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PDAAW-630

NR-52882

REBUILDING COOPERATIVE
INSTITUTIONS
IN UGANDA:
A HUMAN RESOURCE DEVELOPMENT
PROJECT

1982 - 1985

U.S.A.I.D Cooperative Agreement No.
617-0102-A-00-2005-00



000912

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FOREWORD

Enclosed is a final report of cooperative training activities in Uganda which were supported under the USAID funded Food Production Support Project. In view of the nearly universal role of cooperatives in agricultural progress, especially in areas characterized by small farms, we feel this report is of general development interest.

The report, prepared by ACDI's management training consultant Robert Gaarder and primary cooperative training advisor Lee Rosner, represents a successful culmination of a three year effort by ACDI (1982 - 1985) to build an effective cooperative training program capable of operating independent of expatriate technical assistance. The training program emphasizes the need for continued management training and cooperative education at all levels of Uganda's cooperative sector in order to facilitate an orderly transition from government control of the cooperative movement to cooperatives as private enterprise.

The reported training was a major component of assistance under a cooperative agreement with the Agency for International Development to the reconstruction of Uganda's agricultural cooperatives in the years following the removal of the Idi Amin military dictatorship, 1982-5. Other parts of the assistance were some \$3,000,000 in commodities, primarily hoes, seed, fertilizer and bicycles, passed down through the cooperative supply channels to Uganda's small farmers; 56 person months of technical assistance to the Central Cooperative Union and regional unions on the management of transportation, storage and distribution of farm supplies; training of 784 women in the areas of management and income generating activities; conduct of two surveys of the current state of cooperatives in the country and development of a major policy report on future directions for the sector as well as orientation and on-the-job training visits to the U.S. by 112 cooperative managers, committee chairmen and Cooperative Ministry staff.

As a result of these efforts and the extraordinary work of the Ugandan cooperators, we trust that the movement in Uganda has again returned to a continuing growth path in its service to the country's farmers - after years of deprivation and civil war - provided the government can reestablish solid public order throughout the country.

Although we don't pretend to claim that cooperative movements in all developing countries have the same problems, we do feel that in those countries where government plays the dominant role in cooperative development, training programs such as the one described in the attached report can play an important role in creating and/or strengthening cooperative independence.

If you have any questions or desire further explanation, or if you wish any assistance with a review of the needs and potential of cooperatives in your country, feel free to contact ACIDI.

November 6, 1985

Bartlett Harvey
Executive Vice President, ACIDI

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SCOPE OF THIS REPORT

In 1982 ACIDI returned to Uganda after a ten year absence to carry out training and technical assistance support of the USAID sponsored Food Production Support Project (FPSP). FPSP has been a major component of the Ugandan Government's economic redevelopment plan and a logical follow-on to the USAID Commodity Import Program (CIP) which sought to supply farmers with inputs (hoes, shovels, seeds, fertilizers, etc.) essential to the cultivation of crops. FPSP added the dimensions of training and technical assistance for the purpose of strengthening key institutions within the cooperative sector responsible for collecting, processing and marketing agricultural products and those providing essential support functions such as banking, credit, supply, transportation and education.

This report focuses on the training and consulting activities used to strengthen the institutions, particularly the development of management and training capabilities. The four institutional categories are: 1) the grassroots cooperatives (primary societies); 2) the parastatals responsible for supply, transport, and agricultural processing (district and national unions); 3) the regulatory and advisory body (Department of Cooperative Development within the Ministry of Cooperatives and Marketing); and 4) those institutions providing training and educational support.

The final sections of the report deal with the impact of the project and those elements which contributed to its success. It is hoped that it will be of value to policy makers and technicians who wish to use human resource development as a strategy for change.

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I. OVERVIEW OF THE SITUATION CONFRONTING THE PROJECT AT INCEPTION

A. General Political and Economic Conditions

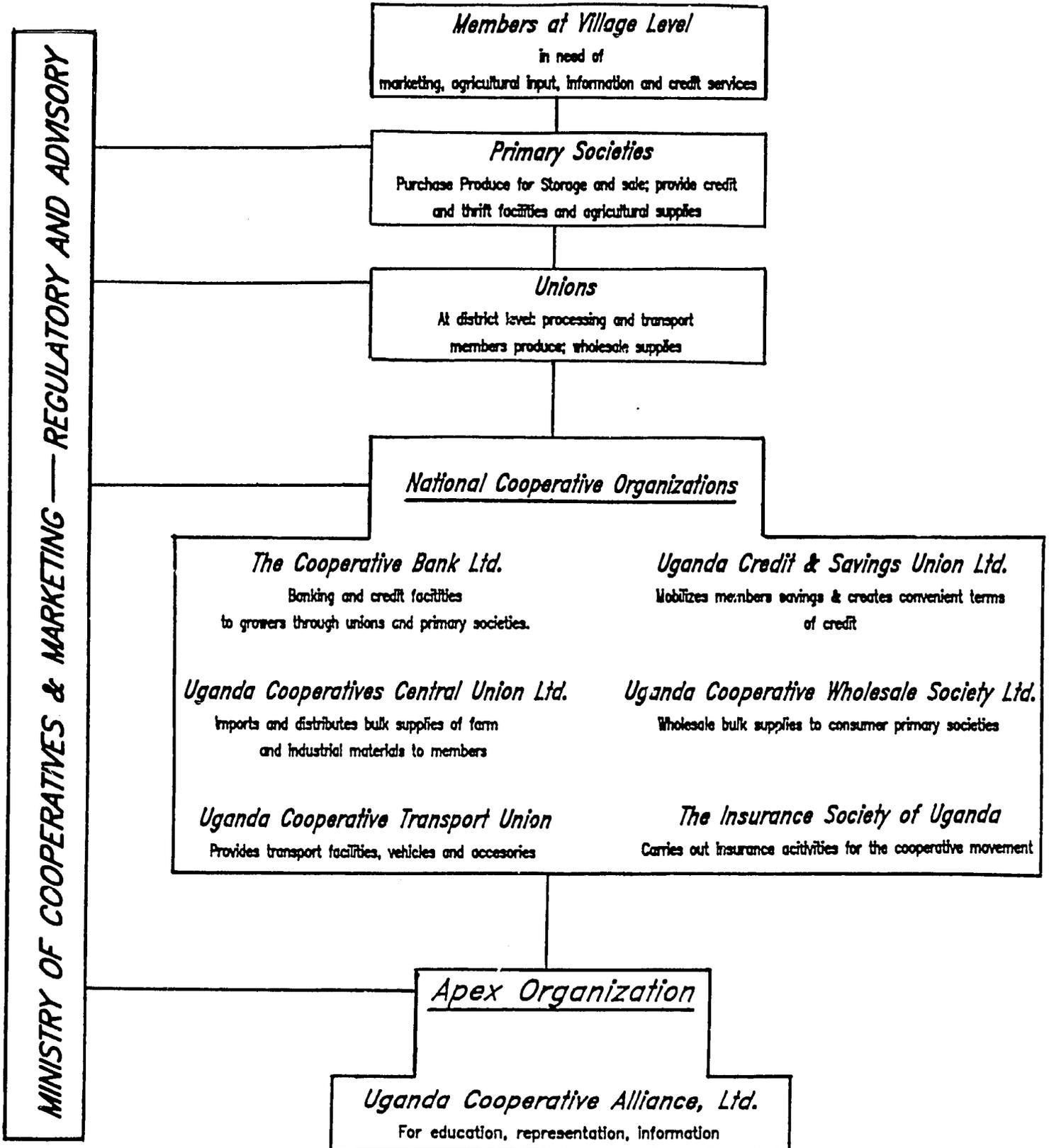
Emergence of Cooperatives as the Heart of Agricultural Development - Uganda achieved independence from Britain in 1962 amid high hopes for the future. Fertile soil, an ideal climate, a well developed and sophisticated work force and assistance by donor agency development projects made Uganda one of the most prosperous countries in Africa. Foreign investment was steady and considered safe and the infrastructure was viewed as one of the finest with an excellent road system, good telephone service, a consistent supply of water and electricity, new construction to accomodate expanding economic activity and an efficient and productive civil service. Farmers, encouraged by supportive government legislation, began organizing and joining village cooperative societies in unprecedented numbers.

This coordination of agricultural activities resulted in the efficient collection, processing and marketing of crops and a healthy level of foreign exchange generated through export sales of coffee and cotton at fair prices to farmers. USAID and ACDI contributed to this development with a project establishing credit services for small farmers and management education programs for cooperative society officers. By the late 1960s Uganda had a strong agrarian economy in which the cooperative structure played the key role. (1)

Political and Economic Deterioration - The military coup which brought Idi Amin to power in 1971 precipitated a long period of economic decline and political instability. Amin's penchant for diverting government funds for military purposes had disastrous effects on the economy. Foreign exchange reserves ran dry, prices skyrocketed and consumer commodities became less and less available. As the economy deteriorated, Amin deported the Asian middlemen, merchants and shopkeepers who controlled most of Uganda's trade and turned their businesses over to army friends who lacked the ability to manage them. It was at this point that the bottom truly dropped from under the economy. Factories ceased functioning, shops were looted and business was severely disrupted. The cooperative sector, in addition to losing its management capability, also lost its economic base. Many cooperatives became dormant as farmers returned to subsistence

1) For a more complete history of Ugandan cooperatives, see Appendix A.

The Structure of Cooperatives in Uganda



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production. The resulting food shortages sent prices soaring. The Amin years undermined agricultural production and contributed to the decline of a once healthy economy and its supporting institutions.

Conditions at Project Inception - The 1979 war which ousted Amin destroyed towns, businesses and road systems. The cooperative sector, once vital in promoting agriculture, was in ruins. Farmers needed to be encouraged to grow crops once again for local and export markets although many lacked even basic implements. Cooperative institutions had to be revitalized and management capabilities developed. Credit, transport and education services were practically non-existent, Ministry of Cooperatives and Marketing civil servants were demoralized by years of inactivity and the distribution of agricultural products was crippled. These were the conditions USAID and ACDI sought to redress with the Food Production Support Project. (1)

B. Structure of Cooperatives in Uganda

Uganda's cooperative sector has three major components: primary societies, district unions and the Ministry of Cooperatives and Marketing (MCM), the government regulatory body. Figure 1 illustrates the cooperative structure.

Primary Societies

Primary societies are the basic village-level cooperative organizations composed of and managed by farmer-members. The societies purchase and store produce, offer credit and savings services and sell agricultural inputs to members. Approximately 3,800 primary cooperative societies serve millions of farmers throughout Uganda. Three quarters of these cooperatives are agricultural marketing societies involved in coffee, cotton, tobacco, vegetables, maize, sugarcane and cocoa. The remaining societies deal in savings and credit, fishing, livestock, poultry, hides and skins, firewood and charcoal, transport, handicrafts and consumer products. Membership is open to everyone; virtually all small farmers have a society within walking distance and are either members or have access to its services through a family member.

(1) See Appendix B for a thorough description of the state of Ugandan cooperatives in 1982.

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Primary societies are managed by a committee (board of directors) elected from and by farmer-members. The committees, composed of a chairman, a vice-chairman, a secretary, a treasurer and five untitled members, are policy setting bodies responsible for hiring and supervising secretary (general) managers to manage day-to-day business affairs. Financially, many societies are unable to hire a secretary manager and so assign management functions to the committee secretary. Committee elections are held at an annual general meeting attended by all members.

District Cooperative Unions

Just as farmers organize to form primary societies, agricultural primary societies in each district join together to form District Cooperative Unions. These unions provide collection, transport, processing and marketing services as well as farm supplies for primary societies. Their management structure is identical to that of primary societies, a policy setting committee and a salaried secretary manager, and society officials often serve as union committee members. Some of the 36 district unions handle only a single cash crop while others deal in several including coffee, cotton, tobacco and vegetables.

In addition to district organizations, there are many national entities which serve the movement by providing supplemental services. The Cooperative Bank, Ltd. supplies banking services for cooperative enterprises, mobilizing movement financial resources to create a pool from which cooperative projects can be financed. The Uganda Cooperative Central Union (UCCU) is responsible for large scale purchases and national distribution of farm essentials such as hoes, shovels, pangas, seeds, fertilizers and veterinary supplies. UCCU also distributes bicycles and machinery and spares for coffee factories and cotton gins.

Rural savings and credit primary societies nationwide comprise the network of the Uganda Cooperative Savings and Credit Union. This union serves as a depository for, and provider of, credit to its member societies. Savings and credit union district staff offer accounting and audit assistance to its members and promote rural savings and credit societies. The Uganda Cooperative Transport Union was formed to move produce from societies to unions for processing and to marketing boards for export. (see page 9). It also imports tires, spares, and vehicles and serves as the purchasing point for district unions. The Uganda Insurance Society offers fire, theft, vehicle, bond, personal accident, workmen's compensation and transit insurance. The

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Uganda Wholesale Consumer Cooperative Union makes purchases and delivers stock to the many primary and district organizations which do not have the necessary licenses to buy consumer products directly from manufacturers.

The apex institution of the cooperative movement, the Uganda Cooperative Alliance, is an affiliate of the International Cooperative Alliance in Geneva. Its functions are to provide education, audit, and information services to the movement and to protect it from excessive government interference. All district unions and national cooperative organizations are members of the Cooperative Alliance.

Ministry of Cooperatives and Marketing (MCM)

The third major component of the cooperative sector, the MCM, includes two departments. The Department of Marketing headed by the Commissioner for Marketing, oversees the activities of the marketing boards. The Coffee Marketing Board purchases coffee from the district unions and prepares it for export; the Lint Marketing Board performs a like function with cotton and the Produce Marketing Board markets vegetable and grain products for both domestic consumption and export. The Department of Cooperative Development's functions include regulating, guiding and promoting cooperative endeavors in Uganda. Its commissioner is supported by six assistant commissioners who administer the departmental sections listed below:

- Registration - Maintains records of all registered cooperative societies and unions and develops criteria for registration.
- Planning - Develops long-range plans for strengthening the cooperative sector and coordinates activities of donor agencies providing assistance to it.
- Audit - Oversees field staff responsible for auditing primary societies, district unions, and national organizations.
- Education - Provides education and training programs for primary societies; coordinates overseas training opportunities for movement personnel; and administers the Cooperative College which provides pre- and in-service training.

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Extension and Inspectorate - supervises, assists and coordinates field staff activities.
Credit - coordinates and advises rural credit schemes.

C. Relationship Between Government and Cooperatives:
The Move Toward Cooperatives as Private Enterprise

The static relationship between government and cooperatives began changing with the inception of this project. Historically, the colonial government assumed a paternalistic role relative to the cooperative sector. It was felt that strong government control was the best way to serve people's economic interests and served to keep farming as a purely Ugandan occupation and the processing and marketing functions exclusively for Asians and Europeans.

This idea of strong central control over cooperatives has been continued by independent Uganda. Following the war the economy was in chaos and aggressive government intervention was necessary to initiate and inspire the recovery process. Primary societies and district unions needed the infusion of capital provided by government crop finance to pay farmers for their produce and restore their faith in the movement as well as to revive the export trade. It also was necessary to pay farmers below market price for their crops in order to build up depleted foreign exchange reserves.

The strengthening of primary societies was essential for movement revitalization, and educational programs were needed to better prepare officials to manage the societies. Most societies and unions, and the UCA, were too weak financially to support educational efforts and the Ministry was obligated to commit funds for this purpose. A strong central government emphasis was important but it created serious problems for the movement.

One problem is society and union dependence on government crop finance. There is no incentive for farmers to mobilize their savings for this purpose as long as government provides the capital. The result is undercapitalized cooperatives and continued poverty for farmers. Long delays between the time farmers deliver produce and the time they are paid for it are common, leaving them with no funds for replanting as government replenishes its foreign exchange reserves at their expense. Smuggling is now the only way for most coffee and cotton farmers to receive a fair price for their produce. Ironically, government loses much of the foreign exchange it is trying to earn because of this activity.

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Another problem is that numerous groups are organizing and registering as primary societies simply to receive government benefits. The result is a large number of inactive societies and a drain on MCM's already strapped resources. It is reported that some of these societies devise schemes to collect crop finance which they then embezzle.

District union managers find that many of their important operating decisions must meet with MCM approval, causing delays in needed actions and severely stifling initiative. Often these decisions are made by MCM officials who know very little about local conditions which results in poor judgements and lost opportunities.

Associated as well with this paternalism is the huge financial outlay for educating cooperative officials. Primary societies and district unions have come to depend on government for this service, indeed, they have put up considerable resistance to assuming education costs.

Centralized government has resulted also in a bloated and inefficient Ministry, manifested in seriously underutilized human resources and continuing economic drain in salary payments.

It is apparent, therefore, that while government control of cooperatives was desirable during early reconstruction efforts it now has reached the point where it is harmful to development efforts and private initiative. There is, however, a movement afoot to loosen government's grip and provide more autonomy for cooperative institutions. The Cooperative Law, which gives the Minister broad regulatory powers and supports strong government control, is being debated and changes are being proposed to allow for more private initiative.

Perhaps the greatest benefit of this intended increase in autonomy would be the freedom of societies and district unions to establish their own internal and export markets with higher prices for farmers and the elimination of smuggling. The government might lose some revenue from direct export sales but this could be recovered through taxes on produce now being smuggled as well as on surplus produce.

Without government assistance weak or dormant organizations could not survive and would be forced to amalgamate with strong, successful ones. The remaining multi-purpose societies and unions could reduce their single crop dependence and vulnerability to market fluctuations.

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Increased independence for cooperative movement institutions would help alleviate some of the government's financial and human resource burdens by apportioning its education, credit and export marketing functions to the unions and societies and by allowing MCM to evolve into an advisory body.

It is understood that the change from government control to an open-market system of economic management does not occur overnight. A period of transition is necessary to prepare cooperative institutions for these new roles and expanded functions. Management training at all levels has been conducted to equip them with professionals capable of private enterprise administration.

The intent of this section has been to provide a sketch of the cooperative sector in Uganda; its background, its structure and its problems. The following section discusses the development of ACIDI's plans for dealing with those problems.

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II. METHODOLOGY AND DEVELOPMENT OF INITIAL TRAINING PLAN

The training methodology used is referred to as an "action approach" or "action theory". This method assumes that an organization is in a continuous process of definition, redefinition, change and growth and relies heavily on participants to define and redefine the state of their organization and its problems. The role of the consultant is to contribute observations and to structure activities, mostly workshops and training programs, which aid problem description and solution by developing human resources.

Consistent with this method, a conference was held at the beginning of each project year (3 total) during which participants reviewed changes that had occurred within their organizations and then detailed current problems and issues and redefined "where they were". They then made plans to deal with problems as resources allowed, primarily through employee skills development.

This process is shown below:

"Action Approach Overview"

First Problem Definition Conference:

- Sept 1982 - Data collection and analysis planning for training activities for 1983.
- Jan-Nov 1983 - Implementation of training and consulting plans.

Second Problem Definition Conference:

- Nov 1983 - Re-assessment of organizations, Identification of current issues and problems, Planning for 1984 training.
- Jan-Dec 1984 - Implementation of training and consulting plans for 1984.

Third Problem Definition Conference:

- Jan 1985 - Re-assessment of organizations, Identification of current issues and problems, Planning for training activities for 1985.
- Jan-Dec 1985 - Implementation of training and consulting plans for 1985.

One of the advantages of this methodology is that there is a certain amount of cultural and organizational receptivity built in since it relies heavily on participants within organizations to

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define that organization's problems and their own training and consulting solutions. The training of a Ugandan consultant to carry on this process after the program ends has contributed greatly to overall project achievement.

The initial assessment was done in Oct. 1982 and its purpose was to come up with a plan for 1983 that would begin addressing the movement's human resource development needs. The methods used included field visits, interviews, questionnaires and a problem definition/problem solving training activity. The questionnaires and interviews canvassed the entire cooperative sector and the training took place in Kampala and included top union and ministry leaders.

It should be noted that this first training activity and the atmosphere it created strongly influenced the success of the project. The attempt to improve institutions supporting the agricultural sector through training marked the first aid of this type to these organizations since Amin. Its success motivated participants to become active partners in the project and it set the tone for ACDI's future training activities. The consultants designed the structure and gave input on management skills but early in the training the participants took the responsibility of applying this learning to their organizations. Movement leaders identified problems and found solutions. The 1983 training plan was theirs and this first event received a significant amount of press coverage. That and word of mouth encouraged others to become involved. The advisors were fortunate to have the commitment and enthusiasm of the Ugandans they worked with and this was the real key to improvements and success within the cooperative sector.

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III. THE INSTITUTIONS: A SUMMARY OF TRAINING AND CONSULTING
ACTIVITIES

A. District and National Unions (1)

The following is a chronological description of training and consulting activities as they evolved during the project - the subheadings indicate critical needs addressed:

Early 1983

Strategic Planning and Staff Management - As stated previously, one of Uganda's most pressing problems following Amin's rule and the war was a lack of qualified people in essential positions. Many Ugandans, including union managers, had received little or no prior training and learned on-the-job. Problems and crises were managed but generally there were no long-term plans for the survival and growth of organizations. It was necessary not only to develop a realization of the value of planning and the management skills to do it but also to recruit people to train existing staff in carrying out those plans.

The purpose of the early 1983 training programs was the development of strategic planning and staff management skills. Participants included senior managers from all district and apex unions (1), as well as appropriate ministry staff. Plans for organizational growth and the manpower to implement them were developed in the training program.

Training of Trainers (TOT) - In response to managers' increased awareness of the need for staff skill development and for Ugandan trainers a large two-week training of trainers program was conducted early in 1983. Most trainees were from the cooperative movement but, in order to meet mid-level management training needs, several were recruited from outside organizations such as the Institute of Public Administration (IPA) and the Management Training and Advisory Center. This TOT program served two purposes: 1) It developed internal (organizational) training skills and 2) It identified external Ugandan consultants/trainers to meet training needs beyond the capability of the internal trainers.

(1) National unions include: The Cooperative Bank, UCCU, Uganda Cooperative Savings and Credit Union, Uganda Insurance Society Uganda Cooperative Transport Union, Uganda Wholesale Consumer Cooperative Union, and the Uganda Cooperative Alliance (see Figure 1)

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Mid 1983

Better Utilization of Scarce Resources - In mid-1983, mid-level district union managers received training in managing scarce financial resources and agricultural product processing (primarily cotton and coffee). Of five programs offered, two in accounting dealt with budgeting, auditing and controlling finances since most unions had insufficient funds and many managers did not know the exact financial position of their unions.

Three factory management training programs were designed to help unions increase coffee and cotton processing efficiency. Factories often could not handle the demand for services and left bags of coffee beans outside for months. It should be noted that the problems relating to processing coffee and cotton were exacerbated by a lack of money for capital development. Both training programs, accounting and factory management, were led by senior professors from IPA in Kampala with design and coaching assistance from ACDI's consultants.

End of 1983

Communication Within and Between Unions - The seminar for top managers was held to reassess union development needs and plan 1984 training activities. The seminar also brought up an important communication need concerning the movement of information within and between unions and resulted in the formation of the Union Managers Association. This organization was created to serve as a focal point for information exchange and to cater to the collective needs of the unions. Its impact on continued union growth has been considerable.

Mid 1984

Credit and Business Opportunities - As the immediate concerns of accounting and factory management were dealt with, union leaders, particularly progressive ones, began taking a long-range view of where their organizations were going. Three things became clear during the reassessment seminar at the end of 1983: 1) Unions wanted more freedom to operate independently of government; 2) New agribusiness projects were necessary to sustain union economic growth; and 3) Credit was needed to finance new union ventures.

As a result, several training programs to strengthen the Cooperative Bank and another on Project Appraisal and Development were held in 1984/1985. Participants were asked to bring specific project ideas and data to consider and work on and several

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projects from the seminar (see Results, page 22) were implemented. Project financing does not come from the Cooperative Bank which still lacks the ability to contribute significantly to the movement's development. The purpose of the bank training was to build a core of skilled individuals who could rehabilitate the bank.

District Union Committee Member Training - Another need identified by union managers was for a program to alert union committee members to their responsibilities and functions as policy setters. Some managers indicated that committee members, unaware of the limits of their positions, often attempted to perform duties which interfered and conflicted with the secretary manager's role. Program training teams were selected from TOT graduates.

Early 1985

Strengthening Autonomy and Self-Sufficiency - The most important outcome of the third reassessment and planning seminar was the recognition by union managers of their abilities to carry out training programs and ideas. Problem and issue identification was facilitated by the association's chairman and committees addressing specific topics were formed. The education committee designed future training activities and made plans to use Ugandan consultants and trainers for them. The Union Managers Association finally had taken full responsibility for continuing to strengthen and develop the unions.

B. Department of Cooperative Development

In keeping with project intent to encourage increased private initiative in cooperative institutions, staff training was geared toward strengthening the department as an advisory rather than as a regulatory body. Several programs helped achieve this.

Training of Trainers (TOT) - As mentioned in the previous section, a pressing need was the development of a nationwide program to educate primary society management to administer societies efficiently and honestly. Years of inactivity had left the department's education field staff without skills and resources needed to conduct large scale training programs. Most were Cooperative College graduates with knowledge of cooperative principles and management but they lacked training ability and an effective means of creating and maintaining an environment conducive to adult learning.

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The TOT program was based on five essential elements of effective trainer preparation as defined by E.R. Spitzer in his research on the education and development of the training professional (1981). These elements are:

- 1) Analysis and Planning - Professional trainers should be able to assess organizational needs and problems and determine appropriate training intervention strategies;
- 2) Theoretical Foundations - Theories of learning, communication, motivation, and group behaviour are important bases from which training skills are developed;
- 3) Technological Tools - Development of program design skills, mastery of various training methods and techniques, and the ability to perform and interpret evaluations are essential mechanics for conducting training programs;
- 4) System Development - The ability to integrate the training function into an overall context; and
- 5) Application - Opportunities for practice and application of newly acquired skills is the critical final stage of the process.

The TOT program included four sequential residential seminars composed of 150 hours of training. It addressed all of the above elements for effective trainer preparation and emphasized adult learning theory and techniques, a training orientation which makes learning directly applicable to the trainee's work.

In addition to equipping the cooperative sector with a training capacity, it was hoped that TOT would provide field staff with a much needed morale boost and set the stage for successful primary society education all of which depend on trainer motivation, initiative, and skill. Other cooperative and non-cooperative institutions including Makerere, Management Training Advisory Center, IPA, and the Cooperative College as well as UCCU, Cooperative Bank, Ltd., Uganda Cooperative Savings and Credit Union and Cooperative Alliance were represented at TOT. The four TOT seminars are described in full in Appendix C.

Project Planning and Staff Management, Management Information Systems and Project Appraisal Seminars - These seminars to develop district and national union management capabilities were attended by MCM assistant commissioners and

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departmental heads and a Coffee Marketing Board representative. These individuals were invited because of their positions and the long-range project plan to reduce MCM's scope. Equally important, they provided an opportunity for dialogue between union and Ministry personnel, an open forum within which differences could be discussed and resolved. One of the major points of agreement between the MCM and union personnel was on the need to streamline the Department of Cooperative Development.

Department Restructuring Conference - A plan for refining the Department of Cooperative Development evolved after the Management Information Systems Conference in late 1983. This conference, convened to polish and finalize that plan, was attended by high level departmental officers including the under secretary, commissioner, and section heads and was a major step toward securing government commitment for increased movement autonomy. Their plan set a timetable for implementing the phasing out of regulatory functions and agreement was reached to reduce departmental staff by half, from 2000 to 1000. Primary societies and district unions, which would be encouraged to absorb these personnel, were asked to determine the skills they would look for in hiring them. They indicated that the abilities to design a project and determine its economic viability were important and so several training programs were planned and conducted on these topics for selected staff.

Project Planning Seminar for District Cooperative Officers (DCOs) - DCOs, the highest ranking departmental field officers, are responsible for coordinating all district cooperative activities. As experienced management officers, they are prime candidates for absorption into unions as project managers and so a two-seminar management development program was designed specifically for them. The first program, a variation of earlier union secretary manager seminars, was attended by all 33 DCOs and provided them with basic project planning skills and resulted in a host of cooperative project plans to strengthen primary societies.

In addition to project planning, a major portion of the seminar was devoted to dialogue between DCOs and top management from district and national organizations. General managers of the Cooperative Bank, UCCU and the district unions gave presentations on their organizations' functions and progress. This was followed by an open forum to discuss issues involving DCO relationships with these institutions. The under secretary and section heads gave similar presentations on departmental functions and staff reduction plans.

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Project Planning for Cooperative Officers (COs) - This seminar provided COs with project planning skills in keeping with project intent to prepare qualified individuals for absorption into unions and primary societies. These seminars marked a milestone in the development of a cooperative movement training capacity - they were conducted exclusively by local trainers trained under the project. The movement now has the established capability to provide its own training and need not depend on outside advisors and expertise.

Project Appraisal Seminar for DCOs - This second phase of the DCO training supplemented existing planning skills by providing tools for assessing project economic feasibility. Participants applied various measures of economic worth to project ideas in order to address issues related to project financing and implementation. This two-tiered training program resulted in DCOs becoming fully capable of advising their societies on the design, appraisal and implementation of sound projects.

Combined Project Planning and Project Appraisal Seminar for Regional Cooperative Officers (RCOs) - Uganda's 33 districts are clustered into ten administrative regions of two to four districts each. Ten RCOs coordinate regional cooperative activities for the Department of Cooperative Development and offer management assistance to the district unions, complementing the DCO focus on primary societies. Prior to this seminar RCOs had unclear job roles and were considered superfluous by much of the movement. The seminar helped change this opinion and served several other purposes by:

- providing RCOs with needed planning and appraisal skills
- finalizing their job specifications
- serving as a morale booster since the lack of role clarity had often resulted in DCOs having more responsibility and influence than the RCOs and
- initiating dialogues between RCOs and departmental section heads on issues of mutual concern.

C. Primary Society Training

One of the movement's most critical needs was the rekindling of the cooperative spirit to effect the transition from dwelling on the past to mobilizing efforts toward real economic recovery. Nowhere was this more important than in primary societies. The project called for a nation-wide program to educate society

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officials in management skills and their responsibility to members. The effect these programs had on morale was nothing short of overwhelming. Banners, banana leaves and singing, feasts and speeches greeted each visit and training program. The project provided people with more than management skills; it also restored their motivation and inspired them to make their societies work.

The major subject areas included in the primary society training were:

Cooperative Principles, History and Structure - What are cooperatives; how do they function; and who do they serve?

Cooperative Law - What is the law governing cooperatives in Uganda; how does it affect primary societies, what are the duties and responsibilities of society committee members according to the law; and what are the rights of farmer-members?

Bookkeeping - The purpose of bookkeeping and the various books of accounts that need to be kept in a primary society.

General Management - What is involved in the management of a primary society; what does the secretary manager do; and how are resources managed?

Financial Management - Who is responsible for managing finances in a primary society and what are the different sources of finance?

Secretarial Practice - How are proper business letters written; what reports are required; and what should they include?

Marketing - What are the procedures for collecting, receiving, and selling members' produce and how is the marketing season prepared for and managed?

Savings and Credit - What are the benefits of mobilizing members' savings and what different types of credit are available?

A training manual for all programs was prepared by a team of departmental cooperative specialists. This team, drawn from the ranks of developing trainers, also drew up guidelines on designing primary society training seminars to help new trainers with their planning.

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Primary society secretary managers and committee officials, whose training needs differed relative to their duties, were trained separately. Secretary managers attended one-week residential seminars which were held at district cooperative training facilities and co-financed by the Ugandan government and USAID. Committee officials were trained in three to five day non-residential seminars for which the primary societies provided lunches.

D. Development of Educational Institutions

An important project goal was the enhancement of educational institutions to support skill training and personnel development in the cooperative movement. Four objectives were to: 1) Provide as many Ugandan trainers as possible with on-the-job training by having them staff project programs; 2) Identify Ugandan consultant/trainers to work as counterparts to, and become familiar with the work of, the ACDI consultants; 3) Designate an institution (Makerere), and people within it, to develop a university level curriculum for cooperative managers and business people; and 4) Strengthen the Cooperative College which provides ongoing education and training to primary society members, often in the vernacular.

On-The-Job Training - The first step in developing educational institutions was to include educators and trainers from potential supporting organizations in the initial TOT program. This included participants from IPA, the Management Advisory and Training Center, and the Cooperative College. TOT augmented the participants' skills in teaching previously unfamiliar adult learning methods and screened them for future training programs.

In mid-1983 several TOT participants were selected to conduct a variety of training programs with minimal assistance from the consultants. All programs for mid-level management (accounting and factory management) and primary societies were conducted by these trainers who continued to receive this on-the-job training throughout the project.

Ugandan Counterparts - Two exceptional trainers and leaders were chosen from the initial TOT program to work closely with ACDI's consultants. By the end of 1983, they were working with the consultants on every aspect of their activities, including all training needs assessments and reassessments. The object was to prepare them to be consultants and trainers for the cooperative system and in 1984 their responsibilities widened considerably. One took over managing the implementation of

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primary society training and the second was contracted to work with another ACDI technical advisor in developing training programs for UCCU. Increasingly they undertook the roles of ACDI's advisors and this assumption of responsibility greatly increased their value to the movement.

It was important that this be seen by Ugandan managers, employees and potential clients. As 1984 progressed the worth of one consultant was promoted as he worked closely with the Union Managers Association to facilitate the assessment and planning process in the third reassessment seminar. (see Section II. Methodology, page 9)

University Level Curriculum for Cooperative Managers - Also in mid-1983, contact was made with Makerere University and discussions held with the academic registrar, the commerce and agricultural economics faculties and MCM which resulted in USAID sponsored U.S. academic and technical training for one professor from each faculty. The courses at the University of Wisconsin's University Center for Cooperatives were complimented by on-the-job training to help them design a cooperative management curriculum for Makerere which has since been implemented.

Instructional Methods for Lecturers of the Cooperative College - An ACDI consultant conducted a study of the Uganda Cooperative College and made several recommendations for its rehabilitation. Traditionally, the college focused on pre- and in-service training for Department of Cooperative Development staff and he advised expanding the curriculum to include courses for the rest of the movement as well. This would be consistent with the intent to strengthen unions and primary societies. Also recommended was the establishment of a link between the college and Makerere so that college courses could help fulfill requirements for a university B.S. Degree in Cooperative Studies. The lecturers needed a training program to prepare them for this planned expansion and so a seminar to strengthen instructional capabilities was conducted in early 1985. Lecturers trained in the 1983 TOT program served as co-trainers, offering them an advanced training opportunity with the consultants.

E. U.S. Training

Since project inception more than 100 Ugandan cooperative leaders have participated in U.S. based long- or short-term academic and technical training programs. These ACDI programs, consisting of five major elements, are designed to combine practical experience with classroom theory and are tailored to each participant's needs and job situation. The five program components are:

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- 1) Pre-departure and cross cultural orientations
- 2) Academic and technical instruction
- 3) On-the-job training
- 4) Home stays with farmer members
- 5) Ongoing administrative support

Three Ugandans began working on graduate and undergraduate degrees and the remainder participated in short-term (2-3 month) technical training study tours. Both short- and long-term trainees experience all five elements during their U.S. stays. ACDI's members, 40 cooperative and credit institutions, contribute considerable time and funds by hosting the trainees and providing them with relevant work experience.

Formal instruction is provided by these members as well as other organizations giving the Ugandan's a chance to learn with U.S. colleagues having similar job responsibilities and concerns.

On-the-job training with an American counterpart creates a useful learning environment and allows the participant and his "tutor" to share common experiences.

Two week homestays with cooperative farm families offer participants an opportunity to study the U.S. agricultural cooperative system firsthand. They accompany farmers on their daily rounds; help with chores; develop an understanding of a farmer-member's responsibilities and observe the effects of cooperatives and the farm credit system on a farm family.

All ACDI-sponsored participants receive constant and timely support throughout their stays including: prearranged lodging, regular payment of tuition, maintenance and travel allowances, personal counseling and complete arrangement of on-the-job training as well as re-entry seminars and preparations for academic students.

The study tours are designed to provide participants with:

- o On-the-job study of cooperative service, sales, marketing, credit and related areas;
- o Skills and knowledge needed to increase effectiveness in assisting rural people to organize into cooperatives;
- o Opportunities to observe working U.S. cooperatives and credit institutions with a view to adapting relevant techniques to Ugandan organizations;

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- o A chance to study cooperative member recruitment and education as well as the communication/education methods utilized by U.S. extension services; and
- o An opportunity to learn by meeting and discussing with people from other nations in parallel fields of work.

The training also helped to:

- o Raise staff morale following years of isolation;
- o Prepare mid-level staff members for higher positions within the movement and ministry; and
- o Resume training programs halted in 1973.

This U.S. education compliments and enhances the training taking place concurrently in Uganda.

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IV. RESULTS AND IMPACT OF THE PROJECT

Thousands of people from nearly all of Uganda's cooperative institutions have been trained by the project. The programs have been far reaching and well attended with a total of 13,413 participants taking part in project developed seminars and conferences in-country as well as technical and academic educational experiences in the U.S. Numbers, however, do not provide a clear picture of the project's true impact. (1)

The common thread running throughout was the need to assist cooperative institutions to function efficiently and independently. The development of management and training capabilities contributed significantly to meeting this need and the program's impact was felt on many levels.

Agribusiness Projects Initiated - The move toward private enterprise is demonstrated by the breadth and number of agribusiness projects being carried out. The Management Development Program provided skills and a structure for formalizing ideas into concrete plans and resulted in projects to improve and expand the services offered by unions and societies. Examples include:

- increased farmers' incomes through mobilization of rural savings for production credit;
- improved crop finance loan recovery from primary societies;
- establishment of a poultry farm;
- founding of a dairy farm;
- increased district union maize production and establishment of a maize mill;
- creation of a model multi-purpose cooperative society to encourage other societies to move in this direction;
- reduction of the death rate of cattle on a district union ranch;
- increased tobacco production;
- improved performance of fish marketing societies;
- re-activated cooperative hides and skins marketing;
- formation of a new cooperative society for fishermen; and
- creation of a pineapple processing factory.

1) A complete listing of training seminars, conferences and study tours and their attendance figures appears in Charts 1-3 at the end of this report.

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The gradual shift of cooperative organizations away from government influence will allow them to direct their operations at specific member needs. Efficient and profitable projects will result in fairer market prices, greater availability of farm inputs and supplies, increased union and society capital resources and, ultimately, higher foreign exchange earnings.

Improved Communications Amongst Unions and Between Unions and the Ministry - Previously, union secretary managers had few opportunities to meet with each other and discuss issues of mutual concern. They operated in virtual isolation with little or no information and resource sharing. The Union Managers Association, evolved from this situation, allows a unified approach to common problems and is a strong lobbying force in deliberations with government and the ministry. It wields considerable influence on behalf of the entire movement, and is a demonstration of the desire for private enterprise and a major factor in recent government attitude changes regarding autonomy. The Association and the training programs also initiated dialogue between movement and ministry officials which helped resolve issues separating them.

Streamlining the Department - This improved communication between union managers and ministry officials contributed to agreement on the need to narrow the scope of the department. The restructuring plan, after initial resistance from top ministry personnel, is being executed and making significant changes. Two inactive sections, livestock and consumer, were eliminated and their staff absorbed. Plans are underway to shift the audit and education sections to the Cooperative Alliance once it is able to handle them. As the movement achieves independence, its need for qualified individuals to assume responsible positions is bound to increase. Experienced COs are now ready to step into these positions.

Development of a Training/Consulting Capacity - Perhaps the most visible evidence of project impact is the number of training programs conducted as well as those planned for the future. The programs have benefited cooperative institutions from primary societies and national unions to the ministry and the demand for training grows as its need and benefits become clear.

As stated earlier, both advisors worked directly with counterparts who served as seminar co-trainers and program planners and have become fully capable of assuming the advisors' roles. One, employed by IPA, was asked by MCM to develop a sales force for UCCU and conduct training for Cooperative Bank management. The other, as the department's assistant education commissioner,

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coordinates all education and training activities. This use of advisor counterparts has resulted in an improved internal capacity to plan and monitor education and training programs. Coordination with non-cooperative educational institutions provides the movement with external consulting resources on an as-needed basis.

Selected TOT graduates were invited to co-train in ensuing TOT and management development seminars, giving them supervised hands-on experience with coaching and immediate feedback from the advisors. Consequently, local trainers were able to manage and conduct training programs without depending on outside expertise.

The TOT program produced training teams offering quality educational programs to primary societies, giving each district its own trainers. This is significant because primary society officials receive training from people familiar with and sensitive to their problems who can design seminars to address their special needs. Team members also serve as management advisors to the societies and this personal attention is an important feature of the program.

Prominent Individuals Supporting Autonomy for Cooperatives
The program to train district union committee members has had important effects on private initiative. Planned and carried out by selected training teams with minimal input from the consultants, the program reached prominent union committee members (including businessmen, members of parliament and local chiefs) able to influence attitudes and effect changes in the Cooperative Law. It provided opportunities for dialogue between influential members of wealthy unions and those from poorer ones. Parliamentary members supported the drive for movement autonomy and pledged to introduce revision of the law in parliament. Participants also agreed to support a gradual take over of education costs by unions and societies which resulted in increased district union education budgets and annual union committee member training, offering continued opportunities for inter-union communication and a strengthening of management capabilities.

High Visibility of the Department's Education Section -
Quiescent prior to the project, this section is now a flurry of activity. A full schedule of training programs has been planned for beyond 1985 and people have been transferred from other sections to assist the overworked staff. The section is viewed as the most dynamic and important in the cooperative department signifying that the emphasis on human development will continue.

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Creation of Reference Library - Resource manuals to supplement training programs have been developed and distributed to participants. Many were authored by cooperative staff whose knowledge and expertise was drawn upon to benefit the movement. Managers and trainers each possess materials they can consult for job related problems.

Improvement of Morale - The impact of the project has had its greatest effect on morale at all levels. There is activity and a sense of hope and prospects for reviving the cooperative spirit. Primary society officials have attended project training programs in overwhelming numbers, acquiring skills to help them manage more effectively. Unions now speak with a collective voice, enabling them to state forcefully their case for less government interference in their affairs. A number of agribusiness projects are underway offering hope for improved and expanded services and government appears to be reducing its resistance to private initiative. A small farmer credit program is about to be unveiled and field staff are more productive, particularly district training teams who have performed far beyond expectations and now view themselves as professional trainers. None of this existed prior to the project. This combination of events has demonstrated that progress can be made and success achieved despite unfavorable odds and skepticism. The project is working. It has provided motivation and enthusiasm.

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V. LESSONS LEARNED: KEY ELEMENTS OF SUCCESS

In reviewing the project, several elements that created the conditions for its success stand out. Descriptions of these elements and the problems attending them follows:

Key Elements Contributing to Success

Support:

- o Support from senior cooperative system officials,
- o Material and financial input from the cooperative system,
- o Consistent target group involvement,
- o Donor agency (USAID/Uganda) and contracting firm (ACDI/Washington) support.

Project Participants:

- o Motivated and committed,
- o Counterparts fully utilized,
- o Leadership capabilities enhanced,
- o Problem solving skills developed,
- o Monitoring and coaching by ACDI consultants.

Other Project Designs:

- o Networks developed,
- o Communication channels opened,
- o "Emergent", flexible plans.

Support Elements - Most problems involved support. The assistance received from USAID/Uganda and the ACDI home office was ideal. The facilities, equipment and materials needed to carry out assignments were always timely and recommendations and words of encouragement were always forthcoming.

Conversely, support from the Ugandan cooperative system was not always as forthcoming. For each training activity a material or financial contribution from either MCM or a movement institution was needed. This subsidy was important in that it made the Ugandans partners in the activities, giving them an interest in the results. Problems arose when institutions could not fulfill their obligations. This is exemplified by the Ministry's inability to finance housing and food for proposed society secretary manager residential seminars. Plans were revised to meet MCM's funding capacity. District staff attending seminars complained often that MCM did not meet their expenses adequately but union trainees were financed by their own organizations and so experienced none of these problems.

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Problems also occurred with senior officials, including the Minister of Cooperatives and Marketing who could not attend the restructuring workshop. He did, however, review and comment on the work of his staff and both he and the permanent secretary assured all concerned that they were supportive, in principle, to reorganizing the Ministry and making it more receptive to the cooperative system's needs. No action was taken for several months after the workshop and considering the political implications of dramatically reducing the size and responsibility of a large ministry, this was understandable. A revised plan eventually was accepted and implementation begun.

The consultants were very successful in involving top level Ugandans throughout the project. Several ministry officials participated in training programs, contributing immeasurably to "making things happen". Because professors at Makerere University were not involved early in the project as participants, trainers and consultants, the university's cooperative curriculum development program has been slow in occurring. One reason for this is that Makerere was not identified as an institution for educating cooperative personnel until nearly a year into the project.

Participant Elements - The motivation and commitment of Ugandans involved in the project was excellent. They always demonstrated an eagerness to learn, grow and take seriously the rebuilding of their country. The consultants involved as many Ugandans as possible and worked hard to set a vibrant tone with the initial training programs. There were no problems in finding participants after the first series of management and trainer training programs.

Problem solving and leadership development were part of every program. The consultants felt these skills were basic to continued cooperative development and success. They were most obvious in Ugandan trainers and consultants who worked continuously on training programs. The skills were learned through training, advisor modeling and by delegating responsibility. The increase in responsibility was accompanied by a change in the ACIDI advisors' roles to that of monitoring and coaching events conducted by Ugandans; providing them with continuing support and correcting problems before old patterns could emerge. As mentioned before, the training model was interactive and designed to develop skills as relevant as possible to the participant's actual job situation.

Most important to project continuation are the counterparts. The consultants, one working with primary societies and the other with

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district unions, each identified one person to work with closely for the entire project. These people quickly learned everything the consultants knew about the project and performed the consultants' jobs in their absence. Although this one-on-one training required much initial effort, it has been extremely successful.

Other Design Elements - The training and development plans evolved with the project and the system's needs. This was the "emergent" plan and it helped make the project dynamic and led the participants to view the project as relevant and exciting because it met their needs. To understand the cooperative system, the consultants used exercises to provide a model and initiate communications within and between organizations. This open communication was important to understanding each other's problems and in combining efforts to address those problems. One result of the continuous manager and trainer training was the formation of formal and informal networks such as the Secretary Managers Association.

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VI. SUSTAINING SUCCESS: A FEW WORDS ABOUT THE FUTURE

The project has contributed strong momentum to rehabilitation and change within the cooperative sector and had great potential effect on national economic recovery efforts. The extent to which this impetus can be perpetuated is dependent upon the ability of cooperative institutions to sustain and support efforts begun by the project.

Stronger government encouragement of an autonomous cooperative movement is essential. This means making substantial changes in the Cooperative Law; having less ministerial interference in union and society activities and discouraging dependence on government, all of which cannot occur without sacrifice. Unions and societies must generate their own crop finance rather than expect it to flow from government sources. Non-viable organizations must be allowed to fail though it is hoped they can be fused with successful ones to create stronger institutions with expanded services. These larger organizations will require additional qualified personnel and a continued commitment to employee development and they also must not expect MCM to keep on financing their education. The Manager's Association must repeatedly lobby for a reduction in government's role in spite of hardships the movement will face during the transition.

Discussion concerning movement independence is hollow and purely ideological unless capital is made available to finance private enterprise projects. The need for a credit program to allow capital formation by farmers, societies and unions is critical. A plan developed by ACDI's credit advisor, aiming to draw on private and public resources and managed with minimal government involvement, is a positive step. Government pressure to maintain control over any credit program must be resisted in order to avoid political interference. The extent to which the movement succeeds in achieving autonomy will depend in large part on credit availability.

Cooperative institutions, in need of continuing consulting services, must nurture relationships with IPA and Makerere which can provide the individual expertise needed to conduct market research and feasibility studies for determining future project viability and diagnosing problems.

Finally, it is necessary to reinforce institutional progress through human resource development. Training is not enough, the

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cooperative movement should acknowledge the need for more qualified personnel who may have to come from outside the system. Training and education throughout the system must have continued support or else quality employee training programs and further agricultural institution development cannot continue.

APPENDIX A

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Appendix A

HISTORY OF COOPERATIVES IN UGANDA

For almost a century prior to independence Uganda's economy was controlled by immigrant groups. The colonial power assumed a paternalistic role feeling that strong, central government best served the interests of the people. Some tribal leaders actually supported this view, believing the system protected farmers and their land from the outsiders. Indigenous African farmers cultivated crops but processing and distribution were handled by Asians and Europeans. Ugandans were prevented from participating in these operations by colonial legislation. This and other restrictions, some prohibiting them from selling crops without a license, forced farmers to form and join cooperatives in order to enter the economic mainstream.

In 1946 the British administration, viewing cooperatives as a means of fostering economic development, passed legislation allowing farmers to organize and register these societies. Ironically, this legislation also allowed Ugandans to begin participating in processing and marketing the major cash crops, cotton and coffee.

Following independence, the new government supported cooperatives as a matter of public policy by passing the Cooperative Societies Act. National organizations and schemes were formed to promote farm credit and banking, distribution, insurance, and educational services to the movement. Cooperatives in non-farming industries such as fishing, livestock, handicrafts, savings and credit, dairies and transportation began to grow and prosper. By the late 1960s the cooperative movement had become a comprehensive and well-functioning system addressing the needs of members throughout the country.

Independence and supportive cooperative legislation notwithstanding, Asians remained in control of the economy as merchants and middlemen. When Amin deported them, Ugandans gained ascendancy over the economy. Their management capabilities, however, were not yet fully developed and the subsequent political and economic mismanagement resulted in chaos and, eventually, war.

APPENDIX B

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Appendix B

STATE OF UGANDAN COOPERATIVES IN 1982

By 1982 the cooperative movement had begun to show some signs of awakening from its state of paralysis following the war. Farm inputs distributed under the USAID/CIP project provided farmers with the means to grow crops and with the hope that government was making headway in revitalizing the cooperative sector. Problems still remained though; there was little capital available to finance reconstruction projects since foreign exchange earnings depended on coffee and cotton production, salaries were inadequate and management capabilities were underdeveloped. MCM exercised broad control over the movement, suppressing initiative and precipitating dependence on government. Diversification of crops and activities was necessary to free the economy from its reliance on coffee and cotton, both of which rendered it vulnerable to world market fluctuations. Additionally, each institution had problems which prevented redevelopment of the movement.

The Department of Cooperative Development was immobilized due to a shortage of funds. Officers had no supplies, often not even paper or pencils, and travel allowances owed to field staff were long overdue. After years of stagnation, employees were ready to work but frustrated by continued inactivity. Many languished in the districts, unable to travel and without contact or supervision from headquarters. Regional and district cooperative officers, charged with supervising activities, were well educated but poorly trained in cooperative matters and could not carry out field work without transport. Most had other sources of income to supplement their meager salaries and some resorted to smuggling or embezzling society funds. Audit field staff either stopped visiting societies altogether, since travel claims were never paid, or they charged for auditing society books, a flagrant violation of the law. They also often wrote the books if society management did not have the ability, resulting in additional fraud. Credit field staff had no programs to monitor; education field staff had no travel funds to recruit for seminars; cooperative wings, facilities to house and train cooperative personnel, had been vandalized and the Cooperative College was badly damaged. In short, the field functions, the department's primary reason to exist, were shut down and morale was at rock bottom.

At headquarters, conditions were not much better. Supervisory visits to the districts were quite impossible since travel funds were unavailable and several districts were located in insecure areas rendering travel downright dangerous. Telephone and wire services were non-existent and mail was delayed weeks or even months, making the cut-off from the field complete.

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National cooperative organizations also suffered serious problems. The Cooperative Bank had experienced gross mismanagement and theft leaving it with a depleted capital base and an untrained senior staff and without the confidence of the cooperative sector. It served the movement minimally as most of its loans were to commercial, not cooperative, borrowers. UCCU was helped by donor agencies to distribute essential inputs to farmers but ministry domination stunted additional progress. The Cooperative Alliance was and is dormant; organizations contributing to its existence receive nothing in return. Other national institutions were in a similar state: capital deficiencies, unfulfilled management potential and excessive government interference.

District union and primary society hardships were similar; money was limited making the replacement of looted items difficult. Unions attempted to process coffee and gin cotton at a fraction of capacity on antiquated machinery for which spares were not available. Commodity and input acquisition and storage facility construction were hampered without credit services. Transportation of produce from society to union to marketing board was an ongoing problem as vehicles broke down from abysmal roads, poor maintenance and a lack of spare parts. Unions and societies continued to rely on government crop finance loans to pay farmers for their produce. District union secretary managers lacked basic project planning and management skills; union accountants and production managers needed exposure to new and innovative ways of performing their duties and union committee members were inadequately prepared to be policy setters. Corruption also was a major impediment to effective union functioning.

Similarly, primary society secretary managers and committee members lacked skills to administer their societies. Books were poorly kept, resources often mismanaged, corruption and speculation rampant and a high percentage of societies were dormant. By most estimates, more than half the nation's primary societies were in either poor financial health or lifeless. Farmer faith in the cooperative movement, particularly in primary societies, was very low and needed restoring in order to encourage farmers to begin anew marketing their crops through the system.

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APPENDIX C

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Appendix C

TRAINING OF TRAINERS PROGRAM: FOUR SEMINARS

A) Planning, Designing, Conducting and Evaluating Training (2 weeks) - This seminar included issues of organizational (cooperative sector/private initiative) context, adult learning theory, self-assessment and participant goal setting, planning for training, needs assessment, clarifying training objectives, seminar design, daily agendas, session planning, instructional methods and techniques, communication and small group theory and half-day practice training sessions.

B) Application of Practical Content (1 week) - During this second phase, held on a regional basis, participants were divided into district training teams and given team cohesion-building exercises. They then designed and conducted a full day (6 hour) presentation on cooperative management topics relating to primary societies, using skills and concepts learned in the first seminar. A discussion period followed each session to provide the developing trainers with feedback regarding the effectiveness of their presentations. The teams also prepared a one-year training plan for their districts. After this seminar, they returned to the field to begin primary society training.

C) Advanced Issues in Training (1 week) - Following the second phase, the training advisor traveled throughout Uganda visiting the teams in their districts. He observed their seminars; served as coach and advisor and gathered data on specific problems faced by the teams. This third seminar, also conducted on a regional basis, focused on these identified problems. Each team was assigned a problem for which members designed and presented a two hour session. Creativity was emphasized and the only condition imposed on participants was that the final product include recommendations fellow trainers could use when confronted with similar problems. Among the problems addressed were:

- o dealing with difficult or disruptive participants,
- o conducting effective sessions without training materials,
- o addressing sensitive political differences when they surface in sessions,
- o training when not all participants speak the same language,
- o training in vernacular when concepts (management bookkeeping, etc.) have no direct translation from English,
- o addressing differences in knowledge and skill level of participants,

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o drawing out timid participants.

As in the Phase 2 seminars discussions followed each presentation.

Prior to this seminar, participants had used their new skills only in the narrow sense of conducting primary society training. One of the chief purposes of the Advanced Issues in Training seminar was to elevate the trainers to a higher level of expertise and expand their creative range by using skills to solve problems.

D) Evaluation Seminar (1 week) - Conducted on a regional basis, this fourth and final step of the sequence provided an in-depth evaluation of the TOT program, primary society training and project developed materials for the purposes of revision, refinement and updating and to chart future directions.

CHART 1

Chart 1
SUMMARY OF MANAGEMENT
DEVELOPMENT TRAINING
(Uganda Training: 1982-1985)

	<u>Date</u>	<u>Senior Mgt.</u>	<u>Mid-level Mgt.</u>	<u>RCOs, DCO's & COs</u>
1) Assessment and Training Design Development: Organizational Diagnosis and Problem Solving Seminars	Sep 83	19		
2) Planning and Staff Management Seminars	Jan 83 Mar 83	50		
3) Accounting Seminars	Aug 83 Sep 83		50	
4) Production and Factory/Ginnery Mgmt. Seminars	Aug 83 Sep 83		66	
5) Management Information Systems Seminar: Planning Future Training	Nov 83	28		

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Chart 1
SUMMARY OF MANAGEMENT
DEVELOPMENT TRAINING
(Uganda Training: 1982-1985)

	<u>Date</u>	<u>Senior Mgt.</u>	<u>Mid-level Mgt.</u>	<u>RCOs, DCO's & COs</u>
6) Departmental Reorganization Conference	Apr 84	10		
7) Project Appraisal and Development	Aug 84	19		
8) Project Planning for DCOs	Aug 84			33
9) Final Assessment and Future Planning: Solidify Internal Capacity	Jan 85	32		
10) Project Planning for COs	Feb 85 Mar 85			60
11) Project Appraisal for DCOs	May 85			28

Chart 1
SUMMARY OF MANAGEMENT
DEVELOPMENT TRAINING
(Uganda Training: 1982-1985)

	<u>Date</u>	<u>Senior</u> <u>Mgt.</u>	<u>Mid-level</u> <u>Mgt.</u>	<u>RCOs, DCO's</u> <u>& COs</u>
12) Project Planning and Appraisal for RCOs	Jun 85			15
13) <u>Cooperative Bank:</u>				
-Branch Manager & Office Heads	Aug 85	25*		
-Supervisors	Jun 85 Jul 85		60	
-Accountants & Credit Officers	Jul 85		30	
Totals		158	206	136

GRAND TOTAL = 515

* This seminar was planned but not conducted due to coup-related evacuation of ACIDI personnel.

CHART 2

CHART 2
SUMMARY OF TRAINING
OF TRAINERS PROGRAM
(Uganda Training: 1982-1985)

	<u>DATE</u>	<u>REGION</u>	<u>ATTENDANCE</u>	
1) Planning, Designing Conducting, and Evaluating Training (first phase)	Feb 83	Combined Regions	42	
	Aug 83	"	40	
	May 84	"	27	
	May 85	"	<u>20</u>	
			Total	129
2) Application to Practical Content (second phase)	Aug 83	West	21	
	Oct 83	North	19	
	Jan 84	East & Central	19	
	May 84	Combined new trainers	27	
	May 85	Combined new trainers	<u>21</u>	
			Total	107
3) Advanced Issues In Training (third phase)	Oct 84	West	24	
	Nov 84	North	21	
	Nov 84	East & Central	<u>27</u>	
			Total	72
4) Evaluation Seminar (fourth phase)	Jul 85	West	27	
	Jul 85	North	27	
	Aug 85	East & Central	<u>35*</u>	
			Total	54
			Grand Total	362

Note: Totals for first and second phases are higher than for third and fourth since the latter were restricted to primary society trainers.

* This seminar was planned but not conducted due coup-related evacuation of ACDI personnel.

CHART 3

Chart 3
PRIMARY SOCIETY TRAINING SUMMARY
 (As of December 31, 1984)

<u>Secretary Managers</u>	
<u>Number of Seminars</u>	<u>Number Trained</u>
135	3,367

<u>Committee Members</u>	
<u>Number of Seminars</u>	<u>Number Trained</u>
226	9,016

TOTAL NUMBER OF SEMINARS = 361
TOTAL NUMBER TRAINED = 12,383

NOTE: As there are approximately 3800 primary societies in Uganda, it is assumed that at least 70% of all society secretary managers were trained under the project. (This figure takes into account inflated field reports and those who attended more than one program.)

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