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AN EVALUATION OF COOPERATIVE EDUCATION AND TRAINING IN KENYA WITH RECOMMENDATIONS FOR IMPROVEMENTS

Report prepared by: James Bell

N. J. Guderyon

Joel Krueger

W. D. Regier

R. Wayne Robinson

Ronald Short

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STUDY I

ACKNOWLEDGEMENT

One of the pleasures and rewards of being involved in cooperative work throughout the world is the warm associations and friendships that develop. One is automatically accepted as a "member of the brotherhood" or a "member of the family working together to help people help themselves," the basic premise of the cooperative movement.

This certainly was the experience of the ACDI Team. The immediate acceptance of the team and the warmth, friendliness and the openness of the Kenyan people made the conduct of this study a pleasure.

The ACDI Team expresses its sincere appreciation specifically to Mr. D. O. Arende, of the Ministry, and his staff for the excellent support and guidance in the planning and conducting of this study. The team would especially like to thank Mr. E. W. Simiyu, Miss Peninah Gaturah and Mr. L. C. Cheptarus for their help in conducting the field work for this study.

At the Cooperative College the ACDI Team extends special appreciation to Mr. J. M. Nzioka, Principal, and Mr. G. A. Okeyo, Vice-Principal and Director of Studies, for their sincere cooperation and assistance. Special acknowledgement is also due to the Department Heads of Accounting and Management, Mr. Muthiani and Mr. Lewa, and the other lecturers and staff members at the College for the many hours they spent working with the ACDI team members. The Head of the Law Department briefly met with team members prior to his leaving for Europe on educational leave. We wish the College staff continued success in their endeavours to provide cooperative education and training for the Cooperative Movement and the Ministry of Cooperative Development.

FOREWORD

This study has some limitations that the Kenyan reader and policy-maker should recognize. These limitations need to be recognized so that appropriate adjustments and modifications can be made in how to best implement the conclusions and recommendations of the study in order that they be compatible with the realities of the present day Kenyan economic development situation.

The six members of the study team were greatly impressed with the progress, growth and development of the Kenyan Cooperative Movement in agriculture, credit and banking, and consumer activities in the relatively short period of time since independence. The Kenyan people have a right to be proud of this achievement. From its years of combined experience in working with and evaluating cooperatives in a number of countries of the world as well as many years of experience with U.S. cooperatives, the Team believes that Kenya's cooperative activities in the movement and in education and training stand as an example of what is possible for developing nations of Africa and the world.

The conclusions and recommendations of this study represent the Team's honest and sincere belief of what is needed to help Kenyan cooperatives as they grow to make substantial contributions to the further economic development of the country and to help raise the standard of living for all Kenyans. Although the conclusions may at times seem austere and fail to recognize the realities of Kenyan conditions, it is hoped that they will not offend or antagonize the Kenyan reader.

In this vein the Team presents the following report. It is presumed that the Kenyan reader and policy-maker will be tolerant and understanding of any lack of the Team's intimate understanding of Kenyan social, religious, cultural and political realities, and will not let this detract from the effective implementation of the conclusions and recommendations.

The Team, on the basis of their professional qualifications and experience, stands behind the conclusions and recommendations. To assist the people who will have responsibility for implementation, the following limitations should be considered in implementation.

The Study was conducted and completed in a period of only six weeks. Although the Team maintained close liaison with the staff of the Ministry of Cooperative Development and the Administration and Departmental lecturers of the Cooperative College, time did not permit input and discussion of the conclusions and recommendations with people from other Ministries (such as Agriculture, Education and Economic Development) and with Nairobi personnel of other countries (such as the Nordics) and the Nairobi personnel of the U.S. Agency for International Development, prior to drafting of the report.

The Team greatly regrets that time did not permit such a dialogue and believes that input and contributions of these groups of people are essential to effective implementation. Collaboration, understanding and cooperation of all groups concerned with the further, rapid economic development of Kenya is considered imperative.

The Team's time in Kenya varied from 4 to 12 weeks, except for the two members of the team who serve in 18 month and 2 year assignments. It is hoped that these two members will be able to draw on the inputs and contributions of the groups mentioned as they assist the Ministry of Cooperative Development and The Cooperative College in implementation of the findings of this study.

It is sincerely hoped that these comments will be useful to the Kenyan reader and policy-maker.

James Bell, Agricultural Economics Specialist
N. J. Guderyon, Project Leader
Joel Krueger, Cooperative Credit Training Specialist
W. D. Regier, Management Training Specialist
R. Wayne Robinson, Cooperative Education Specialist
Ronald Short, Cooperative Education Media Specialist

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AN EVALUATION OF COOPERATIVE EDUCATION AND TRAINING PROGRAMS IN KENYA WITH RECOMMENDATIONS FOR IMPROVEMENT

I. INTRODUCTION

The U. S. Agency for International Development, as a part of the Agricultural Systems Support Program for Kenya, is providing resources to help the Government of Kenya strengthen the agricultural cooperative movement of the country. A part of this support is a study to determine the education and training facilities and programs necessary to supply trained personnel to the cooperative organizations and to the Ministry of Cooperative Development of Kenya.

The study is divided into three phases:

- A study of cooperative education and training programs throughout the cooperative sector of Kenya, identifying strengths and weaknesses, and providing recommendations for improving such programs;

- A comprehensive analysis of the professional and subprofessional manpower requirements for the cooperative sector of Kenya over the next decade, including the determination of the demand for various skills and identification of the educational and training capacity needed to meet that demand and alternative ways of increasing capacity to meet the demand;

- And a feasibility study for expansion of the Cooperative College, including curriculum, teaching staff, facilities and equipment, the basic initial academic design work and technical architectural feasibility studies needed for the College's role in meeting projected cooperative manpower requirements.

This report concerns the first study.

A. Scope of Study

The scope of this study includes cooperative education and training activities conducted by the Kenyan Cooperative Movement (Federations, Unions and Societies), the Ministry of Cooperative Development, and the Cooperative College of Kenya. It includes member training, cooperative committees' training, and training in the forms of seminars, workshops, short courses, formal courses and programs for all personnel of the movement and the Ministry.

B. The Method of Study

The method of study for the movement included interviews with personnel responsible for education and training in various cooperative unions, the Kenya National Federation of Cooperatives, the Kenyan Union of Savings and Credit Societies, and the Cooperative Bank. As time

permitted and as events had been scheduled, members of the study team attended such activities to observe and evaluate training and educational materials used.

Method of study for the Ministry of Cooperative Development included interviews with personnel of the various departments and sections of the Division of Training and Manpower Development of the Ministry, both in Nairobi and in a number of districts in the field, meeting with district cooperative officers or their representatives and officers responsible for education and training activities at the district level. Educational materials, training techniques and aids, and facilities were evaluated in relation to the various kinds of training activities conducted by the Ministry for all levels of the movement and Ministry.

The method of study for the Cooperative College employed more formal techniques. These included interviews and consultations with the administrators, department heads, lecturers and other staff and a student committee inspecting all property and facilities of the College including dormitories, library, kitchen, dining areas and recreational facilities; and an evaluation of the content and method of instruction for every course and every subject being taught at the College through personal visits to the classrooms and analysis of the materials provided to the students by their lecturers.

A separate part of the College evaluation was a formal survey of former students of the College who are now employed in the movement and the Ministry. Former students and their supervisors were asked for their evaluation of cooperative education and training at the College. Sample copies of the survey forms used at the College and in the field are included in the Appendix of this report. Survey questions were designed to record both qualitative and quantitative information. Details concerning the field survey and its analysis are outlined in a later section of this report.

II. CONCLUSIONS AND RECOMMENDATIONS

The following was agreed upon by those who performed this study to be the more important recommendations made to improve the quantity and quality of cooperative education and training in Kenya.

Recommendations in this section are general in nature but are well supported by information reported in the body of the report. Many other recommendations of a more specific nature will be found in the sections of the report dealing with particular programs or organizations.

The fact that each of these recommendations calls for a change or for some additional activity should not be construed as a criticism of the present programs providing cooperative education in Kenya. Indeed, the Cooperative College, the Ministry of Cooperative Development and the various cooperatives in Kenya are to be commended for the level of education and training that is presently being provided. The dedication of the people of Kenya to achieving

a higher level of national development through improved education and training of their entire workforce has been obvious to each member of this Team.

- The educational objectives of the Cooperative College must be clarified. At present there is some conflict as to whether the College should be dedicated to the mission of providing job training to the employees of the movement and the Ministry or should it be providing a broader general education for these groups of employees.

- There is a need for closer coordination of programs and services between the Cooperative College and the other divisions of the Ministry of Cooperative Development, particularly the Division of Training and Manpower Development, since there is an overlapping of functions with this division. We would recommend an operational committee to coordinate the training activities and resources.

- The cooperative training system need place increased emphasis upon continuing in-service training for managerial and supervisory employees at the movement and the Ministry. Such training can be delivered most efficiently in short seminars designed to meet the needs of specific vocational groups.

- Future budgets of the Ministry of Cooperative Development and the Cooperative College should provide more support for the existing staff of professional educators and trainers rather than simply adding more people. The existing staff could be more effective with a more liberal allowance for supplies, equipment, transportation, supporting services, etc.

- The high rate of staff turn-over and comparable levels of vacancy in staff positions at both the College and the Ministry are serious problems. These issues will need to be addressed as a part of a larger study of the government's employment, compensation and job evaluation policies. If the government fails to establish personnel policies which are perceived by the civil servants to offer reasonably similar total compensation as is being offered in the private sector, the resulting high rate of turn-over will put the government in the position of perpetually training a supply of manpower for other employers.

- The capacity of the Cooperative College of Kenya needs to be expanded approximately three-fold regardless of the other changes introduced to cooperative training. The backlog of training needs, the flexibility of the programs offered, the need for continuous in-service training, the growth of the cooperative movement, the scarcity of space in alternate training facilities and the proven ability of the present institution all support a rapid and extensive expansion of the College.

- The College needs to insure that an adequate textbook or other printed material be provided to every student on every subject assigned to that student. In addition, the supply of reference and research books available for special study should be increased. While it is obvious that the cost of additional reading material will increase the cost of training each student, it is the opinion of this Team that money invested in more reading material will maximize returns in terms of increased learning.

- The Instructional Media Department can be made more effective by emphasizing the service role of this department to the entire educational process and by encouraging lecturers throughout the College to make full use of the services offered by the Instructional Media Department.

- Placement of a higher priority upon holding classes (lectures) as scheduled is imperative to the teaching discipline. Procedures for providing an alternate lecturer in case of a scheduled lecturer's absence should be implemented so that extremely few cancellations take place.

- Instruction at the College should be enriched through a planned program to encourage student participation in a wide variety of active learning experiences, especially through the expanded use of audio-visual techniques. More specific recommendations are given in the section on Curriculum of the Cooperative College.

- Program development and problem solving through a research program established at the College would involve lecturers in current cooperative problems and make them more cognizant of the educational needs of their students.

- Syllabi of several courses would benefit from revision. Procedures for modifying the syllabi require streamlining so that needed changes can be implemented rapidly.

- The College needs to establish firm controls over all courses being offered at decentralized locations. If the College is to give credit for courses presented elsewhere, special safeguards should be established to guarantee the quality of education being provided.

- A process of student evaluation of the courses and programs offered at the College can be effectively implemented. Because of the large number of in-service courses being offered at the College, the input from students is especially meaningful and helpful in the development of programs.

- Coordination needs to be improved between the Cooperative College, the University of Nairobi and other technical colleges throughout Kenya offering training in administration, management and accounting.

- Purchasing procedures at the College seem unnecessarily slow. This has been identified as causing inefficiencies in operating and limiting the quality of instruction. We, therefore, recommend the establishment of a stores section that will be responsible for the purchasing, storing and dispensing of all supplies. Naturally, procedures must be consistent with existing Government of Kenya policies and procedures.

- Continuing education of employees in the cooperative movement and the Ministry should be promulgated, encouraged and recognized by the establishment of a system of continuing education credits to be granted upon the completion of study at short-term seminars or training sessions. Since this recommendation has ramifications far beyond the Cooperative College, the Ministry of Cooperative Development and the cooperative movement, it is

recommended that the administration of the Cooperative College spearhead an effort to form an organization of Kenyan institutions offering continuing education. The primary purpose of the organization would be to coordinate the efforts of the various institutions and to develop a standardized and recognized system of granting to the students for the education they have received.

- The present administrative structure of the College places a very wide span of responsibility upon the position of Vice-Principal, Director of Studies. It is the opinion of the Team that the responsibility of the present position should be divided so that an officer can be assigned full time to the very important function of Director of Studies. The remaining responsibilities in an enlarged college could then be under the direction of an Operations Officer. Suggested titles of the two positions would be Vice-Principal, Operations and Vice-Principal, Academic Affairs.

- The Cooperative College needs to remain flexible in its programming and scheduling so that when new training needs are identified the College can respond with appropriate programs. Likewise existing programs will need to be continually revised as to content and quality. As the various recommendations included elsewhere in this report are implemented, the College will experience many changes and will need to remain a dynamic organization in order to satisfy the growing demand for trained employees to serve the Cooperatives of Kenya.

III. ORGANIZATION OF THE COOPERATIVES IN KENYA

In September of 1980 there were a total of 2,479 cooperatives registered in Kenya. The largest volume of cooperative activity was concentrated in the marketing of agricultural products, providing agricultural credit, and providing savings and credit services for wage earners. Cooperatives were also active in providing banking services for rural Kenyans, helping individuals to acquire land, procuring consumer merchandise, marketing handicrafts and helping fishermen market their catch.

The primary agricultural societies of Kenya tend to be federated into district cooperative unions. The most common structure has a single cooperative union serving an entire governmental administrative district. However, some exceptions exist where separate unions have been formed to market different agricultural products within the same district. The 56 cooperative unions are presently supported by about 850 primary societies. The cooperative unions provide many services to the primary societies to help the societies make sound decisions on investments, policies and general operations. In some districts the primary societies are very independent and the unions are limited to providing certain services needed by the societies. A majority of the total number of primary societies in Kenya remain non-affiliated with cooperative unions. However, the greater volume of agricultural business is conducted by societies which are affiliated with unions.

A rapidly expanding segment of cooperative activity is the provision of savings and credit services to salaried workers. Approximately 500 societies have been organized to provide this service. Most of these societies are

affiliated with the Kenya Union of Savings and Credit Cooperatives (KUSCCO), a cooperative that provides the services of a union as well as serving as a national apex organization for the savings and credit cooperatives.

Five cooperatives have been identified as having dual registration, that is, they are registered as companies in addition to being registered as cooperatives. These organizations are generally referred to as "National Cooperatives." While these organizations play a large role in the agriculture of Kenya, neither the Ministry of Cooperative Development nor the Cooperative College consider these cooperatives to be their clients for training services. The following cooperatives are included in this group:

Kenya Farmers Association (Cooperative) Limited
Kenya Cooperative Creamery Limited
Kenya Planters Cooperative Union Limited
The Cooperative Bank Kenya Limited
Horticulture Cooperative Union

The Kenya National Federation of Cooperatives has been organized as the apex organization to speak, independently of the government, for all cooperatives in Kenya. The KNFC represents Kenyan Cooperatives in the ICA or other world councils. Potentially, this organization could provide many of the services now being performed by the Ministry, such as auditing, member education, committee member training, staff training, and development of accounting systems. However, at this time, the services and rate of growth of the KNFC is limited by their ability to generate income.

The cooperative form of business has been chosen by the Government of Kenya as the most effective way to increase agricultural production in the nation and to return a larger share of agricultural income to the small landholders. The task of promoting and regulating cooperatives was originally assigned to the Ministry of Agriculture, but since 1974 a separate ministry, the Ministry of Cooperative Development has been given this responsibility.

The Cooperative College of Kenya was established to train the technical and professional people necessary for a strong cooperative movement. The College is also the principal training ground for new field employees of the ministry who require much the same training as those people employed within the movement. The Cooperative College is operated as a separate branch of the Ministry of Cooperative Development with an advisory committee composed of members from the MOCD, the Kenya National Federation of Cooperatives and several other branches of the government.

IV. EDUCATION AND TRAINING IN OPERATION: THE COOPERATIVE COLLEGE OF KENYA

A. Mission and History

The need for cooperative education in Kenya was felt long before the Cooperative College was established. As early as 1952, the East African School of Cooperation was established to train cooperative inspectors from Kenya, Uganda and Tanganyika with a few students from

Aden, Nyasaland and Zanzibar. The school was first located at the Deans School, Kabete, and permanent buildings were erected there in 1956.

In June, 1961, the Deans School was closed and the Kenyan Institute of Administration (KIA) began operation in July, taking over the training of the East African School of Cooperation. Since then, Uganda has withdrawn from the school and started its own school in 1962. Tanzania withdrew in 1962 to establish a Cooperative College at Moshi. After the withdrawal of Uganda and Tanzania, KIA established the Department of Cooperative Training as a branch of KIA to train the staff of the Ministry of Cooperative Development (MOCD) and the senior staff of Cooperative Unions and Societies. This was continued at KIA until 1967 when training of the cooperative movement was transferred to the Cooperative College. Training of Ministry staff continued at KIA until 1973 when it was moved to the Cooperative College.

The Cooperative College was started in May, 1967, in temporary, rented facilities on Allen Road in Nairobi. The facilities at beginning were inadequate for management training needs. In 1969 facilities for the College were started in beautiful surroundings at Langata facing the Ngon Hills about 12 miles from the centre of Nairobi.

The establishment of new location and facilities for the College was made possible by the close cooperation between the Kenyan Government and the Nordic countries. During the five phases of the project, the Nordic countries contributed 80 percent of the costs and the Kenyan Government 20 percent. The Nordic contribution was even larger when the contributions of personnel to teaching staff and teaching material preparation are considered. The first phase of construction was completed in late 1970 and the college moved to the new site in January, 1971.

With the move to Langata, student capacity has been increased to 220 students at one time. During the period May, 1967 to December, 1979 the College trained 13,641 people from the movement and Ministry with Ministry staff accounting for 12 percent of the total. This amounts to approximately 1,600 students per year at the present location.

The mission of the Cooperative College has remained unchanged over time. This is to cater to the training needs of the Cooperative Movement of Kenya (Unions and Societies) and the staff of the Ministry of Cooperative Development with the major emphasis on meeting the needs of growing numbers in the cooperative movement. The success of the College in accomplishing this mission is reported in a later section of this report.

B. Organization and Financing

The Cooperative College of Kenya is organized as a separate division of the MOCD. It is administered by the college committee which is made up of three representatives from the Ministry of Cooperative Development, two representatives from the Kenya National Federation of Cooperatives, and a single representative each from the Ministry of Agriculture, the Ministry of Finance, the University of Nairobi and the Nordic Project. In addition, the Principal of the College and the Vice Principal of the College are members of the committee.

The College is organized into the three primary academic departments of Management, Accounting and Law. The Education Media Service Department provides printing services and limited audio-visual production. Its primary academic contribution is administration of the correspondence course activity. There is also an Operations Support Division and an Extra Curriculum Division. (See Chart No. 1 Organizational Chart of the College - Appendix i)

The operations of the College are financed as separte items in the MOCD budget appropriation from the Kenyan national budget. The approved budget for 1979/80 was Ł226,592. Expected income from student tuition and miscellaneous sources was Ł39,500, for a net operating cost of Ł187,092. This amounted to Ł687 for each course participant (277) who completed a regularly offered course during the budget period. This is an 82% rate of subsidy for those who complete the courses. The anticipated costs for 1980/81 are Ł234,584 gross costs and Ł193,084 net costs. If the same number of students complete their courses as the previous year, the cost would be Ł709 or a 82% subsidy rate. It should be noted that these budget figures are likely to be increased substantially if the proposed increase in salaries for civil service employees is approved by the Kenyan Parliament during the current fiscal year.

C. Facilities (Campus and Buildings)

The Cooperative College is situated at Langata, twelve miles from the Nairobi city center in a beautiful setting facing the Ngon Hills. The campus is located on a 65 acre tract which provides adequate space for a long range growth program.

The present cluster of well arranged campus buildings is surrounded by a good security fence and is guarded by security officers at the heavy iron entrance gate. A new masonry type guard house is located just inside the gate. All visitors must identify themselves and sign the guest register before entering the campus grounds.

Excepting the dormitories, all buildings on the Cooperative College campus are of one story design and are of good masonry construction. The entire layout is quite well planned and could be referred to as an integrated, self-contained complex. Very few of the service units are capable of handling an overflow.

The central core of the complex consists of a series of long buildings all connected by covered concrete walkways. (See scale drawings - Appendix)

This core complex includes a reception area, administrative section, conference room, eleven classrooms, offices for the lecturers, a student lounge, a modern language laboratory, a fully equipped model bank for banking training, a visual aids production facility with printing equipment, a radio recording studio, a 10,000 volume library, an assembly hall seating 300, a dining hall capable of feeding up to 400 people, and five two-level residence halls housing 220 students (one unit houses one student per room while the other four accommodate two people per room).

Other facilities on the campus include 85 staff housing units. The senior staff and junior staff homes are quite attractive and very adequate. An indoor recreation building has been completed but is not in operation due to some minor requirements of the local city council. A small consumer shop is operated by a cooperative society organized by members of staff. The College has its own water system that provides the necessary 15,000 gallons of water per day required for capacity operation.

The recreation facilities include a playing field for ball games. However, this area needs further development and some upgrading. The addition of a swimming pool would be desirable.

The placement of the present buildings is generally such that space remains for the construction of additional buildings needed to expand the capacity of the College.

No description of the campus would be complete without mentioning the excellent landscaping and the beautiful flower gardens that are so strategically placed. A visitor's first impression is bound to be most favorable and a further inspection of those nice facilities will confirm this impression.

D. Courses of Study

The Cooperative College of Kenya offers training in five course areas with one or more courses in each area.

Administration, Bookkeeping and Management (ABM)
Certificate in Cooperative Administration (CCA)
Diploma in Cooperative Administration (Diploma)
Cooperative Banking Management (CBM)
Coffee Factory Management (CFM)

In addition to the courses listed, Committee Member Seminars (CMS) are conducted on a regular basis throughout the year. Various short courses and seminars for employees of cooperatives are also offered at the College as space is available during the year. The College also offers a correspondence study program which will be discussed in this section.

Courses at the Cooperative College are structured for those working with Kenyan cooperatives at different levels and for those having different educational backgrounds. A summary of the courses and the categories of students with their expected educational levels is shown below:

Course	Category of Students	Usual Educational Level
Administration, Bookkeeping and Management (ABM I & II)	Cooperative Movement Staff	Form 2, and completed correspondence course
Certificate in Cooperative Administration Inservice (CCA)	Cooperative Movement Staff plus foreigners	Same as ABM, plus completion of ABM I & II
Certificate of Cooperative Administration-Preservice (CCA)	Entry level for Ministry staff	"O" level (Form 4)
Diploma in Cooperative Administration (Diploma)	Entry for Ministry Staff	"A" Level (Form 6)
Cooperative Banking Management (CBM I, II, III).	Cooperative Movement Staff	(Special Course)
Coffee Factory Management (CFM)	Cooperative Movement Coffee Factory Managers & Supervisors	(Special Course)
Committee Member Seminar (CMS)	Cooperative Movement Committee Members	(Special Course)
Short Courses & Seminars	Varies	(Special Course)

1. Selection of Students

Cooperative movement personnel wishing to attend the Cooperative College and enter in the administration, bookkeeping and management level training are required to first complete the 15 course units of the correspondence course while being employed by their cooperative union or cooperative society. In some instances personnel may qualify by attending a special course conducted at the provincial or district level. The correspondence course should take the average student with 12 grades of schooling between three and six months to complete. Once the individuals complete the correspondence course or otherwise qualify, they will be admitted to the Cooperative College of Kenya if they are sponsored by their union or society and space is available at the College.

After successfully completing the ABM I & II courses the students are then qualified to enter the Certificate of Cooperative Administration Course. For movement students who have completed ABM I & II, the CCA course takes nine months to complete. The CCA is currently the most advanced course available to movement staff. The two special courses, Cooperative Banking Management and Coffee Factory Management, are available to all movement staff.

Personnel to be employed by the Ministry of Cooperative Development are recruited and selected by the Public Service Commission of Kenya. The Ministry has an opportunity to participate in interviews and review the records of those eligible for selection but the Commission makes the final decision.

Those selected by the Commission who have "A" level (Form 6) training are eligible for enrollment in the Diploma pre-service course. Those selected who have "O" level training (Form 4) are eligible for enrollment in the CCA pre-service course. Once selected, both categories of personnel report immediately to the Cooperative College of Kenya for an orientation course of at least one week. After receiving this orientation course the students are then posted at District Cooperative Offices, usually near their home districts, for three months of practical field experience. After completing this field orientation period, the students report to the College to complete their Diploma or CCA course. In January, 1980 a new Diploma course was initiated for MOCD staff qualified at the "A" level who had been working in the field for one to two and one-half years, but had not had an opportunity to attend the College. This Diploma In-service course is intended to complete the training of these employees and enable them to be more effective in carrying out their field duties.

The Kenya Government has agreed to offer 10 percent of the student entries at the Cooperative College to foreign students. Actual enrollments have been considerably lower than this primarily due to the difficulties some foreign students have

encountered with the course of study. Due to the differences between the cooperatives in Kenya and those of other countries and due to the fact that foreign students had not taken the correspondence course prior to coming to the College, most of the foreign students had difficulties with the basic courses. Therefore, the College currently recommends that those countries intending to send students to the basic courses also sponsor them for attachment for field training in Kenya for at least six months before enrolling at the Cooperative College of Kenya. The College admits only highly placed and experienced personnel in both cooperative and government service from foreign countries.

2. ABM I & II

The Administrative, Bookkeeping and Management training is divided into two courses, ABM I and ABM II. Each of these courses is 13 weeks in length for a total of 26 weeks of training. The students return to their work in the field for at least six months after completing ABM I before they qualify for ABM II. Due to job commitments or scheduling problems with the College some students have a longer field period between these courses. Several former students of the Cooperative College mentioned that this waiting period between these courses was unnecessarily long since they had already had field experience before entering ABM I.

The Administrative, Bookkeeping and Management courses have been two of the most important courses since the College's inception with 60 ABM I courses and 37 ABM II courses being conducted between 1967 and 1979. A total of 1,455 students participated in ABM I and 733 in ABM II during this period. As measured in participant days, ABM I accounted for 27 percent and ABM II for 14 percent of the total college activities. The ABM I and II courses have accounted for a smaller proportion of the total participant day activity in recent years due to (1) expansion of other programs at the College and (2) decentralization of ABM I to the Mutuga District Development Centre during 1979. Table 1 shows the magnitude of the impact of these developments on the College.

Table 1: Percentage of Cooperative College Student Participant Days Devoted to ABM I and II Courses.

Year	Course	
	ABM I	ABM II
	(percent)	
1967 - 76	29.8	16.9
1977	26.2	12.6
1978	20.2	5.0
1979	12.0	13.2

Source: 1979 Annual Report, the Cooperative College of Kenya

The ABM I course syllabus includes seven subjects:

Accountancy
General Principals of Law
Cooperative Law
Management
Cooperative Banking
Commercial Mathematics
Business Communication

The syllabus for ABM II includes the same subjects, but each subject is explored in greater depth. A detailed discussion and evaluation of the subjects included in the syllabus is included in the section on the curriculum.

As a part of the evaluation of the education being provided by the Cooperative College the ACDI Team interviewed a number of former students of the College. The complete results of that survey will be given in a later section of this report. In the discussion of the courses being offered at the College some reference will be made to those survey results. Twenty-six former students of the ABM I and II courses were interviewed by the ACDI Team. Five had completed only ABM I. The remaining 21 had completed both courses. Twenty-two of them worked for unions and four for societies. The former students were located in nine of the 10 districts in which interviews were conducted. Sixty-two percent attended the College since 1975.

The former students were generally complimentary of the ABM courses indicating that their time at the College had been used efficiently. They gave an exceptionally high rating to the

effectiveness of the course in preparing them for their careers. The record of the graduates lends support to this. Since graduation two have received two promotions, 18 have received one promotion and only six have not been promoted. Considering that five graduated in 1979 or 1980 this is an impressive record.

The selection of the material and the organization of these materials was rated lower. It was suggested that there were too many topics in the course and that too much of ABM I was repeated in ABM II. Additional attention to coordinating ABM I and II will need to be made by the College administration and lecturers if ABM I is to be decentralized.

The quality of instruction for ABM I and II was rated lower than the course of study, but was still between good and average. The former students thought their instructors were well prepared for class 78 percent of the time, somewhat higher than the average for all courses taught at the College. Over two-thirds of these interviewed said the length of time provided for the course was too short. They indicated that they had difficulty covering the full syllabus and had to work too rapidly to complete the course. The remaining one-third said the length was about right and none thought the time period was too short.

Decentralization of ABM I was started in 1979 and the Cooperative College now plans to have all ABM I taught in decentralized locations. The former ABM students endorsed decentralization and most suggested that other courses should be decentralized. They indicated it would be easier to attend the courses in their own provinces or districts than it would be to come to Nairobi. A number of these students felt that their chances for additional training after ABM I and II was limited. CCA is available, but the numbers that can enter this course are limited. Expansion of the College and decentralization were ways they saw that their opportunities could be expanded. Along with this, over one-fourth volunteered comments to the effect that additional specialized courses should be added to those currently offered at the College.

One concern of the ACDI Team with decentralization of ABM I was the maintenance of coordination and quality of instruction of the decentralized course. Mutuga District Development Centre has authorization to employ four lecturers to teach this course. However, due to circumstances beyond their control, two of the lecturers were not available to teach at the time the ACDI Team representatives visited the centre. Several of the students at Mutuga expressed concern that the syllabus was not being fully covered. They were concerned that if they were given a standard ABM I exam that they would not be able to pass since there were subjects included in the syllabus on which they had no instruction. Also, students completing ABM I under these circumstances may have difficulty

completing ABM II and perhaps CCA. This problem should receive the close attention of the Ministry of Cooperative Development, the Cooperative College of Kenya and the District Development Centres as decentralization progresses. Otherwise, the potential benefits of decentralization to cooperative education in Kenya could be negated.

3. Certificate in Cooperative Administration (CCA)

The Certificate in Cooperative Administration is offered under two programs. The CCA (In-service) is offered to personnel who will work with the Ministry staff. The CCA (In-service) is a nine month program intended to build on the training the movement personnel have received in the ABM courses. The CCA (Pre-service) is a two year program including a one week orientation at the College, at least three months of field training, and two nine-month periods at the College.

Twelve CCA courses have been conducted at the College since 1967. Over 56,000 participant days have been devoted to this course, accounting for 14 percent of the College's activities over these years. In recent years increased emphasis has been placed on the CCA course as reflected in the increase in the percentage of the College activities as shown in Table 2.

Table 2: Percentage of Cooperative College Student Participant Days Devoted to CCA Courses

Year	Percent
1967 - 76	11.1
1977	24.4
1978	31.2
1979	30.3

Source: 1979 Annual Report, The Cooperative College of Kenya

The CCA syllabus includes ten subjects:

Commercial Accountancy
Cooperative Accountancy
Management
Commercial & Company Law
Cooperative Law
Taxation
Auditing
Costing
Economics and Statistics and
History of Cooperative Development

The syllabus for the CCA (In-service) and CCA (Pre-service) include the same subjects. The discussion of the subjects in the syllabus will be included in the next section.

Twenty-four former students of the CCA courses were interviewed by the ACDI Team. Seven of these had also taken the ABM I and II courses. Three of the former students had completed Form 6, 15 Form 4, and five Form 2 level of education. Eighty-eight percent had attended the College since 1975 with 50 percent having attended within the last two years. Two-thirds are now employed by the Ministry and the remaining one-third are employed by unions or societies.

The evaluation of the course of study for the CCA course was slightly lower than that for any of the other three courses discussed by the former students. They were particularly critical of the selection and the organization of the material included in the course. The most frequent criticism was that there was too little specialization included in their syllabus. Several said that they knew the job they would have after graduation and that they would have liked to have had an opportunity to receive more specialized training in this area. Another criticism was that there were too many subjects in the course.

They felt their time was used efficiently at the College, but only one-half, compared to 63 percent for all courses, thought the length of time provided for the course was too short. Most of the remaining thought the time allowed was about right. They felt the course had prepared them to be effective in their job. Most had done well on the job as reflected by promotions of the non-entry students. Five had received one promotion, four two promotions and one had not been promoted.

The CCA student, as well as the Diploma students, rated the quality of instruction only average. While the lecturers knowledge of the subject and their ability to relate theory to practice was rated average to good, their use of visual aids and other instructional techniques was rated lower. Some felt that their instructors used too few examples from the field and that some of the lecturers should have more field experience.

The ACDI Team feels that priority should be placed on developing courses or short courses to follow the CCA course. This was a most prevalent concern of the former students also.

The ABM and the CCA courses do a good job of providing a solid foundation for those entering the cooperative movement and for those during the early years of their employment. However, as the employees of cooperatives and of the Ministry move into more specialized jobs they need to receive more specialized training.

Many of the supervisors also expressed this need to the ACDI Team during the interviews. One-half of them said that the College should offer more technical courses. Specific courses mentioned by the supervisors were Management, Advanced Accountancy, Consumer Store Management and Banking and Credit. The topic of management, for example, could be developed into a number of more specialized courses or short courses, such as personnel management, motivation, management by objectives, etc., as the Cooperative College of Kenya grows and as the management of the cooperatives becomes more sophisticated.

4. Diploma in Cooperative Administration

The Diploma in Cooperative Administration course consists of two parts, Diploma I which is nine months in length and Diploma II which is also nine months. In addition to this, the students participate in a one-week orientation and are assigned to a district cooperative office for at least three months to gain practical field training. Recently, a Diploma In-service program for those already working with the Ministry was initiated. This program does not include field training so the entire program is only 18 months long.

Eleven Diploma courses have been conducted and completed at the College since 1967. Almost 57,000 participant days of training have been devoted to these courses. This has accounted for 14.7 percent of the College activity. The number of students and the commitment of the College to the Diploma course has expanded in recent years as shown in Table 3.

Table 3: Percentage of Cooperative College Student Participant Days Devoted to Diploma Courses.

Year	Percent
1967-76	16.2
1977	18.6
1978	20.7
1979	22.0

Source: 1979 Annual Report, The Cooperative College of Kenya.

The Diploma syllabus includes 13 subjects:

Commercial Accountancy
Cooperative Accountancy
Management
Commercial & Company Law
Cooperative Law
Taxation
Auditing
Costing
Economics and Statistics
History of Cooperative Development
Cooperative Banking
Marketing
Adult Education

These are the same subjects taught in the CCA course with the exception of the last three - Cooperative Banking, Marketing and Adult Education.

Fourteen former students in the Diploma Courses, most of whom are working in district cooperative offices in various areas, were interviewed by the ACDI Team. One-half of those interviewed completed their training within the past two years. Only one had attended prior to 1975. The fact that so few early graduates of the Diploma courses were located in the ten districts visited by the ACDI Team raised a question about the rate these graduates are leaving cooperative work after completing their training. A high loss rate of these trained leaders from the cooperatives can be very expensive to the movement and will compound the training problems faced by the cooperative movement in Kenya.

The students evaluations of the course of study for the Diploma course was higher than that for the CCA, but below those of the other courses discussed with students. They felt that the organization of the materials in the course of study could have been better. Twenty percent mentioned that there were too many subjects included in the course of study. Related to this was the comment that there was too little specialization available to the students. Several suggested that students should be allowed to specialize by taking fewer subjects and going into more depth with each during the second nine months at the College. Students complained that the syllabus for the Diploma course was not completed by the lecturers. Perhaps this explains why over three-fourths of the students felt the length of time provided for the course was too short. The remainder of them thought the length was about right. None thought it was too long.

The former students in the Diploma courses rate the quality of instruction lower than did students in any of the other courses. Since many of the same lecturers teach in all courses, perhaps the fact that the students in this course had attained a higher

level of general education and thus had higher expectation of th
lecturers may explain this difference. The students were most
critical of the lecturers' ability to relate theory to practice.
Comments were made that the lecturers need more field experience
and that the class should take more field trips. They also rate
the lecturers use of various instructional techniques and aids l
The Diploma students felt their lecturers were well prepared for
only two-thirds of the classes in the course. They further estim
that 15 percent of the scheduled classes were cancelled.

A major concern of the Diploma students was the same as expre
by the CCA students. The concern is the absence of higher level
specialized courses after completing the Diploma course. Some of
the graduates of the Diploma course who are now in supervisory
positions suggested that the College should develop more seminars
for those in management positions with the movement and the Minis
They felt that there was a lack of training designed to improve
the skills of practicing managers.

5. Cooperative Banking Management (CBM)

The Cooperative Banking Management courses, as planned, will
consist of three separate courses. CBM I, a three month course,
CBM II, a nine month course, and CBM III, a three to six month
course. All of these courses are intended for the movement staff
Only CBM I is currently being offered by the Cooperative College.
The other courses have not been offered due to staff and space
limitation at the College. Therefore, only CBM I will be discuss
in this section.

The CBM I course was started in 1978 with a class of 17. The
1979 class had 22 students and the third class is now at the Coll
Enrollment in Cooperative Banking Management is expected to incre
as the number of credit societies in Kenya increase and as resour
the College are expanded to offer CBM II and CBM III.

The CBM I syllabus includes eight subjects:

Economics
Management
Cooperative Banking
Law
Business Mathematics

The course of study for the banking courses, nevertheless, was rated slightly higher than those of the CCA and the Diploma courses. They rated the effectiveness of the courses in preparing them for their careers quite high. Perhaps the specialization offered where the course materials were planned to meet the needs of a specific job in the cooperative accounts for this.

The quality of instruction for the banking courses was rated good. They rated the lecturers knowledge of the subject high, but as with the other courses the use of various instructional techniques and aids was rated lowest.

6. Coffee Factory Management (CFM)

The Coffee Factory Management course is an eight week course which is usually offered twice a year for supervisors and managers of coffee factories. The syllabus includes three subjects which are:

Coffee Factory Organization
Coffee Processing
Engineering in Coffee Factories

Eighteen courses in CFM have been conducted with 361 participants since 1967. The CFM has accounted for six to eight percent of the Cooperative College activity as measured in participant days in recent years. The ACDI Team had an opportunity to interview only one CFM former student so no conclusions based on student responses could be drawn.

One question raised by the ACDI Team concerning this course is whether or not the inclusion of this course study is consistent with the long run objectives of the College. Much of the syllabus for this course related to engineering and the technical training. It may be more appropriate for example, for the Ministry of Agriculture to offer this training. The strength of the College is in training people in the administration and operation of cooperative organizations, not in the technical operation of equipment. As has been discussed earlier, there is a rapidly increasing need for more specialized advanced courses relating to cooperative administration and management. With limitations on the number of lecturers available to the College as well as space at the College, it seems that the future direction of the training offered at the Cooperative College must be studied carefully. A clear statement of objectives of the training, including the type of training, should be developed and used for guidance in establishing new courses.

7. Correspondence Courses

The Cooperative College has offered basic instruction in two areas, bookkeeping and cooperative knowledge, through correspondence

courses since 1971. The reasons for offering this training through correspondence courses is twofold. First, the knowledge and skills of many employees who are unable to attend lectures at the College may be upgraded. Secondly, when the correspondence course is used as a requirement to gain enrollment at the Cooperative College, as it is for ABM I, it brings all of the incoming students up to a common level of training which provides a starting point for the conventional resident instruction. However, the correspondence courses have served an additional purpose. Because a correspondence course requires some personal initiative, the courses have served to eliminate any students who were not serious about continuing their education. The courses have also eliminated those students who lack the basic education necessary for them to utilize the training being offered at the College.

The responses of the former students to the questions on the effectiveness of the correspondence courses would indicate that the courses are meeting their basic objectives. The students rated the correspondence courses quite highly when asked if they found the courses to be helpful in improving their job skills. When asked if the correspondence courses had helped them perform better when they subsequently attended the Cooperative College the students also rate the courses highly.

Basic Cooperative Knowledge is presented in an eight unit format while Cooperative Bookkeeping is comprised of seven units. Each unit is bound separately and contains approximately 20 pages of reading material, illustrations, charts, instructions and tests. To get credit for the completion of a unit the student is required to complete and return to the College a test on that unit. The test contains problems and essay type questions which are graded by lecturers at the College. Upon completion of all the units the student is required to write an examination under the monitoring of a District Cooperative Officer or a Cooperative Union CEPO. The exam is also graded by the College lecturers.

Suggestions for Improvement: More attention needs to be given to the printing of the courses. Booklets show signs of poor quality printing, too light, smeared, bleed-throughs, etc. These printing deficiencies could be corrected by use of better master (i.e. typeset, etc.) and use of better quality paper. The use of coloured covers for units may stimulate interest and provide interest.

Both courses need to be up-dated and revised with attention to the following areas:

- Continuity of style and format, particularly the Basic Cooperative Knowledge course which was written by multiple authors. The Bookkeeping course has better continuity;

- Better selection of visuals;

- More space left in booklets so students can write their answers in booklets without using separate sheets of paper. This improves effectiveness and provides better use of booklets for reference later on;

- Clearer directions or instructions in certain areas;

- Need for general introductions to both courses explaining in more detail the courses and their benefits/features for students; and

- Inclusion of more motivational statements throughout the courses. Correspondence courses are self study and students need motivation. Motivating statements in the booklets can provide stimulation and help improve completion rates.

A pretest concept might be used for students who could be exempted from the taking of courses. Students who could pass the pretest could be allowed to enter ABM I without taking the correspondence courses. With the varying educational levels of the students, it might be of value to keep a very basic course (such as the present courses) and then develop a higher, more in-depth version of the same courses. The basic courses could be required for the lower educational level students and the upper/intermediate course used as a prerequisite for College entry. With some ingenuity these courses could be adapted into group study courses for employees/members of societies and unions. This would certainly improve the basic knowledge of cooperatives and bookkeeping.

The correspondence section has the rudiments of an excellent operation. With minor revisions and assistance, it could well become a very important part and have significant impact on the copperative training in Kenya.

The correspondence course section started in 1971. Numbers enrolled, numbers completing, enrollment totals for the period 1971 - 80 are as follows:

	Basic Cooperative Knowledge	Bookkeeping
Active students	708	1,099
Passive students (no activity for six months)	1,527	1,323
Completed students	939	1,185
Enrollment totals 1971 - 1980	3,174	3,607

8. Committee Member Seminars (CMS)

Committee Member Seminars are normally of one week duration and 35 to 50 are arranged at the Cooperative College annually. These seminars involve a number of the regular staff at the College. Six topics are included in the Seminars:

Organization and Structure of Cooperatives
Society Accounts and Functions of the Committee
Budget and Budget Control
Legal Duties
Role of KNFC and ICA

The Committee Member Seminars account for between four and five percent of the activities of the College as measured in a participant day. This is a small part of the College's activities, but a number of lecturers objected to the seminars because they tended to interfere with their longer term courses. The lecturers' commitment to teach the seminars tended to be irregular, making it more difficult to schedule preparation and lecture time for the longer term courses.

Active consideration is being given to offering the Committee Member Seminars in decentralized locations. Although the Committee Members would lose the opportunity to be exposed to the Cooperative College in Nairobi, it seems this would be offset by the savings in Committee Member transport and the releasing of space and lecturer's time at the College. To maintain some programs at the College with Committee Members, perhaps a smaller number of higher level seminars for chairmen who are the leaders in the cooperative movement could be held.

9. Saving/Credit/Banking/Seminars

In the course of a year the College offers 10 to 15 seminars or short courses of varying duration for staff of the movement. These seminars normally account for around five percent of the College activities as measured in participant days. Staff from the Management and the Accountancy Departments are normally heavily involved in the seminars. Staff from the law department is involved to a lesser extent.

During the ACDI Team interviews of the former students and their supervisors, both groups were complimentary of the short courses offered to movement staff. Both suggested that the College should offer even more of the specialized seminars in the future.

10. Seminars and Conferences

The Cooperative College of Kenya sponsors from 5 - 10 special purpose seminars and conferences per year. Some of these involve other Kenyan organizations such as KNFC and KUSCCO while others

involve international organizations. Although only a small proportion of the College activity time is devoted to this area, it is important to the College and to the cooperative movement of Kenya.

Several of the supervisors interviewed by the ACDI Team indicated they would like to see the College conduct more seminars for those in top management positions in the movement and in the Ministry. The ACDI Team concurs with this suggestion. As more resources are made available through expansion of the College and through decentralization of some lower level courses and Committee Member Seminars, it seems that high priority should be given to programs to enhance the management skills of those in top management positions. Such training can bear great rewards for the cooperatives of Kenya.

E. Curriculum of the Cooperative College

The main thrust of Cooperative Education and Training at the College is provided by three departments - Accounting, Management and Law. The individual departments do not provide separate courses for education and training. Rather, their teaching is allocated by subjects among the regular courses, previously discussed and offered at the College throughout the year for the movement and Ministry personnel.

The Educational Media Services Department, which also includes the library, assists the lecturers in the layout and duplication of educational aids and materials, as well as having responsibility for audio-visual aids and electronic communications. The Education Media Service Department performs no direct education and teaching of audio-visual aids and communications. However, this department is responsible for the administration of the correspondence courses offered by the College.

To appraise the contributions of the first three departments to cooperative education and training at the College the contributions of each department to the various courses, by subject needs to be examined. This is somewhat in contrast to the way most college departments operate, where the department offers a major course of study and draws upon other departments of the college or university for supplemental and related courses.

Generally, at the Cooperative College, the elementary or lower aspects of subjects are presented in the lower level or beginning courses. As students progress to higher courses (for example, correspondence course to ABM I & II to CCA to Diploma) the same subjects are taught but more in depth. Additional subjects are added to the higher level courses.

1. The Management Department

The Management Department is currently authorized ten department members including the Head. The department has filled nine of the positions while one position remains vacant. Three of the nine members are currently on regular study leave and a fourth is abroad for a five week seminar leaving only five available for teaching. One of the remaining five has been in the department less than one week. Of the five lecturers present, including the Head, two have Masters Degrees, five have Bachelor's Degrees, and one has completed "O" and "A" levels and has a Diploma in Cooperative Management from the College. Tenure at the College ranges from two weeks to six years, with the average being about two and one-half years. Qualifications of the three lecturers on educational leave were not available for examination. However, one who left for a five week short seminar abroad after the study team arrived has a degree in economics from Germany and has been with the College for two years.

According to the course syllabus the department teaches approximately 21 subjects in the regular courses currently offered at the College. One course, B3, Management and Business Administration, was dropped with the decentralization of ABM I. With a full complement of lecturers, this would mean an average of two subjects per lecturer. When vacancies and the number of lecturers on educational leave are considered, it appears that the average number of subjects per lecturer is from three to four per person.

CBM II (Cooperative Baning Management) has a completed syllabus, but is not currently offered. Offering of this course would add an additional nine subjects to the teaching load of the Management Department. It should be noted that although course syllabi indicated a potential (should CBM II be offered on a regular basis) of 30 subjects in the Management Department, many of these subjects are not separate subjects but merely advanced levels of the same subject (for example Mangement I and Management II). The syllabus has a separate listing for each subject taught in a course. A particular subject listing may be only a continuation of the same subject from a lower level course or the second stage of a subject in the same course - for example CCA first year and CCA second year.

2. Accounting, Bookkeeping, and Management (ABM I) Curriculum

ABM I is the first level course and is no longer taught at the College due to decentralization. It is now offered at the District Development Centre in Matuga. The Cooperative College Correspondence Course must be completed as an entrance requirement for the ABM I course. Although this course is no longer

taught at the College, the College still has a vital interest in the course since it is a prerequisite to Accounting, Bookkeeping and Management II (ABM II) which is taught at the College. If students are not adequately prepared in ABM I they will experience difficulty in ABM II, possibly requiring longer review periods or remedial teaching which may hamper the completion of the ABM II syllabus. Courses taught in ABM I by the Management Department include B3. Management and Business Administration; B4. Cooperative Banking; and two courses not shown in the printed syllabus - Business Communications and Commercial Math.

3. Accounting, Bookkeeping and Management II (ABM II) Curriculum

ABM II (formerly the second level course) is now the first level course at the College as a result of decentralization of ABM I. ABM II is 13 weeks in length and scheduled three to four times per year. It is designed for staff from the cooperative movement.

Subjects taught in ABM II by the Management Department are C4. Management and Business and C4. Cooperative Banking. The aim of ABM II is the same as for ABM I, except that it is presented at a more advanced level and has the objective of training participants in the basic strategies of administration, bookkeeping and management. The syllabus for the subjects of the Management Department in ABM II appears quite adequate for this course, providing the student with the content needed for this level. Although the syllabus appears to be followed, there is a question if the individual subjects are completed as listed in the syllabus. Classroom observations, reports from students and the fact that Business Communications which is not printed in the syllabus is being taught all suggest that some subjects may not be completed. The failure to include or complete a subject as listed in the syllabus can be due to a number of reasons including inadequate background coverage from ABM I, class-cancellations in various subjects, variation in lecturer's teaching methods, and varying educational achievement levels of the students in the course.

C4. Management and Business Administration: The 12 topics selected for discussion in Management and Business Administration are judged to provide coverage of the most relevant and practical topics of management with which management of cooperatives has to deal. These appear to be designed to provide management with an understanding of how to deal with operational decisions that must be made in the daily operation of societies as well as an understanding of the functions and objectives of the cooperative organization. An insight is also provided into how the cooperative movement fits into the overall national development of Kenya.

One area not indicated in the syllabus list of topics is Principles of Decision Making, including steps in the decision

making process. Since this is the second subject in management, it would seem relevant for this topic to be introduced at the point with practical examples of application which could be continued and expanded in higher level courses. The percentage of students indicating that ABM I and II is too short suggest that the subject should be increased in depth and the course lengthened.

Observations of handout materials and reports from former students suggest that the syllabus for this management subject is followed and usually completed. Seventy-two percent of the former students interviewed rated selection of material for ABM I and II very good (the highest rating), and eighty-eight percent indicated that ABM I and II had prepared them to be effective in their work.

The ability to complete the coverage of the syllabus varies with each class in ABM II, the number of class cancellations, the teaching of the individual lecturers, the educational and achievement levels of individual students coming from ABM I and the number of subjects and topics to be covered. Cancellation of classes in ABM II does not appear to be a problem as the students interviewed indicated that the ABM courses were too short which implies that they feel that the courses do not provide the kind of in-depth coverage of subjects they feel they need. As previously mentioned, ABM I is no longer taught at the College and there is concern over the ABM I syllabus being adequately covered for entrance into ABM II. Some lecturers indicate they have to spend additional time in review and remedial teaching with the graduates of the decentralized ABM I course. A union manager supervising employees who had been to ABM I indicated they have not received the training in Cooperative Banking that they should have. Three former students commented that the syllabus in ABM I and II had not been completed.

C5. Cooperative Banking: Six major topics are included in the syllabus for Cooperative Banking in the ABM course with most of the contents devoted to the two topics of the Cooperative Production Credit Scheme (CPCS) and the Cooperative Saving Scheme (CSS). The aim of this subject is to provide students with a working knowledge of credit and savings activities.

The topics in the subject syllabus seem well designed to accomplish this aim. It covers in detail the operations of the cooperative production and credits schemes and provides knowledge and understanding of how to coordinate activities with the cooperative bank.

Instruction of this section does not follow the syllabus. Lecturing starts with CPCS unless the field of training of ABM I has not covered cooperative banking services of the cooperative bank loan application procedures. Instruction terminates at the loan deductions. CSS dealing with urban savings societies is not

taught as inadequate time is available to cover this important subject. The lack of properly qualified field trainers in ABM I is resulting in those graduates not being at the proper educational level when attending ABM II. Additional time should be provided to adequately cover the ABM II syllabus on cooperative banking.

4. CCA Diploma I (CCA I) Curriculum

According to the CCA Diploma I syllabi, the Management Department teaches the following six subjects: E6. Principles of Management, E7. Personnel Management, E8. History of Cooperatives Development, E9. Economics & Statistics, E12. Cooperative Banking, and E13. Marketing. The syllabi for the subjects of the Management Department in CCA Diploma I appears to be quite adequate for the second level or middle management course.

These subjects appear to be designed to provide middle level managers with the management principles required to deal with the higher level of operational decisions that must be made in the daily operation of unions and the larger primary societies. Seventy percent of the former students rated the content of CCA Diploma very good, the highest rating, while 84 percent of the former CCA students and 51 percent of the former Diploma students reported the CCA Diploma course prepared them to be more effective in their positions. This suggests that the course is most practical for students working with the operating requirements of the movement while it may reflect that Ministry personnel have less need to make the kinds of operating decisions required in unions and societies.

Classroom observations, interviews with lecturers, review of student handouts and materials, and evaluations from former students suggest that the syllabi is followed.

E6. Principles of Management: The nine topics included in Principles of Management are relevant, practical topics for accomplishing the aim of the subject - to provide students with the knowledge and skills needed to perform a management and supervisory role in primary societies and unions. A text is available. Although decision making is taught in the planning section of this course, if it had been introduced in ABM II, it could now be expanded to include more practical illustrations and to teach a process for improved decision making. The concepts of feasibility analysis could also be introducted at this point.

Interviews with lecturers, classroom observations, review of student handouts and materials, and interviews with former students suggest that the syllabus is usually followed and completed. However, the number of former students who feel that the course is too short and the number indicating that a fairly high percentage of classes were cancelled suggests that the curriculum may be covered

too rapidly and that there is not enough time to provide the depth that students desire. Of the 24 former CCA students interviewed 50 percent felt that the course was too short and 47 percent thought the length was about right. Of the 14 former Diploma students interviewed, 78 percent felt the course was too short and 22 percent thought the length was about right. This may be partly due to the percentage of classes cancelled. CCA students indicated that 12 percent of their classes were cancelled while Diploma students indicated 15 percent of the classes were cancelled.

Interviews with lecturers, observations of classes and examinations of subject handouts and materials suggest that materials in this subject are most relevant to the course and to middle level management. Except for the additions noted in the previous paragraphs, no change in syllabi is suggested for the Management Department in this course. Due to the majority of students expressing the view that the course is too short and the number of classes cancelled, the Department and lecturers should consider increasing the depth of this subject if the CCA Diploma course is lengthened.

E7. Personnel Management: The six topics covered in the Personnel Management syllabus are relevant to managing personnel in the movement or the Ministry. The six topics also accomplish the objective of this subject which is to enable students to understand the main functions of personnel management in employment, education and training, employee services, etc.

Examination of student handouts and other materials and an interview with the lecturer revealed that additional topics are included such as employee development, motivation, office management, and cooperative administrative meetings. These topics are most relevant to personnel management course handouts and materials do not reflect examples of in-service training within unions and societies, other than on-job-training, although outside training is covered. No use of case examples were found, no treatment of relationships between the secretary-manager and the managing committee.

Although there was no opportunity to observce classes in personnel management due to the time schedule of courses and classes, it is suggested that case examples be developed for specific types of personnel problems for use by students in demonstrating the application of the concepts of personnel management. This technique has proven useful in teaching personnel management elsewhere.

Another technique that has been useful in this area is role playing. As an example, the students are presented with a problem between the secretary-manager and the bookkeeper. Students are selected to act out the roles including that of the manager who must make a personnel decision. The other students in the class evaluate and critique the decision as to whether it was good or bad and discuss what they would have done in the same situation.

No specific changes are suggested for the topics in this subject syllabus. However, in view of the majority of former students believing that the course is too short, if the course length is increased, consideration should be given to additional topics and the use of teaching techniques to help students understand the concepts useful in personnel management.

E8. History of Cooperative Development: The four general areas covered in the syllabus for History of Cooperative Development are aimed to equip the students with an understanding of the historical background, principles and development of cooperatives. Areas included are history and development of the cooperative movement, the alliance, and cooperative development in East Africa.

Text books are available for this subject. An interview with the lecturer revealed that no handouts or other materials are available to students. Since, according to the syllabi, this is the first and only time the students at the College are introduced to this subject it is strongly recommended that handouts and materials be developed on cooperative principles. Emphasis should be placed on examples and illustrations of the application of the cooperative principles to the conduct of the daily business operations of unions and societies. A frequent weakness is that even though cooperative officials and employees know cooperative principles, they lack the skill and ability to apply these to the daily affairs of their cooperative organizations. Perhaps this subject should be introduced briefly at the ABM I and II levels and emphasis placed on application at the CCA Diploma levels.

E9. Economics & Statistics: The six general topics covered in the economics syllabus are relevant to the aim of the subject which is to provide students of the movement and Ministry with knowledge and skills to analyze and deal with the economic and related problems in cooperative organizations. General topics include the nature and scope of economics, theory or organizations, price mechanisms, money, bookkeeping and finance, and international trade and exchange. Economics also includes introduction to statistics which is taught by a separate lecturer. It covers the use of and need for statistics.

The subject appears to be accomplishing its aim of equipping students with the knowledge to understand, identify and deal with the economic problems of their organizations. Tests were relevant to the subjects and demonstrated the students understanding of economic concepts and their application. A text was available for use in this subject.

E12. Cooperative Banking: An evaluation was made of the four Cooperative Banking courses offered within the various programs. Deficiencies noted are identified specifically in the appropriate section detailing individual courses. The lack of appropriate lecturer and student study guides together with insufficient

educational resources (time and people) are resulting in a lack of appropriate credit and savings training.

The 1977 Banking Manual is the sole reference available. A structured set of lecturer guides and student study guides and problems would result in better organization and more effective and efficient education.

Time constraints and lack of an adequate number of instructors is restricting the amount of credit and savings education presented. This has resulted in dropping a number of subjects and hurriedly covering others. Removal of these constraints would improve the education received by the students.

Temporary assignment of lecturers with no job descriptions and limited experience or knowledge of educational techniques is hindering effective educational efforts. Steps taken to provide fully assigned lecturers, job descriptions and exposure to contemporary educational techniques could result in higher morale, increased longevity and more effective teaching.

No courses have been developed for the Urban Credit & Savings Cooperatives. A syllabus has been designed. However, resources and design contraints have prevented this needed course from being presented. Contraints should be removed and the courses developed.

While credit and savings education is taking place due to dedicated and self motivated staff members, improvements should be made. These include course design, increasing the resources available, and providing necessary staff accommodations and incentives. The work of identifying educational needs has been done and dedicated staff members have contributed much. The necessary modifications can remove the remaining constraints.

E.13 Marketing: The seven general areas encompassed in the subject of marketing are intended (the aim of the subject) to provide students with a working knowledge of the marketing systems in Kenya and ability to deal with the problems of the merchandising and transport activities within unions and primary societies. It is a comprehensive subject dealing with the topics of modern marketing, markets, people and money (general marketing and theory), retail management, and cooperative marketing, merchandising, expenditures, commission, assortment and stock policy. The content of the subject seems well designed to accomplish its aim.

Major emphasis is placed on the retail management (ordering and control of goods, display and filling of displays, selling and shoplifting) and merchandising (unions and society merchandising activities); structure of merchandising in the cooperative movement, store set-ups and functions, reading and control set-ups of merchandising activities, administration and personnel, and pricing policy. Students are expected to demonstrate and apply knowledge learned to establishing control systems and calculating expenses.

A text book is not available. A good book on marketing and on retail management and merchandising is recommended to serve as a reference for students after completing the subject and when they return to the movement.

Interviews with the lecturer, classroom observations and examination of handout materials indicate that the education received in marketing is most relevant to the operating situation and problems of unions and societies and may be described as a subject in marketing and operational management. It is one of the most key subjects at the College and appears to be effectively taught.

Although time did not permit detailed examination of all subject materials this subject lends itself well to the use of the case study approach, where practical cases from the movement could be developed as teaching aids. For example, a case could be developed of a marketing problem in a union and how the union solved it. A similar problem could be presented for another union and the students asked to work out solutions from the data provided.

The attention devoted to cooperative marketing in this subject is limited. This should be expanded somewhat for CCA Diploma I students who do not take Diploma II.

5. CCA Diploma II (CCA II) Curriculum (Advanced Course in Cooperative Management

Diploma II is the highest level course present at the Cooperative College and is an advanced course in cooperative management. It is nine months in length and offered one time per year. Students graduate with a Diploma in cooperative administration. Students in Diploma II are from the Ministry and have completed the CCA Diploma I course. Subjects included in the Diploma II course by departments include the following:

Accounting Department: F1. Cooperative Accounting, F2. Principles of Accounting, F3. Auditing, F4. Costing, F5. Taxation, and F6. Code of Regulations and Financial Laws of Kenya. Law Department: F11. Company Law; and Management Department: F7. Financial Management, F8. Personnel Management, F9. Development Economics, F10. Statistics, F12. Marketing, F13. Cooperative Marketing, and F14. Cooperative Banking.

Management Department: The six subjects taught by the Management Department in Diploma II are listed in the previous section. The subjects included seem most appropriate for an advanced course in Management. However, it is surprising that a continuation of the general management subject, Principles of Management, is not included in Diploma II. Such a course could go more into depth in the areas of planning and control as a basic decision making, explore variations in organizations and structure such as joint ventures between societies,

between unions, and consider building structures for specific purposes composed of several unions (for example, a union which would provide transport for several unions).

Other areas which could be included are the management strategy in long range planning. Many cooperative management problems occur in the area between the manager and the managing committee, often due to failure to understand each other's role and responsibilities. Many cooperatives run into problems because of the failure to do long range planning.

F7. Financial Management: The eight topics included in Financial Management, Diploma II are Introduction, Profitability, Management of Assets, The Working Capital Return, Sources of Funds, Management of Accounts Receivables and Inventories, The Borrowing Capacity, and Using Financial Data in Decision Making. The aim of this subject is to enable students to analyze and interpret financial data in order to make proper decisions in their oganizations regarding planning and control of finances.

This course, like Principles of Management, Marketing and Personnel Management is one of the key subjects of the Management Department. The topic coverage is excellent and well designed to accomplish the aim of subject. Unfortunately an up-to-date text book is not available for students' use. A new text book was requested over a year ago, but due to the system for ordering and changing texts, this has yet to be implemented. Discussion of this problem will occur in a later section.

Interview with the lecturer, examination of handouts, test and materials for students, suggest that this is an exceptional subject for an advanced management course with up-to-date procedures for a specific approach to management with very good handout materials, and tests designed to demonstate the student's working knowledge of the subject. It appears to complement the education received in Principles of Management and Marketing.

F8. Personnel Management: The six topics included in the Personnel Managment subject are the same as in CCA Diploma I, but represent a continuation and advanced approach to the subject. Most of the comments made on Personnel Management in the CCA Diploma I course apply here. The more advanced approach to this subject with the additional topics included in the teaching should be adequate for accomplishing the aims of the subject which are to enable students to understand and explain the main functions of Personnel Management in terms of employment, education and training, employees services, etc.

A text is not available, either, in CCA Diploma I or Diploma II. This should be corrected for students' benefit.

Since Personnel Management involves many areas of sensitive, complicated human relationships, the continuation of this subject presents excellent opportunity to use the case-exercise method to deal with these kinds of situations in which a number of alternative solutions or approaches may be used. Such approach enables the student to gain practical working knowledge and to develop a sense of what is the preferred approach or solution to try in specific cases.

Personnel Management is another of the key subjects in the Management Department and one of the difficult subjects to teach in order for students to attain practical working knowledge and diplomacy in working in this management area. A manager or leader skilled in business management and operations still may fail miserably if they lack skills in personnel management and human relations which can result in a lack of motivation on the part of employees and the failure of the organization's personnel to perform as an efficient team.

F9. Development Economics: The six topics in Development Economics include Growth and Development, Poverty and Income Distribution, Production and Occupational Structure of Developing countries, Social & Economic Constraints, Industralization versus Agriculture, and Foreign Aid and Development. The topic selection of this course appears well suited to accomplish the aim of the subject which is to make students aware of the economic conditions prevailing in other countries and the factors which affect economic development.

As true in a number of other subjects, a basic up-to-date text is needed for this subject. Opportunities did not exist to observe this class and to examine student handouts, materials, and tests due to the lecturers' departure for a short course abroad. The subject coverage and topics appear most adequate and relevant for the cooperative movment and the Ministry at the present time.

In looking to the future as Kenya continues her economic development, this could become one of the key subjects of the Management Department, particularly if Kenya's agricultural production increases to more adequately support her growing population and industrialization.

If this occurs, there would be need to expand this course for Senior Management Personnel of the larger unions and the Ministry to include practical knowledge and application of the working relationships of international trade and finance as it applies to cooperatives development. Such a development would be highly beneficial to Kenya's continued economic growth and export of excess agricultural production. Such exports could be used to

finance industry and development and provide the source of foreign exchange needed for such development. However, under present conditions no need appears for the expansion of this subject.

F10. Statistics: The eight topics in the syllabus of statistics are those usually included in a basic course in this subject. They are Introduction, Sources, Collection Processing and Collection of Data, Measures of Location (Central Tendency), Measures of Dispension, Index Numbers, Time Series, Sampling Theory, Vital Statistics, and Cooperative Statistics. The topics included seem most adequate for the aim of the subject (which was introduced in CCA Diploma I Economics).

A text book is available for use in this subject. The lecturer does not follow the text book in that the text book is far too technical for this level and designed for use at upper level College and graduate courses. Interviews with the lecturer indicate that the text is used for both ABM I and the upper level Diploma II course.

At the lower level it is used to introduce the subject. Only simple use of statistics (chart, graphs and tables) are taught and sample statistical procedures are used to obtain these tools. In the Diploma II course team use of a number of statistical techniques (mean, mode, median, means of dispersion of the range and quantile, graphs of time series, estimation of trends and sampling theory) that can be useful in analyzing operation and performance of their cooperative organizations to assist decision making.

Observation of the class indicated the lecturer was able to stimulate interest and discussion through relating terms to cooperative functions. Since this was the introductory session, there was no opportunity to observe handouts, exercises, etc. If they are relative, the subject appears appropriate and useful in an advanced management course.

F12. Marketing: The six major topics included in the advanced marketing subject are Modern Marketing, Markets, People and Money, the Buying Decision Process and Classification of Consumer Goods, Distribution Channels and Retail Market, The Wholesale Management Marketing Plan and Retail Management. Except for the review of the first two topics of the CCA Diploma Marketing Course, the balance of the subject includes new topics except for the last topic which is more intensive treatment of retail marketing. The major emphasis of the subject is in wholesale and retail marketing. The aim of the subject is to provide students advanced training in marketing and marketing management.

There is no text book available for this course. The topic coverage is quite adequate for advanced marketing and should accomplish the aim of the course. The scheme in marketing is to provide beginning and advanced education in marketing before practical

application of the concept is made to cooperative marketing. Thus, marketing and cooperative marketing are taught as one subject in CCA Diploma I. In Diploma II in-depth attention is given to cooperative marketing which is taught as a separate subject in Diploma II and is discussed later.

Classrpom observations, examination of student materials, handouts, and tests indicate that the advanced subject of marketing is well suited to an advanced management course.

E13. Cooperative Marketing: The students in Cooperative Marketing are well prepared for this subject by virtue of having had two previous classes in marketing. The seven topics included in this subject are Cooperative Marketing, Merchandising Activities, Pricing Policy, and Expenditures, Commission, Assortment Stock Policy, Consignment Stock Policy, and Transport. The aim of the subject is to apply the principles and concepts of marketing to Kenya's cooperative unions and societies.

Many of the topics are the same as taught earlier in Marketing, but with emphasis on the application to Kenyan Cooperative Marketing activities. Major emphasis is given to merchandising as it is conducted in cooperative unions and societies with appropriate accounting recording and management procedures.

The subject is most appropriate for an advanced management course. Interview with the lecturer, examination of handouts, other materials and tests suggest this subject is most practical for the cooperative movement and Ministry. No text is available for the course. However, procedures for control and recording systems for union stores are covered in the Merchandise manual. Appropriate texts for cooperative marketing are few and to find one suitable for this subject may be difficult.

The coverage of this subject is adequate for the present. However, if Kenya becomes involved in the export of agricultural production as implied in the discussion of the subject of Development Economics, it may be necessary to expand this and the other subjects in marketing to include international marketing of agriculture products, particularly food products.

F14. Cooperative Banking: F14. Cooperative Banking is largely a repeat of B4 & C5 from ABM I and II. It would be new material for Diploma and CCA Pre-service students, but a repeat for CCA In-service who completed ABM II.

The sub-course entitled "Practical Work in a Banking Section" appears to be inappropriately taught in E11. under "Costing." This section applies directly to savings and credit activities, and should be taught in F12.

6. Cooperative Banking Management I (CBM I) Curriculum

As described in the earlier section of this report on courses at the College, Cooperative Banking Management is divided into three courses, Cooperative Banking Management (CBM I) - 3 months, Cooperative Banking Management II (CBM II) - 9 months, and Cooperative Banking Management III (CBM III) - 3 to 6 months. CBM I is offered at the College, the syllabus has been prepared for CBM II but the course has not been completed. Since CBM is a specialized course in Banking, courses of the Management Department are discussed in general followed by a more detailed evaluation by subject.

The six subject taught by the Management Department in Cooperative Banking Management I (CBM I) includes Economics, Management, Cooperative Management, Business Mathematics, Commercial Knowledge and Cooperative Banking. The Management Department teaches a major share of this course, accounting for 62 percent of the classroom hours.

Economics: The Economics subject in this course is comprehensive coverage of the basic topics in economics that affect manager and business, and hence, Banking. Among the topics included are the Nature and Scope of Economics, Production and the Factors of Production, the Role of the Entrepreneur, Allocation of Resources, Firm and Industry, Markets and the Distribution of Incomes. These topics are quite relevant to Cooperative Banking. For example, when a substantial loan to a cooperative organization is being considered, the position of the cooperative organization in the industry could be a factor--among other considerations--in the ability to repay the loan. The topic selection appears to be a relevant review of the pertinent topics in economics that influence loans and credit.

Unfortunately, a course was not in session at the time of this evaluation. Since the course is taught by the same lecturers who teach economics in the other courses at the College, it is assumed that the quality of this course would be at least equal in all aspects. Ratings concerning the Cooperative Banking Management Courses from interviews with former students are covered in the section of this report dealing with their appraisal of the courses at the College.

Management: The Management subject in this course is quite similar to Principles of Management taught in CCA Diploma I course with essentially the same subject coverage. Among the topics are Planning, Organization Structure, Committees as Management Tools, Centralization and Decentralization, Delegation and Office Management. The aim of the subject is for students to apply these techniques in the banking sections. The topic selection appears quite relevant to Cooperative Banking Management and a foundation for other management subjects taught later in the course.

The same comments made concerning the subject of Economics apply here, namely a course was not in session at the time of this evaluation. Since the same lecturers are teaching as were teaching in the CCA Diploma I course, it is believed that this subject is at least equal in qualities to the similar subject taught in that course.

Introduction to Cooperative Management: This subject is very similar to that of History of Cooperative Development taught in the CCA Diploma I course with nearly the same topic content as indicated in the syllabi with two exceptions - one, the time in the subject is spent on cooperative functions and objectives. This subject does not contain the topic of Cooperative Development in East Africa. The same strength and weaknesses are assumed to apply to the topics that are the same - namely, text books, and supplemental reading materials are available and a manual is available. No handout materials are available.

The aim of the subject is to enable the student to enumerate and discuss cooperative principles, functions and objectives. The content and materials of course appear appropriate for this in view of the fact that the subject serves as an Introduction to Cooperative Management.

Business Mathematics: This subject is similar to the Commercial Mathematics taught in the ABM I course. In addition to the standard basic math topics, foreign currency conversion, the metric system and ratios, proportions and partnerships are covered. The subject apparently serves as a review and a refresher for students in the appropriate mathematical techniques used in the day-to-day working in Banking.

Commercial Knowledge: This subject is apparently designed to acquaint the student with the terminology and a general understanding of the terms commonly used in marketing, trade and commerce, importation, insurance, etc. Topics include Markets and Marketing, Channels of Distribution, Transport, Insurance, Types of Business Organizations, Scope of Commerce and Government Influence. This subject should be a practical complement to the general educational thrust of the course for the students who lack experience in the terminology of the business world. No opportunity existed to observe this class. Many of the topics in this subject are covered in the routine conduct of other courses at the College such as Marketing.

Cooperative Banking Subjects: CBM I is designed for and attended by Rural Banking Clerks and Tellers who have completed either or both the "Banking Clerks" and "Tellers Course." Its aim is to provide a broad base of knowledge in Economics, Law, Management, Accountancy as well as specific training in Cooperative Banking. This course does not presently meet these objectives due to time constraints, complexity of the material and entrance level education (form 2 and some form 4s) of the participants.

It is a three month course for UBS clerks and tellers. The bulk of the participants have only a form 2 education. The following subjects are covered:

Economics: The subject of Economics contains 74 instructional hours which are devoted to some fairly sophisticated economics theory. The need for this much economic theory is open to question considering the functions performed and the educational background of the participants.

Management: In management 48 instructional hours are devoted to a complete study and application of the management principals of planning, organizing and delegation. The most relevant part of the section appears to be "Office Management" which includes topics on filing, storage, mechanisation and systems control.

Law: This subject devotes 72 hours to a comprehensive, in-depth discussion of Kenyan law, legal system and commercial law. Only 14 hours are devoted to Cooperative Law that is applicable to the participants. It would appear that 50 hours could be cut from this subject and instruction in only Cooperative Law and an Awareness of Law as pertains to their banking functions provided.

Business Mathematics: Twenty-six hours devoted to the instruction of basic mathematics (franctions, percentages, ratios, currency conversions, & metric system). This instruction may be necessary for Form 2 graduates; however, it should not be needed for Form 4 graduates. Consideration should be given to dropping this subject from the CBM syllabus offering it as a correspondence course for those people needing it.

Principles of Accountancy: The 40 instructional hours are devoted to presenting the basic principles of accounting and is largely duplication of the ABM I course in accounting. The principles of accounting taught will be helpful to the Banking Clerks and Tellers.

Cooperative Accountancy: Fifty-two instructional hours are devoted to presenting the standardized accounting systems, and their applications to the banking section, in addition to the member transaction systems. The subjects presented are relevant to the course.

Commercial Knowledge: This contains 26 hours of instruction on general commercial knowledge and is appropriate.

Cooperative Banking: Fifty-two hours devoted to the operation of the Union Banking System (UBS). The entire syllabus is not consistently covered due to time constraints. Primary emphasis is placed on properly recording and completing appropriate entries on the banking skills, and learning and practicing banking procedures. Added time should be provided so participants have ample time to cover all areas of this syllabus.

Practice of Banking: Sixty instruction hours are spent on Commercial Banking theory and procedures. The unions and societies do not operate and are not licensed to operate a commercial banking activity. The class is taught by a lecturer hired from an outside source having banking experience. The objective of this in-depth course is to equip the students with skills to allow them to pass an examination prepared by the "Institute of Bankers" qualifying them for employment in a commercial banking house. This course is not relevant to the activities of the cooeprative credit and savings sections in the unions and societies.

7. Cooperative Banking Management II & III (CBM II & III) Curriculum

Since neither of these courses has been offered, (a syllabus has been prepared for CBM II, but not for CBM III), these courses will not be discussed in detail - either by course or by subject. Instead general comments will be made on these courses by department and course based on the examination of the syllabus for CBM II and the assumed intent of the proposed but not planned CBM III. The intent of CBM II is apparently that of an advanced course in Cooperative Banking Mangement while the intent of CBM III appeared to be for the most senior level employees of the largest unions and societies. The need for this course at this time is open to some questions. The need for the expertise in the present organiations does not appear to exist. As the size grows, future needs may develop.

The nine subjects of the Department of Management in the CBM II curriculum represent most of the subjects in the Diploma II curriculum except for reaching back to the Diploma I CCA curriculum Personnel Management for a more in-depth treatment of the topic. In addition, some functions of management are treated in-depth as separate topics. The curriculum of this course appears to be most adequate for an advanced course. It is assumed that the quality of instruction would be at least equal to that of Diploma II. It has been generally observed as progress is made to the higher level courses in the College and into more advanced subjects, there are more handouts, material and exercises. They appear to be designed to give the student practical situations and provide understanding how these concepts may be used in cooperative organization.

The Law Department will offer two subjects in CBM II - Law II and Law III. These subjects would account for 16 percent of the teaching in CBM III. The 13 topics covered in Law II deal with practical legal problem and questions associated with unions and societies in their regular business activities and legal aspects of amalgamating and organization and structural changes. The topics included in Law II and III appear excellent if in teaching they are supplemented with practical examples from cooperative case law and illustrations of how the legal concepts are applied - for example, in the amalgamation of cooperatives.

Some examples of topics from Law II include Partnerships, Sale of Goods, Amalgamation and Dimension of Societies, Audit and Inspection, Dissolution and Liquidation, Insurance Negotiable Instruments, Guarantees, Mortgages and Charges, Bills of Sales, Pledges, Lines, Stocks and Shares.

Although the selection of topics appears excellent, on the basis of classroom observations in the CCA Diploma courses, there is concern over the use of practical examples for cooperatives. Many of the topics included would be more relevant to the CCA Diploma courses when the aim of CBM I, II and III are considered. Again based on class observations the appraoch of the Law Department seems to be to provide students with a detailed description of the operation of the law together with legal terminology. Students are not expected to be lawyers. The aim of the department needs to focus on creating an awareness on the part of students of the legal problems and expenses that could occur if proper attention is not given to properly transacting business and other matters. If the student is aware of these problems when dealing with these areas, they will be aware of the need to seek competent legal assistance.

8. Coffee Factory Management (CFM) Curriculum

The role of the Management Department in this course is difficult to assess. The course is held for eight weeks two times per year. The aim of the course is to equip society/union coffee factory managers with the necessary knowledge and skills to enable them to handle coffee factories in the most efficient way. The course consists of three technical subject areas: Coffee Factory Organization, Coffee Factory Processing for Factory Managers, and Engineering in Coffee Factories.

An interview with the lecturer revealed that there were no texts or handouts used at the College and only a general text on cooperatives and their functions and objectives, education concerning the differences between a cooperative and a company, cooperative principles, and functions of national cooperative organizations, and the International Cooperative Alliance.

A visit to the classroom indicates the College does not have the equipment or machinery for teaching the technical aspects of the course which must be done in the field. Apparently the College assists in coordinating this course which is listed in the syllabi as 14 weeks and at eight week in a later release.

It would appear that the College and the Management Department have a limited role to play in this course as a major portion of the course deals with technical engineering and processing subjects which would seem more appropriate to be taught where current equipment

and facilities are available. Certain aspects of management subjects such as Principles of Management and Personnel Management would seem appropriate, but the needs of these students are different other courses of study who are taking the same subjects.

It appears that the Management Department is (or should be) providing a type of specialized management training, but there are no materials for the basis of evaluation and a class was not in session to observe.

It is recommended that the Department and the College re-evaluate its role and contribution to this course, including the possibility of the technical phases being taught elsewhere, perhaps at Egerton College or in the field at a coffee factory location. The relevant management topics needed by coffee factory managers can probably be taught in a week or two, at the College or at the location of a technical college where it could be interspersed with the technical training. It appears illogical for such technical instruction to be provided at the College which lacks the facilities and equipment needed for such instruction. In addition, it would be difficult to justify the expenditures for such equipment for one course (class) that is offered only two times per year.

F. Law Department

The Law Department is authorized four positions. They have no vacant positions, but only three are presently available for teaching as one person is currently on education leave in Germany. All staff members are lawyers.

No text books are used in the law subjects taught for classroom use. Several law subjects are taught in each course and are distributed as follows: ABM I - 1; ABM II - 2; CBM I - 1; CCA Diploma 1 - 2; and CCA Diploma II - 1.

For the most part, the law presently taught is highly theoretical, difficult to understand and somewhat irrelevant to cooperative employees.

1. Evaluation of All Law Courses

B2. Cooperative Law - ABM I: This course is now decentralized in the Eastern Province. No material was identified as being prepared for field instructors to use when teaching this course. As a result, each field instructor has to prepare legal material to teach the course. This results in an uncoordinated and inefficient approach to education. Training would be better coordinated and more efficient if an Instructors Guide, relevant resource material and a student study guide were developed for field use. The items contained in the B2 syllabus appear to be relevant for ABM I participants; however, there is no assurance that they are presently covered.

C2. General Principles of Law - ABM II: The present syllabus appears to contain detailed material irrelevant to the positions (union/society managers, bookkeepers) held by the participants - Sources of Kenya Law, Structure of Courts, and Contract and Law. These subjects are covered using a variety of case studies which are written in legal terminology and difficult for the "common man" to understand.

This course should be redesigned to provide only basic information relevant to the functional performance of the participant's duties. If case studies are used to support concepts they should be briefly stated (not the court's entire decision and arguments) in language that can be understood by the students. A leaders guide, properly structured work assignments and a student study guide should be developed to provide for proper educational discipline.

C3. Cooperative Law - ABM II: Since it is presently doubtful that B2 in ABM I is appropriately covered, this should be covered again using some complex work assignments in ABM II. The present C3 material is highly theoretical and relevant work assignments associated with cooperatives were not identified. This course should be redesigned with a lecturers guide, relevant work problems and a student study guide. The course should be structural so it is relevant to the functions performed by the participants.

E4. Cooperative Law - CCA I & Diploma I: Basically, this syllabus is a repeat of B2 from ABM I. There is no text material available and the Coop Act is used as a reference for this lecture course. The syllabus is used as a lecturers guide. This course should be re-evaluated with the most relevant parts of the Cooperative Act covered. An appropriate leaders guide, relevant problems and a student study guide should be developed.

E5. Commercial Law - CCA and Diploma II: This course contains a great deal of material irrelevant to the course of study for coopeatives and Ministry such as: Stare desisis, Ratio decidendi, obiter dicta, Law of Persons Domicile, Tort and Law of Partnerships.

The above items and the others in the syllabus are taught using a variety of commercial and criminal case studies written in legal jargon. These studies are difficult to understand and are not applicable to the functions of the cooperative employees.

A heavy emphasis is placed on providing the students with a complete, comprehensive exposure to Kenyan Law. This seems inconsistent with the College's objective of providing cooperative education so graduates can perform their functions in the cooperative environment. This course should be redesigned; legal knowledge requirements identified; course developed; lecturers guide, relevant problems and student study guide developed.

F11 Company Law - CCA II & Diploma II: This course deals strictly with commercial law with no application to cooperatives. The course appears to be irrelevant and could be eliminated.

2. Summary

The present Law syllabi contain numerous areas of duplication and a great deal of commercial and Kenya Law not specifically applicable to cooperatives. There are no texts and a profuse amount of handouts material on case studies, including position papers that have been developed by the lecturers for student use. This material is written in technical legal jargon and is difficult for the student to understand and comprehend.

The entire legal curriculum should be redesigned. It should begin with a task analysis that specifically identifies the legal principles that must be understood by the various employees to enable them to perform their functions. The development of appropriate courses and seminars can then occur. These should be accompanied by appropriate lecturers guides and relevant student study guides to assure a coordinated approach to legal education.

G. Accounting Department

The Accounting Department is presently staffed by five well-qualified lecturers with a good mix of academic and practical experience. Seven lecturer positions are authorized and two are vacant, resulting in execessive work loads for the existing lecturers.

The Department is responsible for presenting 14 accounting subjects, not including an additional subject in the now decentralized ABM I. Two subjects are quite similar in each level - ABM II, CBM I and Diploma I & II. These are the subjects of Cooperative Accountancy and Principles of Accounts. While the basic concepts are the same at each course level, the subject material becomes progressively more comprehensive with each level.

The Accounting Department has an adequate range of texts in Principles of Accounts, but lacks relevant text materials in Cooperative Accountancy. The lecturers rely on the various Accounting Procedure Manuals, System Forms, Standardized Chart of Accounts and well-prepared handout material for instruction in Cooperative Accountancy. Relevant lecturer guides (schemes) and Student Study Guides would be of assistance in teaching the various areas of Cooperative Accountancy.

The tenure and experience of the Department include two seniors who form a strong central core. Further development of all lecturers in the functional areas of course design, instructional techniques, cooperative accounting, and contemporary auditing techniques, would further enhance the Department.

If the lecturers are provided with opportunities to learn degrees in Accounting and Auditing, the risk of them leaving the Cooperative College for private industry is increased. The importance of accurate accounting procedures is emphasised throughout the syllabi and instruction. The Accounting Department should be complimented for their work.

The accounting courses are well organized and presented The major constraints to further improvement are:

Adequate time to cover the syllabi;
Staff expertise in instructional techniques;
Relevant cooperative texts in accounting; and
Lack of an organized method of evaluating effectiveness, relevancy, and current needs.

Removal of the constraints coupled with improvement of the facility would permit more effective education of the movement staff.

1. ABM I (In-service)

B1 - Principles of Accounts; Cooperative Accountancy 1: The prerequisites for these subjects are: completion of standard seven, and successful completion of the accounting correspondence course. The time involved is 78 hours for Principles of Accounts and 52 hours for Cooperative Accountancy I. The text is Practical Bookkeeping and Accounts by Favell and a Workbook, Exercise in Bookkeeping for ABM I - 1971.

Course B1 is divided as shown above into Principles of Accounts and Cooperative Accounting. Principles of Accounts is taught concurrently with Cooperative Accountancy. Principles are learned from the text and work assignments contained therein. These principles are then applied to the problems in the Cooperative Accountancy Workbook. In order for "principles" to gain a suitable lead, eight hours is spent in Cooperative Accountancy reviewing the correspondence course work. While review is necessary, eight hours may be somewhat excessive.

One subject in the syllabus for B1 is not consistently covered, "Member Transactions." This is an important item; however, time does not permit adequate coverage of the subject.

The course appears to be properly structured with adequate text and work material. Provisions should be made for some additional time to cover the subject matter. Provisions should also be made to continually evaluate and update course material.

2. ABM II (In-service)

C1. Principles of Accounts, Cooperative Accountancy: The prerequisites are completion of Correspondence Course and ABM I. The time spent is 78 hours for Principles of Accounts and 52 hours for Cooperative Accountancy. The text used is Practical Bookkeeping

by Favell Part I & II, and Accountancy Guide.

The text on Principles of Accounts is used to cover the first four items listed in the syllabus down to "Budgeting Procedures in SAS" (Standardized Accounting System). This one and the following four are covered from material in the Cooperative Accountancy Workbook. As in ABM I (B1), these two subjects are taught concurrently; applying "principles" to "cooperative accountancy."

Confusing syllabi areas and duplications between ABM I and II are noted. The section on "Trial Balance" appears to be a duplication. However, the problem appears to lie in inadequate descriptions. This section in C1 is largely a review of B1 and should be designed as such. The only new area surfaced in C1 is the usage of trial balance ratios and their implication to management.

The section on "Suspense Account and Correction of Errors" is a duplication of "Suspense Account" section from B1, and it appears that this section could be omitted from C1.

The section titled "Budgeting Procedures in SAS" is a duplication of the "Budgeting Procedure" taught in B1. Both courses use the same workbook, "Accounting Guide." Consideration should be given to separating these subjects by redesigning and development of "levalized" problems and student study guides.

Only one text workbook is available for Cooperative Accountancy and it is used in ABM II, CCA, Diploma I & II. It should be redesigned and properly structured for use in each course.

The sections on "Produce Recording, Produce Reconciliation" and "Gross Payment Calculation" are interrelated. There are several constrainsts to effective teaching of these sections: they are covered at the end of the course and there is insufficient time available to adequately teach these most important subjects; and the recording is unique for each enterprise - pyrethrum, cotton, coffee, dairy and sugar, thereby requiring separate forms and procedures. Time constraints permit only hurried coverage of one enterprise.

"Salaries Recording System" is dealt with very briefly in the Loose Leaf Ledger System and never covered comprehensively. The section on "Store Routine" is not covered at all.

This course requires comprehensive redesign to remove duplication and permit the establishment of relevant text and workbook materials. This as well as other actions may be necessary to remove constraints to permit adequate coverage of subjects not being taught or adequately covered.

"Produce Recording - Member Transaction": There are five separate procedure manuals covering Produce Recording - Cotton, Pyrethrum, Dairy, Coffee, and Sugar.

The recording is unique to each enterprise due to methods of marketing, grading and payment. Ideally, the use of all five should be taught in ABM II, but there is insufficient time. This results in only one recording being briefly covered and the enterprise taught can be irrelevant to the students not from the enterprise area. The material should be redesigned as follows:

- Common areas extracted;
- Separate (Correspondence) courses or seminars offered (decentralized) for each enterprise; and
- Consideration should be given to redesign of members produce record, delivery journal, advance form, credit invoices, deduction vouchers, and withdrawal vouchers.

This could result in standardization of forms between enterprises. If forms cannot be redesigned, additional time should be provided so the students receive adequate instruction in the use of several. The development of correspondence courses for each enterprise would be beneficial. It would permit movement employees to learn how to make the member transactions and possibly eliminate or scale down the teaching of this subject in ABM II.

3. CCA - Diploma

E1 - Introduction of Principles of Accountancy: This section provides comprehensive coverage of 10 important and relevant basic accounting topics. These items are covered as a review for the CCA (In-service) movement students who have already performed many of these items in performance of their job functions. It is given comprehensive coverage for CCA and Diploma Pre-service students.

E2 - Accountancy I - CCA - Diploma: A second level course on accounting that deals with commercial accounts but as partnerships, accounts for non-manufacturing institutions, bills of exchange, amalgamations, partnership dissolutions, joint ventures and branch account. An exposure to these topics can be beneficial for a liberal education in accountancy. Their relevancy, however, to the accounting knowledge necessary for cooperative administrators is suspect. If the Cooperative College's aim is to produce general accountants capable of becoming CPAs, then perhaps this course is relevant. On the other hand, if the College is interested in training people to function effectively in the cooperative accounting area, this course could be eliminated.

Cooperative Accountancy: E3 is largely a duplication of B1 and C1 for in-service movement participants and is covered as a review for that group. Presentation does present a challenge, however, due to their heterogenous cooperative background. Portions that are review for some are new to others and care must be taken to continually motivate students to maintain their interest levels.

E3 is well structured and contains good material, especially for pre-service people. Instruction of E3 stops at M.T. (Member Transaction) systems for CCA I and Diploma I pre-service students. CCA II and Diploma II start with E3 M.T. Systems and covers the balance of E3 before proceeding to F1, Cooperative Accountancy II.

E11 is a section of costing (note the portion titled "practical work in a Banking Section," is now taught in Cooperative Banking - syllabus should be revised). Costing is actually taught in the section on Budgeting in E3. That is where costing takes place and it is appropriate to cover it there. A combination text and workbook was developed in 1971. It is an excellent book and covers areas outside syllabus such as financial ratios, graphing, trending and inventory turnover. When (if) the budgeting section is redesigned, the appropriate sections on costing should be included in the budgeting exercise.

The following texts are used for all three subjects: Practical Bookkeeping, Favel, Parts I and II, Elements of Account, Baston with an accompanying workbook, and Business Accounting I, Wood, text contains exercises. In addition, Business Accounting II, Wood, with exercises is used in E2.

The edition of the Favel Text uses British £ instead of Shillings. Consideration should be given to obtaining a current edition. The Baston Text is an old 1958 edition that is not logically arranged for best instruction. It should be replaced. The Wood Text is the best of the three and is correctly designed.

Urban Accounting: The 1975 manual on urban credit and savings societies is being revised. When this is completed, a course should be designed and offered to this growing section of movement employees. Seven tests including two interims and five finals were evaluated against the syllabus for consistency. They were also evaluated for performance indicators, clarity and relevancy. The tests follow the syllabi for the various subjects. They contain a balance of theory and practical exercises. The test exercises require the students to apply their knowledge to preparation and analysis of financial data. They are asked to demonstrate their ability to perform accounting functions.

E level accounting is well covered with appropriate texts, work problems, workbooks and supplementary assignments, a very good leaders guide exists that presents the subject in an organized manner. The course can be improved by replacement of the 1958 text by Baston and providing a current edition of the Favell text. Additionally, formal procedures should be established for course evaluation by the students and identification of educational needs in the movement. The testing procedures are adequate and commensurate with syllabi.

E10 and E3 (Accounting - Auditing): The texts are: Principles and Practices of Auditing - Williams; Principles of Auditing - Howard;

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Principles of Auditing - De Paula; and Practical Auditing - Brigg. The auditing courses are theoretical in nature and are stricly financial audits. The students do not have an opportunity to apply or practice the theory. This course should be redesigned to include financial and management auditing (contemporary auditing in accordance with the U.S. Assoc. of Internal Auditing) to provide students with an opportunity to perform an audit in order to demonstrate their abilities, and allow additional time to cover both financial and management audits.

F1 - Cooperative Accountancy II is a continuation of E3 beginning at transaction systems and then continuing on to F1 for CCA II and Diploma II students. F1 uses Members Transactions Systems Procedure Manuals and lecturers' examples and work assignments. Actual forms are used where students must demonstate their ability to complete them. They are also asked to transfer data to Ministry forms. This course could be improved through preparation of lecturers and students study guides and several sets of levalised work problems.

The second year for CCA students begins with Member Transactions Systems in E3. The students cover CCA in detail and then cover MT Systems as a review in F1; skip "Stores for Resale" and the society's main ledgers; lightly covers "Final Accounts and the Balance Sheet" and "Registers;" skip "Union Stores," and covers "Transport Recording" and "Recording of Salaries." CCA II stops here in the F1 "Cooperative Accountancy" syllabus. They cover less and at a less advanced level than Diploma II due to the Diploma II's higher form 6 entrance educational level. The entire F1 course is covered in a comprehensive fashion for the Diploma II students.

Principles of Accounts and Cooperative Accountancy II is F2 inappropriately titled as it does not include cooperative accountancy. This area is covered under F1. The Principles of Accounting is taught concurrently with F1. Texts used are: Business Accounting II - Wood, which has good material; Principles & Practices of Bookkeeping and Accounts - Vickery; and Carters' Advanced Accounts - Garbutt. Bookkeeping and Accounts - Spicer & Pegler is used as a reference. The texts are advanced and are consistent with syllabus. Work assignments included in the text are utilized. F2 is covered in its entirety using these texts for both CCA II's and Diploma II. Diploma is a comprehensive coverage of F2 while CCA exercises and coverage is at a more basic level. The course is complete and necessary.

F4 - Costing: Whereas at lower levels, costing was taught in conjunction with budgeting, it is covered here as a separate subject. Texts are quite advanced and contain only commercial applications not relative to agricultural cooperatives. The texts are: Cost Account and Costing Methods - Weldon, and Costing Simplified - Wheldon.

This section on Costing should be redesigned and made more relevant to the Agricultural Cooperatives field, and in particular, the analysis needs of Kenyan cooperatives. A lecturers' guide and appropriate student material should be designed so students are able to apply costing theory and practices to cooperative use.

F5 - Taxation: This course is presented to all participants. It is designed to provide a comprehensive understanding of Kenyan taxation to the students. Not all students taking this course need to know all the material presented in the syllabus. If fact, there is inadequate time and course material available to meet the requirements of the syllabus. As a result, this course is primarily a reading and theory exercise. Text materials are on theory and law and would function as very good reference materials. Taxation in Kenya - Batt & Solkwala; A Guide to Income Tax in Kenya - W. J. Grag; and Income Taxation in Kenya - Ngotho wa Kariuki (best).

This course should be generalized and shortened to provide only conceptual knowledge. A special in-depth course in taxation should be designed for those personnel who are financial auditors, cooperative tax preparers, and chief bookkeepers or union tax specialists.

H. Quality of Instruction Based on Observation and Examination of Materials

1. Management Department

On the basis of classroom observations, most lecturers apparently have a very good to excellent knowledge of the subject matter they are teaching. Teaching style varies from dependence on the straight lecture method to using of a variety of methods ranging from lecture to use of group discussions. Many used more than one method and some used a combination of three or more as appropriate to the topic discussed. All were quite successful in stimulating group discussion in their classes.

Most lecturers used very appropriate handouts in their classes. In a number of instances, handouts were used in lieu of a text in that an appropriate text was not available. However, the case usually was that a text had been ordered a year or two before, but the administrative process for changing texts, although commendable in theory, is not practical in operation because of the time delay involved. It is often two years before a new text is available to students. This will be discussed further in the conclusions section of this report.

Generally, very good use was made of teaching aids in class. Handouts, exercises, and texts were designed to have students demonstate knowledge and practical application of the concepts and knowledge being taught. A general weakness exists in the application of the exercises and other techniques to cooperatives.

For example, an exercise in marketing or financial management will deal with XYZ consumer shop or the ABC processing plant. The exercise could just as easily have been named the XYZ consumer society or the ABC union processing plant with the same figures and analysis. Business procedures are the same whether the examples are for a cooperative or a non-cooperative. The danger of not putting cooperative examples is that some students may not be able to make the transition and assume that the exercise applies to private business, but not to cooperatives. There was a tendency on the part of many lecturers, particularly in the Law Department, not to make this kind of name change in an exercise which would make the material appear much more relevant to the student.

It is suggested that the Management Department evaluate their teaching aids with a view to converting more of these to visuals, that identify with cooperatives. Visual-aids use was not observed in any of the classes, but lecturers were most effective in the use of the chalkboard. Proper use of visuals can shorten teaching time such as using the chalkboard, and can increase teaching effectiveness - not only in shortening teaching time for a topic, but also increases the student's ability to absorb and retain the knowledge.

To assist the department in this effort and to improve the quality and effectiveness of teaching, it is strongly recommended that the College committee working on course, subject and lecture evaluation complete its assignment as soon as possible. No evaluations are being done at present. Once the evaluation form is completed, each student should complete it prior to leaving the College. Six months or a year later, a follow-up evaluation form should be sent to former students asking them to evaluate the usefulness of training in their work. This would be very useful to all departments in improving the quality of their instruction as well as making courses and subjects more useful to the movement and the Ministry.

In general the quality of instruction by the Management Department is of a very high level, equal or superior to that of many universities abroad. The emphasis on practical knowledge and application is highly commendable. It is surprising and enlightening to find such a high level of quality instruction when the many constraints of the department and the College are examined.

2. Law Department

The Law Department is similar in many respects to the teaching of law in many universities. However, what is lacking in the teaching of the Law Department is use of specific cases and examples of cooperatives relative to the topic being taught. In the classes observed there were no specific examples or cases from legal action concerning cooperatives. In the class in Commercial Law, the Kenyan marriage law was used to illustrate application of the legal concept of an agent relationship rather than using an illustration from the

commercial (business) world. Quality of instruction in the Law Department was considerably below that of the other two departments, particularly in the application of theory to practice through the use of examples and cases from cooperative societies and unions.

3. Accounting Department

Quality of instruction in the Accounting Department was at least equal to that of the Management Department in their use of examples, exercises and illustration of the application of accounting and bookkeeping principles to societies and unions. It is suggested that the Accounting Department evaluate their teaching aids with a view to converting more of these to visuals in order to reduce teaching time and to increase teaching effectiveness. They should also make use of the student evaluations being developed by the College committees to further improve the quality of their teaching and to make their subjects more useful to the movement and the Ministry.

In general, the quality of instruction of the Accounting Department is very high, in view of the ability of the graduates of the Diploma courses to pass the first two levels of the CPA examinations on completion of the Diploma courses.

The survey of the former students of the College contains a number of implications on quality of instruction for the teaching departments at the College. Since the students were asked to evaluate courses, not individual subjects the results apply to all departments in general, not to the individual subjects of each department.

I. Quality of Instructions (Based on Student Evaluation)

A brief survey was done of former students of the College in their respective positions in the Ministry and the cooperative movement to obtain their evaluation of the College and its courses. Results of the survey are discussed in detail in Part V of this report. Results of the survey relative to the courses and quality of instruction are summarized below and the implications bearing on the three cooperative education departments of the College. Results cannot be interpreted as applying to a specific department, but instead to all departments together since students evaluate courses not the individual subjects taught by the Departments. The results support the general conclusions reached by the survey team.

1. ABM I & II

For selection of the subjects and material included in the courses, 72 percent of the students noted ABM I & II very good, the highest rating. This indicated that the subject selection included in ABM I & II and in general content of the course is not a problem. Seventy-nine percent rated the organization of

materials in the course and subjects very good which suggests that the lecturers did a very good job arranging the time sequence of the subjects within the course and topics within a subject so they were presented in a logical order.

Relative to the lecturer's knowledge and mastery of the subject matter taught, 75 percent rated this very good, and 73 percent rated the lecturer's ability to relate theory to practical situations very good. In regard to lecturers being well prepared each day they taught, 78 percent of the students indicated that the lecturers were well prepared. A further tribute to ABM I & II is the fact that 88 percent indicated the course prepared them to be effective in their jobs.

These evaluations suggest that the selection and organization of materials in ABM I & II is very good, lecturers are well prepared and qualified to teach, that the course is practical and enables participants to be more effective in their jobs.

In regard to length of the course, 65 percent indicated that the course was too short and none indicated that it was too long. Students indicated on the average that four percent of the classes were cancelled. This has several implications. The fact that the majority believe that the course is too short suggests that the subjects covered were not covered in enought depth or that some topics were not covered at all. This could be partly due to the number of classes cancelled. The fact that 65 percent of the students consider the course too short is worthy of further study by the College and the Curriculum Committee.

2. CCA - Diploma

Because of the similarity of curriculum and subjects in CCA/Diploma courses, these are discussed together. Sixty-four percent of CCA students and 74 percent of the Diploma students rated the selection of the materials in the courses very good. This is still a majority. However, 61 percent of Diploma students rated the organization of materials very good suggesting that attention needs to be given to the organization of materials in the course and individual subjects of the courses, particularly in the Diploma course.

Relative to the lecturer's mastery of the subject matter, the ratings were 68 percent for CCA and 66 percent for Diploma. Ability to relate theory to practice was rated 66 percent for CCA and 60 percent for Diploma. The lower scores for these courses may reflect a number of things compared to ABM I & II which are lower courses.

Due to the turnover of lecturers at the College, a number of lecturers who were teaching at the College at the time the students were there have since left the College. Secondly, expectations of these students are higher due to more experience of CCA students and the higher educational level of pre-service students. Thirdly,

in regard to relating theory to practice, the College administration lecturers expressed the need for lecturers to go into the field to observe and have contact with the movement. Unfortunately, limited transport and lack of funds apparently greatly restricted lecturers traveling in the field for needed contact and exchange of ideas with people from the movement.

A proposed research centre at the College has a bearing on this difficulty. When this subject is discussed in a following section the relationship will be explored. Overall, the area does not seem to be a serious problem as reflected by students' opinions that the courses prepared them to be effective in their work. Seventy-three percent of the CCA students and 64 percent of the Diploma felt that lecturers were well prepared before coming to class.

Eighty-four percent of the CCA students and 51 percent of the Diploma students believed that the courses prepared them to be more effective in their jobs. This is particularly interesting since CCA students return to the movement to work and Diploma students return to the Ministry. This would suggest that the College is particularly effective in training for the movement. A lower rating by Diploma students may reflect lack of experience and intimate working knowledge of the movement, and hence, the education is not as useful to them in their specialized assignment in the Ministry.

Half of the CCA students believe that the CCA courses are too short and 42 percent think the length is about right. In contrast, 78 percent of the Diploma students felt that the courses are too short. This may be partly due to the number of classes cancelled when the students were at the College. CCA students indicated that 12 percent of their classes were cancelled and Diploma students, 15 percent. The higher percentage of cancellations could be reflected in the opinion that courses are too short in that these numbers of cancellation could prevent subject matter from being adequately covered and some topics receiving no coverage. It is suggested that the College make provisions for making up classes that have been cancelled. However, make up may only be a partial solution to the situation if too many subjects and topics are included in the courses for coverage for the period allocated.

Overall, the present curriculum of the CCA/Diploma appears to be serving the needs of the movement very well. College administration indicates that the present curriculum is in the process of revision and that a revised curriculum is forthcoming. Comments will be made on the procedure for revising the curriculum in the general conclusions section of this report.

3. CBM I

It should be pointed out that the number of former CBM students occuring in the survey was small, a total of seven. CBM II & III are not evaluated since they are not offered at present. Seventy-

four percent of the students rated the selections of materials very good. Eighty percent rated the lecturer's knowledge and mastery of subject matter very good and 74 percent indicated the ability to relate theory to practical application very good. These reports by students would suggest, from their viewpoints, that CBM I is a very useful practical course. However, the small number interviewed must be considered.

In contrast with these findings, 71 percent indicated that the course was too short, which is somewhat surprising in view favorable evaluations. However, the same students indicated that 21 percent of their classes were cancelled which could be a significant factor in the feeling that the course was too short. Because a course was not in session, evaluation is limited to the materials and curriculum and interviews with lecturers.

J. Factors Affecting Lecturer Retention and Teaching

Lecturer retention and replacement appear to be a serious problem for the College. Most Departments are operating with one or more positions vacant. When a lecturer leaves the College, the position is filled by the Public Service Commission who advertises and recruits for the vacancy, a procedure which often takes more than a year. The College cannot recruit and hire lecturers as a division of the Ministry of Cooperative Development. The Ministry attempts to overcome this problem by seconding people to the College. Secondment, apparently, is a common practice in Kenya.

Secondment is a process where the Ministry of Cooperative Development or other Ministries assign a qualified person to the College to fill a position on a temporary basis. While in this status, a person is merely working at the College with no tenure, opportunity to be promoted, etc. If they like the position and want to stay, they may apply to the Public Service Commission like any other applicant when the PSC opens the position. A position may be vacant for a long period of time before recruiting begins. For example, one lecturer on secondment has been with the College for nearly two years and the position is yet to be opened and the recruiting process begun. Nearly every department has one or more lecturers in this category. Although the Government of Kenya is to be commended for developing a system to prevent many of the abuses of government employment prevelent in other countries, the College's operation would be considerably enhanced if a way could be found to speed up the process while retaining the goals of the system.

Although some lecturers have been on a permanent basis with the College for seven or more years, the average appears to be two to three years. Many leave for private employment where salaries are reported much higher than at the College. With the procedure for filling vacancies, the College must live with a reoccuring problem.

A contributing factor to lecturer retention and productivity is a Kenyan Government policy that prohibits government employees from sharing in the income from books written by government employees. The policy effectively restricts the writing and publishing activities of the College and lecturer staff as there is no economic incentive to put forth the extra time and effort required for publication.

As a result, the College staff has not authored or published text books dealing with Cooperative Accountancy, Bookkeeping, Law or Management. There are no texts by Kenyan authors dealing with the subject. Modifying this policy to permit Cooperative College employees to publish in their field of expertise could help alleviate the lecturer retention problem, provide an incentive for lecturers to develop needed text books and published manuals, raise employee morale, enhance the reputation of the College, and could be structured to provide a source of income for the College and the individual lecturer.

An additional factor assisting the retention of lecturers at the College is educational leave. Several lecturers of the various departments are on educational leave at the same time. Leave varies fro. short periods of time for short courses and seminars to more than a year. This practice is highly commendable.

Apparently there is no established policy as to the exact number of lecturers that may be on leave from a department at any one time. Instead, it is taken up on an individual basis, and if it is felt that granting such a request would make the number on leave excessive, that lecturer's request is denied until others return.

It appears desirable to have a definite policy for all departments in this respect to assure that teaching commitments of the departments are met for the various courses so as to prevent cancellation of classes. Such a policy need not be restrictive, but being definite, could contribute to operational efficiency.

K. Education Media Services Department

The Education Media Services Department comprises the following areas: Production Section (Printing and Graphic Design); Library Section; Audio-visual Aids Section; Cooperative Section and Radio Section. The department is headed by a senior lecturer.

Support staff consists of the Production Section with one graphic designer and nine people in the print shop (10 total), the Library Section with three clerks plus part-time help, one audio-visual aids specialist, five people in the correspondence section and a radio section with two personnel. The education media services then consists of a minimum of 22 people with other designated posts not filled. Mr. Kigwi sees the educational media area functioning in the three areas of technical (Creative) work, administrative work and service work.

Each section is described as a separate entity with individual observations, evaluations and then recommendations followed by a collective review of the entire education media services department.

1. Production Section

The production section consists of the printing of educational material such as class handouts, administrative printed material, college printed material, course textbooks and correspondence textbooks. The graphic design personnel assist with the visual and graphic productions for these publications along with other college graphic design material.

Present equipment consists of an offset press, spirit duplicator, paper cutter, thermofax machine, IBM selectric (typeset) typewriter and other small pieces of printing and graphic design equipment. Observation suggests that the quality and quantity of production is lacking. This can be explained by: poor quality of printed masters or plates, poor quality paper for printing, inadequacy of present equipment. Lack of knowledge and expertise of present staff, lack of funds and lack of commitment to the function of serving the College instructional operation may also be a consideration.

To correct these inefficiencies it is recommended that a thorough study be made of long range needs and then appropriate facilities, equipment and trained personnel be acquired for the production area. An equipment list has been prepared that could be a starting point for consideration (offset press, paper cutter, perforator, stitcher, bookbinder, camera for reducing/enlarging, processing sinks, mounting film table, printing drum frame, IBM electric composer (word processing unit), Xerox copier and 3M Thermofax . Upon completion of long range planning appropriate equipment could be selected. It is highly recommended that all equipment be purchased in Nairobi for ease of repair and maintenance. It is also recommended that the production section adapt a more service minded attitude and the personnel either hired or trained to perform the specific needed functions.

It would also be advantageous for the graphic design artist to give in-service sessions to the lecturers on his capabilities. Due to the lack of literacy of the Kenyan population, there is a need for a continued training in-service program to take place for the improvement and uses of visual aids in the instructional process.

Consideration may be given to having the graphic design person assist in lecturing for the Business Communication Course. The students could then be exposed to visual aids, their utilization and production for cooperative training. In addition, the incorporation of audio-visuals, writing, and various other types of communication media (radio, audiotype, posters, photographs, slides) could be part of the total communications course.

2. Library Section

The Library Section consists of three personnel plus additional staff for days of longer hours of operation. The library is on the Dewey Decimal Classification System, plus a subject/author/title catalogue is provided. Most material appears to be catalogued correctly. Holdings are 8,000 books of an estimated 6,000 authors. Also, approximately 33 periodicals are subscribed to and a total of 4,000 journals of back issues are catalogued. The library also subscribes to the two Nairobi newspapers.

Student check out procedures are followed with two weeks permitted for checkout of a maximum of four books. Daily records are kept and it is estimated that around 20 titles are checked out per day. Students have ample room for reading. Tables are provided for research areas.

It appears that the present holdings represent a basic collection that is functional for the College operations. However, adequate funding should be provided to purchase updated/revised copies of cooperative educational material and current textbooks. Also, funding should be provided for the purchase of multiple copies of heavily used reference material and material (such as textbooks) to support all course offerings.

The present staff lacks the necessary educational background to assist in the selection and acquisition of library materials. It is strongly recommended that qualified library personnel be hired and the library be funded adequately to provide a teaching and resource collection for the Cooperative College, Ministry of Cooperative Development, and other cooperative organizations in Kenya.

For future expansion the library and audio-visual area could combine these material holdings into a learning resource concept. Then, all print and non-print material could be housed in one central location and space provided for both student's and lecturer's use of these resources. The addition of carpeting, study carrols and various audio-visual equipped carrols could be valuable to encourage student/lecturer utilization. Study carrols are usually a table or desk surrounded by partitions on the front and sides of the desk or table to cut out view of other actions going on in a room that would disturb study and concentration.

3. Audio-visual Aids Section

The audio-visual aids section is staffed by one person and provides audio-visual equipment for classroom use. The person also assists in the development of audio-visual software material (mainly transparencies and slides), and the scripts for the slide programs. The audio-visual department, and its equipment and

materials are not utilized to the degree it should be for the College. This may be due to the lack of visual/audio experience of the Kenyan people. Also, it may be due to the lecturers' not being trained nor feeling confident in the use of audio-visual materials in their instruction.

Present equipment (six overheads, three slide projectors, two 16mm movie projectors, three reel to reel tape recorders and one portable screen) is adequate for present usage. However, consideration should be given to the installation of permanent movie screens in each classroom, plus ensuring that all classrooms can be adequately darkened. Several classrooms lack drapes or functional darkening devices.

There is a need for the audio-visual personnel to present in-service sessions to the lecturers on the utilization, selection, production and evaluation of audiovisual materials and equipment.

Additional equipment requests should be considered for the purchase of a 35mm camera, camera copy stand, flip charts, epidiascope, cassette recorders, thermofax transparency meter and other production supplies. Adequate funding should be provided for the purchase of consumable items (transparency sheets, 35mm film, lamps, markers, etc.) and the purchase/rental of audio-visual materials (16mm films), slides, cassettes, filmstrips. As utilization increases, additional funds will need to be provided for the purchase of new and replacement equipment. There is also need to employ staff that possess the skills to operate an audio-visual department.

4. Recording Facility and Radio Section

The Cooperative College has a recording studio to be used to produce broadcasting-quality tapes for use by the Kenyan radio stations. These programs are intended for educational and public relations purposes. The material published by the College indicates that students will be trained in production of public relations and educational material and it is assumed that this facility would be used in the training process. No courses on training activities were identified or observed by the observation team.

The studio is equipped with a master tape recording machine, two turntables for disc records, two tape players and one cassette player. These items appear to be good equipment and function properly. The balance of the equipment and facility need some modifications.

The radio section is staffed by two personnel, who both are of a writer/producer background. The main function of the radio section is to produce radio programs to support the two correspondence courses. They presently write the scripts which are then taken to the Voice of Kenya for talent and audio-tape production.

Presently one script is written weekly for airing at two different times. Each nine weeks the weekly program consists of one program, to support each unit of the correspondence courses. After nine weeks the other course is presented.

The scripts are written or reworked from prior scripts. Scripts viewed by this author were produced in an acceptable manner.

The present radio studio (donated by Nordic funds) is not operational due to malfunctioning of equipment and the acoustics of studio and control room. A reputable audio acoustics firm with qualified engineers and technicians needs to be employed to correct these problems. Present equipment and building facilities will need the following alterations:

- The recording studio walls and ceiling should be covered with an effective sound proofing material.

- The recording studio should be partitioned into smaller areas by use of acoustical drapes.

- The window between the recording studio and the engineering area should be sound proofed.

- The floor of the engineering area should be carpeted for noise dampening effect.

- The wall between the recording studio and the engineering area should be covered with appropriate proofing material on the engineering side for sound deadening.

- The present hand-made amplifier, patch board and mix board should be discarded. A new mix board complete with self contained amplifier, V.O. meters and monitoring jacks should be purchased.

It is recommended that the word radio be removed from the title of this facility and it more properly labeled audio-production studio. With the concept of an audio facility, many other productions could be completed to support classrooms, public relations, and other audio/radio support of courses.

The audio studio also could be utilized as a teaching facet of the Business Communication Course. Students could practice writing, producing, etc. of audio tapes for radio use and cooperative education. The proper operating facilities and trained staff could add to the total cooperative education program.

5. Summary Recommendations

After reviewing and observing the facilities, activities and personnel of the Education Media Services Department, the following is suggested for the improvement of the training at the Cooperative College:

- The organization of the Department is around functional areas. It would be more functional for the Department to be organized in the following fashion for efficiency and effectiveness with a particular emphasis being given to providing services to lecturers and students.

- Printing section would perform only printing fuctions.

- Library - Audio-visual (Learning Resources Section) would perform only the distribution of equipment, printed books, and non-print/audio-visual materials. All materials would be catalogued and equipment inventorised and circulated from learning resources section.

- Production section could also be called creative services. It would include the following functions: writing, graphic design, audio/radio production, visuals produced and other creative work. This section would work with the lecturers in the production of materials to support instruction in the classroom, correspondence courses, public relations, textbooks, etc. Present personnel in radio audio-visual and graphic design could be incorporated into this area. Also the addition of a curriculum/instructional design person could be incorporated into this section.

- Correspondence section would administer and operate the functions of correspondence. Course development could be partly done in this section assisted by the production section and outside lecturer assistance in the development/writing of correspondence courses.

The funding of the Education Media Services area needs to be increased to meet the demands of inflation and needs of the College. Service areas of an organization are often curtailed when funds are short only to realize later that the functions and efficiency of the total organization has suffered as a result. The Education Media Services area needs adequate funds to purchase new capital equipment, maintain present equipment and purchase expendable items such as supplies (paper, transparencies, overhead markers, art supplies, audiotape, camera films and other printing/audio-visual instructional supplies). Adequate funding is greatly needed for maintaining for purchase of new books and replacement of old ones in the library area. Funds also need to be delegated for the purchase of commercially prepared audio-visual items.

The Education Media Services area needs to employ trained professionals in the various functions, and there needs to be an ongoing in-service training of present personnel. There should be adequate funds provided for continued training and higher levels of Education Media Services.

The title of the department - Education Media Services - indicates that a service function is to be provided. Present conditions indicate that this attitude does not exist. With the prior three

areas corrected, there will still be need for this Department to develop the attitude that the reason for the Department is for the purpose of providing services to students, lecturers, college and cooperative education in Kenya. A continuing in-service program given by Education Media Services staff for lecturers needs to be organized and planned to provide lecturers knowledge and understanding of how to use and apply the services of the Education Media Department to improve the effectiveness of their teaching. The Education Media Service Department needs to realize that only through service can it truly assist cooperative education in Kenya.

Present facilities lack items to properly use media, i.e., blackboards inadequate, rooms have light problems due to inability to darken rooms due to no drapes or malfunctioning drapes, lack of library books and lack of books for particular topics.

Facilities should be designed so that the learning resources area serves as the hub for all education in the College, and will adequately provide for the long range planning of the College. Adequate space should be given for the design and production of materials.

L. Proposed Research Unit

The need for a research unit attached to the College was recognized a number of years ago and was spelled out in Sessional Paper No. 8 of the 1970 Cooperative Development Policy. Two people from the Department were sent abroad to train for positions in this unit, but upon return, were posted to the field.

The establishment of such a unit is critically needed by the College as a partial solution to some of the problems of quality, practical education, and would be an invaluable asset to both the College and the movement. However, great care must be given to carefully spell out the functions for which it was developed, and does not develop into an academic, theoretical research unit.

The functions of the Research Unit should be twofold. The primary function should be to conduct practical, operational research in the movement to help the unions and societies solve serious operating problems. For example, this could be a study of specific marketing problems of pyrethrum or maize unions, financial problems of rice marketing unions and societies and studies of operational efficiency in management and related areas of accounting.

The second function of the Research Unit would be for the improvement and development of teaching through practical illustrations and exercises for the students use that demonstrate the practical application to the movement. This would supply the College with up-to-date education and training materials.

This would not be the primary function of the unit, but would be a by-product or spin-off from the primary function of the unit. It is believed the primary function of operational research into the major practical problems of the movement will produce a sufficient flow of materials to the teaching departments of the College to provide continuing improvement of teaching and updating of practical educational and training materials. To assure this accomplishment, a special educational design specialist is suggested to be a member of the Research Unit. The need for this position is discussed later in the section dealing with staffing.

A paper (CEM 0925) "A Proposal to Open a Research Unit," at the Cooperative College of Kenya discussed further the need for a Research Unit and a second paper (CAD 0934) "The Cooperative College of Kenya - Expansion Program Draft 1980," includes a section on staffing of the proposed Research Unit. The proposed staffing for the Research Unit includes a Research Officer I and a Research Officer II. To accomplish the mission and the twofold function of this unit, the following staffing positions are suggested:

Educational Design Specialist	1
Research Officers	2
Present Lecturers at the College	(all lecturers)

The two Research Officers in the Unit should be trained technicians, skilled in research methodology, trained in statistical methods and techniques, capable of conducting of research in the field, (gathering of data, etc.), and capable of training enumerators and others to gather research data from the field. Their primary function would be to conduct the actual research, gathering and processing data under the supervision of the lecturer in the area under research, and to work as a team with lecturer in analysis and interpretation of data, and drawing conclusions and recommendations.

The Educational Design Specialist would be a person trained in the design of educational materials, capable of recognizing the educational potential of research data, and would work closely with lecturers to draw data from operational research projects for design into practical educational material and exercises for use in the classroom.

The lecturer's role in the Research Unit would be to provide the ideas for research projects in the field, work with the Research Officers in designing and implementing such projects, assist the Research Officers in the gathering and supervision of the collection of research data from the field, and have major responsibility for interpretation of analyzed data. The latter function would provide lecturers with direct contact to the movement and an opportunity to exchange ideas with the movement concerning the operational problems experienced. This should provide lecturers with more awareness of the current operating problems the movement is facing and provide ideas for changing the emphasis in the subjects they teach.

The proposed operational organization chart for the Research Unit follows:

MOCD

RESEARCH ADVISORY POLICY COMMITTEE
8 MEMBERS (7 Voting)

VICE-PRINCIPAL &

DIRECTOR OF STUDIES

RESEARCH UNIT
OPERATIONS

EDUCATION DESIGN SPECIALIST
RESEARCH OFFICERS (2)

DEPARTMENT HEADS
ACCOUNTING, MANAGEMENT
& LAW

LECTURERS
ALL DEPARTMENTS

Membership of the Research Advisory Policy Committee would be made up of eight members and one Ex-Official Member composed of the following organization: Cooperative Movement - Three members (KNFC - 1, Union Managers - 2, one from a Union dealing with major crops - pyrethrum, maize, cotton, rice, etc., and one from a Union with a Union Baning Section), the MOCD - Director of Manpower and Training Division as a Permanent Member, one from the University of Nairobi, and three from the Cooperative College - two regular members and one Ex-Official Member (Vice-Principal - Permanent Member), one Department Head, and the Research Unit Operations Director - the Ex-Official Permanent Member.

The Vice-Principal of the College will be a permanent member of the Research Advisory and Policy Committee and will serve as its chairman.

The Education Design Specialist will serve as Operations Director of the Research Unit, as an Ex-Official permanent member (no voting power) of the Research Advisory and Policy Committee, and as its Secretary.

The structure of the Research Unit has been designed to assure the accomplishment of its mission of serving the Cooperative Movement of Kenya as its primary function and using the by-product of this function to provide improvement to the Cooperative Education and Training Program of the Cooperatives as the way to accomplish the secondary function. It is believed that the proposed structure will accomplish this purpose and prevent the Research Unit from drifting in mission toward theoretical, sophisticated research which may be useful from a general policy standpoint, but has little practical, operational application for the movement.

The size of the Committee has been limited to enable it to be an operational functioning committee to assure that the Research Unit continously pursues its primary mission. It is hoped that this concept

can be preserved over time because large committees tend to become cumbersome and require longer periods of time for making decisions.

The general administrative guidance will be provided by the Research Advisory and Policy Committee. This is composed of organizations most interested in and involved with the College. The Committee's functions are twofold: First to advise the Research Unit on problems needing research that have been identified in the movement as serious problems. Secondly and more important, to establish the broad general guidance policies to assure that the Research Unit pursues its mission.

It is naive to assume that the Committee in the future will not expand. The growth trend of the Kenyan Cooperative Movement will require the expansion of the Committee to adequately represent the different aspects of the movement and the educational and training program at Cooperative College. It is recommended as this need develops, the Committee be expanded only in the movement representation and not in the other organizations on the Committee - unless the new organization has a definite interest in and involvement with the College. Logical additions to the Committee from the movement as it grows would be Saving and Credit Society representation and Consumer Society representation. The Operational Management of the Research Unit would be provided by the Operations Director jointly with the Department Heads of the Accounting, Management and Law Departments at the College. Actual conducting of the reasearch and gathering and processing of data would be under the supervision of the Operations Director with the assistance of the lecturers concerned with the specific areas of research related to their areas of expertise.

Lecturers and the Operations Director would jointly design and plan research projects identified from the movement with the technical assistance of the Research Officers. For example, if the problem was principally in the field of accounting, the Accounting Department and lecturers most knowledgeable with the area would jointly plan and design the research project with the Research Officers or officers, and assist in the analysis. The lecturers of the Accounting Department would have primary responsibility for the interpretation of results.

The Operations Director, in addition to supervisory functions, would have a primary responsibility of identifying research data from the various research projects being conducted by the Research Unit that have potential for classroom examples and exercises, call these to the attention of the lecturers in whose subject area they would apply, and to work with the lecturer in designing these materials for reproduction by the Production Department for classroom use. A lecturer, in turn, desiring materials for classroom use, could inform the Operations Director of these needs, and he would be alerted to try to identify suitable materials for this purpose.

No attempt has been made in this evaluation to provide budget estimates for such a Research Unit. Certainly, the budget will need to include funds for travel, salaries of the Unit, travel for field research including lecturers, and equipment such as calculators and hopefully a Computer Unit to facilitate rapid processing of research

data for analysis. Likewise, as need occurs to expand the Research Unit as the movement grows, the logical expansion would be in the number of Research Officers. The recommendation concerning the Research Department presupposes that lecturer staff will be at a capacity sufficient to provide the planning, design and subsequent interpretation of research results for the areas identified as needing research. Vacancies or shortage in the area of expertise needed would hamper initiation and continuation of research.

M. General Appraisal Comparison of Courses Offered by the College

The objective of this section is to provide a general comparison and appraisal of the regular courses offered at the College in their relationships to one another. This comparison should be useful from an overview standpoint into providing possibly needed general adjustment not readily observable from an individual course and subject approach.

1. Banking Clerks Course

A three week course for Union Banking Clerks is offered twice a year in three Provinces; Eastern - Embu, Central - Nyeri and Nyanza - Kisumu. The course is reported to have an average attendance of 20 resulting in 120 participants yearly. The primary lecturers are the A.C.O.s and Banking Secretaries, although there is frequently involvement of the Credit Secretary and the Union Manager. The Banking lecturer from the Cooperative College is supposed to attend for the final week, but he rarely does due to time and transportation constraints. This course is a prerequisite for CBM.

The course syllabus appears to be well designed although there may be some questions about the necessity of providing 15½ hours of managerial and organizational theory at the beginning of the course. The 1977 Banking Manual is used as a reference. There is no structural lecturer's guide, student text or structured work activities provided. The syllabus is the only guide to the instructor. The lack of pre-prepared lecturer and student materials results in:

- Lack of course coordination between lecturers and courses.

- Inefficient use of time and duplication of efforts among lecturers.

- Lack of effective and efficient learning by students due to lack of properly designed problems and work assignment.

- No assurance that all areas in syllabus will be covered.

- Use of inconsistent material.

An instructor's guide complete with a participant handbook should be prepared. A uniform set of problems should be developed to assure all participants are able to perform all the required tasks. This would assure coordinated and efficient training is performed with each course.

Constraints to existing program: In addition to the items noted previously, the following constraints have been identified:

- Lack of enthusiastic Union support.

- Inadequate financial support from Unions, Societies and Ministry.

- Lack of trained lecturers at field locations.

- Inadequate time for course design and monitoring by Cooperative College.

2. Tellers Course

A three week seminar for bank tellers is held annually at the Cooperative College for 25 participants. The teller's primary functions are to give the customer authorized loan funds and savings withdrawals and receive savings deposits. Excessive time is spent in theoretical management, organizational structure and procedures not related to the teller's functions. This has resulted in an excessively long course and duplication of material offered in the "Banking Clerks Course," which is prerequisite course for entry into CBM.

Like the "Banking Clerks Course" there is no structured lecturer's or students' guide for structured work problems. If these are developed this course could be decentralized. The course syllabus is the only guide and each lecturer is left to designing their own activities using the Banking Manual as a reference.

3. ABM I

ABM I is the beginning level course whose objective (aim) is to provide knowledge in the area of Administration, Bookkeeping, Management and Law for Union/Society Managers, their assistants, bookkeepers and cashiers.

Decentralizing ABM I training is conceptually sound, but limited observations, interviews at the College and in the field reflect that implementation experiences a number of constraints. Among these are inadequately trained and experienced lecturers (instructors), lack of a detailed instruction guide, lack of a students' study guide (which includes structured problems) and the need for administrative and internal control to assure that content and quality of instruction is of the level maintained at the College. The reason

for this is obvious since ABM I is the prerequisite for ABM II, at the College. A report of further investigation into decentralization, conclusions and recommendations is discussed later in this report.

4. ABM II

ABM II is the second level course for participants completing ABM I. The subjects are essentially the same as ABM I, except that General Principles of Law is added. All subjects are covered at a higher level, unless students from decentralized ABM I need further preparation. General observations concerning ABM II are as follows: The time for the course is inadequate to cover the syllabi for Principles of Accountancy and Cooperative Accounting. The syllabi for the two Law subjects are relevant, but teaching in the classes presents material and cases not relevant to cooperatives.

5. CCA/Diploma I

The aim of the third level CCA/Diploma I course according to the syllabus is an advanced course in Middle Level Management for the movement (in-service) and the beginning of the first course for pre-service Ministry staff. The education level minimum for the Movement in-service personnel is Form 4 (completion of elementary education) and for Ministry staff is Form 6 (completion of secondary education). Both courses cover the same subjects, but in the Diploma course for Ministry staff the subjects are more comprehensive than in CCA. A difference appears justifiable due to the disparity in students' educational attainment levels.

General observations for the Management Department's subjects in this course are discussed later under general comments accompanying the discussion of Diploma II and apply to the Management Departments' teaching in all courses. The time appears adequate for covering the accounting syllabi. However, topics included in E2 - Accountance appear largely irrelevant to cooperatives. (See earlier section of this report dealing with accounting departments instruction by course and subject for details.)

The reviewers feel that the teaching of the Law Department in these courses needs separate discussion. The subject of Commercial Law is presently too broad and beyond the scope needed by cooperatives in their normal operations. It seems to the reviewers as they examined the law curriculum in all the courses, the Law Department needs to reexamine their teaching objectives.

When legal questions arise, the ordinary individual engaged in business, regardless of his knowledge of law, has no alternative but to contact a lawyer to handle these matters for him. Therefore, it appears to the reviewers that the Law Department should seriously consider not teaching students the details and intricacies of the law, but rather teach them an awareness of laws affecting their

cooperatives and their individual functional responsibilities. The objective of such an approach is to make the students aware of the areas of cooperative operations that can cause legal problems and know when the cooperative organization needs to contact a lawyer to assure that proper legal procedures are followed.

The concept here is the same as applied in preventive medicine - "an ounce of prevention is worth a pound of cure." A cooperative that contacts a lawyer when a legal problem is anticipated may prevent or avoid the problem. Waiting until the problem occurs can be extremely expensive, time consuming and can even damage the financial stability of the cooperative.

6. Diploma II

The aim of Diploma II as stated in the syllabus is an advanced course in cooperative management for pre-service employees of the cooperative department only. In general, there is inadequate time to cover the entire accounting syllabi.

The syllabus on Taxation covers the entire Kenyan business sector, including cooperatives. The reviewers question the need for this in general and specifically for students. It would appear to be a much better use of time to mention this subject briefly in CCA/Diploma course, and to later offer a short course or seminar on taxation as it applies to cooperatives (cooperative taxation) only for employees of the movement and the Ministry specializing in this area.

The Company Law subject in Diploma II appears irrelevant in terms of duplicating areas covered in commercial and cooperative law, and irrelevant to the needs of employees of the movement. It is suggested that this subject be eliminated, and any relevant topics applying to cooperatives be included in the subject of Commercial Law.

7. CBM I

CBM I is a complex and broad based three month course for Rural Banking Clerks and Tellers. It is excessively broad for the activities and entrance level education of the participants, and should be redesigned to provide education in the functional skills necessary for the participants. Material relevant for this course would be:

- Principles of Accountancy,
- Cooperative Accountancy,
- Commercial (Coop) knowledge, and
- Cooperative Banking.

An additional course could be presented for Assistant Banking Secretaries, Chief Cashiers and Banking Supervisors and Managers dealing with Economics, Management & Cooperative Law.

Specified educational needs of each group of employees should be identified and documented, and courses designed to meet those functional needs. An additional CBM course should be designed to meet the needs of the Urban Credit and Savings Societies.

The instructional quality of this course is open to some question. The student survey disclosed that this course had the highest percentage of classes missed by instructors at 21 percent. This may have influenced the response when respondents indicated that the class was too short. CBM I did relate well to the practical needs of the respondents and they felt the instructors had a high degree of subject knowledge.

8. CBM II

CBM II is an advanced edition of CBM I for Rural Credit and Savings clerks and tellers. The evaluation of CBM I determined that it was above the educational level of these people and contained a significant amount of material irrelevant to their functions. The same is true of CBM II only more so. The necessity of the course should be reevaluated. If an additional course beyond CBM I is necessary, it may be a refresher or specialty course rather than additional conceptual theory in economics, law, and management. Higher level courses in management could be designed for society and union banking managers, if necessary. CBM II is designed to provide such information that can be used only outside the cooperative field. The use of the time required for providing such a broad training is questionable when it is not applied and used in work in the field of cooperatives.

9. CFM

Since this course is a highly technical course and different from the rest of the College courses, it is appraised separately. The aim of the course is to equip society/union Coffee Factory Managers with the necessary knowledge and skills to enable them to handle coffee factories in the most efficient way. The reviewers view the course as vocational training, and feel that this is necessary and should be taught. However, most of the course is taught at the wrong location, and the time appears too long.

It is suggested that this course be shortened from eight to four weeks and taught in the field at a coffee factory location for three of the four weeks. It is believed that the coffee factory location is ideal for the technical aspects of the course for the following reasons:

- There would be a minimum capital investment in equipment and facilities for the Kenyan Government and an operating factory provides the opportunity for practical on-the-job training under the supervision of an experienced manager. Payment could be made to the union for the use of the facilities and the Manager's time and the training could be fitted in the factory's slow period of operation when limited supplies of coffee are delivered to the factory. A union factory could be selected that is well equipped and efficient in operation.

- The factory location would enable students to gain practical experience in operations and maintenance of machinery and equipment when the factory was in operation. On the days that the factory was not operating, they could gain experience in repair and maintenance of machinery and equipment (removing hulls from the water pumps, servicing and repairing the engine, huller, drying tables, fermentation equipment, etc.) Instruction on grading could be provided on slow days and the students provided opportunity to practice and observe when the factory was in operation.

- Instruction could be provided on slow days during the three weeks period on design of buildings and facilities, drying tables design and construction, pollution, fermentation, safety, etc. Instruction in these subjects could be provided by representatives of Kenyan Coffee Marketing Board and other organizations working with coffee that have the technical knowledge and expertise in these areas.

- The one week portion of the course dealing with other subjects would be taught in the field at Union Headquarters or other suitable facilities nearby and would cover the subjects of management and personnel management, but only those areas relating to effective working relationships between a supervisor and his employee, such as the supervisor of a labor crew and the laborers. Training the Member Transaction System needed for recording of member deliveries could also be done during this period.

Since the coffee factory is an assembly, processing and receiving station for the Union before the product is transported to the Coffee Marketing Board for further processing and marketing, it is believed that this would be an effective way of providing the training needed at this level of operation. It would help alleviate the space problem at the College and would require little or limited personnel input from the College.

10. General Comments and Suggestions

The comments and suggestions that follow are intended as a summary to this section on Appraisal and Comparison of Courses offered at the Cooperative College of Kenya. A section at the end of this report dealing with "Conclusions and Recommendations" will cover general conclusions and recommendations. For more specific conclusions and recommendations, the reader should go to the more detailed sections of the report covering the particular area or topic.

Management is a diverse, and complicated subject that applies to all areas of cooperative operations. The Team recognizes this and in appraising the courses at the Cooperative College delayed in its appraisal of the Departments' teaching in the courses at the College. In general the curriculum taught by the Management Department seems quite relevant to the aim and purpose of the various courses. However, in the time available to the Team, it was not possible to appraise all of the subject areas of management to determine if more detail was being taught than was operationally needed by the movement.

Therefore, it is suggested that the Management Department and the other two teaching Departments at the College reappraise their teaching at the College, currently and on a continuing basis on the fundamental concept of what the student "needs to know" to be effective and efficient in the position for which he is being trained. The practice and application of this concept or principle in education can focus on the most critical need and eliminate unessential detail which is not needed to function efficiently. All teachers or lecturers need to ask this questions of themselves daily in teaching in their respective fields.

More speficifally, it is suggested that the Management Department critically examine the subjects taught in each course at the College. It is suspected that some of the detail could be eliminated which could shorten the time required for teaching, permit coverage of topics omitted because of lack of time, and permit more comprehensive coverage of the most important subject topics. These comments also apply to the Accounting and Law Departments.

In the subject of Personnel Management the curriculum adequately covered the topic areas that the head of the Personnel Department of a cooperative needs to know. However, it appears that more attention needs to be given to the role of the general manager in this area, particularly in his overall role as a leader and motivator of people. Perhaps this aspect will be better covered in a follow-up course or seminar designed for managers discussed later in this section.

There is a need for the College to develop a course that trains trainers. People (provincial & district training officers, CEPOS and movement people) should be able to attend a course at the Cooperative College that will equip them with the skills of: Instructional Techniques; Effecitve Use of Audio-Visual Aids; Course Design; Task Analysis - Identification of Educational Needs; and Instructional Writing. These skills are necessary for the course leaders of the decentralized courses and seminars. These people could then also assist in identification of educational needs, task analysis and course design activities in conjunction with the College staff. This is needed if effective education is to reach the people who need it.

After examining the courses at the College, the reviewers have concluded that there is need for a follow-up course or seminar to the CCA course for managers in the Movement who have completed CCA. This would bring managers of unions and societies more in-depth training in the management functions of Planning, Organizing, Directing, Coordinating and Controlling. This could be a one or two week seminar or a series of progressive seminars and workshops, depending on the level of management involved. Following completion of these seminars, consideration should be given to a refresher short course or seminar updating participants every three or four years as appropriate on developments which occured since the previous seminar.

An area of emphasis that appears to be lacking in the Management Department is the functional relationships between the Manager and Managing Committee in Planning, Organizing, Directing, Coordinating and Controlling. This is one of the most critical relationship areas in the management of cooperatives and the source of many management problems of cooperatives. It is usually due to the failure of the manager to clearly understand his role and functions distinct from that of the committee, and the committee's failure to understand their role and functions as distinct from that of the manager.

It is strongly suggested that the Management Department give more emphasis to these relationships in the courses at the College. Furthermore, it is suggested that emphasis be given to this relationship in Committee Training Seminars.

The curriculum for committee seminars at the College appears to be very good. In view of the space limitations at the College it is suggested that the concept of committee seminar decentralization be pursued. Much of the subject matter presented in these seminars could be effectively presented at field locations and has the potential of reaching more committee members. However, the reviewers feel that this would not eliminate the need for Seminars at the College.

Committee members need to be aware of the College and the training it does for the movement. A possibility instead would be to restructure committee training at the College for Committee Chairmen only. It would be the duty of the Committee Chairman to report back to his committee on the training and activities of the College relative to the movement. The revised seminars at the College could then be tailored to the needs of the committee chairman and include coverage of the relationships between the Manager, the Committee and the Committee Chairman.

With decentralized Committee Training to the field, consideration could also be given to restructuring of committee training. It is suggested that three levels of training be considered. The first level would be for Committee Members who are on a committee for the first time. The second level would be more in-depth for Committee Members who have had some experience on a committee and who have participated in a first level seminar. The third level

would be an advanced seminar for Committee Members who had completed the first two levels. A certificate or some form of recognition could be given for completion of the third level. Committee Chairmen should be able to participate in all three levels. It is assumed that such training in the field would be a joint effort of the College, KNFC, and the Ministry.

The courses and training at Cooperative College of Kenya are a very high level and appear well planned and designed to meet the cooperative training needs of the movement. If this dedication and efforts are continued in the future, Kenya should continue to serve as an example in cooperative development of what is possible through dedicated effort, commitment of resources, wise and sound planning for cooperatives, and the contribution that cooperatives can make to the economic development of a nation.

V. MINISTRY OF COOPERATIVE DEVELOPMENT

The training of cooperative members, management committee members, and cooperative employees is one of the key services to be provided by this Ministry. The allocation of staff to the Training and Manpower Development Division of the Ministry was recently increased so that 71 professional or sub-professionals (people with at least one year of professional training) are now assigned to this function. Seventeen of these people work in specialized staff jobs in the Ministry Headquarters, 51 are located at provincial or district offices while the remaining three are receiving training themselves.

A. Organization of the Training Activity

The training activities of the Ministry are completely decentralized. Nearly all of the training takes place at a location convenient to the members of staff of an individual cooperative. Most training is presented in a one day format. The result is a very cost efficient training system where a relatively small percentage of the training budget is spent on travel, food or housing.

A district cooperative training committee is functioning in each of the 41 governmental districts throughout Kenya. The committee in each district includes the CEPO or some other representative from each cooperative union, the District Cooperative training officer and the District Cooperative Officer. The committee plans training activities within the district, allocates available opportunities for individual training outside of the district and identifies common training needs of the various cooperatives in the district.

The needs of the various districts are gathered through Provincial Training Committees and finally summarized on a country-wide basis. This system keeps the Ministry Headquarters staff well informed of training needs and activities throughout Kenya.

The Headquarters staff is divided into three sections, Movement Training, Ministerial Staff Training and Cooperative Information. The Ministerial Staff Training Section includes the functions of collecting manpower statistics and forecasting manpower needs for the Ministry and the design and production of training aids.

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The Material Production Unit within the Division of Training and Manpower Development of the Ministry was organized in 1980. This unit of three people has the potential to design and produce high quality visual aids such as slide sets, posters, flip-charts, transparencies and other graphics. However, at this time the unit is not equipped or supplied with the basic items necessary to produce visual aids. Recommendations of equipment, supplies and work space needed to make this unit productive are included in a separate report.

B. Facilities and Resources

The training equipment provided for the professional trainees working within the Ministry is very modest considering the number of people employed and the size of the country they serve. The following list of audio-visual equipment is assigned to the Ministry:

EQUIPMENT	NUMBER
Slide Projectors	13
16mm Movie Projectors	11
Overhead Projectors	11
Generators	13
Slide/Cassette Combination Projectors	1
Cameras (Simple basic 35mm)	13
Movie Screens	11
Blackboards	19
Combi-boards	15

Considering the facts that the training officers are posted in 41 different districts and that transportation and communication are relatively difficult the equipment limitations become more apparent.

The training sessions conducted by the staff members of the Ministry are primarily for the members or employees of cooperatives. Therefore, the venue of the training is determined by the audience to be reached. While local buildings are not always adaptable to the use of projectors during daylight hours and a source of electricity is sometimes a problem, these limitations must be accepted to the existing situation. The Ministry is currently using, and will need to continue to design and produce, poster or flip-chart visuals that are useful under most conditions.

C. Educational Programs and Techniques

Because of the widely decentralized nature of the training activities of the Ministry, it was not practical to investigate the actual conduct of the various programs. For the purposes of this study the committee felt it was most important to gain an understanding of the division of

responsibilities between the Cooperative College and Training Staff of the Ministry. However, the division was not always clearly defined. Appropriate recommended actions are made in this regard.

The Ministry, in conjunction with the various national cooperative organizations and cooperative apex organizations is responsible for a continuous nation-wide program of cooperative member education. To accomplish this the Ministry utilizes radio broadcasts, news releases, agricultural show displays and a large number of local rallies, designated as Cooperative Member Days, which are held at each primary society once per year.

Committee Member Training appears to be an area of activity where the Ministry and the Cooperative College have both participated. The Ministry staff provides one-day seminars at the district level and a one-day introductory training course for new committee members. The College provides a limited number of one-week seminars for committee members. Attendance at these seminars is organized by the Ministry.

Employee training is a more limited function of the Ministry staff. The programs have been limited to occasional one day seminars to inform groups of employees of new programs or to introduce new operational techniques. The Cooperative College has contributed the greater amount of training.

The District Training Officers have been provided with relatively little in the way of program ideas, visuals or other training support. They do have flip-charts and a teacher's guide to help in the presentation of committee member training programs. Material developed by the Ministry with Nordic assistance is of excellent quality and appears to be well designed to meet the existing needs. It is low-cost, very portable, and can be used by the trainer without the need for any mechanical or electrical equipment. It can also be used in any setting with reasonable lighting. Since these training aids can be produced in quantities large enough to supply every cooperative training officer throughout the country there is no need to arrange transport after the initial distribution of the material. Perhaps this type of training material can be produced for other programs to be implemented throughout the country by district training officers.

D. Scope of Training Activity

During 1979 the Ministry training officers working with the Cooperative Education and Public Officers of cooperative unions provided training on 1,408 occasions to members, committee members or employees of cooperatives. A total of 156,338 individual contacts were reported through the various activities. However, because of the large numbers in attendance at some of the functions, the number of contacts is considered to be an approximation.

Cooperative member training was accomplished by holding a "Members Day," which could be described as a rally at individual societies. The goal of the Ministry is to hold Members Day for each society each year. While 993 days were planned in 1979, 662 were held and an estimated total of 143,890 individual contacts were made for an average of 231 at each rally.

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Management committee members were trained through Committee Member Days, a standardized one day program of elementary training for society committee members, one day seminars on special topics were also held whenever needs arise. Through these two methods 9,558 days of training were presented at 574 events. The average attendance was 16.65 committee members per meeting.

Although movement staff training (employee training) is a major function of the Cooperative College of Kenya, a sizeable contribution is made through one day programs offered by the Ministry. As with committee member training, standardized one day seminars are presented. During 1979, 2,896 days of training were given at 212 events. The average group size was 13.6 employees.

E. Summary

The decentralized cooperative education being provided by the Ministry of Cooperative Development is essential to the maintenance and growth of the movement in Kenya. While other groups such as the cooperative apex organizations could eventually assume the responsibility of providing this service, none of the organizations presently have the capacity or resources to provide the amount of training needed. Therefore, strengthening of the present program is recommended.

The use of the district and provincial cooperative committees to identify training needs and schedule educational activities is a particular strength of the present program. Local and regional control of activities and programs should be continued.

The Training and Manpower Development Division of the Ministry could become more effective in its role of providing training resources by organizing a catalogue of training programs, equipment, visual aids, and instruction. This catalogue would be valuable to cooperative unions, cooperative apex organizations and to the field personnel of the Ministry.

Because the district and provincial training officers work independently and are separated geographically from the Ministry headquarters, a greater effort needs to be made to keep the training officers informed of the tools available to them. It is apparent that the training staff both at the Ministry headquarters and in the district and provincial offices are short of supplies and equipment necessary to perform effectively. While available money is always a limiting factor, it is recommended that future budgets concentrate on supplying and equipping the present staff adequately rather than increasing the number of personnel assigned to the Training and Manpower Development Division.

The high turnover rate of staff members appears to be a problem in this Ministry as it is reported to be elsewhere in the government and results in a disproportionate amount of time and effort being spent in training the staff of the Ministry rather than in training staff for

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the movement. It was not the purpose of this study to evaluate the civil service policies of the Government of Kenya but a conclusion that the government salary level and policies on promotion are a limiting factor in building a highly effective training organization within the government was readily apparent.

Continual attention should be given to coordinating the functions of the Cooperative College of Kenya with those of the Ministry of Cooperative Development. Elswhere in this report a recommendation is made that the mission of the College should be clarified. After defining the role the Cooperative College is to play in providing cooperative education and training, it will be advisable to reevaluate the programs being provided by the Ministry in order to eliminate duplication and so reduce serious gaps in the overall training program. The recommendation is made that an operational committee be formed to provide closer coordination of functions and sharing of resources between the College and the Ministry.

VI. THE COOPERATIVE MOVEMENT

A. Unions and Societies

Cooperative training within the movement is centered around the District Unions. All training must be approved by the District Cooperative Officer (DCO) and the District Training Committee Leadership. Most Union training programs are provided by the Cooperative Educational and Publicity Officer, (CEPO), who is an employee of the Union. He is responsible for the functions indicated in his position title. The district and provincial training officers of the Ministry of Cooperative Development serve as resource people and offer assistance in the presentation of most programs.

Training for the individual members of the various cooperative societies is normally accomplished by holding one day "Members' Day" sessions. These meetings provide basic cooperative information and are held either at the District Union or at a suitable meeting hall convenient to the primary society being served. Special committee member training sessions are held in addition to the membership sessions.

A limited amount of employee training for the staff members of the societies and unions is also provided within the movement. However, neither the CEPOs nor the Ministry training officers are qualified to provide the technical training necessary for staff members. Therefore, most of this training is accomplished by assigning individual employees to attend courses or seminars offered elsewhere.

The frequency of local training programs depends on the following factors: funds available; availability of meeting rooms; farmers seasonal work situation and resultant ability to attend workshops and training programs.

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The DCO and CEPO prepare a semi-annual training schedule covering the proposed programs for that period. A typical union schedule, which was reviewed, provided for 12 one-day seminars for members during the past six months.

District Union managers, some assistant managers, auditors and others at the management level must rely on the Cooperative College and the Ministry for cooperative training. KNFC and ACOSCA also provide some specialized seminars and workshops.

The Nordic project, in conjunction with the Ministry for Cooperative Development, conducts two, and sometimes three, four-week Management Seminars each year. These seminars are held in either the Kenya Technical College or a local hotel. Most of the participants are District Union managers along with a few officials from the Ministry. Invitations are sent to approximately 40 selected participants. Between 20 and 30 persons actually attend.

The Cooperative College stands out as the major focal point of cooperative training at most all levels of the cooperative movement in Kenya. This training includes committee member workshops and short term seminars as well as the long term Certificate and Diploma Courses.

For movement personnel to gain acceptance in a Cooperative College course it is necessary for the applicant to complete eight units of correspondence courses and then pass an exam. The DCO and the CEPO will then review the qualifications of the applicants and prepare a priority list of candidates. These officers will submit about 12 names for each two or three seats available at the Cooperative College. The Cooperative College administrators will then recheck the qualifications of applicants and call the applicants for which they have space in the order in which they appear on the priority list.

It is very apparent that only a small percentage of the qualified applicants are ever permitted to attend a course at the Cooperative College due to space limitations. It is also unfortunate that once a student has attended a C.C. course, it is very unlikely that he or she will ever be able to attend a second course or a refresher course.

B. Kenya National Federation of Cooperatives

The education and training program of the KNFC is in the process of being revised. The present staff of two full time Field Education and Training Officers is headed by the Education and Planning Officer for KNFC. Financial problems in recent years have caused the cancellation of most educational activities of KNFC. At the present time the education staff is surveying the needs of member cooperatives. Within two years the KNFC plans to offer an expanded program of training for its members.

KNFC has currently scheduled a Committee Member Training Seminar in each of the provinces of Kenya. These seminars, one week in length, offer training in such areas as Management Theory, The Obligations of a Committee Member, Cooperative Operations, The Cooperative Act and

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Manager-Committee Member Relations. The seminar also provides an opportunity for KNFC to explain its roll as the apex organization for the entire cooperatives movement.

The ACDI Team had the opportunity to observe one of the seminars in operation. The observer was impressed with the participation of the committee members in attendance and the skill of the seminar leader in directing the discussion to very meaningful problems faced by committee members. Nearly all of the participants were chairman of their respective cooperative management committees. This seminar seemed well presented. It would be a valuable experience for every committee member to attend. However, the present training schedule of KNFC will only reach 200 to 300 people per year.

KNFC also conducts informational and public relations programs. A weekly radio program is coordinated with the Ministry of Cooperative Development Information/Radio Section. The program, aired twice weekly, is devoted to current news on cooperatives and to general cooperative public relations and member information. The Voice of Kenya airs the program. KNFC has also introduced the publication of a quarterly newsletter. The first issue was well received. The newsletter will contain general information and public relations material.

The printing facilities of KNFC are quite modern and their capabilities are quite broad. The presses and printing accessories are adequate for most printing needs. KNFC presently prints the stationery for the unions and societies plus all the general business forms, accounts ledgers, and other standardized forms used by the cooperatives.

In summary, KNFC appears to have a small but well-qualified training staff. Their ability to contribute to the overall cooperative education needs of the country will be determined by the funds that their organization can allocate to training needs. In any case, KNFC should continue to help to coordinate all cooperative education and training activities throughout Kenya. The organization is in an ideal position to express the needs of the various cooperatives throughout the country.

C. Kenya Union of Savings and Credit Cooperatives (KUSCO)

On October 3, 1980, the General Manager of KUSCO was interviewed to identify the present training activities and determine the training needs. The present training activities are limited to several uncoordinated seminars for KUSCO staff. Educational needs have not been formally identified.

A number of KUSCO employees attend the CCA and Diploma courses at the Cooperative College. However, these courses do not contain material relevant to the Urban Credit & Savings movement. The manager indicated that the organization sponsors various seminars for society employees. However, there are no organized objectives or documented syllabi. He also stated there were some seminars held for committee members, but

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these were not coordinated and without documented objectives or syllabi. He indicated there was presently no plan for any study to identify the training needs for the Urban Credit & Savings Society or KUSCO employees. The implementation of an organized study (a task analysis) to identify, and document the training needs of the society and KUSCO employees is needed. When completed, the needs should be communicated with the appropriate sections of the Ministry and the Cooperative College. Courses should then be developed to meet the needs.

The Urban Credit & Savings Society Committee Members attend the committee seminars at the Cooperative College. These seminars are aimed at committee members from rural marketing and credit cooperatives. The rural peoples' needs and educational background differ significantly from those of the urban societies. The educational needs of the Urban Committee members should be identified and documented and courses designed to fulfill them.

KUSCO presently has a procedures manual developed in 1975. It has not been consistently used and is presently being revised. The manual could be used as a basis for designing courses to teach procedures to society employees. This area should be researched when revisions are completed. A syllabus was identified using the 1975 manual as a basis; however, no course material was developed and the course has not been taught by the Cooperative College.

In summary, the educational needs of Urban Society and Committee members and KUSCO employees should be identified so that courses can be developed. Not having an active educational program for these people is hindering effective employee development and restricting efficient customer service.

D. The Cooperative Bank of Kenya

The educational needs of the Cooperative Bank are presently being met by a combination of foreign training, training at local banking houses and on-the-job experience. The 20 administrative staff members received training in banking activities at locations in Italy and Great Britain in addition to numerous international seminars. The tellers and clerks receive their specialized training from local commercial banks training courses in addition to on-the-job training. The training needs of this organization are being adequately met at the present time.

The Cooperative Bank is dually organized as a cooperative and as a commercial bank. As such it provides specialized banking services to cooperative societies and unions as well as maintaining accounts for individuals. The bank is presently in the process of opening three rural branches and expanding its staff. While existing training activities are expected to be adequate to facilitate this training,

the Cooperative College could be of some use in the long term. Immediate needs could be provision of lecture halls for use by guest lecturers' training Cooperative Bank staff. Later, depending on expansion of Cooperative Bank, the Cooperative College could be asked to develop specialized seminars for banking people.

Present training needs of the Cooperative Bank are being adequately met. The Cooperative College could function as an educational facilitation by providing training facilities for use by the Cooperative Bank. Long range use of the Cooperative College to train bank employees is indefinite.

VII. SURVEY OF THE EFFECTIVENESS OF THE COOPERATIVE COLLEGE OF KENYA

A survey of former students and supervisors of former students was one technique selected to evaluate the effectiveness of the cooperative educational program of Kenya. Former students who have experienced the training and have had an opportunity to apply this training should be in an excellent position to evaluate the effectiveness of the Cooperative College of Kenya. Supervisors of former students should be in an excellent position to compare the performance of Cooperative College graduates to their performance before training and of others who have not been trained at the College.

The study procedures and method of analysis is discussed in some detail in this chapter. A brief summary of the results of the study is also presented. Implications of the results are not discussed in this chapter, but are incorporated in other chapters discussing the performance of the Cooperative College of Kenya.

A. Procedures of Study

It was decided that personal interviews of former students and supervisors of former students were necessary, since, in addition to answers to specific questions, the interviewers wanted an opportunity to pursue the "whip" of responses and to obtain a better personal undertaking of strengths and weaknesses of the Cooperative College of Kenya. Most of these comments were documented by the interviewers and are tabulated in the study results.

Two questionnaires, one for former students and one for supervisors, were developed for use by the interviewers. The former-student questionnaire covered four areas: Facilities and buildings: course of study; quality of instruction; and usefulness of the correspondence courses. The supervisor questionnaire covered three areas: Convenience and appropriateness of courses; performance of graduates; and future role of the College. Copies of both questionnaires are included in the appendix.

Four ACDI interviewers conducted 74 former-student interviews in 10 districts of Kenya during the September 25 - 26 and October 6 - 11, 1980 periods. Both the two member interview teams were assisted by a representative of the Training and Manpower Development Division,

Ministry of Cooperative Development. The district cooperative officer for each district made arrangements for the teams to interview former students, both from the Ministry Office and from the Movement.

Districts visited and number of interviews conducted in each district were Kiambu - 8, Machakos - 5, Meru - 9, Kilifi - 14, Kwale - 2, Kisii - 7, Kisumu - 9, Bungoma - 11, Kitale - 3, and Keroka - 6. Forty-five of the former students are now employed with the movement, 38 with unions and seven with local societies. The remaining 29 are currently employed by the Ministry of Cooperative Development at district offices.

Forty-two of the former students completed one course and the remaining 32 completed three courses. ABM I and ABM II were considered as individual courses, so all of those with three courses had taken these plus another course. Eighty percent of the former students interviewed attended the College since 1975. About half of the 80% attended their last course there in 1979 or 1980. Twenty percent of those interviewed last attended the College prior to 1975.

The education level of the former students varied greatly, depending on the courses in which they had been enrolled. All students, for example, enrolled in the Diploma courses had completed form 6, while all students in the ABM courses had completed form 4, or less. Overall, 23% of the students had completed form 6, 45% form 4, 30% form 2 and 2% less than form 2.

One measure of the success of the programs of the Cooperative College is the progress of the former students. Twenty-eight of the students had attended the College as an entry into cooperative work and had not had time to progress. Of the remaining 46 students, 54% had received three promotions. The remaining 30% had received no promotions since completing the college course. This is a good promotion record considering the fact that 40% of the former students attended the College between 1979 - 80 and that many of these had not attended the Cooperative College previously.

The ACDI Team members interviewed 17 people who are supervisors of employees trained at the Cooperative College. These were located in nine of the 10 districts in which the student interviews were conducted. No supervisors of former students could be located in Kwale District. Eleven of the 17 supervisors had also been former students at the Cooperative College of Kenya and the remaining six had received their training elsewhere.

Twelve of the 17 supervisors were employed by unions and the remaining five were employed by the Ministry of Cooperative Development at the district level. The supervisors' evaluations were based upon a widely varying number of observations of Cooperative College trained subordinates since some supervisors had recently assumed a management position in a small organization while others had managed a large

cooperative union for a number of years. The average number of observations by each supervisor was 20.6.

B. Analysis of Results

The study team felt it was important to get some standard measure of the intensity of the opinions of those interviewed. To accomplish this a weighted rating scale was developed for use with all questions. The following scale was used: very poor = 1, poor = 2, average = 3, good = 4 and very good = 5. The result of each sort were tabulated, multiplied by the appropriate weighted values and then expressed as a percentage of the highest possible value. If all respondents, for example, rated an area of inquiry very good, then that area would have a rating index of 100. If all rated the area good, then the rating index would be 80 and so forth on down the rating scale. A summary of rating indexes for all questions asked of the former students is included in Table 1 and a summary of the rating indexes for the two questions asked the supervisors is included in Table 4. Other questions of the former students and the supervisors, such as was the course too long, too short or about right, were numerically tabulated and expressed as percentages of those responding.

The former students and the supervisors were encouraged not only to give their evaluation rating but to comment on the "whys" of their evaluation. The interviewers made notes on these comments for each question. Some of the comments were brief while others were somewhat longer and involved. No categories of comments were established prior to the interviews, so the interviews would not lead those being interviewed into predetermined areas of comments. Comments were, therefore, things that occurred to the students or supervisors as being important factors affecting that area.

As may be expected, tabulation of the comments proved to be difficult since those interviewed often expressed similar thoughts in different ways. Nevertheless, through somewhat subjective judgements, many of the numerous comments could be tabulated under one statement. Many students, for example, expressed the idea that they were too crowded, could not study or just did not like the double rooms in the dormitories. All of these were tabulated under "do not like to share room." Nearly all of the comments relate to a problem or to how things at the College could be improved. This should not be interpreted to mean that the former students did not have good things to say about the College. As the rating indices suggest, many rated several of the programs quite highly. The lack of comments to this effect means only that the respondents did not identify specific items in this area on which to comment.

A review of the comments for each question, as included in Table 2, will provide insights into the reasons why students did not rate the area higher. The rating indices provide an indication of the intensity of feeling about an area and the comments suggest changes the students feel are needed in those areas. At the end of each interview the former students were asked to make any general comments they wished on the

Cooperative College or on the cooperative educational programs in Kenya. These comments as summarized under "General Comments of Students" in Table 2 cover a wide range of topics, but do provide insights into the directions they feel that cooperative education in Kenya should move.

C. Survey Results

A brief summary of the highlights of the surveys will be discussed in this section. Implications of the results and recommendations based on the results are discussed in earlier chapters of this report. The intent of this section is to present a concise view of the major findings from the former student and supervisor surveys.

The evaluation of the buildings and facilities of the College by the former students was generally lower than the other areas. The students were most critical of the library, the health care and the recreation. Almost one-half of the students interviewed mentioned that the numbers and/or quality of books in the library were inadequate. Over one-fourth of the students mentioned that the space provided for the library was too small. The library has moved to a new location where more space is available than there was in past years, so this problem has been alleviated since many of the students last attended the College.

Students also rated the health services quite low. Over one-fourth of those interviewed thought that a dispensary that could administer first aid was needed at the College. Several students mentioned that no medical care was available short of arranging for a trip to a doctor or a hospital. Over 16% of the students mentioned that transport was not available for medical care when they needed to visit a doctor or a hospital.

Students rated recreation low due to shortages of recreation equipment and the limited number of recreational activites that are available at the College. Many of these said that balls, racquets and other equipment was often not available. Several mentioned that the supervision and coordination of recreation provided by the College was not adequate.

The dormitories and food service were rated higher than recreation and health services by the students but one-third of the students mentioned that they did not like the double rooms because they were noisy, crowded, etc. Over one-fourth of those interviewed specifically mentioned their dislike of the double-deck beds. While some students rated the food services very good, others rated it low because the food served was not the type to which they were accustomed in their home area. A number felt that the same food was served too often and that the quality of the food declined while they were at the College. Several mentioned that the dining area was crowded and that the cafeteria serving system was poor.

Students rated the classrooms better than any of the other facilities about which questions were asked. Some felt that the rooms were too small and crowded, while others were critical of the desks. Generally, however, few problems were noted with the classrooms.

The course of study was generally rated good by the former students. They particularly felt that the course of study prepared them well to be more effective in their careers as indicated by exceptionally high ratings to this question. Students rated the selection of materials and the organization of these materials lower than other areas relating to the course study. About 10% of the students mentioned that too many topics were included in the course syllabus while some students were concerned that all the topics included in the syllabus were not actually covered in the course.

The quality of instruction was rated somewhat lower than the course of study, but was still good. The students rated the lecturers' knowledge of their subjects as good, although a few indicated that they should have more field experience. Perhaps due to this lack of field experience on the part of some lecturers, the ability of the lecturers to relate theory to practice was rated lower than their knowledge of the subject. The use of various instructional techniques was rated still lower by the students. Several students suggested that more exercises and other instructional aids should be used.

Students indicated that they considered their instructors well prepared for class about three-fourths of the time. Diploma course students thought their instructors were well prepared only 64% of the time while those in the ABM courses considered their instructors well prepared 78% of the time. Some students reported a problem of lectures not being held as scheduled. When asked how frequently this occurred, students estimated 10% of their classes were cancelled due to the absence or the lack of an instructor.

These estimates varied widely depending on the course and the time the student was at the College. While the estimates of the former students may not be accurate, the fact that it was reported as a problem by these students suggests that some corrective action is necessary.

Almost two-thirds of the former students said that the length of time they stayed at the College to take their course was too short. Only 3% thought the length of time was too long, while the remaining students felt the time spent at the College was about right. Only 50% of the respondents indicated that the CCA course was too short compared to 66 to 70% for the other courses. Two of the CCA students suggested this course could be shorter.

The general comments provide some valuable insights into the directions the former students feel the Cooperative College of Kenya should move. First, there was a strong feeling that additional specialized courses should be offered to follow the course they had

completed. They felt that their courses had prepared them well for general cooperative work, but they now needed specialized training in management, auditing, administration, banking and credit, advanced accounting, etc. Several students suggested that the Diploma and CCA courses should be changed so that students could specialize during their second year at the College. Some students from the movement thought they should be allowed to enter the Diploma course if they were qualified and could do the work. A consensus of these comments suggest that the College should plan to develop more specialization in the curriculum of study, both for students enrolled in the Diploma and CCA programs and for short courses to follow these basic courses.

There was a fairly strong feeling that Movement courses, especially ABM I & II should be decentralized. Most of these suggestions came from former ABM I & II students although some graduates of all courses suggested decentralization. Students indicated they would like to receive their training closer to their homes so they could return to their homes more easily on weekends. They also thought decentralization would make it possible for more people to receive training and increase their chances of attending additional courses. Some suggested that branches of the Cooperative College should be established while others thought such training may be organized by the Provincial or District Cooperative Officers. Several suggested that more decentralized courses should be established at Development Centres such as the ABM course now taught at the Mutuga Development Centre in Kwale District.

The students expressed their concern about the high turnover of lecturers at the College and the frequency that their lecturers were absent or late for classes. They felt this reduced the effectiveness of some of the subjects included in their course of study. A few emphasized that they felt some of their instructors needed more field experience.

A number of the students again emphasized that they felt that the transport furnished by the College was not adequate. Transportation was sometimes not available for medical care and field trips could not be scheduled due to transport problems. Some students indicated they felt the administration was not responsive to their needs and did not interact with the students about their problems.

Finally, there was a strong feeling that the programs and facilities of the Cooperative College of Kenya should be expanded to meet the growing educational requirements of the Cooperative movement. Many expressed their own desire for additional training and reported that there were many others in the movement who should have an opportunity to receive training. Those opposed to decentralization suggest that it would be much more difficult to obtain qualified lecturers and to maintain the quality of the courses if they were decentralized. Over one-half of those favoring decentralization suggested that the courses

be organized at the provincial level. Three of the supervisors specifically suggested that the decentralized courses should be offered through development centres such as the one at Matuga. Others suggested that branches of the Cooperative College of Kenya should be established at the provincial or perhaps the district level while others thought that the Ministry of Cooperative Development could organize the training.

Performance on the job is perhaps the acid test of training. Evaluating the performance of their employees after training at the Cooperative College, one-fourth of the supervisors indicated that the performance of their employees greatly improved after completing their course. Another 63% felt the performance improved modestly and the remaining 12% felt the job performance did not change or declined. The fact that 88% of the supervisors obserbed a great or modest improvement after training reflects very well on the programs of the Cooperative College of Kenya.

Eighty percent of the supervisors suggested that the course offerings at the College should be expanded while the remaining 20% thought current courses were adequate. Of those who felt the offerings should be expanded, one-half suggested that more technical courses on consumer store management, banking and credit, advanced accounting and management. One-third of the supervisors suggested that the offerings of ABM I & II should be expanded. Two of the supervisors thought that the College should increase its efforts to develop seminars and short courses for those in top management positions.

The supervisors indicated that there were substantial numbers of employees in their organization whom they would send to the Cooperative College if its capacity were expanded. They indicated they would send an average of 8.6 additional employees to the College if space were available. This represented a 265% increase over the numbers they are now sending.

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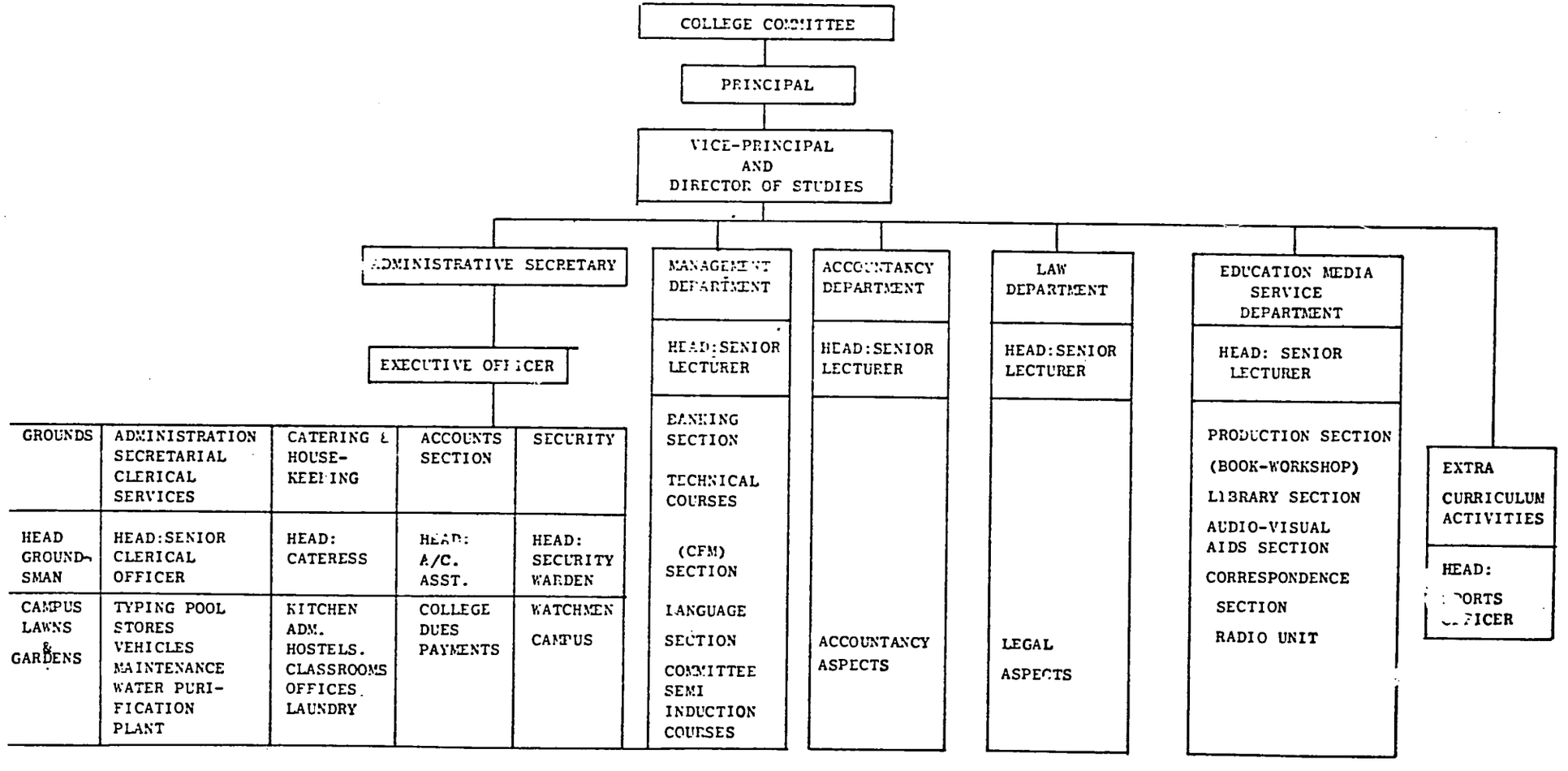
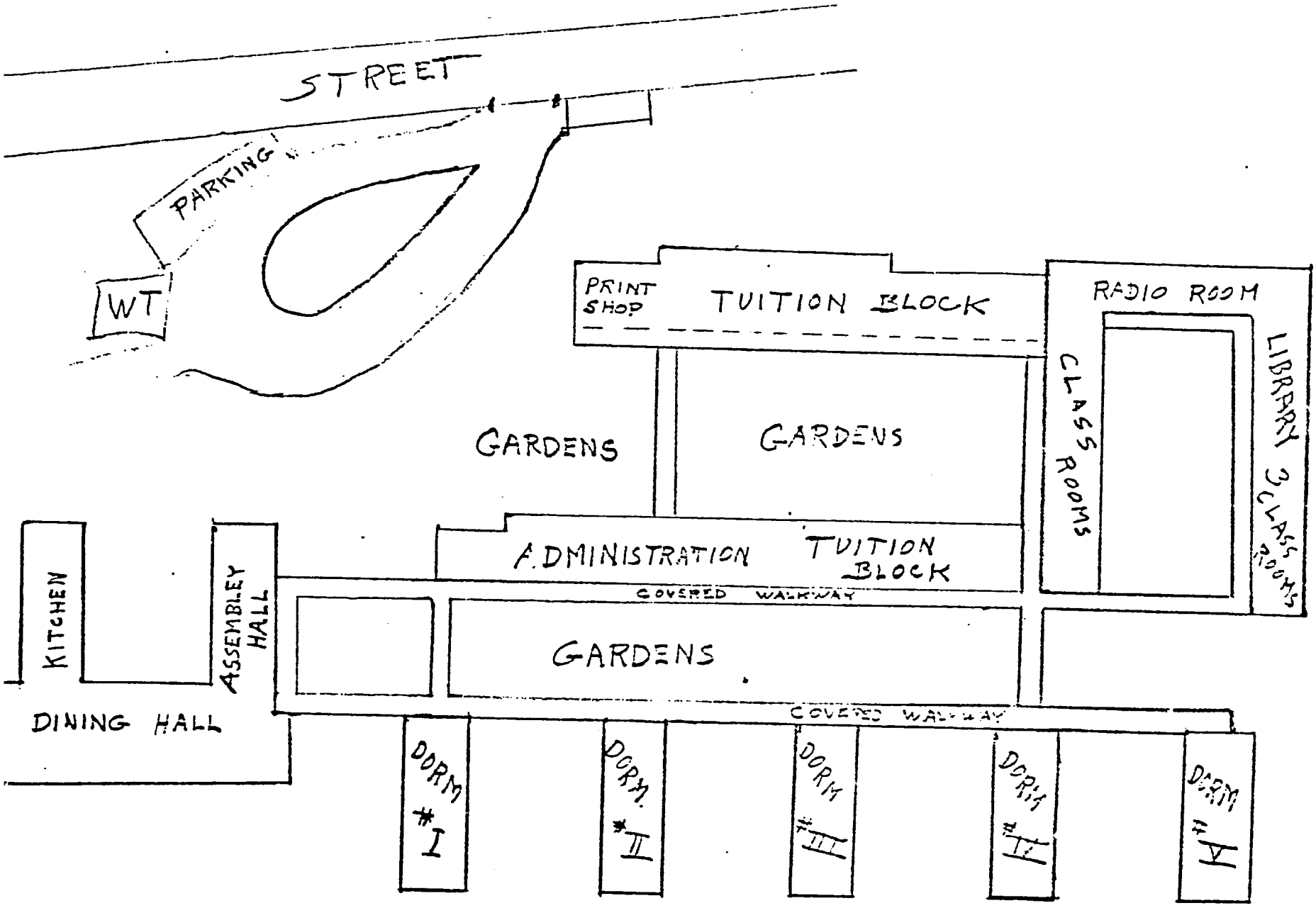
CHART I

CEMO433

MINISTRY OF CO-OPERATIVE DEVELOPMENT

ORGANISATION CHART FOR THE COOPERATIVE COLLEGE OF KENYA





COOPERATIVE COLLEGE - NAIROBI, KENYA
SCALE 1 = 500
DRAWN BY W.D. REGIER 13-10-80

Number _____ Student _____ Supervisor _____ Both _____

Employer _____ Town _____

Job Designation — Educational Level

Cooperative College Course — Job When attended — Year

_____

_____

_____

_____

From your experience while attending the coop. College rate the following items on a scale of 1 = Very Poor; 2 = Poor; 3 = Average 4 = Good; 5 = Very Good;

FACILITIES AND BUILDINGS

Classrooms 1 2 3 4 5

Comments _____

Dormitories 1 2 3 4 5

Comments _____

Food Service 1 2 3 4 5

Comments _____

Library 1 2 3 4 5

Comments _____

Health Care 1 2 3 4 5

Comments _____

Recreation 1 2 3 4 5

Comments _____

COURSE OF STUDY

Selection of Material for study 1 2 3 4 5

Comments _____

Organization of Material 1 2 3 4 5

Comments _____

Frequency necessary to cancel classes 1 2 3 4 5

Comments _____

Your time at the College was used efficiently 1 2 3 4 5

Comments _____

Was the time allowed for your course

Too long — too short — about right

Comments _____

Studies prepared you to be more effective in your career 1 2 3 4 5

Comments _____

QUALITY OF INSTRUCTION

Lecturer Knowledge of subject 1 2 3 4 5

Comments _____

Lecturer's use of various instructional techniques and aids 1 2 3 4 5

Comments _____

Percentage of times the lecturer was well prepared for Class %

Comments _____

Lecturers' ability to relate theory to practice 1 2 3 4 5

Comments _____

CORRESPONDENCE COURSES

Information learned was helpful at the College 1 2 3 4 5

Comments _____

Information learned was helpful on job 1 2 3 4 5

Comments _____

Other comments _____

_____

_____

_____

_____

Interviewer _____ Date _____ No. of Reports ____

Supv. Only

Supervisor of NO. _____, _____, _____, _____, Both

Employer _____ Town _____

Educ. Level _____

Job Title

Coop College Course

Job When attended

Year

_____

_____

_____

How many employees have you observed following coop College training? _____ Based upon your observations and experience rate following items on a scale of 1 to 5.

Courses are scheduled at convenient times 1 2 3 4 5

Comments _____

Courses offered are appropriate for your employees 1 2 3 4 5

Comments _____

Should some of the courses be offered at other locations? Yes____ No_____

If yes, which courses _____

Where _____

Compare your employees' job performance after C.C. training with performance before training

Declined | No change | Slight Improvement | Modest Improvement | Great Improvement

How many of your employees have been refused admission to Coop. College? _____(No.) Reasons

Qualifications_____

Lack of space_____

Others _____

If C.C. admissions were expanded how many more employees would you send annually? _____(No.)_____(%)

Are there additional courses that should be offered at the College? Yes___ No _____

If yes, what courses _____

Table 1. Summary of Evaluation Rating* of Former Students of the Cooperative College of Kenya, September - October 1980

	FACILITIES AND BUILDING						COURSE OF STUDY			QUALITY OF INSTRUCTION			EVALUATION OF CORRESPONDENCE		
Course	Class room	Dormi-tories	Food servi-ce	Library	Recrea-tion	Health care	Selec-tion of material	Time used effe-ciently	Pre pared to be effec-tive	Knowledge of subject	Use of various techni-ques	Relate to theory	For College	For Job	
ABM I & II	76	74	70	61	66	65	72	79	86	88	75	72	73	86	85
CCA	72	68	71	53	56	47	64	64	74	84	68	63	66	90	90
Diploma	72	63	64	42	48	38	74	61	74	81	66	61	60		
CBM	83	65	68	60	60	66	71	63	7[illegible]	86	80	66	74	90	90
Other	80	73	87	67	67	87	60	60	80	87	80	[illegible]0	67	100	100
All	75	69	70	51	59	55	69	69	79	84	75	67	69	88	87

Expressed as percentage of highest possible rating: Rating scale was very good = 5 points, good = 4 points, average = 3 points poor = 2 points, very poor = 1 point. Index based on number of responses to each question.

TABLE 2

Comments of Former Students of Cooperative College of Kenya During Interviews September - October 1980

Comment	No. of times mentioned					
	Total	ABM I & II	Dip.	CCA	CBM	Other
CLASSROOMS FACILITIES & BUILDINGS						
Room is too small (crowded)	8	2	3	2	1	-
Sunlight causes glare	2	-	1	2	-	-
Desks are too small & Uncon-fortable	6	1	1	2	2	-
Blackboards too small	2	1	1	-	-	-
Room too noisy to hear	3	-	2	1	-	-
Can't darken rooms for visuals	2	-	1	1	-	-
No phone in room	2	-	-	2	-	-
Dormitories						
Do not like to share room (can't study, crowded)	24	3	9	10	2	-
Do not like to sleep in double (deck beds)	20	5	4	9	2	-
Building not maintained	8	2	2	2	2	-
Shortage of Storage Area	2	-	2	-	-	-
Lighting not adequate	2	1	1	-	-	-
Building is noisy	3	-	1	1	1	-
Shortage of Water	5	2	-	2	1	-

Table 2 (cont.)

Bathroom facilities too small	2	-	-	2	-	-
Should be a separate Dormitory for women	1	-	-	-	1	-
Liked double deck beds	2	-	-	2	-	-

TABLE 2 (cont'd)

Comments of Former Students of Cooperative College of Kenya During Interviews September - October 1980

Comment	Total	ABM I & II	Dip.	CCA	CBM	othe
Food Service						
Not accustomed to type of food served	8	6	-	-	2	-
Same food served too often	7	2	1	2	2	-
Dining Area crowded	9	2	1	5	1	-
Poor serving system	2	1	-	1	-	-
Poor quality food	2	1	1	-	-	-
Quality of food declined while there	8	1	1	-	-	-
Not enough food	1	1	-	-	-	-
Library						
Inadequate numbers of books	35	10	9	13	3	-
Library area too small	19	4	5	8	2	-
Check out time too short	2	1	-	1	-	-
Hours of operation too short	5	2	3	-	-	-
Books old & poor quality	4	-	3	1	-	-
Too noisy	2	-	-	2	-	-
Recreation						
Shortage of equipment	14	4	6	3	1	-
Improved recreational areas needed	5	2	2	1	-	-
Additional recreational activities needed	11	3	3	4	1	-
No staff coordination at College	7	2	3	2	1	-
No transport available	1	-	-	-	1	-

TABLE 2 (cont'd)

Comments of Former Students of Cooperative College of Kenya During Interviews September - October, 1980

Comments	Total	ABM 1 & II	Dip.	CCA	CBM	Ot
Health Care						
Transport not available for medical care	12	3	4	4	1	
Dispensary for first aid needed at College	21	6	6	8	1	
Medical Services not organized	4	1	2	1	-	
Transport provided by College	3	1	1	1	-	
COURSE OF STUDY.						
Selection of Materials						
Too many topics	6	1	3	2	-	
Too little specialization	4	-	4	-	-	
Material at too low level	2	-	1	1	-	
ABM II repeats too much of ABM I	1	1	-	-	-	
Should have more field trips	1	-	1	-	-	
Organization of Materials						
Syllabus was not completed	3	-	3	-	-	
Your Time Used Effeciently						
Did not give assignements	-	-	1	-	-	
Prepared You To be Effective						
More field work needed	1	-	1	-	-	
More specialization needed	1	-	1	-	-	

Table 2 (cont'd)

Comments of Former Students of Cooperative College of Kenya During Interviews September, October 1980

Comment	Total	ABM I & II	Dip.	CCA	CBM	Oth
(QUALITY OF INSTRUCTION)						
Knowledge of Subject						
Lecturers needed field experience	2	-	-	2	-	-
Use of Instructional Techniques & Aides						
Field Trips needed	2	-	2	-	-	-
Few handouts used	2	1	1	-	-	-
Ability to Relate Theory to Practice						
Few examples used	1	1	-	1	-	-
Assumed people knew how to apply	1	-	-	1	-	-
Lecturers needed field experience	3	1	1	1	-	-
Correspondence Course						
(no comments)						

TABLE 2 (cont'd)

Comments of Former Students of Cooperative College of Kenya During Interviews September - October 1980

Comment	Total	ABM 1 & 11	Dip.	CCA	CBM	Ot
GENERAL COMMENTS OF STUDENTS						
Some movement courses could be decentralized	11	7	2	1	1	.
Additional specialized courses should be offered to follow ABM, Diploma, CCA, CBM	20	7	5	7	1	.
Students should specialize during the second year of training	4	-	3	1	-	-
Branches of CC should be established	4	3	-	1	-	
The CC should be expanded	10	5	3	2	-	
Students should be encouraged & helpted to take professional exams	4	1	3	-	-	
Additional correspondence courses should be offered	3	2	-	-	1	
Movement people should be allowed to take diploma course	4	2	-	1	1	
Waiting period between courses too long	5	3	-	2	-	
Students should have more field trips and time in the field	3	-	1	2	-	
Students should have less time in the field	1	1	-	-	-	
Syllabus nto followd or completed	1	-	1	1	-	.
Syllabus should be revised	1	1	-	-	-	.
Coop. College should offer a degree	2	-	1	1	-	.
Cooperative College should arrange for students to enter degree program	1	-	1	-	-	.

TABLE 2 (cont'd)

Comment	Total	ABM I & II	Dip.	CCA	CBM	Other
Student slection process is unfair and should be revised	2	1	-	-	1	-
Administration should intera more with students	4	-	2	1	1	-
Lecturers are too often late or absent for class	6	1	3	2	-	-
Turnover of lecturers is too high	6	2	1	3	-	-
Lecturers should have field experience	2	-	1	1	-	-
Transport for medical care, field trips & to Nairobi is inadequate	6	2	2	2	-	-
Difficult to get away from job to at attend CC	2	2	-	-	-	-
Committee Member seminars & other short courses interfere with other training	1	1	-	-	-	-
Classrooms, visual equipment and library need expansion	2	-	2	-	-	-
Water shortage in 1975 - 76 was a problem	2	-	2	-	-	-
Training of members should be expanded	1		1	-	-	-
Movement & Diploma students should be in same classes to exchange ideas	2	-	-	2	-	-
Cooperative career opportunities should be explained to entry students	1	-	-	1	-	-
Religious services should be offered at CC	1		-	1	-	-

Table 2 (cont'd)

Comments of Former Students of Cooperative College of Kenya During Interviews September - October 1980

Comment	Total	ABM I & II	Dip.	CCA	CBM	Oth
Classrooms should be open for students to study in when classes not in session	1	-	-	1	-	-
CC should provide transport to Nairobi on weekends so that students can make necessary purchases	1	-	-	1	-	-
Banking instructors should coordinate their program with the Institute of Banking	1	-	-	-	1	-
CFM course should be longer	1	-	-	-	-	1

TABLE 3

Former Students of Cooperative College Opinions on Course Length, Lecturer Preparation and Attendence, September - October 1980

Course	Length of Course			Instructor Performance	
	Too long	Too short	About right (No.)	Percentage well prepared (percent)	Percentage classes missed (Percent)
ABM I & II	0	17	9	79	4
CCA	2	12	10	73	12
DIPLOMA	0	11	3	64	15
CBM	0	5	2	71	21
OTHER	0	2	1	93	5
TOTAL (NO.)	2	47	25	-	-
TOTAL (%)	3	63	34	74	10

TABLE 4

Summary of Responses of Supervisors of Former Students Completing Courses at the Cooperative College of Kenya, Sept - Oct. 1980

Number of Supervisors interviewed	17	Total
- Course participants & Supervisors	11	
- Supervisors only	6	
	17	Total
Employer		
- Union	12	
- MCOD	5	

Location

Kiambu	2	Kisumu	1
Machakos	2	Bungoma	3
Meru	3	Kitale	1
Kilifi	3	Keroka	1
Kisii	1		

Average number former students supervised 20.6

	Evaluation Index
Manager's evaluation of	
(a) Courses scheduled at convenient time?	79
(b) Are courses appropriate?	71

Is length of course:

too short	2
Too long	1
about right	5

TABLE 4 (cont'd)

Should courses be offered in other locations?

Yes	14
No	3

Where should other courses be offered?

Provinces	8
Districts	3
Development Centres	3

Observed Performance of Students after training

	Number	Percentage
Declined	1	6
No change	1	6
Slight improvement	0	0
Modest Improvement	10	63
Great Improvement	4	25
	16	100

How many additional employees would you send to the Cooperative College if expanded?

(a)	Average Number	8.6
(b)	Average percent increase	265%

Should additional courses be offered?

Yes - 12 No - 3

Technical Courses	6	ABM I & II	4
Banking & Credit	3	Advanced Acct.	1
Consumer Store Mgt.	3	Management	1
Top Mgt. Seminars	2	Professional exams	1
Specialized Courses	2		