama vile lori au tingatinga au duka.

4. Mikopo (*Nusu saa*)

Wanao hudhuria watakapo elewa haja ya kuzalisha faida na upungufu wa maendeleo kutokana na faida iliyo zaliswa, ni vema kuwajulisha mikopo kama njia ya kupata pesa.

Anza kwa kuwauliza kuhusu milopo ya kibinafsi. Umewahi kukopa pesa, vyombo, mbegu, wanyama? Umewahi kukopesha marafiki au jamii yako vita vyako? Uliza kama kitu ulicho kipeshwa kimerudishwa? Ni nini huganyika ikiwa mtu aliye omba jembe (au kitu kitu kingine) ametoroka?

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5. **Interest (1/4 hr)**

Ask if the lending of money is a common practice in their villages. Is interest charged?

If the idea of "interest" on money is a new concept it can be likened to the lending of a cow to a friend for three years. When the cow is returned after three years it is customary to return the cow and one calf to the owner. This calf can be thought of as "interest" or payment for the use of the cow for three years.

Likewise when money is loaned it must be returned along with interest. If a Farmer borrows 100 shillings at planting time, he would be asked to return 110 shillings at harvest time. The extra 10 shillings is interest, or payment for the use of the money.

Generally, the P. will agree that failure to repay a loan is a bad thing which would bring dishonour upon a man and his family.

Now translate the stories about personal loans to business loans for a Co-op. Tell where the money comes from such as - the Co-operative Bank where other Co-ops keep their extra money. Tell the P. that sometimes people or Banks in other countries will put money in the Co-operative Bank so that Co-ops in Kenya can grow stronger.

Explain again that whenever money is borrowed, it must be paid back at a certain time, and with interest. Explain using round numbers, such as borrowing 1,000 shillings and paying back 100 shillings each month for 12 months.

6. **Repayment of Loans (1/2)**

Ask again what happens if a man fails to repay the loan.

Ask what happens when a Co-op fails to repay a loan?

Could a Co-Op ever get another loan?

What would happen to the Co-op Bank if many Societies failed to pay back the money they have borrowed?

Where will the Co-op get the money to repay a Loan?

Emphasis that a Co-op must make a profit on each business transaction-whenver it buys or sells or performs a service. Review again the costs of doing business such as wages for employees, building repairs, stationery, and now add **INTEREST ON LOANS**.

Also talk about depreciation, using "wearing out" or "wear and tear". Ask how long a pair of shoes will last, how long will a building last, how long will a lorry last. Explain in round numbers that if a pair of shoes cost 100 shillings and was worn out in 10 months it costs 10 shillings per month to wear shoes. If a lorry costs 200,000 shillings and would last 10 years the Co-op must pay 20,00 each year to have the use of this lorry.

Explain the importance of using borrowed money for profitable purposes. Would it be profitable for the Co-op to build a nice hall in which to have member committee meetings?

Would it be profitable to borrow money to pay the store-keeper each month? Talk about how the business will lend money.

5. **Faida (Robo saa)**

Uliza ikiwa kukopesha pesa ni jambo la kawaida vijijini mwao. Faida hutozwa? Ikiwa utozaji wa faida kwa pesa zilizo kopeshwa ni jambo gani, linaweza kulinganishwa na ukopeshaji wa ng'ombe kwa rafiki kwa miaka mitatu. Wakati ng'ombe anapo rudishwa baada ya miaka mitatu, kulingana na mila ng'ombe hurudishwa pamoja na dama mmoja. Ndama huyo anaweza kufikiriwa kama "faida" au malipo kwa kutumia ng'ombe ng'ombe kwa miaka mitatu.

Hivyo hivyo, pesa zikikipwa lazima kurudishwa na faida. Mkulima akiomba shilingi 100 wakati wa kupanda, ataulizwa kurudisha shilingi 110 akisha vuna. Hizo shilingo 10 ni faida ama malipo kwa kutumia pesa zilizo ombwa.

Uliza wanao shiriki ni nini hufanyika kijijini mwao mtu asipo lipa mkopo. Ni nini hufanyika akifa au akitoroka?

Kwa jumla, wanao hudhuria watakubali kwamba kukosa kulipa mkopo ni jambo mbaya ambalo humletea mtu na jamii yake sifa mbaya. Sasa, fananisha hadithi za mikopo ya kibinafsi na mkopo wa chama cha cha biashara. Eleza wanao hudhuria kwamba watu na Benki za nchi zingine zinaweka pesa katika benki ya ushirika ili mashrika ya Kenya yawe na nguvu zaidi.

Eleza tena kwamba pesa zikikopwa, lazima silipwe wakati fulani kwa faida. Eleza kwa kutumia nambari kamili kama kukopa shilingi 1.000 na kulipa shilingi 100 kila mwezi kwa miezi 12.

6. **Ulipaji mikopo (nusu saa)**

Uliza tena ni nini hufanyika mtu akikopa kulipa mkopo?

Uliza ni-nini hufanyika shirika likikosa kulipa mkopo?

Chama kinaweza kupewa mkopo mwingine?

Ni nini kingetokea kwa Benki ya Ushirika ikiwa mashirika mengi yangekosa kulipa? mkopo yaliyo omba? Shirika hupata pesa wapi za kulipa mkopo? sisitiza kwamba shirika lazima lipate faida kutokana na kila biashara - Kila linapo nunua au kupeana huduma. Rudia tena gharama za kuendesha biashara kama vile mishahara ya wafanya kazi, urekebishaji wa mijengo, karatasi za afisi na sasa ongeza FAIDA YA MIKOPO.

Pia zungumza kuhusu upungufu wa dhamani, kwa kutumia maneno mepesi kama "punguza" au "kupoteza nguvu na dhamana". Uliza jozi la viatu, mjengo au lori litatumika kwa muda gani. Eleza kwa herufi kamili kwamba ikiwa jozi la viatu limegharimu shilingi 100 na limetumika kwa miezi kumi imegharimu shilingi 10 kila mwezi kuvaa viatu hivyo. Ikiwa lori limegharimu shilingi 200,000 na litadumu kwa miaka 10, shirika lazima lilipe shilingi 20,000 kulipia utumizi wa lori hilo.

Eleza umuhimu wa kutumia mikopo kuendesha shughuli za faida.

Je, itakuwa jambo itakayokuwa na faida yeyote kwa shirika kujenga ukumbi maridadi wa mikutano ya kamati?

Itakuwa na faida kuomba pesa za kulipa karani wa duka kila mwezi? Eleza jinsi shirika lazima liwe na mpango mzuri sana unao onyesha biashara itazalisha faida, kabla benki hajipeana mkopo.

7. Loan default (1/4)

Begin by asking what will happen if a man borrows some property (like goat) from a neighbour and then fails to return the item.

Next ask what happens if a man borrows some money and he fails to return the money. (The P. should agree that the borrower would have to give some property of equal value).

Now talk about what a Co-op would do if it failed to repay a loan. Some examples would be:-

- a. Property such as a truck or tractor could be taken by the lender.
- b. A building could be sold to raise the money.
- c. Members could be called upon to contribute cash to pay the loan.
- d. The Co-op might be closed down and all of their property taken away by the lender.

There is no good answer to this problem, but participants must understand that a loan default is extremely serious and would probably close the Co-op society. The members would lose all of their contributions to the Co-op.

8. Review of Topic (1/4)

Where can a Co-op get money?

- a. Membership fee
- b. Make business profits
- c. loans

What should borrowed money be used for?

- To invest a project that will earn money.

What will happen when a Co-op fails to repay a loan?

- a. The Co-op can not get another loan.
- b. The lender will take away the property of the Co-op.
- c. The society will probably go out of existence and members will lose whatever they have contributed.

7. Kutolipa Mikopo (Robo saa)

Anza kwa kuuliza ni nini kitafanyika ikiwa mtu ataomba kitu (kama mbuzi) kutoka kwa jirani na akose kurudisha kitu hicho.

Kisha uliza ni nini kitafanyika ikiwa mtu ameomba pesa na akose kurudisha. (Wanao shiriki lazima wakubaliane kwamba anaye omba sharti arudishe kitu cha dhamani sawa na alichopewa)

Sasa eleza kuhusu kile chama kitakacho fanya kikishidwa kulipa mkopo. Baadhi ya mifano ni:-

- a. Mali kama vile gari au trakta yaweza kuchukuliwa na aliyetoa mkopo.
- b. Jumba linaweza kuuzwa ili kupata pesa hizo.
- c. Wanachama wanaweza kuulizwa wachange pesa taslimu ili mkopo ulipwe.
- d. Shirika linaweza kufungwa na mali yao yote ichukuliwe na mkopeshanazi.

Hakuna jawabu nzuri kwa swali hili, lakini wanao shiriki lazima waelewe kwamba kutolipa mkopo ni jambo mbaya sana na laweza kusababisha shirika kufungwa. Wanachama wanaweza kupoteza michango yote walio fanyia chama.

8. Marudio ya somo (Robo saa)

Shirika laweza kupata pesa kutoka wapi?

- a. Ada ya uanachama
- b. Kwa kuzalisha faida katika biashara
- c. Mikopo - yafaa pesa za mikopo zitumiwe je?
- d. Kuweka katika kazi ya kuzalisha faida

Nini kitafanyika shirika likishidwa kulipa mkopo

- a) Shirika haliwezi kupata mkopo mwingine.
- b. Mkopeshanaji anaweza kuchukua mali ya shirika.
- c. Chama kinaweza kufungwa na hivyo wanachama kupoteza michango yao yote.

TOPIC VI ELECTIONS

OBJECTIVE:

P. will simulate an election at a society to elect committee members. P. who are elected C.M. will hold an election to choose officers.

INSTRUCTION: TIME (2 hrs)

This is a role playing exercise. Explain to the group that they are going to simulate the Annual General Meeting of a society. They will select five people to serve as committee members. After these five are elected they will sit as the Management Committee and elect a Chairman, Vice Chairman, Treasurer and Honorary Secretary.

Before starting the role playing exercise, discuss the following points:-

1. What are the qualities to be looked for in a good Committee member?
2. What are the eight duties of a Committee member?
3. Tell the P. that the Course Leader will play the role of the D.C.O. and act as chairman of the meeting.
4. Discuss how members should vote. (By standing, raising hand, shouting)
5. How should nominations be made?
6. Explain that time will be allowed for each nominee to make a short speech about why he should be elected to the committee.

At this point announce that the exercise is starting and that you, the Course Leader, are now the District Co-operative Officer and you are calling to order the Farmers Society Annual General Meeting.

(Proceed with exercise to point of election of five committee members).

After the elections are completed stop the role play to discuss what was done

Question to be asked :-

Was this similar to the election in your society?

Why was it similar?

Why was it different?

Why was Mr. P. elected first?

Was there a pattern to the following nominations and selections?

Is this what happens in real life?

Are elections necessary in a Co-op? Why?

After the election analyzing process thoroughly start the second part of the exercise by discussing the duties of the four officers, chairman, vice-chairman, treasurer, honorary secretary. If any of the P. have served as society officers have them explain their duties.

Begin the exercise by arranging the five elected C.M. in a small circle. The remaining P. will be observers and will be asked to report on how the committee elections were conducted. Now turn the exercise over to the new committee with instructions to elect their officers. allow them to complete the exercise without any interruptions. At the end, thank the P. for their role playing.

Critique of Exercise.

Begin the critique by asking the observers for comments. Was the election democratic? Was it similar to real life? Why was Mr. P. elected Chairman? Who took charge to get the meeting started? Was that person then elected Chairman?

Now ask the C.M. for comments. Did they act differently because they had observers? Was this organizing meeting similar to any they have experienced previously? Was there a natural process of selection to establish a leader in this group?

SOMO LA SITA

UCHAGUZI

SHABAHA

Wanao shiriki wataigiza uchaguzi wa wanakamati katika chama. Washiriki ambao ni wana kamati walio chaguliwa wataendesha uchaguzi wa maafisa.

AGIZO: MUDA (*Saa mbili*)

Hii ni zoezi la kushiriki. Eleza wanao hudhuria kwamba wataigiza mkutano wa mwaka wa chama. Watachagua watu watano kuhudumia kama wanakamati. Baada ya hao watano kuchaguliwa wataketi kama wana kamati na kuchagua mwenye kiti, naibu wa mwenye kiti, muweka hazina na mwandishi.

Kabla ya kuanza zoezi, jadilia yafuatayo:-

1. Sifa gani hutafutwa katika mwanakamati mzuri?
2. Kazi nane za mwana kamati ni gani?
3. Eleza wanao shiriki kwamba kiongozi wa mafunzo atachukua nafasi ya afisa wa serikali anaye simamia ushirika wilayani (D.C.O.) na atakuwa mwenye kiti wa mkutano.
4. Eleza jinsi wana chama watapiga kura. (Kwa kusimama, kuinua mikono au kuitika).
5. Uteuzi utafanywa namna gani?
6. Eleza kwamba kila aliye teuliwa atapewa muda wa kutoa hotuba fupi kuonyesha kwa nini achaguliwe katika kamati.

Sasa tangaza kwamba zoezi linaanza na kwamba wewe, kiongozi wa mafunzo, sasa ni D.C.O. na unauliza wanachama wa chama cha ushirika watulie kwa mkutano wa mwaka.

Endesha zoezi hadi uchaguzi wa wana kamati watano. Baada ya uchaguzi kumalizika, simamisha zoezi ili kujadiliana juu ya kilicho fanyika.

Maswali ya kuulizwa:-

Je, hii ilikuwa sawa na uchaguzi katika chama chako?

Kwa nini ilikuwa sawa?

Kwa nini haikuwa sawa?

Kwa nini.....akachuguliwa kwanza?

Je, kulikuwa na mfano sawa kwa utenzi na uchaguzi wa wafuatao?

Je, hayo hutendeka katika hali ya maisha?

Je, uchaguzi ni muhimu katika **shirika** Kwa nini?

Baada ya kuchunguza matokeo ya uchaguzi vizuri, anzisha sehemu ya pili ya zoezi kwa kuzungumza juu ya kazi a maafisa wanne, mwenye kiti, mdogo wa mwnye kiti, muweka hazina mwandishi wa hiari. Ikiwa baathi ya wanao hudhuria wamewahi kuhudumia kama maafisa, waulize waeleze kuhusu kazi zao.

Anzisha zoezi kwa kuwapanga wana kamati tano walio chaguliwa katika mviringo mdogo. Washiriki wengine watakuwa watazamaji na wataulizwa kueleza jinsi uchaguzi ulivyo endeshwa. Sasa waulize wanakamati wapya wachague maafisa wao. Mwisho, wanao shukuru wanao hudhuria kwa nafasi walizo chukua katika zoezi.

Uchunguzi wa Zoezi

Anzisha uchunguzi kwa kuuliza watazamaji maoni. Uchaguzi ulikuwa wa kidemokrasia? Ulikuwa sawa na wa kweli? Kwa nini Bw.....akachaguliwa kuwa mwenye kiti? Nani alisimamia uanzishaji wa mkutano? Mtu huyu alichaguliwa kuwa mwenye kiti jinsi gani basi?

Sasa uliza wana kamati watoe maoni. Je, waliendesha mazoezi kwa njia tofauti kwa sababu ya kuwa na watazamaju? Mpango wa mkutano huu ulikuwa na njia ya kawaida ya kuchagua aliye kiongozi katika kikundi hiki?

TOPIC VII THE MINISTRY OF CO-OPERATIVE DEVELOPMENT

OBJECTIVE:

The P. will be able to state two activities of the Ministry officers.

INSTRUCTION: TIME (4 hrs)

1. Visit (2 hrs)

This topic should be taught by taking a short field trip followed by a discussion. Make an appointment with the District Co-operative officer and visit the District Co-operative Officers at any convenient time.

To make the field trip more educational inform the P. that after the visits you will be discussing the duties of each officer. Encourage them to ask questions.

When meeting each officer, introduce each P. by name giving some personal detail of his background such as where he is from or what his position in the village might be. Have each officer explain his duties and allow time for questions. The course leader might need to interpret into Kiswahili.

2. Discussion (2 hrs)

After the visit, review duties of each officer by calling on P. to give details of each job. Ask, "What does Mr. ... do? What is his title? Explain the job duties of any officers who were absent during the visit. Draw a simple organizational Chart on the chalkboard.

Finalize the topic with a discussion of the overall function of the Ministry as it relates to the member of the small society. Start with the question "What is the job of the Ministry of Co-operative Development?"

Answers should include the following points:-

1. Helps to start new societies.
2. Trains employees and committee members.
3. Audits the accounts to ensure that money and goods have been used properly.
4. Advises the Secretary Manager, committee members on all important decisions.
5. Investigates the affairs of the Society to see that the terms of the Co-operative Act are being followed.

SOMO LA VII WIZARA YA MAENDELEO YA VYAMA VYA USHIRIKA

SHABAHA:

Wanao hudhuria wataweza kueleza shughuli mbili za maafisa wa wizara.

AGIZO: MUDA (Saa 1)

1. Matembezi (Saa 2)

Somo hili liwe matembezi mafupi mashambani yakifuatiwa na majadiliano. Fanya mpango na afisa wa ushirika wilayani na muwatembelee maafisa wa serikali wilayani wakati mzuri.

Ili kufanya matembezi hayo ya mafunzo zaidi, eleza wanao shiriki kwamba baada ya mkutano watazungumzia kazi za kila afisa. Wahimize kuuliza maswali.

Mnapo kutana na kila afisa, mjulishe kila anaye shiriki kwa kutaja jina lake na kutoa maelezo kumhusu kama vile atokako au cheo chake katika kijiji. Uliza kila afisa aeleze kazi zake na upeane nafasi ya maswali. Kukiwa na hoja, kuongozi wa mafunzo awe akitafsiri kwa kiswahili.

2. Majadiliano (Saa 2)

Baada ya matembezi, rudia maelezo ya kazi za kila afisa kwa njia ya kuuliza wanao hudhuria kutoa maelezo kamili ya kila kazi. Uliza "Bw. ... anafanya kazi gani? Eleza kazi za maafisa wote ambao hawakuwepo wakati wa matembezi. Onyesha mchoro wa vyeo na madaraka katika uabo.

Maliza somo hili kwa majadiliano kuhusu kazi za wizara ya vyama vya ushirika kwa jumla, hasa jinsi zinavyo husiana na mwanachama wa chama kidogo. anza kwa swali. "Kazi ya wizara ya vyama vya ushirika ni nini?"

Majibu lazima yawe ni pamoja na haya.

1. Kusaidia kuanzisha vyama vipya.
2. Kufunza kuanzisha vyama vipya.
3. Hukagua vitabu ili kuhakikisha kwamba pesa na vifaa vimetumiwa vizuri.
4. Hushauri mwandishi Meneja, wana kamati na wanachama katika uamuzi wowote muhimu.
5. Huchunguza shughuli za chama ili kuhakikisha kwamba sheria ya vyama vya ushirika unafuatwa.

TOPIC VIII FARM SUPPLY STORE OPERATIONS

OBJECTIVES:

To have P. remember four principles of store operations, i.e. security, price mark-up, product turnover, working capital.

INSTRUCTION: TIME (2 hrs) Plus field trip

This lesson will be appropriate only for groups who have indicated a need and interest in establishing a farm supply store or consumer store as one of their first society activities. If the group is more interested in some other activity, such as produce marketing or handicrafts marketing, then the operations of that activity should be studied.

The lesson will be more meaningful if a field trip to an existing Co-op can be provided. In the case of a farm store, this field trip can be combined with the field trip for Topic IX. Use of Farm Inputs. Conduct the discussion first, then visit a store and ask questions about operations.

The course leader must realize that it is not the intent in this course lesson to teach the P. to be a store manager. Rather, the P. must appreciate certain essential principles of business operations as well as some common pitfalls. Remember to keep the lesson simple and to stress a limited number of basic principles and problems. For a consumer store the principles will be the same as a farm store. A set of basic principles and problems can be listed for any type of business activity.

1 Selection of Merchandise

How does a Co-op store determine what items to stock?

Answers:

- Member's needs
- Members ability to purchase
- Ability of Co-op to Finance
- Facilities of Co-op

Is this process different for a private store-keeper? (basically not).

How can a Co-op determine member's needs?

Answers:

- Ask the members
- Formal survey
- Recommendations from Agri. Officers
- Observe stores in similar villages
- Trial and error

2 Security:

Begin by asking the P. to tell you how merchandise might be lost.

Some of the ways are listed below:-

- Theft by employees
- Theft by members
- Theft by members
- Failure to issue an invoice on member purchases.
- Breakage or leakage (Broken bottles or torn bags)
- Shortage in in-coming orders.

SOMO LA VIII UENDESHAJI WA DUKA LA VYOMBO VYA KILIMO SHABAHA:

Kuwezesha washiriki kukumbuka kanuni nne za kuendesha duka, yaani usalama, faida mapato, hazina ya kazi.

AGIZO: Muda (*Saa 2*) na matembezi nje:

Somo hili litafaa vikundi vilivyo onyesha haja na tamaa ya kuanzisha duka la kuuza vifaa vya kilimo au duka la rejareja kama moja ya shughuli za mwanzo za chama. Ikiwa kikundi kina haja kubwa ya kuanzisha shughuli nyingi kama vile uuzaji wa mazao au sanaa, basi yafaa uendeshaaji hiyo usomwe.

Somo litakuwa la manufaa zaidi ikiwa kikundi kitatembelea chama kilicho karibu. Kuhusiana na duka la vifaa vya kilimo, matembezi haya yangejumlishwa na matembezi ya somo la IX Matumizi ya vifaa vya kilimo. Endesha majadiliano kwanza, kisha watembelea duka na kuuliza maswali kuhusu uendeshaaji.

Kiongozi wa mafunzo lazima aelewe kwamba sio lengo la mafunzo au somo hili kufunza washiriki jinsi ya kuwa msimamizi wa duka. Lengo ni kuwezesha washiriki wafahamu kanuni fulani muhimu za kuendesha biashara na matatizo ya kawaida. Kumbuka kufanya somo liwe rahisi na kusistiza kanuni chache zilizo muhimu na matatizo. Kwa duka la bidhaa muhimu kanuni zitakuwa sawa na zile za kuka la vifaa vya kilimo.

Orodha ya kanuni na matatizo ya aina yeyote ya biashara ni kama hii:-

1. Uchaguzi wa bidhaa

Jinsi gani duka la chama huchagua bidhaa litakazo nunua?

Majibu:- Kulingana na mahitaji ya wanachama

- Uwezo wa wanachama wa kununua

- Uwezo wa chama wa kugharamia

- Vyombo vya chama

Je, uaendeshaaji huu huwa tofauti kwa mfanyi biashara wa kujitegemea? (Kwa kawaida la)

Jinsi gani shirika linaweza kutambua mahitaji ya wanachama?

Majibu:- Kwa kuuliza wanachama

Kufanya uchunguzi

- Kwa kutazama maduka katika vijiji vingine

- Mashauri ya maafisa wa kilimo

- Kwa kujaribu tu

2. Usalama:

Anza kwa kuuliza washiriki njia ambazo bidhaa vinaweza kupotea.

Orodha ya baathi ya njia hizo imeonyeshwa hapa chini:-

- Kuibiwa na wafanyi kazi

- Kuibiwa na wanachama

- Kuibjwa na wanyang'anyi

- Kukosa kuandika risiti ya kudai malipo baada ya mwanachama kununua.

- Kuvunjika au kumwagika (Chupa zilizo vunjika au magunia yaliyo pasuka)

- Kupunguka kwa kiasi cha bidhaa zilizo agiswa

- **Damage by animals or insects.**
- Rusting or getting old and dirty.
- Fire damage.
- Water damage.

After developing a list of possible problems ask how the society can prevent or minimize losses from each risk. After this discussion you may wish to explain the stock-card and how it is used.

The discussion should be summarized by stressing that while it is important to minimize these losses, every business will experience some loss and the profits on items sold must make-up this loss.

Price Mark-up:

Begin the discussion as in the previous item, security, by asking what factors will contribute to the cost of operating a store. List should include:-

- Cost of merchandise
- Building
- Transportation
- Losses or shortages (from previous discussion)
- Interest on capital
- Labour (salary of storekeeper an secretary manager)

To illustrate the above costs it will be helpful to have an actual item at hand, for example a package of maize seed which the society has purchased for 50 shillings. The leader can then calculate the additional costs of business that must be added to the bag of seed. For

example:-

- Cost of merchandise	- 50
- Labour	- 4
- Transportation	- 1
- Loss or shortage provision	- 1
- Buildings	- 1
- Interest on capital	- 1
TOTAL	60

Explain that the Co-op must sell the bag of seed for at least 60 shillings, in order to pay all expenses.

To be safe, the price should be set at 65 shillings since we can know exactly what all of the cost will be.

If any surplus remain at the end of the year, what will be done with it? It is most important for the P. to understand that a Co-op must always charge enough to cover all business expenses. The members will decide how to use the surplus at the end of the year at the Annual General Meeting.

u/b

- Kuharibiwa na wanyama au wadudu.
- Kupata kutu au kuwa kuu kuu na kuchafuka
- Kuchomeka na moto
- Kuharibiwa na maji

Baada ya kuonyesha orodha ya matatizo yanayoweza kutokea, uliza ni jinsi gani chama chaweza kuzuia au kupunguza kupotea kutokana na kila tatizo. Baada ya jadhilano hili labda ungependa kueleza juu ya kadi inayo onyesha kiasi cha bidhaa na jinsi kadi hiyo kutumiwa.

Mazungumzo yafaa yaelezwe kwa kifupi kwamba ingawa ni muhimu kupunguza kupotea kwa bidhaa, kila biashara kupoteza na kwa hivyo lazima cha nyongeza ya bei kugharimia hasara hiyo.

3. Nyongeza Kwenye bei

Anzisha mazungumzo kama katika jambo lililo pita, usalama, ka kuuliza mambo ambazo husababisha gharama katika kuendesha duka. Orodha itakuwa ni pamoja na.-

- Gharama ya bidhaa
- Wajiriwa (Mshahara wa muuzaji na meneja)
- Mjengo
- Usafirishaji
- Kupotea au kupunguka (Kama tulivyo ona katika majadhilano yaliyo pita)
- Faida juu ya pesa za kuendesha biashara.

Ili kufafanua gharama hizo, ni viema kuwa na kila bidhaa karibu, kwa mfano mfuko wa mbegu za mahindi ambazo chama kimenunua kwa shilingi 50. Kiongozi anaweza kupiga hesabu kuonyesha gharama zilizo ongezeko za biashara ambazo lazima ziongezwe juu ya mfuko wa mbegu hizo.

Kwa Mfano:-

Gharama ya bidhaa	Shilingi 50
Kazi	4
Mijengo	1
- Usafirishaji	4
- Kupotea au kuharibika	1
- Faida ya pesa za kazi	1
JUMLA	60

Eleza kwamba shirika ni lazima liuze mfuko wa mbegu kwa hadi shilingi 60 ili kulipa gharama zote.

Ili kuwa katika hali nzuri, yafaa bei iwe shilingi 65 kwa vile gharama zote haziwezi kujulikana.

Ikiwa kutakuwa na mabaki yoyote mwishoni mwa mwaka, yatatumiwa namna gani? Ni muhimu sana kwa wanao hudhuria kufanhamu kwamba chama lazima kutoze bei kuweza kulipia gharama zote za biashara. Wanachama wataamua namna ya kutumia mabaki mwishoni mwa mwaka katika mkutano wa wanachama wote wa mwaka.

4. **Product Turn-over:**

Define turn-over as the length of time a product remains in store. Turn-over may be as one day or as long as two or three years. A business should try to make the turnover as quickly as possible. With slow turn-overs the cost of doing business is very high because more items get lost, broken, stolen or rusty and dirty and the society must use its money to pay for the item while it remains in the store

Ask the P. how a store can keep a rapid turn-over.

Some good answers are:-

- Order only products that members need.
- Order small quantities.
- Order at the proper season.
- Inform members when products arrive.

Now ask what problems will be caused by making the turn-over too rapid.

- Items might be out-of-stock.
- Items might arrive too late to be used.
- Transport might not be available.

Conclude the discussion by explaining that there are many things to consider when determining what items and how much to order for a store. A very competent store-keeper is necessary to operate a successful Co-op store.

5. **Working Capital:**

Define the concept of "working Capital" as the money the society needs to begin a business and to continue its operation. Money is used for:-

- Building
- Buy Stock
- Pay salaries
- Buy stationery and supplies

- Where does the working capital come from? (review topic V - Finance)

When a member purchases a product and pays cash some new working capital is provided. What happens if the member takes the produce and does not pay cash? We call this credit. Can the Co-op store allow members to purchase items on credit?

Conclude the discussion of store operations by reminding the P. of the principles involved:

- The Co-op store must prevent losses from theft and or breakage.
- Every item must be sold for more than the Co-op paid for it.
- Products should not remain in the store for long periods of time.
- All merchandise must be sold for cash or the Co-op will not have money to purchase goods next year.

4 Jumla ya Mapato

Eleza kwamba ni muda ambao bidhaa huishi katika duka. Jumla yaweza kuwa fupi kama moja au refu kama mwaka mmoja au miwili. Biashara ni vizuri kujaribu kujupatia jumla au ya mapato haraka iwezekanavyo. Ikiwa jumla ya mapato inachukua muda mrefu, gharama ya kuendesha biashara huwa juu sana kwa vile bidhaa nyingi hupotea, hurunjika, huibiwa au kupata kutu na ughafu na hali chama kinatumia pesa kugharimia bidhaa hiyo inapokuwa kwenye duka.

Uliza washiriki chama kingweza kuwa na mapato ya haraka.

Majibu mazuri ni:-

Kwa kuagiza bidhaa zinazo hitajika na wanachama peke yake.

Kuagiza kiasi kidogo:-

Agiza katika wakati unao faa.

Kufahamisha wanachama bidhaa zinapo wasili.

Sasa uliza matatizo yatakayo tokana na kufanya mapato ya chama kuwa ya haraka kupita kiasi.

- Bidhaa zitazisha haraka
- Bidhaa zitawasili hali zimechelewa sana kwa kutumiwa.
- Magari ya kusafirisha labda yasiweko.

Maliza majadiliano kwa kueleza kwamba kuna vitu vingi vya kuangalia wakati wa kuamua bidhaa zitakazo agizwa na jinzi ya kuagiza. Kuwa na karani wa duka aliye na uwezo mwingi ni muhimu ikiwa duka litaendeshwa kwa mafanikio.

5. Rasilmali ya Kuendesha Kazi

Eleza rasilmali ya kuendesha kazi kuwa ni pesa zinazo hitajiwa na chama ili kuanzisha biashara na kuiendesha. Pesa hutumika katika:-

- Kujenga
- Kununua bidhaa
- Kulipia mishahara
- Kununua karatasi za afisi na vifaa

Rasilmali ya kuendesha kazi hutoka wapi? (Rudia somo namba V - Hazina)

Wakati wanachama wanapo nunua bidhaa na kulipa pesa taslimu, rasilmali hupatikana. Nini hufanyika mwana chama anapo chukua bidhaa bila kulipa pesa taslimu? Hii huitwa kukopeshwa. Duka la shirika laweza kukubalia wanachama kukopeshwa bidhaa?

Maliza majadiliano ya kuendeshwa kwa duka kwa kukumbusha wanao hudhuria kanuni zinao husika.

- Duka la chama lazima lizuie hasara kutokana na wizi na/au kuvunjika.
- Kila bidhaa lazima iuzwe kwa bei inayo zidi gharama ya kuinunua.
- Bidhaa zisibaki katika duka kwa muda mrefu.

Bidhaa zote lazima ziuzwe kwa pesa taslimu au cham kitakosa pesa za kununua bidhaa mwaka ujao.

TOPIC IX USING FARM INPUTS

OBJECTIVES:

P. can identify and demonstrate the use of at least one item in farm store which would improve the productivity of his shamba or animals.

INSTRUCTION: Field Trip of 1 2 to 1 full day.

Co-ordinate with the field officers from the Ministry of Agriculture and Livestock Development. From earlier discussions identify the crops, produce or livestock of greatest importance to the P.

Arrange a visit to the farm store to see the products on the shelf. Select one or a few products and demonstrate the use of them. For example, apply fertilizer when planting maize or beans at a nearby shamba. It will be necessary to make inquiries well in advance of this lesson so that some practical demonstration can be made.

If the group has one common farming activity, have each P. handle and use the product. A person will remember more of something he feels and tastes than something he only sees or hears.

SOMO LA IX KUTUMIA VIFAA VYA KILIMO

SHABAHIA:

Kuwezesha wanao hudhuria kutambua na kuonyesha jinsi ya kutumia angaa kifaa kimoja ya vifaa vilivyo katika duka la shirika ambacho kitaongeza mazao ya shamba au wanyama wake.

Agizo: Matembezi ya muda wa nusu saa hadi siku moja

Fanya mpango kwa kushirikiana na maafisa wa wizara ya kilimo na maendeleo ya mifugo kutokana na majadiliano ya hapo mbele, chagua mimea, mazao au mifugo yenye umuhimu mkubwa kwa wanao shiriki.

Panga matembezi katika ghala la shamba ili kuona vifaa vilivyomo. Chagua kifaa kimoja au vichache na uonyeshe jinsi vinavyo tumiwa. Kwa mfano, kunyunyizia mbolea wakati wa wakupanda mahindi au maharagwe katika shamba la karibu. Itakuwa muhimu kuuliza mapema kabla ya somo ili maonyesho yafanywe.

Ikiwa wanao hudhuria, hujishughulisha katika kazi moja ya ukulima kama ufughaji Ng'ombe, muda wa kutosha utumiwe katika kujadiliana matatizo ya kawaida na vifaa ambavyo ni muhimu. Achia afisa wa kilimo kazi hiyo.

Wakati kifaa kinaonyeshwa, uliza kila anaye shiriki akishike na kujaribu kukitumia. Mtu hukumhukz kitu sana akikishika na kukijaribu kuliko kukiona tu na kukisikia.

TOPIC X PLANNING TO TEACH OTHER ABOUT CO-OPERATIVES

OBJECTIVES:

P. will create a plan to teach people in his village about Co-op. The plan will include specific target groups or individuals, the forum or location where they will be reached, the topics to be covered, and a date of completion. The plan may also establish specific goals for the society.

INSTRUCTION: TIME (6 hrs)

1. Who are the people that should be told about Co-op?

Begin the lesson with a discussion to identify the people whom the P. think need to be told about Co-ops. Ask the P. to think of whom they will meet in their own village. Build a list, accepting all suggestions given. The list should be very long detailed. It may look something like this but longer:

- Manyatta leaders
- Block leaders
- Maderasa teachers
- Women's group leaders
- Religious leaders
- Ordinary Farmers
- Co-op members
- Prospective members
- Family members
- Friends
- Relatives
- Neighbors

After building a long list, repeat it to the P. and explain that **everyone** needs to be told about Co-ops. Of course, some people may be more important, but a strong Co-op requires all members to be educated and a strong Co-op is continually finding new members.

2. Where can you teach about Co-ops?

Start this discussion by asking the P. to tell you **where** they will be able to meet people and tell them about Co-ops? Again build a long list by soliciting answers from each P. . Some typical answers will be:-

- At their manyattas
- D.O.'s office
- At the Market Place
- Famine Relief Centre
- Chief's baraza
- Water hole
- Livestock auction
- Co-operative Education
- ground
- Baraza
- At peoples home
- In your house

The discussion can be concluded by pointing out that there is a wide variety of opportunities to meet people. Some will be with large groups, and can be planned formal speeches. Other meetings will be chance, informal meeting with one or two individuals. Both the formal and informal meetings should be used.

3. How do we teach people about Co-operatives?

Discuss the importance of first meeting the leaders of the people to explain to them about co-operatives. Can these leaders then be expected to carry the message to the other people? To demonstrate the errors that can enter into a message that is passed from one person to another use the following exercise:

SOMO LA X KUFANYA MIPANGO YA MAFUNZO KUHUSU VYAMA VYA USHIRIKA

SHABAHA:

Anaye hudhuria atafanya mpango wa kufunza watu katika kijiji chake kuhusu ushirika. Mpango utalenga vikundi maalumu au watu binafsi, mahali pa mkutano au namna watakavyo jadiliwa na tarehe ya kumalizika.

Mpango wenyewe waweza pia kuweka lengo dhahiri kwa chama.

Agizo: Muda (Saa sita)

1. Watu gani wanao faa kuzungumziwa kuhusu ushirika?

Anzisha somo kwa majadiliano ya kutamba watu ambao kulingana na wanao hudhuria yawapasa kuzungumziwa kuhusu mashirika. Uliza wanao hudhuria ni akina nani wangependa kukutana nao katika kijiji chao.

Tengeneza orodha ya wale wote unaopewa. Orodha lazima iwe **ndefu** na yenye maelezo kamili.

Itaonekana kama hivi ingawa itakuwa ndefu:-

- | | |
|--------------------------|------------------------------------|
| - Viongozi wa manyatta | - Viongozi wa sehemu |
| - Walimu wa madrasa | - Viongozi wa vikundi vya wanawake |
| - Viongozi wa kidini | - Wakulima wa kawaida |
| - Wanachama wa mashirika | - Wanachama wa siku zijazo |
| - familia | - marafiki |
| - jamii | - Majirani |

Baada ya kutengeneza orodha ndefu irudie kwa manufaa ya washiriki na ueleze kwamba kila Mtu anastahili kujulishwa ushirika. Bila shaka baadhi ya watu huwa maalumu kuliko wengine lakini chama chenye nguvu huhitaji wanachama wote wawe wameelimishwa na na kiendeleo kupata wanachama wapya kila mara.

2. Ni wapi na vip utafunza watu kuhusu ushirika?

Anza majadiliano haya kwa kuuliza wakueleze ni wapi wataweza kukuta watu na kuwazungumzia kuhusu ushirika? Tena, tengeneza orodha ndefu kwa kuuliza majibu kutoka kwa kila anaye hudhuria. Baadhi ya majibu kawaida yatakuwa:-

- | | |
|-----------------------------------|----------------------------------|
| - Katika manyatta zao | Afisi ya afisa wa utawala |
| - Katika soko | Katika kituo cha misaada ya njaa |
| - Katika baraza ya Chifu | - Katika Kizima |
| - Katika mahali pa kunadi mifugho | Baraza ya elimu ya Ushirika |
| Katika nyumbani mwa watu | Jat |
| - Katika nyumbani mwa watu | - Katika nyumba yako |

Jadiliano laweza kumalizwa kwa kueleza kwamba kuna nafasi nyingi za kukutana na watu. Mingine ya mikutano itakuwa na watu wengi na yaweza kupangwa na hotuba za kawaida kutayarishwa. Mikutano mingine itakuwa ya bahati tu, isiyo ya kawaida na yenye mtu mmoja au wawili. Mikutano yote, ya kawaida na isiyo kuwa ya kawaida yafaa itumwe.

3. Tutawafunzaje watu juu ya ushirika?

Jadilia juu ya umuhimu wa mkutano wa kwanza wa viongozi. Wakitaka, wadezee umuhimu wa ushirika. Je hawa viongozi wanapaswa kuwapelekea watu habari yenyewe?

Ili kuwaonyesha makosa yanayoweza kuingia kwenye habari inayopitishwa toka kwa mtu hadi mwingine, tumia somo lifuatalo.

Exercise

Have 5 P. leave the room and remain outside until called. While they are gone read the following message to the remaining P.

"The M.P. for this area will be coming next Friday morning. He is going to bring some school books for the children in forms 3 and 4. The children in forms 1 and 2 should not go to school on that day because their teachers will be meeting with the D.O. The children in forms 5 and 6 should go to classes. The children in forms 3 and 4 should go to the school in the morning and their teachers will take them to the D.O.'s office to meet the M.P. after lunch."

Now, ask one of the P. who was out of the room whilst you read the message to return to the room. Have one of the P. who was in the room repeat the message for the absent member. (Other P. should **not** make any comments or corrections).

Now, ask a second P. to return and have the first returner repeat the message to the second. Continue this process, having each P. repeat the message to the following P. After all five have returned, have the last person state the message to the entire group. Now, read the original message again.

Is there any similarity between the two messages? Who made the mistakes?

In conclusion, explain that these mistakes are not made because people are stupid, but rather because our memory is not perfect. If we want someone to understand our message we should deliver it in person. We should then ask the receiver to repeat the message, and we should discuss the meaning. Only in this way can we be certain of being understood.

4. What topics should be discussed when telling people about Co-ops?

Ask the P. which topic should be covered **first** when telling others about Co-ops. The objectives of this question is to force each P. to establish in his own mind a priority or a starting point when telling the Co-op story. It makes no difference which topic comes first.

Some possible answers will be:-

- Benefits of a Co-op
- Services a Co-op can provide
- Responsibilities of a member
- Increasing farm production
- Needs of the village
- Story of two cows pulling on the rope

Perhaps the group will identify that in different situations, different topics will be most important.

i. Building a plan of action

This final exercise is the most important activity of the entire course. Stress this point to all of the P.. Spend as much time as necessary to build a plan for each individual. Explain that **this plan will be written by the course leader and that you, or some other Co-op Officer, will be visiting their village or society in two or three months to get a report on progress.** If possible, set a specific date for the meeting in each society or village.

Plans may be drawn up in small groups or individually, but the responsibilities of each individual must be identified.

SOMO:

Waambie washiriki watano watoke kwenye chumba na wakae nje hadi waitwe. Walipo nje, wasomee washiriki walionaki habari ifuatayo.

Mjumbe wa eneo hili ataja huku Ijumaa ijayo asubuhi. Atakuwa akiwaletea wanavidato vya kwanza na vya pili hawapaswi kuingia shule siku hiyo kwasababu waalimu wao watakuwa na mkutano na mkuu wa wilaya. Wanavidato vya tano na sita watapaswa kuingia darasani siku hiyo. Wanavidato vya tatu na nne watapaswa kuwasili shule asubuhi. Waalimu wao watawapeleka afisini mwa mkuu wa wilaya, ili kukutana na mjumbe baada ya chakula cha mchana".

Sasa muulize mshiriki mmoja aliyekuwa nje, ulipokuwa ukisoma habari, kuingia. Muulize mmoja wa washiriki waliokuemo chumbani kurudia habari yenyewe kwa wale ambao yenyewe kwa wale ambao hawakuwemo. Washiriki wengine hawapaswi kusema au kumsahilisha.

Sasa muulize mshiriki wa pili kuingia halafu muulize mshiriki yule wa kwanza kurudia habari kwa mshiriki wa pili. Rudia vivyo hivyo, ukimuuliza kila mshiriki kurudia habari yenyewe ka mshiriki anayemfuata. Baada ya washiriki watano kurudi, muulize mshiriki wa mwisho kurudia habari yenyewe kwa kundi lote. Sasa soma habari ya kwanza tena.

Pana usawa wowote kati ya habari hizi mbili? Nani alifanya makosa?

Kwenye neno la mwisho, fafania kuwa makosa haya hayatokei kwa sababu watu ni wajinga, lakini kwa sababu uwezo wetu wa kukumbuka si timamu. Ikiwa tunamtaka mtu aielewe habari yetu, twapaswa kutoa sisi wenyewe. Tunapaswa kumuuliza tuliyempa habari yenyewe kuirudia tena halafu kujadiliana maana yake. Ni kwa njia hii tu ambayo twaweza kuwa thabiti kuwa tumeleka.

4. Ni mambo gani yafaa kujadiliwa Mtu anapo ambia wengine kuhusu ushirika?

Uliza wanao hudhuria jambo linalo faa kuongewa kwanza wanapo eleza wengine kususua ushirika. Lengo la swali hili ni kulazimisha kila anaye shiriki kujua katika fikira yake jambo lililo muhimu au mahali pa kuanza anapo eleza kuhusu ushirika.

Hajjalishi ni jambo gani linalo ongewa kwanza.

Majibu yatakuwa kama:-

- Faida za shirika
- Kazi za mwanachama
- Kuongeza uzalishaji wa kilimo
- Mahitaji ya kijiji
- Hadithi ya ngombe wawili wanao vutana kwa kamba moja.

Labda kikundi kitafahamu kwamba katika hali tofauti mambo tofauti huwa ya muhimu.

5. Kutengeneza Mpango wa Kazi

Zoezi hili la mwisho ndilo jambo muhimu kupita yote ya mafunzo haya. Sistiza haya kwa wote wanao hudhuria.

Tumia muda mwingine jinsi unavyo hitajika ili kuunda mpango kwa kila anaye hudhuria. Eleza kwamba mpango huu utaandikwa na kiongozi wa mafunzo na kwamba wewe au afisa mwengine wa Ushirika atatembelea kijiji au chama chao baada ya miezi miwili au mitatu kupata taarifa ya maendeleo. Ikiwezekana, taja tarehe ya mkutano katika kila chama au kijiji.

Mipango yaweza kutengenezwa kwa vikundi vidogo au kila mtu peke yake, lakini kazi ya kila mmoja lazima ionyeshwe.

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If several P. are from one society or one village, they should meet as a team to plan their action. The course leader should meet with them to record their plan. The group may wish to set specific goals, such as registering 100 new members or selling Shs. 10,000 of co-operative stock.

A good plan will identify by name or location the people whom each P. will contact; it will identify the topics to be discussed; it will include dates or time limits for actions; and it may include specific goals or targets for the society.

The following format may be used to plan the activities of each person.

Date	Person(s)	to meet	Place of	meeting	Topics to be discussed
-------------	------------------	----------------	-----------------	----------------	-------------------------------

6. Follow-up

Establish a firm date and time for follow-up, to check on progress and report problems, should be carried out by the course leaders or other local co-operative officials in the villages of the P. Meet the P. either individually or in small groups. If transportation is not a severe problem, two or three visits at approximately monthly intervals should be scheduled. The follow-up visit should concentrate on comparing actual activities the plan established in the previous paragraph.

7. Conclusion of Course

The closing may be either formal or informal. A local official may be called upon to speak to the group and close the course. Otherwise, the course leader can close by giving a short speech. At this time emphasize that the most important part of this course is what will happen when each P. returns to his home. Stress that no one can build a co-operative alone. Each P. must pass the message to many other people if their local society is to grow strong.

Ikiwa kuna washiriki ambao wametoka kuu kimoja, wanapaswa kukutana kama kundi moja ili kuzungumza juu ya vile watakavyofanya. Mkuu wao anapaswa kukutana nao ili kuandika mipango yao. Kikundi chenye kinaweza kupanga lengo fulani kama kufahiri wanachama wengine mia moja au kuuza shilingi elfu kumi za rasilmali ya ushirika.

Mpango mzuri utawatambua kwa jina na sehemu ambapo mshiriki atawasiliana nao; utafanua mikutano fulani ambapo ushirika inaweza kupandishwa; utatambua kiini kitakacho zungumziwa; utakuwa na siku ama mda wa saa wa kufanya jambo fulani; na kitaweza kuwa na lengo fulani ama nia fulani kwa shirika.

Mpango ufuatao waweza kutumiwa kupanga kazi za kila mtu.

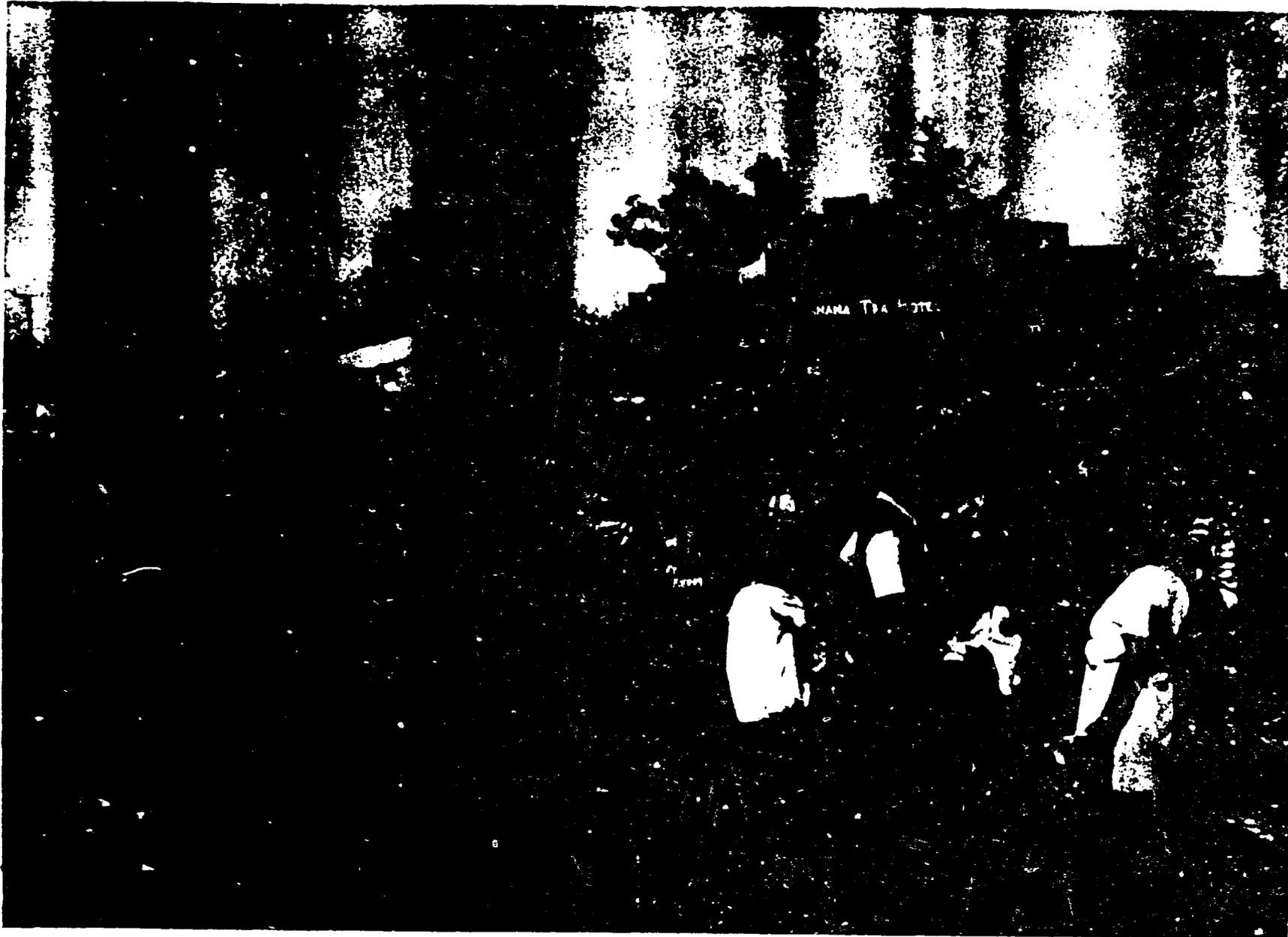
TAREHE	Mtu/Watu	tunaokuana	Pahali pa	Mkutano	Viini vya	kujadili
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6. Mpango wa kufuatia

Pangia tarehe fulani na saa za mpango za kila mshiriki. Mpango huu, wa kuangalia maendeleo na matatizo, wapaswa kufanya na wakuu wa mafunzo ama wakuu wa ushirika wengine alio katika kijiji kimoja na mshiriki. Kutana na washiriki, mmoja kwa mmoja ama kundi dogo. Ikiwa mwendo wa kutoka kijiji hadi kingine si shida, kutembelea mara mbili au tatu kila mwezi kwapasa kupangiwa. Mpango wa safari wapasa kuzingatia kufananisha shughuli zenyewe na mpango uliofanywa kwenye fungu lililoawali.

7. Mwisho wa Mafunzo:

Kwa kufunga, yaweza kuwa taratibu ama isiwe taratibu. Mkuu mmoja aweza kuongea na kundi lote, halafu kufunga mafunzo. Pia mkuu wa mafunzo aweza kufunga kwa kutoa maneno machache. Wakati huu, waonyeshe kuwa jambo la mhimu mafunzoni ni vile kila mshiriki atafanya atakaporudi nyumbani. Watilie mkazo ya kuwa ushirika hauwezi kujengwa na mtu mmoja. Kila mshiriki lazima apitishie habari kwa watu wengine ikiwa shirika lao litakuwa lenye nguvu.



Topic 1 & 2 Offers Market; Produce Marketing



Topic 1 & 2 Farm Store; Provides Produce



Topic 1 & 4 Banking

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Topic 2 Control by Members



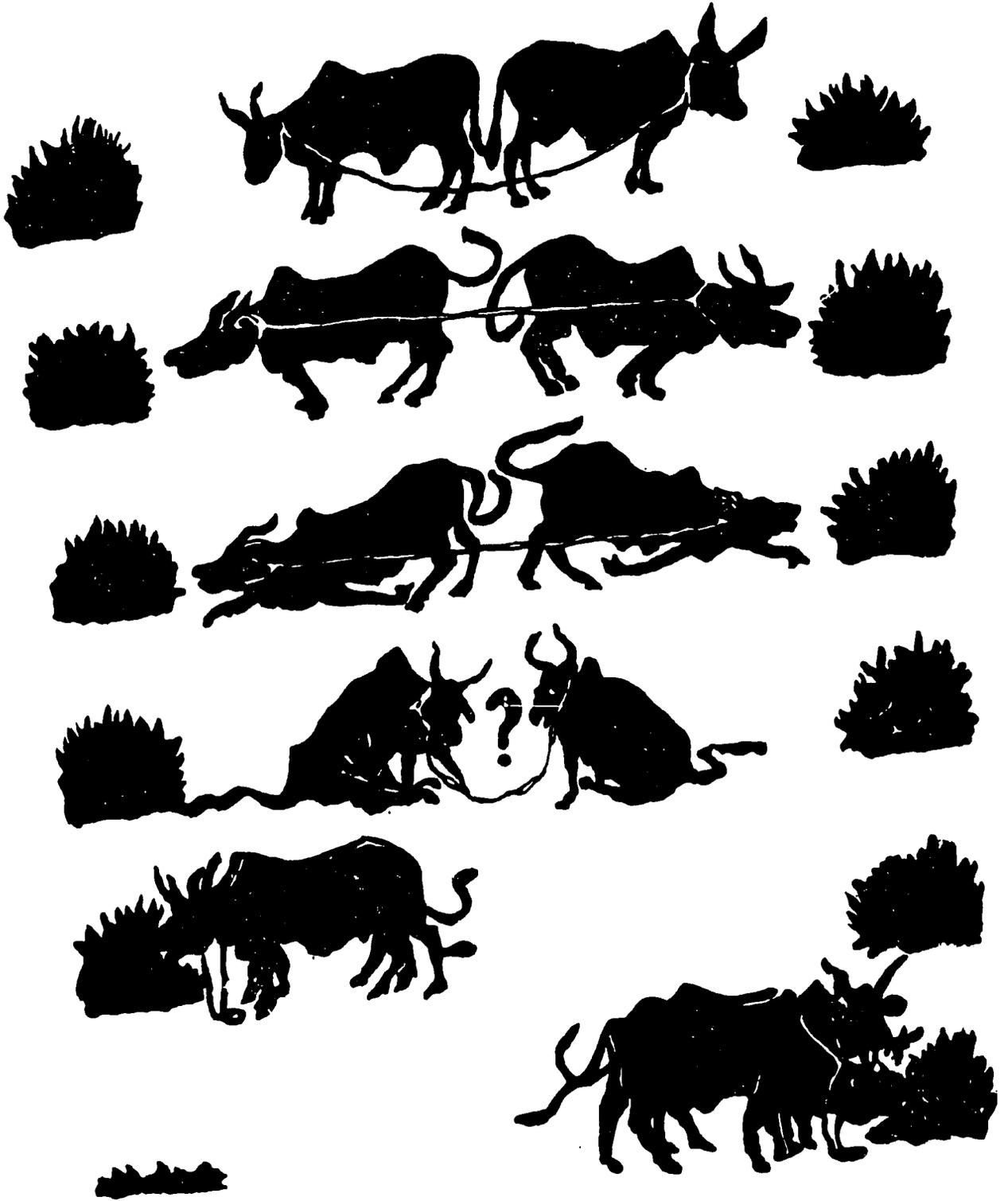
Topic 2 Educates Members

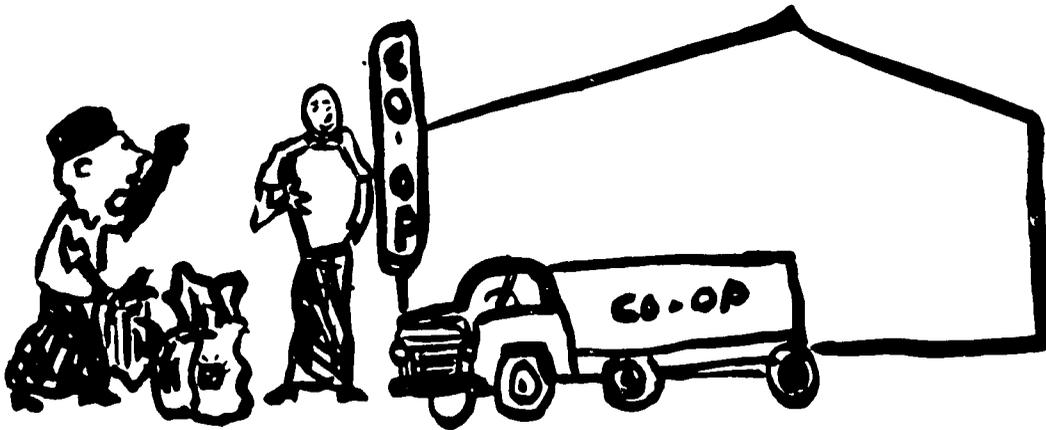
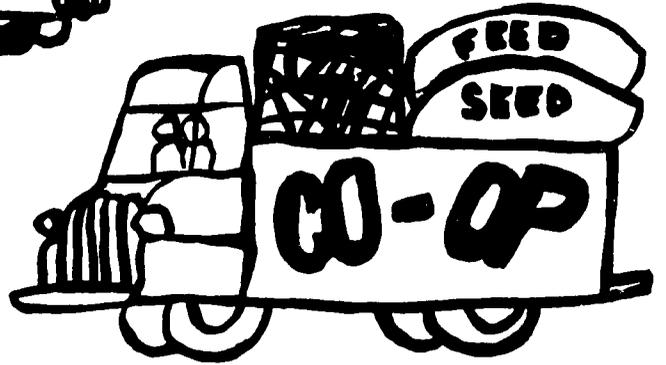


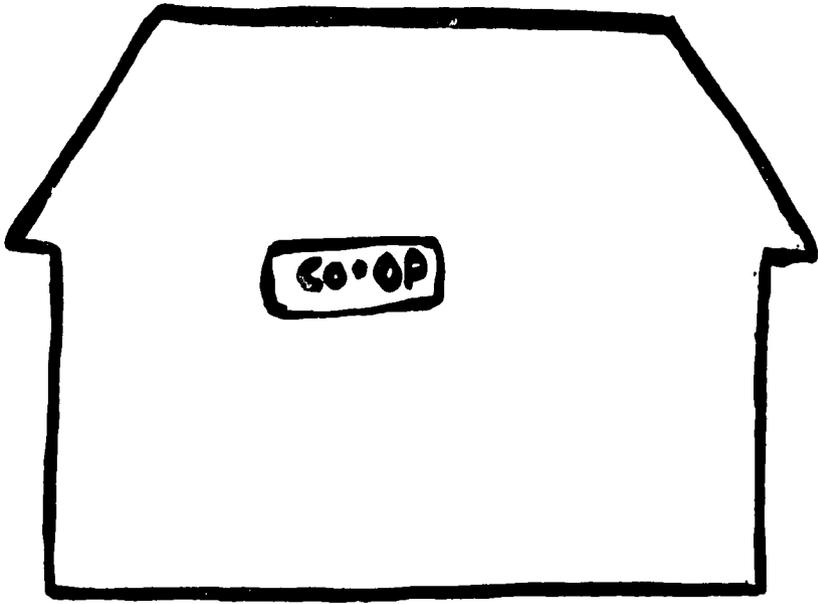
Topic 2 Teaches Democracy

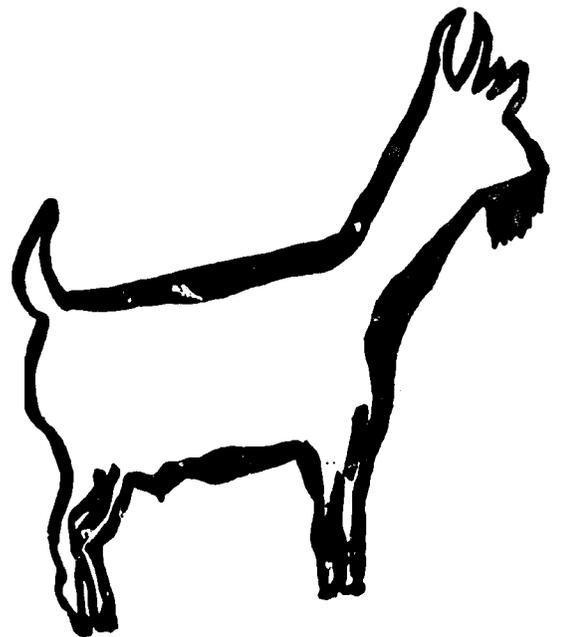
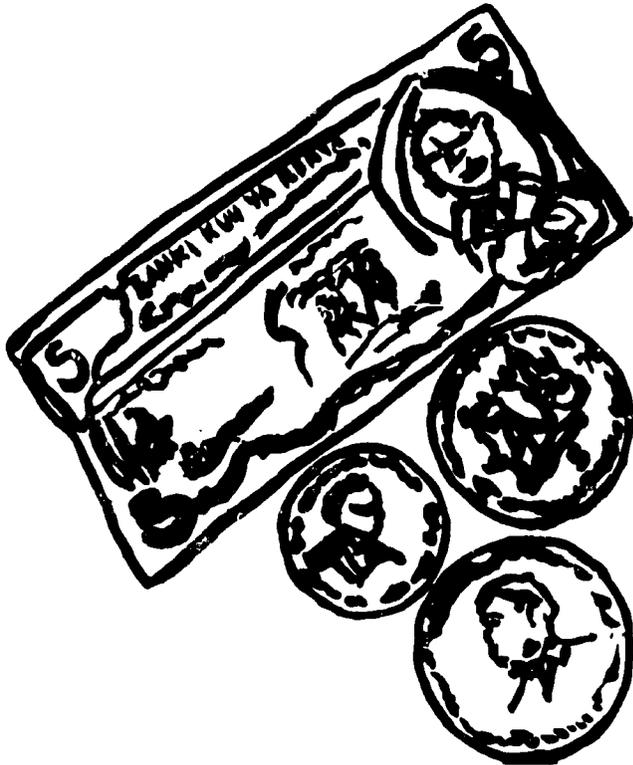
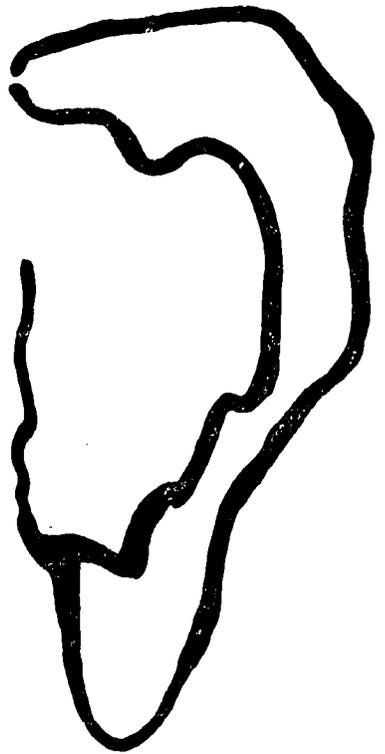
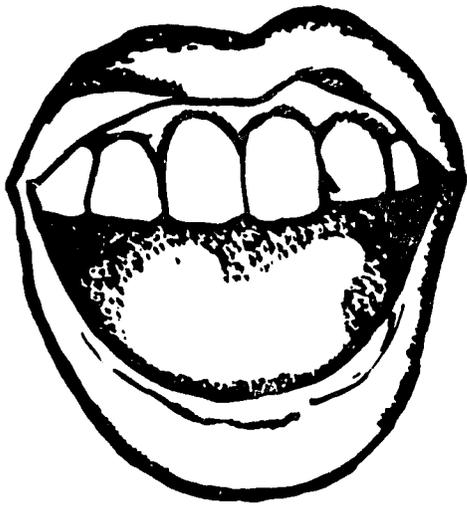


Topic 2 Meeting Place









APPENDIX 4

MINISTRY OF CO-OPERATIVE DEVELOPMENT
CO-OPERATIVE COLLEGE OF KENYA

FIELD STUDY PROPOSAL

Lecturer(s) _____ Department _____

Title of Study: _____

Describe very briefly the techniques of your study and the locations you expect to visit:

Lecturer's Signature: _____ Date: _____

BUDGET ESTIMATE

Travel: _____ Km by _____ = _____ K. Shs.

Per Diem: _____ Days X _____ per day = _____ K. Shs.

Special supplies and equipment or miscellaneous expenses (explain):

TOTAL: _____ K. Shs.

Planned dates for study:

Field trips from: _____ to _____

_____ to _____

_____ to _____

_____ to _____

Date report will be completed _____

APPROVALS:

Department Head _____

Director of Studies/Principal: _____

USAID/ACDI _____

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