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Consultation Report

RECOMMENDATIONS ON COOPERATIVE EDUCATION
PROGRAM FOR THE WEST BANK AND GAZA

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SITUATION: WEST BANK COOPERATIVES

West Bank cooperatives have not developed meaningful educational programs for their directors, managers and employees, or for their members. The educational function is one which is considered a basic need in cooperative movements throughout the world. This lack of an educational program by cooperatives becomes an even greater problem when one realizes that at present other non-cooperative sources of information and training programs on the West Bank do not offer much of an alternative. There are some plusses, however. The educational level of cooperative leaders and managers is high. They also exhibit a thirst for information, and say they have a desire to improve their cooperative. Within the West Bank cooperative movement there are well trained technical people who could and should be making a greater contribution to educational programs. A reason they are not making a greater contribution is their lack of a system and a mechanism for implementing it.

Contacts with cooperative organizations and their members indicate that training programs are needed in two broad areas.

- A. Education for directors, managers and employees on business and operational management, as well as on the principles of cooperation.
- B. Educational programs for members which will provide the best technology for solving problems in the management and operation of their individual units. In addition, training is needed on the responsibilities of cooperative membership.

SITUATION: DEPARTMENT OF AGRICULTURE

Over the past twenty years there has been a marked deterioration in the system of agriculture extension as conducted by the Department of Agriculture on the West Bank. Only about one-third of the personnel are now employed in extension activities compared to the peak employment achieved a little less than twenty years ago. As might be expected, some of the most competent were the first to leave. Apparently, the present procedure is to leave extension positions open when they become vacant. To make matters worse, the West Bank system of agricultural research stations has been allowed to deteriorate, until they are now little more than commercial farm operations. No meaningful research is conducted and demonstrations are almost never made. Coupled with this limitation of resources for agricultural education is a series of restrictions upon the methods extension workers may use. Meetings and field days require permission from the authorities, and printed material and mass media programs are almost non-existent.

Even with all of these restrictions and problems, valuable resources exist in the Department of Agriculture. Some dedicated, well-educated West Bank professionals are still in the Department. They sincerely desire the opportunity to contribute to an effective program in agricultural development. They need only a system, and a few basic resources to become much more effective in their programs. Many believe cooperatives and the cooperative movement could and should provide the needed vehicle for this development.

SITUATION: EDUCATIONAL RESOURCES

Seven institutions of higher education now exist on the West

Bank. As of this date, none has been permitted to established a school of agriculture or to conduct much in the way of needed agricultural research. However, in most of the institutions there exists a few trained agricultural scientists who are a resource for agricultural and cooperative development. A rural studies center has been established at Nablus. It has not as yet had an opportunity to prove its ability to conduct meaningful research on the important problems facing the West Bank agricultural industry.

A large reservoir of trained agriculturalists presently exists in the West Bank. West Bank families place a high value on education and training. To be an "Agricultural Engineer" is considered prestigious. An estimated 200 or more agricultural engineers now reside in the West Bank. Since University training facilities in agriculture do not exist in the West Bank, these agricultural engineers have received their training from institutions throughout the world. The result is a more broadly trained group than normally would be expected. Sadly, many agricultural engineers are not now working professionally, or are under-employed. They are a definite resource to be utilized in any future agricultural education program. A program in Cooperative Education would have little problem in finding well-trained people to staff it's project. On the negative side, many have noted there has been little opportunity for in-service training, or up-dating of technology by these West Bank agriculturalists. Many would need supplemental training to prepare them for cooperative service.

OBJECTIVE: AN EXPANDED PROGRAM IN COOPERATIVE EDUCATION FOR WEST BANK COOPERATIVES.

West Bank cooperatives need to develop a delivery system

for agricultural and cooperative technology. This system will permit individual cooperatives and their members to better utilize appropriate technology in meeting their goals. The Cooperative Development Project should give leadership and support to the development and nurturing of such a system of cooperative education. In CDP's plans should be a way of turning a viable educational system over to the hoped-for West Bank-wide cooperative movement. This planned-for system should have two goals: (A) Organizational educational programs for managers, directors and employees to facilitate their maximum contributions to the cooperative (B) Technical programs for cooperative members which will contribute to the families economic progress and social betterment.

PROGRAM DEVELOPMENT ACTIVITIES OF THE CDP EXTENSION CONSULTANT

The CDP Director and Training Manager made excellent preparations for the consulting visit by the Extension Specialist and his three teammates. An intensive orientation of the situation existing for West Bank cooperatives was given during the first days of the consultancy. Among the topics and their speakers were the following:

Agriculture in the Occupied Territories

Daoud Istanbouli, Jordanian Dept. of agriculture

Cooperatives in the Occupied Territories

Adnan Obeidat, Jordanian Cooperative Organization

The West Bank: A macro-economic View

Ahmad Sweilem

ANERA Cooperative Projects, Lance Matteson, ANERA

American Perceptions of the West Bank, Mark Kennon, Office of the U.S. Consulate

Occupation of the West Bank, Ibrahim Mattar

Role of the Money Changer, Jamal Halaby

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Legal Situation in the Occupied Territories
J. Kuttab

Another View of Cooperatives, Harold Dick, Mennonite Central
Committee

Higher Education, John Viste, AMIDEAST

West Bank Perceptions, Meron Benveniste, West Bank Data
Project

Throughout the entire nine weeks of his consultancy, the Extension Consultant had the most excellent council and support of his counterpart Daoud Istanbuli. Without his invaluable assistance it would have been impossible to have gained the insights and information necessary to prepare valid recommendations for this report. Field visits were set up, meetings organized, and needed information was procured. A portion of the field contact are listed below. They may have value to the CDP program as possible leads on follow up activities.

Date	Meetings, Interviews	Position
August 5	Rushdi Mishmish	Field Crops Specialist WB
	Fathi Tawfiq	Animal production Specialist WB
	Farid Al Jabi	Horticulture Specialist WB
	Waheed Zaffesheh	Plant Protection Specialist WB
August 11	M. Milhem	Coop Director Hebron
	Omar Daoudi	Tarq Mkt. Coop Hebron - Manager
	Fawzi Al Kaisi	Director Ag. Dept. Hebron
	Na'eem Sa'id	Extension Specialist Hebron
	Hammouri	Public Relations Officer - Hebron University
	Dr. W. Siyaj	Active Dean of Science Hebron University

August 12	Hamed Nammura	JCO representative Hebron, Tarqumya Personnel & members
August 13	Hafez Mujahed Muneer Shaheen Abul Rahman Sultan M'd Husein Breigheeth	Director, Coop Training Center Hebron Commission Agent & farmer Halhoul Vine farmer - Hebron Vine farmer - Beit Umar
August 19	Ahmad Muhaisen M'd Hamzeh Hazem Suki	Secretary Member of the Board Director Ag. Dept. Jenin Manager Ag. Mktg coop. Jenin Ext. Agent Hortcult. Ag. Dept. Jenin
August 20	Faris	10 farmers, members, Arrabeh coop. 3 farmers, AjjeH coop
August 25	Ziyad Younis M'moud Dimeh Waleed Sabe'a Nabil Sabe'a Nimer Sabe'a	Chairman, Qalqilia coop. Manager, Qalqilia coop. Jord. Ag. Dept. representative Qalqilia Wholesale Ag. Supplies agent Nursery
August 26	Mansour Khilfeh O. Daoudi (instead) Bassam DaraghmeH Ma'moud Dakoor Kayed Janazrah Jihad Safi Anwar Bardawil Adel Breigheeth Jihad Haddad Shareef Awadallah M'd Kraia	Manager Mktg. Coop. Jericho Act. Manager Ag. Eng. Coop Jericho Supervisor Vegs farm Ag Eng Coop Supvsr. sheep farm Ag Eng Coop " Nursery Ag Eng Coop " Land reclamation Ag Eng Coop Director Dept. of Ag. Jericho Ext. Agent Dept. of Ag. Jericho Ext. Agent Dept. of Ag. Jericho Ext. Agent Dept. of Ag. Fara'a
September 1	M'd Hudrob M'd Abu Haj	Magr. Mktg. coop Nablus Oliveoil laboratory technician Nablus

	Adeeb Abu Shehab	Olive oil laboratory technician Nablus
	Zafer Anabtawi	Olive oil laboratory technician Nablus
	Mazen Reesheh	Dir. Dept of Ag Nablus
	Ahmad Jaber	Planning WB Jord Ag
	Omar Qadi	Dept representative Rural studies center, Najah Univ
September 2	Sammen Othman	Chairman Alkhader Village Council
	M'd Ismail	Ext. Agent Phylloxera Project
	Sabri Ibrahim	Ext. Agent Phylloxera Project
	Yousef Ghabboon	Director Dept. of Ag. Bethlehem
September 3	Shehadeh Dajani	Save the Children (CDF)
	Bassam Banya	Director Ag. Dept. Ramallah
	Adel Shawar	Ext Agent Ag. Dept. Ramallah
September 8	Ahmad Shareef	Arroub Ag School, Instructor
	Hamed Sarsour	Arroub Ag School, Director
	Abdul Raheem Milhem	Arroub Ag School, Instructor
	Asa'ad Abu Zeineh	Arroub Ag School, Instructor

Special meetings - Names on special sheet

September 9		
September 10	Arab Development Society	Jericho

Special Meetings

Date	Name of participant	Position
September 8	M'd Admad Salameh	Sawahra mutual benefit, manager
	M'hmd Hamdan Salameh	Sawahra mutual benefit, Member of the board
	Isma'il Abdul Rahman	Al Jeeb Ag Coop chairman
	Husein Saber	Al Jeeb Ag Coop Secretary + Extension Agent
	Shareef H. Ali	Ramallah Mktg coop member of the board
	Abdul Rahman Uthman	Same as above

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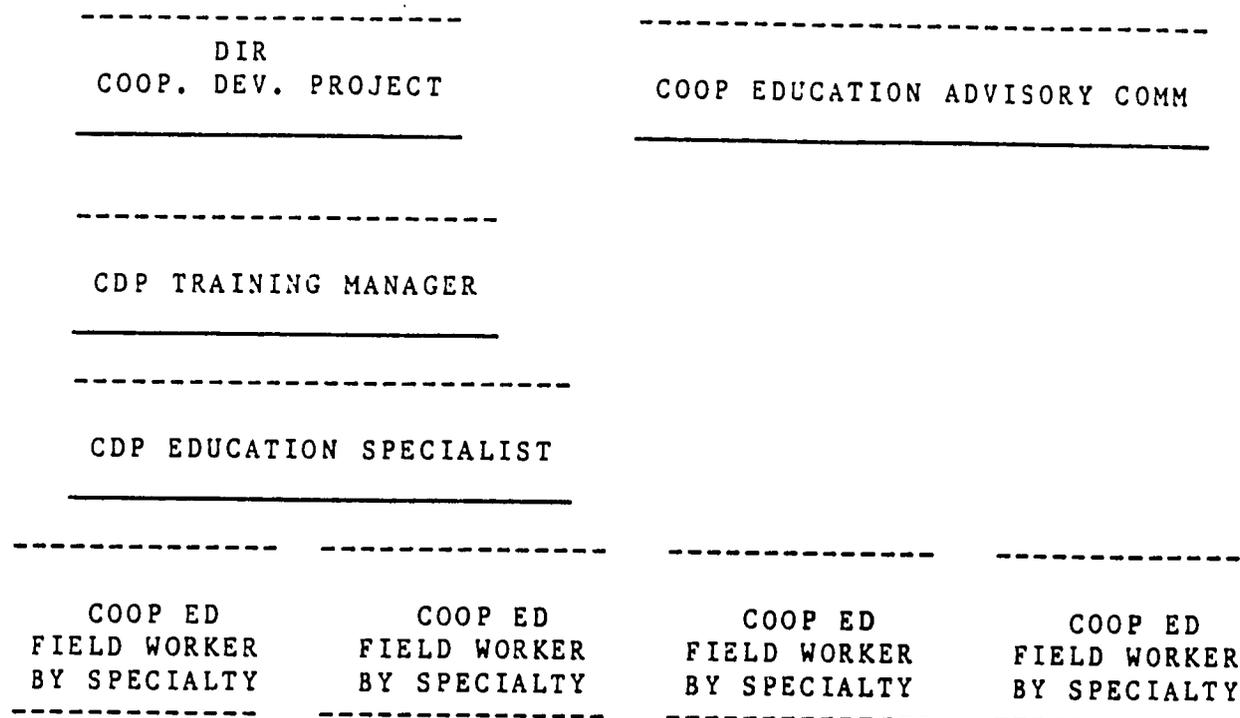
Izzideen I Qtait	Ramallah Mktg coop manager
M'hmed Samara	Ramallah Poultry coop secretary
Mansur Khilfeh	Jericho Mktg coop manager
Jihad Haddad	Ext. Agent Jericho
Bassam Bamia	Dept of Ag Ramallah Director
Fath Tawfiq	Animal Hus Specialist Dept of Ag
M'hmed Manasrah	Wadi Fukin Ag coop Treasurer
Isaq Manasrah	Wadi Fukin Ag coop member + Ext Agent
Faruk Muzaffar	Bethlehem coop office director
Adnan Obeidat	JCO Follow-up Committee
David Davies	CDP
Gene Ott	Consultant
Daoud Istanbouli	Counterpart
September 9	
M'd Awad Hamdan	Nablus Mkg coop manager
M'd Hamzeh	Jenin Mktg coop manager
Nabeeh Deeb	Tulkarm Mktg coop manager
M'mud Dimah	Qalqilia Mktg coop manager
Mazen Reeshah	Ag Dept Nablus (director)
Faris Jabi	Horticulture Specialist

RECOMENDATIONS FOR DEVELOPMENT OF COOPERATIVE EDUCATION PROGRAMS FOR THE WEST BANK

An educational delivery system and its supporting structure should be planned and implemented by CDP for the West Bank cooperative movement. Existing systems and structures are so weak or non-existent that it will be necessary to start building from the bottom up. Fortunately, there does exist in the West Bank a large number of educated people, who with some specific support training, can become a valuable asset to the cooperative education program. The real need is for a system or structure through which effective programs can be implemented. Such a system needs the continued guidance of West Bank cooperative leaders while at the same time a scheme must be devised for its

continued financial support when the CDP program ends.

The following is a possible organizational structure which could be implemented for the conduct of a cooperative education program by the Cooperative Development Project.



COOPERATIVE EDUCATION ADVISORY COMMITTEE

As envisioned for this project, the Cooperative Education Advisory Committee should be broadly constituted. It should be composed of West Bank leaders who have the breadth and depth to effectively advise the project leaders on how to best reach the project's goals and objectives through an effective program of education and training. The five to seven members of the advisory committee should be selected by the Project Director. The Project Director may wish to have recommendations for membership from interested people and organizations. By the end of the Cooperative Development Project's program in the West Bank, a system should be devised which will assure the orderly and representative selection of committee membership so as to make

certain the organization can continue to make its contributions to cooperative development. While the committee will be directly answerable to the Project Director it will have a communication and coordination role with the Project Training Officer and the proposed Education Specialist. It's role is an advisory one. It is not one of policy determination or program direction. It should serve at the pleasure of the Project Director, assuming only those responsibilities which he grants. At project end this committee can play a vital role in seeing that the structure and programs of the project are continued by the organization best suited to meet the educational and training goals of cooperatives.

LOCAL COOPERATIVES

The responsibility for member education programs lies within the cooperative. The directors and manager of each cooperative should plan and facilitate an educational program which meets the needs of the membership. The CDP Training Manager, with the assistance of the Education Specialist and the Cooperative Education Field Worker, will assist participating cooperatives in planning their educational programs. It will be the responsibility of the CDP Education Specialist to procure the needed training resources and assist in the scheduling of training. The Cooperative will be responsible for the involvement of their members in the program. In addition, they should be willing to supply other needed local resources necessary for the program success. Examples might be meeting facilities for training activities, land, seed, fertilizer, etc. for demonstration, or members or community leaders who can assist in the educational program.

COOPERATIVE DEVELOPMENT PROJECT EDUCATION SPECIALIST

Coordination of the CDP's Cooperative Education project should be performed by an Education Specialist. This individual should have the stature and experience necessary to secure the confidence of the cooperative movement. He should be a West Banker who has demonstrated his ability to work with diverse groups to achieve common objectives. The education specialist will be responsible for the direction and supervision of the cooperative education field workers. He will also be responsible for training these field workers in effective methods of program planning and implementation. It will be his responsibility for developing a job description for each Cooperative Education Field Worker. In addition, once a field worker is employed, the Education Specialist, in consultation with the field worker, will develop a plan of work which will contain (1) The additional training the field worker may require, and when and where he will receive it (2) a schedule of educational activities to be conducted by the field worker which should include (a) cooperatives where training will be given (b) the approximate date of the training activity (c) a brief description of the training program's content. Upon the request of the Project Director, the Education Specialist will evaluate the performance of each of the field workers, reporting progress and recommending future training needs, and possible personnel actions. He should be in direct contact with West Bank cooperatives in assessing their educational needs and evaluating the progress of CDP's educational program. He should be administratively responsible to the Project Director through the Project Training Manager. While the project's Educational Advisory Committee's

responsibility is to the Project Director, the Education Specialist is expected to be in close communication with this group in the development of his portion of the project.

COOPERATIVE EDUCATION FIELD WORKERS

A small cadre of cooperative educational field workers may need to be established by the Cooperative Development Project. It will be their responsibility to implement educational programs with cooperatives and their members. Specific areas of training of these field workers will be determined by (1) need, and (2) present availability of expertise in other institutions. It is not anticipated that the educational effort of others should be duplicated. Instead, these resources should be fully utilized, and cooperative field workers selected only to fill gaps in available expertise.

A possible 6 to 8 field workers could be constructively employed by CDP. Some may be hired on an as-needed basis. Others who can be fully utilized may be hired full time. From the first, a portion of the cost should be assumed by the cooperatives, which are program recipients. This should gradually increase until their total cost can be covered once the CDP Project is ended. Field workers should be hired to conduct educational programs with the Cooperative's leadership and members. Each worker should be specialized to cover his needed area of technical information. One or more of the field workers could be assigned to develop programs in cooperative development for directors, managers, and employees of cooperatives. Possible areas of assistance could be: determination of objectives, management techniques, cooperative record keeping and accounting, and labor efficiency. A second area of field work need would

include needed technology by cooperative members. In agricultural cooperatives, for example, this could include field workers specializing in one of the following: (A) farm management, how to make sound economic decisions on operations of the farm (B) credit, how to best utilize borrowed capital (C) machinery maintenance and repair (D) crop pest control (E) marketing, such as educational programs to produce higher quality olive oil (F) livestock management (G) irrigation, (H) or others. Non agriculture cooperatives could require specialized field workers in areas similar to the following: (A) Housing, for housing cooperatives, (B) Marketing for handicraft cooperatives, (C) Retail Management for consumer cooperatives, (D) Electrical equipment for electric cooperatives (E) or others. All field workers should be trained in the philosophy of cooperatives, the role of managers, directors and members in a successful cooperative, and particularly in the responsibilities of cooperative members. In their educational program they should find opportunities to extend this information to the cooperative membership.

The actual determination of positions to be established should be made by the Project Director, after receiving the recommendations of the Educational Advisory Committee, the CDP Training Manager, and the CDP Education Specialist. They should consider, (1) needs of the cooperatives (2) present available resources (3) objectives of the CDP program. Well-trained agricultural engineers are available on the West Bank. However, it may be necessary to provide additional training to prepare them for their jobs. Such training should include principles and methods of conducting extension educational programs. Where

possible, training should be conducted on the West Bank. Where feasible, technicians from other organizations providing educational programs to West Bank farmers, should be invited to participate.

Day to day supervision and direction of the Educational Field Workers should be by the Cooperative Education Specialist. Policy, establishment of program goals and objectives, and program evaluation would be the responsibility of the Project Director and the Training Manager.

Upon completion of the Cooperative Development Project, this unit should be a part of an ongoing program that can be continued by the West Bank Cooperative Movement.

NEEDED TRAINING FOR CDP PERSONNEL

It is anticipated that people selected for positions in the CDP educational program will already have considerable technical training. However, it should be expected that they will have certain deficiencies which will require additional training. Plans need to be made to give them the needed training and back-up support. This will be necessary to meet the Project goals, but more importantly, it will prepare field workers for a career of service to the cooperative movement and its members.

Needed training of CDP cooperative development personnel can be divided into three categories (a) technical or specialized training (b) principles and philosophy of cooperative organization and management (c) methods and techniques of conducting cooperative education programs.

(A) Technical expertise should be one of the major criteria used in the selection of cooperative education field workers. However, it is probable that some of them may need additional

technical or specialized training. It is not anticipated that such training needs would be for academic training, which could be costly. However, special training courses may be needed to bring them up to the necessary technical standard needed to support the Project's field activities. Each individual field worker's training needs should be evaluated at the time of employment by the CDP training manager and the CDP education specialist. A training plan should be developed for them which would include needed technical training. If possible, such technical training should be performed on the West Bank.

(B) Each field worker should receive training in the philosophy of cooperatives, and in the principles of cooperative organization and management. Stress should be given to the role and responsibility of cooperative members. In their on-going educational programs the field workers should be expected to present information on cooperative education to the cooperative members with whom they are working. Primary responsibility for this training should be with CDP's Director and the Training Manager and Education Specialist. In this training, field workers should be informed of the objective of the CDP program, and their expected contribution to it. If necessary, the CDP leaders can call upon West Bank Cooperative leaders to assist in the training.

(C) The success of the CDP field workers will be determined by how well they can plan and conduct educational programs. Very few, if any, will have the necessary training and skills

to conduct programs with a high level of effectiveness. They will need training in the methods and techniques of conducting adult education programs. U.S. model agricultural extension programs have developed this needed expertise. The CDP Education Specialist, with the assistance of the training manager, should assess the training needs and resources for the project. If sufficient resources to conduct the training do not exist, ex-patriate help may be needed to back the program up with training activities held on the West Bank. Trips to study U.S. style extension programs could be valuable to selected field workers. If possible, non-project funds should be utilized for this type of training activity.

SUMMARY AND CONCLUSIONS

The cooperative Development Project has anticipated the formation of an extension type system for the West Bank. A partial quote from the AID contract states "Analysis the Project staff will undertake to develop objective data about cooperatives on the West Bank.... (and), Extension - The focus of the extension program will be the development of a cooperative extension system.... training and hiring up to a dozen extension agents.... initially funded by the project".

This report responds to this request with recommendation on how such a system could be organized and implemented. The cooperative education system referred to in the report corresponds to an extension system. The cooperative education field workers are also comparable to cooperative extension agents. It is wise to adopt this change of terminology to avoid possible conflict with the existing extension program on the West

Bank. Resources within the Department of Agriculture extension program may prove valuable to the objectives of the CDP program.

The proposed CDP education specialist will be a key person in the project. He can do much to help achieve the objectives of the program. In effect, he becomes an "Extension Director" under the supervision of the Project Director and the Training Manager. It is important that he be a highly respected and well qualified leader in adult education from the West Bank. A "lean" group of field workers is proposed to implement much of the member education. It is proposed for the project to only hire people to staff positions when it is impossible to get competent expertise from existing organizations. Cooperation and coordination to meet project goals will be the key. It may be possible to secure some field workers on a temporary or part time basis. In other cases, it will be better to employ full time workers. Not all of the field workers need be agriculturalists. Housing, Consumer, Electric and other non-agricultural cooperatives may have educational needs which could best be filled by non-agriculturally trained field workers.

The proposed project advisory committee will be invaluable in their advice to the project through the Project Director. They can assist in determining priorities, spotting obstacles to program implementation and in providing advice on project direction. They may also be able to , as individual members, assist in coordinating project activities with the outside groups with whom they may be associated with. Hopefully, the leadership developed in this group can play an important role in the continuation of project program activities at the time the projects West Bank activities terminated.

Additional training will be necessary for the field workers, and the technical resource people who will contribute to the project's goals. These have been discussed in the report. However, it may be well to re-emphasise the observation that many talented resources presently exist on the West Bank. They should be fully utilized before ex-patriate consultants are asked to participate. As much as possible, in-service training should be conducted on the West Bank where maximum numbers of Palestinians can be trained, (both project sponsored workers as well as workers outside the project who can contribute to CDP program objectives). The needed ex-patriate assistance should build the self-sufficiency of West Bank professionals to best do their jobs. Out-of country training may be valuable for certain key people. When possible non-project funds should be utilized to meet this need.

In the estimation of the Extension consultant the Cooperative Development Project is a good one. It has been well conceived, and it's start-up has pointed it in the direction of success. It is also apparent that the local West Bank Cooperative leaders and members sincerely desire the planned-for support of the project. There is every reason to believe that it will make a significant contribution to the West Bank Cooperative Movement and to the social betterment of member families.