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Revised Proposal

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OPERATIONAL PROGRAM GRANT (OPG) PROPOSAL

(2)

PROJECT TITLE: Cooperative Training and Education

PROJECT LOCATION: Banjul, The Gambia and interior

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BUDGET - Cooperative Training and Education Project
(Under Separate Cover)

A. PROJECT PURPOSE AND DESCRIPTION

A.1. Project Purpose and Target Group

The purpose of the project is to improve local management of the cooperatives through increased and upgraded training at the village and primary society levels.

The prime target population will be the 62 multipurpose marketing cooperatives and their 69,338 members (and potential members), especially their executive and managing committees, as well as the 2,362 members (and potential members) and officers and committees of the 36 thrift and credit societies. (The majority of the members of these societies are women.)

The next levels of target population are staff involved directly or indirectly in training and organizing cooperative leaders and members, beginning with secretaries and inspectors through the division and headquarters staffs of the GCU (Gambia Cooperative Union) and the MANR/DOC (Ministry of Agriculture and National Resources/Department of Cooperation) and including the staff of other interested or relevant organizations, such as Department of Agriculture, Rural Development Project, Community Development

A.2. General Description of Project - Summary

The development plans of the Ministry of Agriculture and Natural Resources (MANR), including projects sponsored by donor agencies, such as the Rural Development Project -- Phase I and II -- and the USAID agriculture projects, will be placing a great deal of emphasis on the small farmer, channeling assistance (technical, production inputs, equipment, credit) to him, in many instances, through the local cooperative. This will place additional responsibilities on the cooperative structure beyond those which it now has. The need for upgrading the quality of management of the cooperatives and the capability of those directly responsible for management is apparent and urgent.

The project is designed to tackle the basic village-level problems that currently exist in the cooperatives by providing training directly to the executive and managing committees, as well as the membership. In The Gambia, the managing committee is equivalent to the board of directors, and the secretary is equivalent to the manager.

Based on a village-level needs analysis conducted prior to the preparation of this proposal, the training to be provided in this project will concentrate on numeracy (including basic literacy related specifically to routine cooperative activities and transactions) and SECCO (co-op storage and distribution depots) management. This, in turn, will require additional training for the secretaries and inspectors, since they will be the ones upon whom the major responsibility for village-level training will rest. Their efforts will be reinforced by having national and division staff teams (including National Literacy Advisory Committee) provide training seminars in areas where the committees of several cooperatives can be brought together for two-to-three days (e.g. the mixed farming centers). Reinforcement will also be provided by training teams who will bring mobile units or other audiovisual equipment to the village branches and by radio programs.

The intensive training of the committees and of the secretaries and inspectors will, in turn, entail additional training and orientation for the Department of Cooperation/Education and Training Unit staff, as well as the division and headquarters staffs of the GCU and the DOC, for they will be the ones who will have to provide most of the training and, particularly, backstopping to the secretaries, inspectors and committee-member trainers.

The current training program, including scholarships, will continue as in the past. This project is meant to enhance, complement and strengthen the training that has been and is being given both in-country as well as outside of The Gambia. No immediate, complete revamping or overhaul of the current training program is suggested or implied by the infusion of this project. The project will, however, introduce innovative methodology (e.g. group and participatory training techniques, role playing, etc.), additional technology (e.g. production of audiovisual materials and use of A/V equipment), and some limited new course material (e.g. group dynamics, rural development, Gambian and West African case studies).

The First Year priorities will be on the training of the trainers with maximum utilization of the CTC (Cooperative Training Center) at Yundum and on a year-long appraisal related to village-level cooperative training and training needs. Village-level as well as out-of-country training and observation travel will also be initiated. Prior to the end of the First Year, the results of the continuing appraisal will be analyzed. (This will include an analysis of the technical assistance and training needs of the thrift and credit societies - mainly women.) This will be coupled with a year-end evaluation of performance. These will form the basis for any revised plan for the Second Year.

It is planned that the Second Year should see the completion of curricula for junior and senior staff, for committee and member training, and the continuation of training and observation travel required outside The Gambia. The intensive village and cooperative-level training should be fully in operation during the Second Year. In addition, the needs of the thrifts and credit societies (some of whom should probably be registered as marketing societies), which will be included in the First Year appraisal, will be addressed in the training programs designed for Gambia

the thrifts and credit societies (some of whom would probably be registered as marketing societies), which will be included in the First Year appraisal, will be addressed in the training programs designed for Gambia Cooperative Union (GCU) and Department of Cooperation (DOC) staff, including the secretaries and inspectors. Training schemes designed specifically for them will be implemented. This may entail the provision of additional, external technical assistance not included in the scope of this project.

The Third Year should see both the village-level training programs for both marketing cooperatives and thrift and credit societies, as well as the junior and senior staff training programs in full schedule. As in the First Year, an evaluation will be performed prior to the end of the Second Year so that corrections to the overall plan - or parts thereof - can be made in the Plan for the Third Year. This evaluation will also be aimed at determining whether, in fact, the external assistance provided under this project can reasonably be terminated at the conclusion of the Third Year. Recommendations should be made accordingly.

The Evaluation of the Third Year should either corroborate the findings of the Second Year evaluation, especially as it relates to continued external assistance, or outline different suggestions and approaches. In any event, the project should be evaluated in terms of the targets and outputs outlined in the detailed project plan, or revisions thereof.

Key to success of the project will be the ability and flexibility of the CLUSA Team and the CTC Staff to coordinate, participate in and take advantage of other ongoing or planning training programs whose targets are the rural populace.

A.3. Conditions Expected at End of Project

- * 50% of the members of the agricultural cooperative executive and managing committees and 25% of the members can read scales and simple entries on personal record cards and passbooks and can perform simple arithmetical calculations.
- * 100% of the agriculture cooperatives show marked improvement in basic marketing and SECCO organization and management, e.g.:
 - Secretary, in conjunction with the Executive Committee, has written a graphic description of activity scheduling.
 - Secretary and Executive Committee understand and can describe, in simple terms, basic marketing, pricing and cost functions and relationships.
 - Cost factor inefficiencies are demonstrably reduced.
 - Secretary keeps accurate records on regular basis.
- * 50% of total farmer - cooperative - membership understand function and role of cooperatives.
- * 50% of the women's pre-cooperative societies have become organized and are performing economic activities beyond mere savings.
- * 75% of the thrift and credit cooperatives are active members in the Gambia Cooperative Union (GCU) receiving extension services and training from both the GCU and the Department of Cooperation (DOC).
- * 100% of GCU and DOC field staff understand principles of and can coordinate and participate in numeracy training.

B. PROJECT BACKGROUND

B.1. History of Proposal Development

At the request of the Department of Cooperation, Ministry of Agriculture of the Government of The Gambia, the Cooperative League (CLUSA) was contacted to see if it could provide technical assistance in upgrading the present education and training program being conducted by the Department of Cooperation. The necessity for this was underscored by the requirements of the Rural Development Project, which is placing greater responsibility on rural organizations, such as cooperatives, to carry out the goals which have been established.

The Cooperative League sent two staff members to make an initial investigation of the situation. Following up on this initial visit, a two-person team consisting of the Cooperative League Program Officer and a Consultant in Cooperative Education and Training from the University Center for Cooperatives - University of Wisconsin, went to The Gambia to perform a feasibility study and to prepare necessary project documentation. This five-week study was performed in May and June 1978.

Rather than prepare a formal report, it was felt that the findings and recommendations should first be discussed with the appropriate authorities in the Department of Cooperation, the Ministry of Agriculture, the Gambia Cooperative Union, the Rural Development Project and the UN Development Program, as well as the USAID. Both oral discussions and a series of draft papers were used as the vehicle for exchanging ideas, determining the best means of augmenting and supplementing the current education and training program, and conceptualizing the basic design and outline of the project described in this proposal.

A draft project proposal was prepared and a two-person team went to The Gambia in October 1978 to review it with the same representatives listed above. Some changes, both in emphasis and in suggested technical inputs, were recommended and these have been incorporated

into the present project proposal. The three-year schedule (Section D.1.) was drawn up with full participation of the DOC Education and Training staff.

Due to funding difficulties, the proposal, while supported by the DOC and the AID Affairs Office in Banjul, was not approved. CLUSA was requested to review and revise the proposal and make substantial cuts in the proposed budget.

This review took place in October 1979, when the CLUSA Program Officer spent a week meeting with the appropriate officials in the DOC, MANR and USAID. The revisions were made by the CLUSA Program Officer and the Director of the CTC and received the approval of all concerned parties. The present budget reflects a reduction of 42% of the originally proposed budget.

B.2. Prior Experience in Project and Related Areas

In addition to the training components of some of its specific focused technical assistance projects in developing countries, the Cooperative League has provided assistance in developing training programs and educational and training materials, and in planning and conducting cooperative training and education programs. Highlights of this experience include:

- * Global - cooperated with the International Cooperative Alliance in establishing a clearinghouse to compile an inventory of existing cooperative educational and training materials for use in developing countries. Produced prototype materials including filmstrips, booklets and radio scripts.
- * Costa Rica - provided long-term advisor assistance to INFOCOOP for improving the capacity of the Institute in cooperative education and training services to its members. Assisted in preparing and teaching co-op education courses, seminars and workshops at INFOCOOP.
- * India - provided advice on training and marketing systems for Operation Flood, a quarter billion dollar dairy project which supplies milk to Madras, Tamil Nadu; Bombay, Maharashtra; Calcutta, West Bengal and New Delhi, Delhi State.
- * India - assisted National Cooperative Union of India (NCUI) to strengthen its training and research programs at 67 regional cooperative training centers, the National Cooperative College of India and the Mehta Institute for Cooperative Management at Poona, Maharashtra.
- * India - provided in-service training in the U.S. and Third World countries for Indian cooperative leaders and managers.
- * Thailand - assisted in organizing Cooperative League of Thailand and upgrading its training programs.
- * Indonesia - currently providing assistance to the Office of the Director of Cooperatives in the training of Indonesian cooperative personnel in various facets of agricultural cooperative projects - identification,

planning, funding, implementation, monitoring and evaluation. This training is conducted at the national, as well as the local and provincial levels.

The Cooperative League has provided liaison and made arrangements for cooperative leaders and/or appropriate government leaders from developing countries to receive formal as well as observational training in U.S. cooperatives and institutions where cooperative training and education are provided.

In the U.S.A., the Cooperative League helped found the Association of Cooperative Educators, Cooperative Management Development, Cooperative Editorial Association and Consumer Cooperative Managers' Association. In conjunction with U.S. member cooperatives and other institutions, the League participates annually in several national and regional educational seminars and workshops. In addition, CLUSA distributes films and supplies teaching materials about co-ops to emerging U.S. cooperatives, schools, clubs, churches and other groups.

As the U.S. member in the International Cooperative Alliance (ICA), the largest non-governmental organization in the world headquartered in London, the Cooperative League participates in its business sessions as well as in special committee sessions and technical field seminars with regional as well as global emphases.

The Cooperative League is seeking to enlarge its worldwide outreach by increasing contacts with African cooperatives and developing countries which strengthen the various national cooperative movements as they, in turn, represent the interests of their membership and contribute to overall economic development.

Presently, the Cooperative League has a six-man team in Swaziland, assisting the Government of Swaziland and the Central Cooperative Union in increasing and improving the farm service and marketing operations of the CCU. It also has a Cooperative Grain Storage Project in Rwanda which is now being planned for a second phase at the request of the Government of Rwanda and USAID. Both of these projects have strong training components.

B.3. Host Country Activity in Project Area

TRAINING BY DEPARTMENT OF COOPERATION: The Department of Cooperation, Education and Training Unit (DOC/ETU) does staff training for cooperative employees (secretaries), employees of the Department of Cooperation, including inspectors, and some employees of the Gambian Cooperative Union. In this it is assisted by an Advisor from the U.K. Overseas Development Administration (ODA). Records in the DOC show that regular courses for new employees have been conducted since September 1968. To date, 219 participants (this includes some double counting) have taken these courses (usually two months in length, combining classroom instruction and field work) and have been employed in the cooperative movement.

Following is a description of some of the local staff courses recently offered by the DOC, and detailed in Annex B:

- * Preliminary Certificate Course, 1977/1978 (Repeated annually through 1979). This course for new inspectors and secretaries began February 6, 1978. It includes three weeks of classroom study, two to four months of practical training at a cooperative society, and a final two months of classroom work. Periodic tests, field evaluation and a final examination are part of this course, in preparation for the job of inspector or secretary. (Sample syllabus appears in Annex B.)
- * Course for Summary Clerks, November 1976 (Repeated annually through 1979). This was a course given each morning for three days. It included arithmetic needed on the job, some basic information about the principles of cooperatives and their operation, and the duties of summary clerks, who are the employees of the Gambia Cooperative Union. (Sample syllabus in Annex B.)
- * Course for Junior Inspectors, May 1976 (Repeated annually through 1979). Subjects included in this course were cooperative extension, secretarial practice, cooperative laws and by-laws, bookkeeping and accounts, and the agricultural credit system of The Gambia. (Sample syllabus in Annex B.)

- * Cooperative Management Course, 8 August-19 September 1978 (Repeated in the Fall of 1979). The Plunkett Foundation for Cooperative Studies, Oxford, U.K., was invited to come to The Gambia to give this new six-week course. There were 28 participants: 25 secretaries and 3 GCU employees. Subject matter of the course was agricultural economics, accountancy, costing, management, and cooperative development. The cooperative development section was handled by DOC staff; other instruction was given by four tutors from the U.K. (Sample syllabus in Annex B.)
On July 15, 1979, the Cooperative Training Center (CTC) at Yundum officially opened. On July 16 Plunkett Foundation initiated its second Cooperative Management Course at CTC. Three professors from Loughborough College in addition to the ODA Advisor comprised the expatriate faculty reinforced by CTC staff and selected speakers from the DOC. The training was divided into two segments: a six-week management course for 32 secretaries and a four-week audit course for the DOC Audit Unit as well as 3 Cooperative Inspectors and 2 GCU employees.
- * Qualifying Stage for Preliminary Certification in Cooperative Studies, 28 August-12 October 1979. This course, the first course run exclusively by the Gambian ETU staff (who, in fact, constitute the staff of the CTC) at the new CTC in Yundum. Ten of the participants received their initial training in February 1978.

Correspondence Courses: Several DOC staff members have taken correspondence courses in bookkeeping and accounting offered by the Plunkett Foundation. The Foundation maintains high standards, but the textbooks and problems in the course are all based on English consumer cooperative operations. Questioning revealed that, understandably, some of these examples and terms from the U.K. were incomprehensible to Gambians. (The Plunkett correspondence courses have been discontinued, effective 1978).

Out-of-Country Training: The DOC has made a continuing effort to get advanced training for those who have positions of leadership and

responsibility. To date, 30 people have been sent out of the country for periods of from two to nine months to attend training courses. Eleven of them have gone to the Cooperative College at Loughborough, U.K. (Partial list of trainees and training appears in Annex B.) Just prior to the beginning of CY 1979, the DOC/ETU prepared a Calendar of Courses which lists all of the planned training sessions and seminars planned for the new year. This represents an impressive array of activities conducted by the ETU and has been substantially adhered to. (This calendar is reproduced in Annex B.)

Educational Publications: The DOC has issued the following publications, which are used in staff training:

- Co-op Gambia - Law & Principles
- Co-op Gambia - Secretarial Practice
- Co-op Gambia - Bookkeeping - Marketing Societies
- Co-op Gambia - Thrift and Credit Guide
- Co-op Gambia - The Committee (Mandinka Version)
- ByLaws of Co-operative Thrift and Credit Society
(Model ByLaw)
- ByLaws of Rice Growers Cooperative Society
(Model ByLaw)
- Rules for Co-operative Inspectors - The Gambia
- Co-op Member Education Programme - Radio Broadcasts 1975
- Co-op Gambia Radio Broadcasts 1976
- Co-op Gambia Radio Play on Arbitration (November 1977)
- Co-op Gambia Handbook for Thrift and Credit Societies (May 1979)

STAFF TRAINING - GAMBIA COOPERATIVE UNION: At the present time, the Gambia Cooperative Union does not have a program of cooperative education and training, and does not have any staff members assigned to education or training. The GCU, however, does provide some on-the-job training with the help of one ODA advisor. Also, some staff members are taking correspondence courses from a commercial school (Rapid Results) in England. The GCU bears the cost, provided the employee completes the course.

The Gambia Cooperative Union does not have any funds budgeted for education and training programs, although some staff members are scheduled for out-of-country training. The GCU intends to play an increasingly greater role in cooperative training and education, especially in management and accountancy. It will be represented on the Cooperative Education and Training Committee and will participate in the development of national policies for cooperative education, including curriculum and use of the Cooperative Training Center.

C. PROJECT ANALYSIS

C.1. Economic and Institutional Factors

The Gambia is one of the smallest countries in Africa. It is only a few miles wide, stretching some 250 miles along the banks of the Gambia River, which flows through Senegal into the Atlantic Ocean. The country is surrounded by Senegal on the north, east and south. Total land area is 4,321 square miles.

Formerly the oldest British colony in Africa, The Gambia became independent in 1965. It is a peaceful democratic republic with a population estimated at 500,000 to 600,000. Between 45,000 and 50,000 live in the capital city, Banjul.

The Gambia is among the world's poorest countries with per capita annual income estimated between \$130 and \$160. Rural income is well below that figure.

Tribal land ownership predominates in rural areas. Average arable land per capita is 1.14 to 1.23 acres. The major cash crop is peanuts (groundnuts). It provides over 90% of the foreign exchange. The Gambia has little local manufacturing, and most goods must be imported. Agricultural work is still done by hand labor, but simple implements are being introduced. Cattle are raised including sheep and goats, some for compound food requirements, others for marketing.

Development Plans and Projects

In 1975, a Five Year Plan for Economic and Social Development was launched. Main emphasis is on crop diversification, increased production to reduce the need for importing food, and improvement in rural standard of living, including real growth in income.

A Rural Development Project (RDP) financed by the World Bank, the United Kingdom and the Arab Bank for Economic Development in Africa is concentrating on the western half of The Gambia, with package programs for new crops, increased production, and improved marketing of

produce through cooperatives, with the help of feeder roads and improved extension methods. RDP - Phase II is now being planned and will include USAID participation. Other projects are underway to develop irrigated rice and cotton as alternative cash crops.

The focus of all these development activities is the small farmer living in rural Gambia. The institutions and organizations which currently provide him services and with which he must work in order to be able to purchase his agricultural input requirements, secure credit, purchase equipment and small implements, and market his produce, will continue to be channels for the accelerated development called for in the various projects and plans outlined briefly above.

One of the chief vehicles for providing these and new or additional services to the farmer in The Gambia is the local cooperative and its secondary (i.e. national) level cooperative institution - The Gambia Cooperative Union (GCU). This emphasis on inducing accelerated development through local institutions, such as cooperatives, creates serious problems for them. Increased economic and project-related activities place an increased management and financial burden on local organizations and their national, or secondary-level, supporting institutions.

This is particularly true of cooperatives - and, unfortunately, when donor agencies and development planners place this burden on the cooperatives and other local organizations they often overlook this problem. Critical training and management needs arise which need to be anticipated and met, often on an initially subsidized basis, sometimes for a period of several years. These are part of the hidden costs of development.

Fortunately, the planners of the Rural Development Project understood this and support costs were included in the overall project budget, e.g. the provisions of the buildings and basic furnishings of the Cooperative Training Center (CTC), three year operations costs and office supplies. This provision was made with the understanding that the Government of The Gambia would seek other external assistance to reinforce and strengthen its cooperative education and training

program and develop a comprehensive national cooperative training and education program and plan for the CTC.

The cooperative training and education project outlined in this proposal is supportive of current and planned economic development efforts in rural Gambia. If the cooperatives are strengthened in their role as economic enterprises, if the membership and more importantly the key officers can learn to read the scales and their passbooks and understand simple financial transactions, if the management of the seccos is improved so that more efficient operations are introduced, then the farmer-member stands to receive greater returns for his produce even if production levels are not substantially increased. Since the goals of donor agency projects are to increase and diversify production, the standard of living in rural Gambia will improve in proportion to the realization of these goals. The proposed project is designed to move the farmer into a participatory role by increasing his understanding of marketing procedures and of group action.

Cooperative Sector

Cooperatives were first organized in the Gambia in 1955. Today there are 62 multi-purpose cooperative marketing societies, mainly selling groundnuts, and 36 thrift and credit societies (see Table 1). The government actively promotes cooperatives as a preferred form of rural enterprise.

The Gambia Cooperative Union (GCU) is a secondary-level cooperative organization. It is the main licensed buying agent of the Gambia Produce Marketing Board, responsible for 60% of all groundnut purchases in 1979. It is planned that the GCU will have an increasingly greater share of the groundnut market in the next 2-3 years. In principle, it is planned that it will have a monopoly by 1981 of local groundnut trading. The Gambia Produce Marketing Board (GPMB) handles the import and export of agricultural commodities. GPMB also imports fertilizer, which it distributes through the GCU and the cooperatives, with a 50% subsidy.

The GCU buys the groundnuts from the 62 primary societies, arranges transport, provides them with centralized accounting services, and extends credit during the crop season (see Table 2). The GCU intends to expand its services as a secondary society to all types of cooperatives in The Gambia, and play a more active role in cooperative education.

In keeping with the planning that went into the Rural Development Project and other development projects and activities, the government plans to make the cooperatives more efficient and increase their services to members through a combination of education and training, and reorganization. The Ministry of Agriculture and Natural Resources, Department of Cooperation, is the government agency charged with the supervision and promotion of cooperatives.

While the Gambia Cooperative Union (GCU) has the obvious mandate for training and education of its cooperative membership, leaders and employees, it has no budget for this purpose and no trained leaders or educators. It has, therefore, been determined that for the foreseeable future the government will assume this responsibility with government financial and manpower resources channeled through the Department of Cooperation. The GCU will participate in policy decisions regarding training and, as mentioned above, begin to play a more active role in education and training. But for now, it will concentrate its efforts on services to member cooperatives and on providing management guidance.

The Department of Cooperation includes an Education and Training Unit, headed by an assistant registrar. This departmental unit plans and conducts education and training activities for the cooperative movement in The Gambia. With the opening of the CTC in Yundum, the ETU was transferred there and its staff was increased from three cooperative officers and one cooperative inspector (in addition to the Assistant Registrar) to a full-time staff of eight. They are as follows:

- 1 Assistant Registrar (who is simultaneously the Director/CTC)
- 2 Cooperative Officer - 1 teacher and 1 A/V technician
- 3 Cooperative Inspectors - 2 teachers (1 in charge of literacy

programs) and 1 officer in charge of women's programs.

1 Clerk/Typist

1 Messenger

plus 6 kitchen and maintenance staff

See Tables 4 and 5, and descriptions of current cooperative training and education further on in this section.

Priority attention is given to the 62 multi-purpose cooperative marketing societies - the Cooperative Produce Marketing Societies. The reason is obvious: these deal mainly in groundnuts and groundnut sales on the world market bring in the lion's share (90%) of foreign exchange earnings.

In order to meet the increasing demands placed on these cooperatives, representatives of both the Gambia Cooperative Union and the Department of Cooperation, in conjunction with other appropriate government officials, have agreed on a policy of amalgamating these into 34 societies, corresponding to the geopolitical divisions of the country. The existing facilities at the present headquarters sites of the current 62 societies (the secco - or storage area, office, and equipment, such as scales, safe, and groundnut sifting drums) would remain in place and would become buying and distribution points so that farmers would not have to travel additional distances. In fact, it is anticipated that the number of buying and distribution points will be expanded.

This would introduce a new management structure in the rural area. Each local marketing cooperative society would have a manager, and perhaps even an assistant manager, depending on the size of the cooperative, the area covered and the volume of business conducted. Each buying and distribution point would have a secco supervisor. This will require additional trained personnel as well as further training for existing staff.

At present, each society has a secretary, who is, in effect, the manager and is a full-time employee of the cooperative. Management decisions, however, are shared with the President and the Treasurer of the local society, each receiving an honorarium for his services. The

three are present whenever financial transactions with the members are conducted, especially when the farmers bring in their groundnuts to be weighed and sold. The sales are in cash and are made after deductions for any credits which have been extended.

It is obvious that the secretary carries a substantial load, since he must maintain the society's books and the members' passbooks. When he is the only one of the three who can read the scales and enter the necessary information in the passbooks, as is often the case, the opportunity for argument and disagreement is great. In some coops, the secretary is assisted, however, by two part-time seasonal employees, the check-weigher and the summary clerk.

Education

There is public education and a number of missionary groups have schools, but the country is still short of school buildings and teachers. Only five percent of the school-age population is in school, and 60 percent of these do not go beyond primary grades. There are 150 primary schools (50 of these are in the Banjul area), and 17 junior secondary schools that emphasize technical training. There are five high schools, or senior secondary schools. The Gambia High School is the one public secondary school in Banjul.

It is planned to make the Vocational Training Center at Kanifing a technical institute that will offer two-year courses plus apprenticeships. Yundum College, now a two-year teacher training and agricultural school, is to become the College of the Gambia, with majors in agricultural education, nursing and public health, teacher education, liberal arts and sciences, and a technical and commercial institute.

A World Bank Project, planned for initial implementation in 1980, includes components for the establishment of a Management Development Institute. IBRD will build and equip the facility and provide three man-years of technical assistance in general management, six months of short-term technical assistance, three man-months for program design, and four man-years in scholarships to train local staff in

instruction, and local adaptation and examples. The lack of printed materials in any of the local tribal languages is the concern of the National Advisory Committee, whose work is discussed further on in this section.

At the village level, cooperative secretaries and inspectors have among their duties the education and training of members, but find this difficult, if not impossible now, due to lack of knowledge and experience in how to teach, limited knowledge about cooperatives, lack of teaching materials, and no transportation from village to village.

Cooperative secretaries (who are the employees of the cooperatives in effect, managers) must have completed Form 4 secondary school. They then get only 2 months training by the Department of Cooperation. Cooperative inspectors and auditors must have completed GCE O Level with passes in English and mathematics. Present employees get a four-week induction course at the DOC, plus some field work. (see Annex B for sample syllabi).

Government personnel in other government departments have had no cooperative training, so cannot reinforce the limited educational efforts of the DOC in the field.

Interviews in the field reveal that some of the staff now on duty, even though intelligent and dedicated, still feel personal lack of skills necessary to do their jobs properly. Doubtless some of this is due to the general lack of educational resources in the country, as noted above. This, of course, puts a heavier load on the Department of Cooperation, which, in effect, has to compensate for previous educational deficiencies.

In addition to the education and training activities described in B.3. and detailed in Annex B, the following training is provided at the village level.

- * Members of cooperatives: Judging from field interviews, the main method of member education and training is informal visiting with members by cooperative secretaries and inspectors. Otherwise, there is no formally organized member education and training program.
 - * Managing Committees and other officials: Basic instruction in cooperative laws and regulations, and the bylaws is sometimes included in the discussions of inspectors and secretaries at the regular meetings of the elected officials - managing committees and executive committees - of the cooperatives.
 - * One day seminars were conducted in each of the six cooperative areas by the Education and Training Unit (ETU) of the DOC in November and December 1977. Each cooperative society was represented by two-to-four committee members and the secretary. Repeated in 1978 and 1979.
 - * Radio programs: The Education and Training Unit prepares a weekly radio program on cooperatives that is broadcast every Wednesday at 8:30 p.m. over Radio Gambia, the public broadcasting service. A review of the previous radio scripts shows that the programs are practical in nature, concentrating on the groundnut produce marketing societies. The field interviews indicated that the cooperative leadership does listen to these programs where radios are available.
- These are conducted in the two major local languages: Wollof and Mandinka. Content of the majority of the programs was slanted more toward the interests of the leaders, rather than the ordinary member, and the vocabulary was possibly beyond the comprehension of the average listener.

The proposed cooperative training and education project will focus initial priority concentration on the 62 multi-purpose cooperative marketing societies to strengthen their managerial understanding and capability and to provide the farmer members with an invaluable tool in understanding marketing procedures - numeracy and simple financial transactions. The project is designed to complement and enhance the

current cooperative education and training programs, beginning with village-level needs and provide cooperative leaders and officials at the local, division and national levels and their government counterparts with the necessary tools and training to address these needs. A second phase will include the cooperative thrift and credit societies which at present are almost totally lacking support and guidance from either the DOC or the GCU.

A summary of an inventory of cooperative training and educational needs which was compiled as part of the field work involved in the preparation of this project proposal, appears in Annex A. In addition, a report - "Cooperative Development in the Gambia-Problems and Solutions" - prepared by participants in the 1979 certification course, is included.

Literacy Training

Adult literacy classes have been conducted by both private and public agencies, in a sporadic fashion, for some time in The Gambia. Backary Sidibe, a literacy expert in The Gambia, began literacy classes for adults 25 years ago while a teacher. However, a concentrated, official national effort is just getting underway, even though over 90% of the populace is illiterate.

In 1976, the National Literacy Advisory Committee (NLAC) was formed. Literacy work has started in 15 villages utilizing community development staff workers. 750 students are enrolled, some in their second year. The committee has had more than 30 regular meetings and a two-day workshop. Visiting experts on literacy from Senegal and Mali advised, and two Gambians visited Mali for technical advice and observation. One full-time employee is assigned to the project.

In January, 1978, a new pilot project for teaching the Mandinka language began in four villages, with instructors from the villages, paid by the villages.

Some primers have been developed, but the committee lacks resources to go into full scale production of materials.

A UNESCO consultant made a one-month study and has recommended a project for construction of a National Literacy Center with a Gambian director, and a consultant for three years from UNESCO. NLAC requested funding for this from the Ministry of Economic Planning, but has not yet received any financial support for it.

The International Cooperative Alliance, which has done some work with West African cooperative groups on literacy work, sent a specialist to The Gambia during the development of this project proposal to appraise the situation and make recommendations for a pilot project in literacy using the organizational structure of selected cooperatives. This project is still in the planning stage.

Little work has been done so far on numeracy training for adults. The village-level training, which is key to successful implementation of the proposed cooperative training and education project, will place primary importance on numeracy, teaching key cooperative members to read the scales and entries in passbooks and perform simple arithmetic calculations related to cooperative marketing and supply functions.

Agricultural Extension Staff Training

No intensive education and training specifically on or concerning cooperatives is given to the agricultural extension staff, which involves 600 people in the Department of Agriculture of the Ministry of Agriculture and Natural Resources (MANR), including 225 demonstrators, 120 instructors, 100 agricultural assistants, and 100 junior extension staff, plus the senior agricultural superintendents and cooperative officers in each division. This represents a potential group who could reinforce village level training efforts detailed in this project proposal, especially if select numbers were given short seminars or courses in the role and function of cooperatives and in basic principles of numeracy training. (See organization chart, Table 6.)

Agricultural assistants are now trained at Yundum College in a two-year course, and their second-year classes in agricultural

economics, farm management, and extension are reported to give some orientation on cooperatives. These courses do not cover the principles of cooperatives or operational functions and roles of cooperatives.

In the annual two-week agricultural extension refresher courses held annually at the Mixed Farming Centers, a talk on cooperatives is included, in which a DOC representative discusses the cooperative activities planned for the year ahead.

Mixed Farming Centers

Five of the Mixed Farming Centers are to be rehabilitated and expanded, and reorganized for multi-purpose use, under the supervision of the Rural Development Project (RDP). It is planned that in these centers, key farmers can be trained for program planning in new agricultural systems for from one to two weeks, to implement the RDP. RDP staff members indicate that cooperatives, as subject matter, could be included in the training. However, present RDP staff do not have cooperative background.

Here again a valuable resource could be developed through the provision of seminars or courses to RDP staff in cooperatives and numeracy and through the provision of DOC staff to assist in the farmer training courses in the rehabilitated Mixed Farmer Centers.

During the First Year of the proposed project, which is the subject of this paper, it is planned that steps will be taken to tie into the agricultural extension and the RDP training programs. This has been discussed with the appropriate officials and has been accepted in principle. The purpose would be to give orientation on cooperatives and numeracy training to Agricultural Extension and RDP personnel and to expand agricultural and rural development knowledge and understanding on the part of GCU and DOC personnel. An equally important task will be to coordinate the village level training that these agencies will all be involved in.

Training Facilities

THE COOPERATIVE TRAINING CENTER (CTC)

A permanent facility for education and training for the cooperative movement in The Gambia has been built on the Ministry of Agriculture and Natural Resources (MANR) grounds at Yundum, which provides dormitory and classroom space for 28 students. The CTC was officially opened on July 15, 1979. This Training Center is run by the Department of Cooperation's Education and Training Unit. (See discussion above under heading Cooperative Education and Training) Most basic furnishings and equipment have been installed and the center is now fully operational and will have been the scene of four full-time, multi-week courses before the end of CY 1979.

The project proposed in this paper will seek maximum utilization of the CTC and its staff.

EXTENSION AIDS UNIT - MANR

The Extension Aids Unit (EAU) was set up during 1977 as a support service for other departments and services of the MANR, including the DOC. This Unit moved into a new building during 1978, and is located on the same MANR grounds and adjacent to the CTC at Yundum.

The EAU building, funded by the Rural Development Project - Phase One (RDP-I), is being equipped for production of films, still photos, radio shows, printing, poster and display work, and editing of publications, plus the production of a magazine for extension workers. RDP-I followed on an initial AID contribution of \$130,000 under the Sahel Recovery and Rehabilitation Grant. Some of these funds were used to purchase the five audio-visual vans which operate under the supervision of the EAU. These are heavily scheduled to do village training and are most frequently used in conjunction with two-day field demonstrations in which representatives of various departments of the Ministry of Agriculture and Natural Resources give graphic presentations.

These teams use flip charts, film and slide shows, new simple tools available under the RDP, samples of handicrafts and simple

garment making, and even small plants to demonstrate growing and cultivating techniques. They are reinforced, when available, by representatives from the Ministry of Health who give graphic presentations on nutrition and other health needs and Community Development Workers who describe various ways in which a village can organize to identify common problems and seek solutions. Representatives of the Department of Cooperation also participate. Their participation, while useful and informative, suffers from the lack of the types of A/V materials used by the other participants in the two-day demonstration.

The staff of the EAU plans to give training in the production and use of audio-visual aids to staff members of the MANR, including DOC.

The CTC and the project described in this proposal will greatly benefit from the physical proximity of the EAU building, the availability of A/V instructors for courses at the CTC, and the possibility of producing A/V aids for use both at the CTC and in the field.

PLANNED LITERACY CENTER

It is possible that a National Literacy Center, as requested by the National Literacy Advisory Committee (NLAC), may be erected near the two units described above, and space has been reserved there for it. This will greatly enhance the ability of developing training programs and materials in numeracy for the proposed project. With or without the Center, the NLAC has agreed to work with the DOC in developing simple materials for numeracy training. This will be assured by the fact that the Chairman and Vice-Chairman of the NLAC are the Director of the Extension Aids Unit and the Deputy Registrar of Cooperatives, respectively.

RURAL DEVELOPMENT PROJECT TRAINING CENTER - JENOI

This newly-completed center, almost in the center of the country, while designed to meet RDP needs, will be available for some DOC training. It will also be a useful place to have joint, inter-agency training, coordination and planning sessions. Its location provides

for an alternate training center to the CTC at Yundum, especially to meet some of the training needs of the cooperatives and field staff further up-river. This will obviate the need to transport everyone to Banjul for all classroom training.

MIXED FARMING CENTERS

These have been discussed above. They will also provide alternative places for training, especially for managing and executive committees.

COMMUNITY DEVELOPMENT TRAINING CENTERS

In addition to the almost completed training center at Mansakonko (in the center of the country and a few minutes drive from the RDP Training Center in Jenoi) the West German Government is planning to build two CD training centers - one in Basse (eastern end of the country) and one in Brikama (just south of Yundum). The German contribution is designed to meet the needs of the rural women's groups (including Thrift and Credit Societies) and to provide guidance to these groups in organizing themselves into cooperatives - craft production and marketing and vegetable production and marketing.

The Germans are keenly interested in assuring that adequate training and technical assistance (both Gambian and expatriate) be provided through the utilization of these centers. The second phase of the proposed CLUSA project will concentrate on these groups and when the centers are built will be able to provide assistance in developing cooperative training packages.

C.2. Technological Factors

Since the bulk of staff instruction given to date has been based on textbook reading, lectures and preparation for written and oral examinations, as evidenced in the curricula listed in Annex B, the proposed project will seek to reinforce innovative training techniques.

The project will place heavy emphasis on numeracy training at the village level. This, in itself, will require innovative technology. It will also include the organization of informal group discussions following radio programs and audio-visual presentations; extensive use of all kinds of audio-visual materials (which will be prepared in conjunction with the Extension Aids Unit) with emphasis on pictures (including posters, slides and movies) and symbols rather than just written language; role playing; community theater; puppetry; song; and case studies developed specifically on West African and Gambian models and experience.

This will involve extensive preparation of materials, training in the preparation and utilization of such materials, and developing a cadre of Gambians with expertise in and familiarity with these training techniques. Some of these techniques are being used at present on a limited basis by individuals in the DOC. This project will capitalize on the experience and ingenuity of these individuals.

Slide shows and, eventually movies, will be prepared with the collaboration of the Extension Aids Unit (EAU) to be used at all levels of training. The project, of necessity, will rely heavily on the EAU for the production of audio-visual materials. For this purpose a Peace Corps Volunteer has been requested to work exclusively with the CTC audio-visual technician, assigned to the EAU. It is probable that the EAU will need additional equipment in order to meet the demands of this project as well as those from other departments of the MANR. While a sizable equipment component was included in the original proposal for this project, it was agreed in discussions which led to the present revision of the proposal that EAU would assist

C.3. Sociocultural Factors

In rural Gambia, local government is on a village basis with elected chiefs and a council of headmen. There is much free discussion of local affairs in the bantabas -- compound and village meeting places.

Malaria and amoebic dysentery, and malnutrition of infants, are continuing endemic problems. Life expectancy is 35 years. Half the children die before five years of age, but those that reach five can expect to live 45 or 50 more years. Illiteracy is estimated at 95 to 97.5%. Most of the literate populace is in the capital. English is the official language.

Major tribes are the Wollof (mainly near the capital) and the Mandinka. In the Upper River Division, there are some Fula and Sarahule tribesmen. Ninety percent of the population is Moslem; the balance are mainly Christian, but strong animist traditions remain. Polygamy is common; joint or extended families live in compounds. Women are responsible for raising crops needed for compound consumption and crops raised beyond compound needs are sold in local markets. Rice, cassava, sorghum, millet, sweet potato and onion are common foods. By contrast, Western customs are fast dominating in the capital, which has a lively tourist industry during the dry season - November to May.

Cooperatives and cooperative type activities (including pooling of labor at the village and compound levels) are accepted forms of group action. This is based on the te-sito philosophy - each one teach one - or self reliance. The cooperatives suffer, however, from too close identification with government, and, in some cases, the democratic process by which decisions should be reached is hampered by the active presence and role of the village chief or district chief who may be on either the managing or executive committee. Even if not on either committee, the chief can and sometimes does exert greater influence than lesser members of the local cooperative. Nevertheless, the bantaba provides a forum for fairly free and lively discussion, and even the poorest farmer appears to be permitted to express his opinions.

The project described in this proposal is aimed at strengthening the understanding by, first, the committee members and, second, cooperator-members, of simple management and marketing procedures. This should improve the role of the individual farmer member and create a better understanding of the function and role of their cooperatives.

In the second phase of the project when attention is given to the needs of the cooperative thrift and credit societies, the economic role of women will receive attention, for they are in the majority in these societies. There exist also informal groups of women who market agricultural produce (which is grown in excess of the needs of their compounds) and are saving a portion of the proceeds. These women are, in effect, organized in pre-cooperatives with guidance in one instance from a Peace Corps Volunteer and in another from a Gambian Community Development Worker. These groups are found in more than 40 villages. Some women save as much as Dalasis 0.10 to 0.50 per week.

The potential of working with these groups is exciting. The mere fact that there is a concept of saving in rural Gambia discredits the notion that some development experts have held that savings projects are impossible in a country with a per capita annual income of less than \$160. In developing training programs geared to the needs of these cooperatives and pre-cooperatives, the DOC and its expatriate advisors may need to plan some additional specific technical assistance projects.

C.4. Relationship to PVO Development Assistance Guidelines

If the project is implemented as designed, the major impact will be in rural Gambia at the village level directly affecting the poorest farmer as well as his (relatively speaking) more affluent neighbor. Once the farmer-cooperator understands more fully what services his cooperative should provide, how the market functions and learns simple numeracy with the ability to perform simple calculations, he will be in a better position to cope with the money economy into which he is inexorably being drawn. It will not ensure his economic well-being, but it will give him tools beyond those which he now possesses to take a more active role in decisions that affect his well-being.

As discussed in C.1. above, this project will seek to tie into a variety of ongoing projects and programs - the Rural Development Project, the National Literacy Advisory Committee, the extension project of the Department of Agriculture, and Community Development. In fact, in Mansakonko Circle, informal and formal talks between the representatives of these various programs have been going on for some time, and joint efforts and activities have been planned and undertaken. The resources of The Gambia are too limited to develop projects, aimed at raising the standard of living and increasing income in rural areas, in isolation from each other. There is a will to coordinate - the real test will come in the performance.

If the project is successful in reaching, in whole or in part, the goals listed in A.3. "Conditions Expected at End of Project" (see above), then a multiplier effect of trained villageers teaching other villagers will have been set in motion. Experience in other African countries and even the limited experience in The Gambia indicates that given the right set of visual aids and a simply structured curriculum, numeracy can be taught by basically illiterate people. It is not overly ambitious to expect that the project, given the necessary initial momentum and resources, can spread to the whole country.

C.5. Potential for Institutionalization of Project with Domestic Resources

While the priority emphasis of the project is to meet the cooperative training needs at the local, village level, training and education will take place at all levels so that a cadre of trained Gambians will be in-country at the conclusion of the project, or the phasing out of external technical assistance.

Beginning with the Second Year Evaluation, the project personnel together with the DOC and the GCU will have to ensure that both the Government of The Gambia and the GCU will be able to continue village level training following phase out. Local salaries already have been covered in the GOTC budget. The project will not cover the costs of any local employment, other than direct support staff, i.e., a clerk typist and a driver. Only one full-time expatriate advisor is provided by the project. However, it will probably be necessary to seek continuing external support in the form of short-term consultants and out-of-country training. These specific needs should clearly be identified in the Second Year Evaluation and further documented during the Third Year of the project.

D. PROJECT DESIGN AND IMPLEMENTATION

The purpose of cooperative education and training is to equip people to run successful cooperative enterprises. This means cooperatives owned and controlled by the members; cooperatives that are not only viable, but result in improved economic and social conditions for the membership.

This approach conceives cooperative education and training as an organic growth process: i.e. the group of people being educated develops into a cooperative community, increasing their knowledge and ability to solve problems independently, and, in the process, solidify their group ties, thus growing in awareness of their mutual responsibility and of their interdependence as human beings. This is a slow process that calls for patient, year-round effort.

In practical terms, cooperative education and training should be problem-centered, starting with the immediate needs of the people involved, and using methods that get the maximum personal involvement and participation of the people. Government officials and outside development assistance specialists can give guidance and advice, but the people must be helped to identify their own problems and be involved in planning how to solve them. This process is, in itself, a key component of cooperative education and training.

Plans for training conceived in this way must constantly undergo change to fit changing conditions, and to take advantage of new opportunities. This means that continuous program evaluation or assessment and adjustment will be an ongoing factor in this project.

The project is designed to meet the most critical village-level needs of the cooperatives and their function and role within the community and within overall development schemes. These needs were identified in an informal empirical field survey and are summarized in Annex A.

Based on these findings the priority attention at the village level will be on numeracy training (including basic literacy related to the specific routine business activities of the cooperatives) and on basic secco management. The specifics of the type of training to be given and the methodology and techniques to be employed are detailed in the Implementation Plan, below, and in Annex C.

Every level of staff, from field (secretaries to inspectors) through division to headquarters of the DOC and GCU will have specific training programs designed for them to enable them to train at the village level, understand village and primary cooperative problems and give guidance and support to the cooperatives and field staff.

A key element will, and must, be active coordination with other agencies and departments, both of the Ministry of Agriculture and National Resources as well as other governmental agencies and departments giving or planning to give training at the village level, to avoid duplication and conflicting schedules and to carry out as many joint, interrelated training programs as is practical and feasible.

Since this project is meant to enhance, complement and strengthen, and not supplant the current training programs of the Department of Cooperation (DOC), the training and technical assistance provided under this project is designed to reinforce and enrich that training, including the courses traditionally given at Loughborough and by Plunkett Foundation in The Gambia. Innovative techniques - such as the extensive use of audio-visual equipment and materials, the development of Gambian and West African case studies, and specifically designed and regularly scheduled numeracy training - will be major vehicles for assuring the coordination of the programs.

Since the project provides for only one full-time Cooperative Education Advisor, with support from three Peace Corps Volunteers and the occasional inputs of two short-term specialists and consultants, the success of the project will rest heavily on the Gambian staff assigned to work in education and training. This will assure that the program remains basically Gambian.

While village-level training is the foundation of the project, the expatriate advisor will be more involved in training the advisors than in training at the village level. They will participate in village training whenever feasible and practical, both as support to the trainers as well as a means of gleaning additional insights into techniques that appear to work well, and of identifying techniques and methods that require adjustment or abandonment.

D.1. Implementation Plan

Project components are the provision of:

- * Technical advisors (one full-time Cooperative Education Advisor, three Peace Corps Volunteers, and two short-term consultants and advisors).
- * Out-of-country participant training, both in Africa and in the U.S., to be funded from sources other than the project budget.
- * Equipment and commodities essential to the effective delivery of technical assistance and training. Initially, the present resources of the EAU will be utilized, but an equipment list will be drawn up during the initial phase of the project for which other sources of funding will be sought. However, the proposal budget does include a line item for the provision of an initial shipment of mopeds for village-level trainers. These will be turned over to the DOC in the form of a commodity grant. The DOC in turn will sell them to the trainers on credit. This will provide a revolving fund for the purchase of additional mopeds for village trainers. The importer-dealer will be required as part of his supply contract to provide maintenance training to the recipients of the mopeds. It was felt that the trainers would take a more positive interest in maintaining the mopeds if they were personal rather than government-owned property.

The provision of transportation for the trainers is critical. Presently, 90% of the transportation needs of secretaries and inspectors, who will generally be the village trainers are met by foot-power, with distances between villages ranging from a few to over ten miles. Obviously, a pedestrian trainer can only carry a meager supply of training materials. These components along with job descriptions, are detailed below. Annex C amplifies on technical assistance and training to be given, methodology and development of training materials and other supporting services.

Although the project has been designed to meet the basic cooperative training identified in a needs analysis survey conducted in-country over a six-week period, and summarized in Annex A, and although there is enough information to plan a basic training program and the supporting services and equipment for it, it is apparent that there is not enough baseline data to lay out a complete and thorough three-year plan. This is especially true of the needs of the thrift and credit societies and the women's informal savings groups.

Upon arrival in-country of the CLUSA Cooperative Education Advisor, he together with the CTC Director will review the Implementation schedule (outlined at the conclusion of this section - D.1.) and prepare a detailed plan for Year One. The current project plan (as described in this proposal) calls for a continuous appraisal of training needs and verification or correction of previous findings during Year One. Attention will be given to those groups whose needs were not sufficiently analyzed to develop comprehensive training programs for them. However, priority attention is given to the produce marketing societies and their training needs, since they represent the group that needs critical, immediate assistance, and are the focus of current major development projects. Year One training is planned to address the needs of this group.

Priority in the first year will be on the development of specific village-level training programs and techniques - i.e., training the trainers - particularly in numeracy training and in secco management.

Village-level training, as well as some out-of-country participant and observation training, will be initiated. Equipment and commodities needs will be analyzed and other sources of funding will be sought. The present proposal budget includes funds for an initial provision of mopeds for village trainers' transportation.

. Prior to the end of the year, the results of the ongoing appraisal of all training needs will be analyzed. A year-end evaluation of performance, detailed in D.2. below, will also be conducted. The results of the appraisal and the evaluation will form the basis for any necessary revision of the Plan for Year Two.

Year Two should see the completion of curricula for all levels of training, with intensive village and cooperative-level training in full operation. These will include specific training programs designed for the thrift and credit societies, as well as the informal women's savings groups. Additional out-of-country participant and observation training will be provided. The development of Gambia-oriented audio-visual materials will also be in full operation during Year Two. An evaluation will be performed prior to the end of Year Two, which will serve two functions: the provision of information to determine if the Plan for Year Three needs adjustment or corrections, and a determination of whether external assistance can reasonably be phased out at the end of Year Three. If not, a timetable for phase-out will be drawn up listing the specific types of assistance that will be needed.

Year Three will essentially follow the pattern established in Year Two incorporating the changes and innovations called for in Year Two evaluation. The training staff should be able by then to maintain and even accelerate the momentum developed during Year Two. Results of numeracy training and its effectiveness, which will be addressed in Year Two evaluation, will form the basis for mounting a concentrated effort to reach and exceed the goals listed in A.3. End of Project Status.

An evaluation of Year Three will be conducted sufficiently early during the fourth quarter to determine what continued external assistance, if any, is needed. Actually, this will either corroborate or correct the recommendations regarding continuing external assistance recommended in the evaluation of Year Two.

The specific activities alluded to and outlined above are contained in the Implementation Schedule which appears at the end of this section (D.1.). It should be noted that this schedule or diagram of a Three-Year Plan is based on the calendar year and is pegged to the groundnut growing season, since training sessions must be adjusted to planting and harvest periods. When the Project Cooperative Education Advisor arrives in-country, this schedule will have to be revised, depending on the month in which he arrives.

This schedule and the details contained in Annex C have been developed with the help of staff of the Education and Training Unit of the Department of Cooperation and have been discussed with key staff of both the GCU and the DOC as well as representatives of the Rural Development Project and the Director of the Extension Aids Unit. The basic outline of the project was presented to the Permanent Secretary of the Ministry of Agriculture and Natural Resources. With only minor reservations, there was consensus on the need for, the thrust and the components of the project. The approval and support of the Ministry of Agriculture and Natural Resources is contained in a letter which has been delivered to the AID Representative in Banjul.

The external assistance input called for in the project will be provided directly through and by the Cooperative League of the USA (CLUSA), who will be the recipient of the grant under the general provisions for PVO grantees and OPG guidelines.

As discussed elsewhere, the Department of Cooperation already has a core training staff - the Education and Training Unit - who work in and out of the CTC in Yundum. This staff needs guidance in applying the skills each has acquired as well as additional, advanced training. Both the staff of the CTC as well as other members of the DOC need training in planning and evaluation which will be provided in this project. The Cooperative Training Center has been built and provision for its equipment and initial operating expenses are covered under the Rural Development Project. The availability of Gambian counterparts and an initial core of trainers as well as budgetary support is, therefore, assured.

The Cooperative League, using the resources represented by the U.S. cooperatives which are members of the League or associated with it, will hire and provide initial orientation to the CLUSA Cooperative Education Advisor as well as the short-term consultants. The CLUSA Cooperative Education Advisor will be responsible for the orientation of the Peace Corps Volunteers assigned to this project. Both he and each of the PCVs will have counterparts assigned by the DOC or the GCU. The DOC will assure that the PCVs will have access to the same type of transportation that is available to their counterparts.

The Cooperative League will assign a senior staff member in Washington to monitor the project and act as project backstop officer. He will develop the reporting format which will be required of the CLUSA Cooperative Education Advisor and will provide necessary program support. The Cooperative League Administrative Office will provide necessary logistical support, including procurement, disbursements, issuance of insurance, etc. The Cooperative League project backstop officer will visit the project at least once every six months, and more frequently, if necessary. He will also participate in the yearly evaluation.

While communications between Gambian authorities and project personnel, and the USAID and project personnel, will normally be conducted in The Gambia, both informally and formally, the Cooperative League project backstop officer will be available for consultation and may exchange direct communications with either Gambian or USAID representatives, if circumstances dictate this necessity.

Once the project is approved and an OPG Agreement has been signed with AID, CLUSA will negotiate a Memorandum of Understanding with the Ministry of Agriculture and Natural Resources spelling out the responsibilities and obligations of each in carrying out the project.

PROJECT PERSONNEL - JOB DESCRIPTIONS

CLUSA Cooperative Education Advisor - A three-year, full time position in The Gambia.

Functions

- * Advise on the planning and coordination of education and training for cooperative members, leaders, employees, in primary and secondary level cooperatives, and assist in the actual training.
- * Advise and assist the Cooperative Training Center established by the MANR/DOC in the planning and implementation of a year-around village-level education and training program.
- * Advise and assist in the production of instructional materials, and public education and information programs on cooperatives in The Gambia.
- * Help the cooperative institutions in The Gambia maximize local resources and coordinate their activities with other agencies in The Gambia, including training and orientation programs for personnel of these other agencies as they relate to cooperatives.
- * Ascertain the need for short-term consultancies, and arrange for them along the lines indicated in the project, or as may be mutually revised by the CLUSA Cooperative Education Advisor and the CTC Director.
- * Set up a system of continuous evaluation of the program, and recommend revisions where needed.
- * The Department of Cooperation will assign a counterpart with whom the advisor will work, probably the Assistant Registrar in charge of the Education and Training and Director of the CTC. The Advisor will have access to the Registrar, DOC, on as needed basis.

Short-term Advisors - 2 different disciplines for varying periods of time.

Numeracy

- One advisor on numeracy training.
- Three months for first year, 1 -2 months the second year.

Functions

- * Advise the DOC and CTC staff who will be involved in the cooperative training in numeracy on the most effective methods of teaching.
- * Assist in the preparation of numeracy teaching materials.
- * Help the DOC coordinate its numeracy efforts with those of other agencies in The Gambia involved in literacy-numeracy education.

Multi-Media

- One advisor to work on A/V aids and radio/cinema scripting.
- Three months the first year, 1 - 2 months the second year.

Functions

- * Advise the CTC, Extension Aids Unit (EAU), and the CTC staff on selection, preparation, and use of A/V materials in cooperative training.
- * Work with EAU staff in production of A/V materials for cooperative training with emphasis on simple, low-cost materials.
- * Teach CTC trainees how to produce and use simple A/V materials in the field.
- * Train ETU staff in charge of radio programs, in simple script writing.
- * Write or assist in writing simple scripts demonstrating techniques used in training sessions.
- * Generate ideas for new programs to achieve project goals.
- * Assist production of initial cassette-magazine for tape recorder.
- * Advise on how to make maximum use of Radio Gambia facilities for village level training.
- * Coordinate activities and work with multi-media PVC.

Peace Corps Volunteers - 3, for two years each. Each PCV will be assigned to a Gambian counterpart. While the PCV will engage in field training and operations, the basic requisite is to provide advice and training to the counterpart and to Gambian trainers.

Multi-Media

- One PCV specialized in preparation and use of all types of A/V and promotional materials with secondary skills in film and radio production.
- Two years, to begin in the third quarter of Year One, stationed in Yundum.

Functions

- * Work with the EAU and CTC in the production of audiovisual and other media materials.
- * Work with the EAU and DOC audiovisual specialists in developing community based training materials to be prepared in the field or for field use.
- * Assist in additional training of counterpart.

Women's Involvement

- Two PCVs on Women's Involvement programs and activities.
- Two years each, to begin in the first or second quarter of Year Two, one stationed in Mansakonko area, the other in Georgetown or Basse area.

NOTE: Pending the assessment of the needs of the women's groups, this number may be increased to three: one in Basse, one Mansakonko and one in Brikama.

Functions

- * Work with existing women's groups in the development of cooperative and self-help activities.
- * Assist in the development of cooperative information system for rural women.
- * Assist the participation of women in already organized cooperatives.
- * Assist in the training of counterparts.

NOTE: The specific functions will be spelled out in more detail after Year One assessment of needs of this group.

Participant Training Abroad and Related Travel

In the USA - One scholarship each year for the DOC and one for the GCU to allow key staff members to attend courses in a U.S. educational institute or participate in an observational training at a U.S. cooperative. The Cooperative Education Advisor working with his counterpart will plan specific participant training programs tailor-made to identified needs and gaps in skills of training staff. Funding for this training will be sought from other sources. These costs are not covered in the budget of this proposal.

Short-term survey trips to Africa, one trip per year, to be made by the CLUSA Cooperative Education Advisor and, if possible, his counterpart or designee, to locate other sources of technical assistance, training, internships, exchanges, etc. Funding for the CLUSA Advisor's trips is covered by the proposal budget. The counterpart's trips will be sought from other funding sources.

Other Agency Assistance

The DOC and GCU will be encouraged to continue to use the resources provided through ODA and other donor agencies for training of selected staff in the Cooperative College at Loughborough, U.K. The resources of the Plunkett Foundation should also continue to be sought and utilized. It appears likely that Plunkett will again offer its short-term seminar on cooperative management in 1980 in The Gambia.

Because of the intimate, historical relationship between the leadership of the DOC and the GCU, including the ODA advisors, and Loughborough and Plunkett, the CLUSA Cooperative Education Advisor will stop for a week in the U.K. so that he can visit both institutions and hold discussions with the appropriate authorities in ODM. This will provide him

with orientation on the offerings of both institutions and their potential role in future training programs for Gambian cooperative leaders. He will thus be in a better position to plan complementary activities to be carried out under the project. The ILO is currently funding a one-year Adult Education Advisor - actually a trainee. ILO also is proposing a project to assist in developing cooperative training at the national staff level. The proposed CLUSA project and the ILO project will be complementary in that the CLUSA project will concentrate on village level training.

After the Year One assessment of the needs of the thrift and credit societies and of the women's informal savings groups, Credit Union Global Projects of World Council of Credit Unions - WOCCU - (or its African Branch - ACOSCA - headquartered in Lome), will be requested to send an advisor to The Gambia to determine technical assistance requirements and plan a project addressing these needs. The assistance identified will be outlined in preparing the Year One Evaluation.

Implementation Schedule

The implementation schedule tabulated in the following pages is suggestive in that it is geared to the growing season in The Gambia, specifically groundnuts, since training involving field staff and cooperative managing and committee members and village-level training must be planned in keeping with slack periods. During planting season and at harvest time such training is all but impossible.

When the Cooperative Education Advisor arrives in-country he will need to review this schedule with the CTC Director and staff and make the necessary adjustments, depending on what month he arrives in-country. In any event, many of the activities listed in the schedule have been initiated by the DOC during 1979.

Mopeds or pedal-assisted motor bikes, project and personal car of the Cooperative Education Advisor will be free world purchase, in keeping with current waiver policy for USAID projects in The Gambia, the MOB

vehicle waiver and American Embassy policy applicable on date of signing project agreement. Any other commodities required to be purchased for the project, which are impractical to purchase in the U.S. or for which local maintenance repairs and square parts are lacking or known to be wholly inadequate, will also be free world purchase.

NOTE: The above includes rules applicable to USG POV, standard waivers for post 935 or 941, and free world waiver.

THE GAMBIA-COOPERATIVE TRAINING AND EDUCATION PROJECT

SUGGESTED SCHEDULE OF ACTIVITIES

These include activities of the CTC related to but not necessarily part of CLUSA Project

Year One	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<u>CLUSA Cooperative Education Advisor</u>												
* 2 week orientation - Washington and U.S. cooperative resources	----											
* 1 week orientation in the U.K. - ODA - Plunkett Foundation - Loughborough College	--											
* Orientation - DOC and other agencies in The Gambia												
* Field Study and Rural Orientation		-----										
* Planning and Program Development with CTC			-----									
* Work with CTC on Course and Curriculum Development				-----								
* Initiate Training					-----							
* First Year Plan-Evaluation and Adjustment											-----	
<u>Short Term Consultants</u>												
<u>Numeracy Training Advisor</u>												
* Review Pilot Gambian Literacy Project				-----	-----							
* Work with Literacy Specialists and National Literacy Committee				-----	-----							
* Plan and Develop New Materials and Methods for Training					-----							
* Test and Evaluate						-----						
<u>Multi-Media Advisor</u>												
* Review Resources				-----								
* Work with Adult Education and Numeracy Advisors to Develop Materials and Select Media				-----	-----							
* Work on Radio Scripting and Production					-----							
* Work with Literacy Component on Bilingual Programming				-----	-----							

Year One - continued

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<u>Short Term Consultants, continued</u>												
Media Advisor (con't)												
* Develop Easy-to-Use Communications Techniques for Field Secretaries						-----						
<u>PVCs</u>												
* Bring in and Orient One PCV (A/V)										-----		
* PCV Initiates Work												-----
<u>Numeracy Training</u>												
* Train Trainers						-----						
* Train Secretaries and Inspectors						-----						
* Programmed Village Training (monthly)						-----						
<u>Committee Training (monthly)</u>												
<u>Cooperative Training Center</u>												
* Select and Train Staff		has been	done by	CTC								
* Set Up Physical Aspects		has been	done by	CTC								
* Develop Program and Curriculums			-----									
* Coordinate Work with Advisors			-----									
* Implement and Evaluate Both Present and New Training			-----									
<u>End of Year Program Evaluation of CTC</u>												-----
<u>Staff Training</u>												
* Pre-Induction Training (Inspectors)	(see next page)											

Year One - continued

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.
<u>Staff Training (continued)</u>											
Stage I 3 weeks											
Stage II 4 months											
Stage III 2 months											
* Refresher Course (DOC)											
- Inspectors					-----	-----					
- Auditors					-----	-----					
* Refresher Course (GCU)											
- Secretaries (Managers)					-----						
- SECCO Supervisors					-----						
- Accountants						-----					
* Seminars (DOC and GCU), two days each											
- Public Relations										X	
- Train the Trainer					X						X
- GPMB Senior Staff					X						
- NLAC					X						
- Program Planning					X						
- Donor Agency Idea Exchange							XX				
- PR and Education for Secretaries and Inspectors								X		X	
- Peace Corps Training (for interested PVCs not assigned to project)									-----		
* On-the-Job Training											
- Weight Checkman										-----	
- Accountants										-----	
- Trainers										-----	

Year One - continued

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.
<u>Participant Training</u>											
* Out-of-Country											
- Certificate in Co-op Management and Administration (DOC/ODA Funded-Plunkett)											
- Education and Training in Cooperatives (DOC/ODA funded)											
- Technical Communications (Other funding sources) A/V, Manuals, etc.											
* Third Country Training											
- Nairobi Cooperative College (funding to be sought)											

YEAR TWO

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.
<u>CLUSA Cooperative Education Advisor</u>											
* Revise Program Plan as Needed											
* Observational Trip - Africa											
* Monitor Program Plan											
* Coordinate Intra-Agency Relations											
* Coordinate and Evaluate Short Term Consultations											
* 2nd Year and Program Plan Evaluation											
<u>Short Term Consultants</u>											
* Numeracy Training											
- Review Materials and Methods Developed in Training											
- Revise and Train											
* Multi-Media											
- Review Materials and Methods Developed in Van and Other											
- Concentrate on Field Training - Revise and Train											
<u>PCVs</u>											
(Add two in Women's Area)											
- Orient to and Review of Co-ops											
- Initiate Training											
<u>Numeracy Training</u>											
- Ongoing											

Year Two - continued

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<u>Committee Training</u>												
- Ongoing												
<u>Audio Visual</u>												
- Production of First Film												
- Production of Second Film												
- Supervision and Training												
<u>Cooperative Training Center</u>												
- Staff Training												
Revise and Conduct - continuous												
- Work with Advisors												
- End of Year CTC Evaluation												
<u>Radio Listening/Discussion Groups</u>												
- Organize												
- Train Local Facilitators												
- Ongoing												
<u>Staff Training</u>												
- Evaluation of Year One Training												
- Continue Year One Programs with Needed Revisions												
<u>Participant Training</u>												
- Evaluation of Year One Training												
- Continue Year One Programs with Additions and Revisions												

YEAR THREE

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.
<u>Cooperative Education Advisor</u>											
* Same as Year Two Plan											
* Evaluation of Total Project											
* Gambian Transition/Feasibility											
* Project Continuation/Feasibility											
* Work with other Agencies Regarding Continuations: PC, DOC, GCU, ODA, AID, etc.											
<u>PCVs</u>											
* Evaluate Program											
* Make Additional Requests if needed											
<u>All Other Program Plans</u>											
* Ongoing											
* Structured Evaluation (see above)											
- Develop Evaluation Plan											
- Implement											
- Collect and Analyze Data											
- Final Determination											

D.2. Measurement and Evaluation of Project Accomplishment

As indicated in the previous section and in the schedule of implementation, there will be an annual evaluation of the project. This evaluation will be performed by project staff with assistance from Cooperative League (CLUSA) staff in Washington and will take the form of self-evaluation. USAID, DOC and GCU will be invited to participate. In any event, preliminary findings and recommendations will be reviewed with USAID and DOC prior to final preparation of the evaluation report, which will be distributed to DOC, GCU, MANR, USAID, and AID/Washington.

The events listed in the implementation schedule as well as the final Master Plan developed after the CLUSA Cooperative Education Advisor arrives in-country and subsequent indicators prepared by him and the CTC staff, will be used as benchmarks for the evaluation. This information and data will be reinforced by the quarterly project reports; by the tabulation of participant evaluations of courses and training received; by interviews with DOC and GCU field and headquarters staff, other agency staff, cooperative members and officers; and by field and observation visits.

Upon the arrival in the country of the CLUSA Cooperative Education Advisor the implementation schedule will be reviewed during the orientation and planning period to adjust it in keeping with the month and season of the year in which this project will commence, and to correct any omissions and make any changes which may be called for in view of ongoing activities of the DOC and the CTC not anticipated in the preparation of this project proposal. He, together with the CTC Director, will draw up a Master Plan for Year One, and tentative Plans for Years Two and Three.

The first year evaluation will be aimed at further corrections and adjustments in order to prepare a more complete master plan for education and training of the cooperative sector at the village level - including thrift and credit societies and women's informal savings groups.

Year Two evaluation will be a more in depth evaluation aimed not only at adjustments in the Master Plan and re-programming, but at actual measurement of real accomplishments, determination of methodology and techniques which are working well and those which should be abandoned or changed. In this respect the Year Two evaluation should address the question of feasibility of phase out of external assistance, either at the conclusion of Year Three, as presently envisaged, or at some future date. If the latter, the evaluation report should spell out what specific continuing assistance is needed and a timetable for final phase out. It should also address possible budgetary implications for the GOTC. Finally, it should prescribe the scope of Year Three evaluation.

Each evaluation should identify successes and failures and seek to determine the causes, weigh continued validity of assumptions made in original or revised program plan and recommend changes in scope or program content accordingly.

Marketing Multipurpose Societies (basically, groundnut growers)

Total Number	62
Total Membership	69,338
Average Membership per society	1,119
Smallest Membership (Nianimaru)	334
Largest Membership (Albreda)	2,012
Total Shares Capital	D 78,662 *
Average Share Capital per Society	D 1,268.74
Average Share Capital per Member	D 1.13 *
Smallest Share Capital (Nianimaru)	D 334
Largest Share Capital (Albreda)	D 2,359

Thrift & Credit Societies (most are vegetable and rice-growing, and market women's groups; some are craftsmen, others are fishermen)

Total Number	40
Total Membership	2,362
Average Membership per Society	59
Largest Membership (Sami West Rice Growers)	258
Smallest Membership (Seafood Producers)	13
Total Share Capital	D 13,453.31
Average Share Capital per Society	D 336.31
Average Share Capital per Member	D 5.70
Largest Share Capital (Brikama Women)	D 1,134.75
Smallest Share Capital (Banjul Carpenters)	D 30.00
Total Savings	D 70,433.97
Average Savings per Society	D 1,666.09
Average Savings per Member	D 28.21
Largest Savings (Banjul Retailers)	D 11,491.00
Smallest Savings (Gold & Silversmiths)	D 8.00

Composite Total Both Groups of Societies

Total Number	102
Total Membership	71,700
Average Membership*	703
Total Shares*	D 92,115.31
Average Shares per Society*	D 903.09
Average Shares per Member *	D 1.28

NOTE: The figures are, obviously, skewed since the Marketing Societies are all substantially larger than the largest Thrift and Credit Society. When one divides the Marketing Societies by the approximate number of village branches (since Thrift and Credit Societies are confined to a fairly narrow geographic territory) then one gets the following reading for the Marketing Societies:

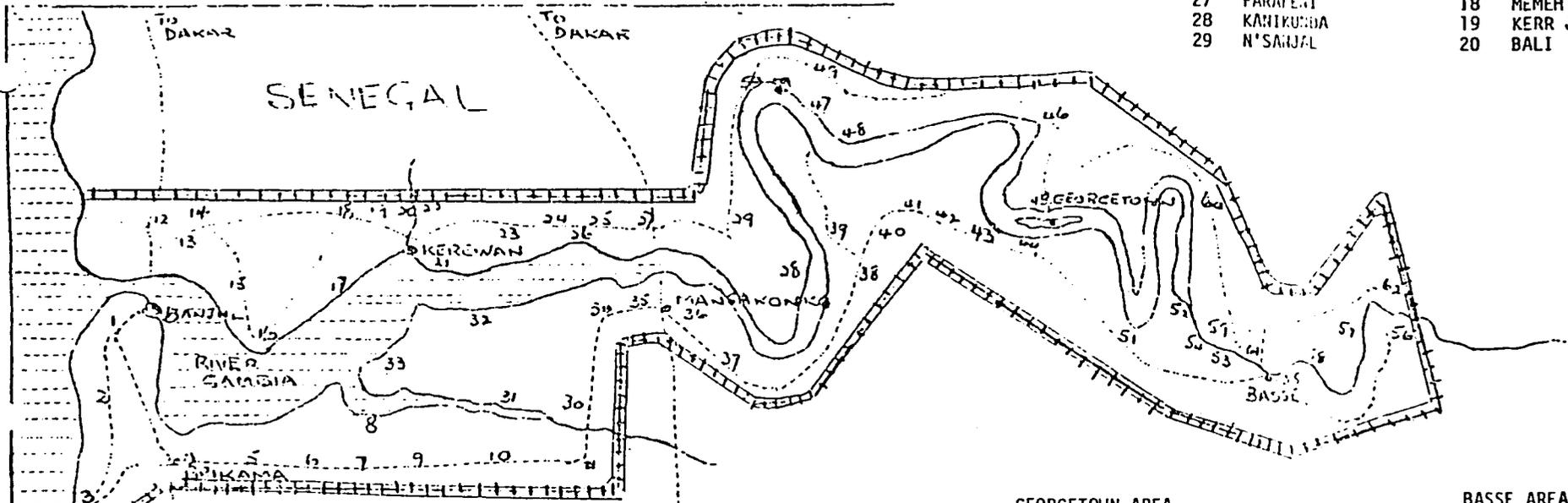
Total Number (@ approximately 5 branches per society)	310
Average Membership	224
Average Shares per Branch	D 253.78
Average Shares per Member	D 1.13*

* Either the figures are in error or a high percentage of members have not completed the installment payments on their share capital, since the legal requirement is D5 per member.

Source: various listings and tables provided by the DOC.

TABLE 2

THE GAMBIA
 MULTI-PURPOSE CO-OPERATIVE SOCIETIES
 OPERATING IN 1974/75 GROUNDNUT SEASON
 UPDATED: 14 JUNE 1978



KEREWAN AREA

- 21 KEREWAN
- 22 N' JAWARA
- 23 SALIKENE
- 24 MINTEH K
- 25 ILLIASA
- 26 NO KUMIA
- 27 FARATANI
- 28 KATIKUNDA
- 29 N'SANJAL

BARRA AREA

- 12 FASS
- 13 BUNTAJU
- 14 N' KEBBEH
- 15 BAKALAR
- 16 ALBREDA
- 17 BAFULOTO
- 18 MEMEH
- 19 KERR JARGA
- 20 BALI

BRIKAMA AREA

- 1 KANIFING
- 2 SUKUTA
- 3 GUNJUR
- 4 BRIKAMA
- 5 FARABABANTA
- 6 N'DEMBAN
- 7 SIBAHOR
- 8 BINTANG
- 9 BWIAM
- 10 BONDALI
- 11

MANSAKONKO AREA

- 30 JIFFARONG
- 31 SANTANGBA
- 32 TANKULAR
- 33 KEMOTO
- 34 KWINELLA
- 35 GENEIRI
- 36 SANKWIA
- 37 JAPPENEH
- 38 DARSILATIE

GEORGETOWN AREA

- 39 DANKUNKU
- 40 CHOYA
- 41 JARRENG
- 42 MAMUDFANA
- 43 WALLIKUNDA
- 44 FULABANTANG
- 45 KOLIKUNDA
- 46 WASSU
- 47 CHAMEN
- 48 NIAHIMARI
- 49 NJAU
- 50 KAUR

BASSE AREA

- 51 BANSANG
- 52 SARA SOFIE
- 53 KOSSEMAR
- 54 BANATENDA
- 55 BASSE
- 56 FATTOTO
- 57 FATTATENDA
- 58 MEDINA KOTO
- 59 DIABUGU
- 60 KARANTABA
- 61 DARSALAMI
- 62 KOINA

ORGANIZATION CHART

GAMBIA COOPERATIVE UNION LTD.

June, 1978

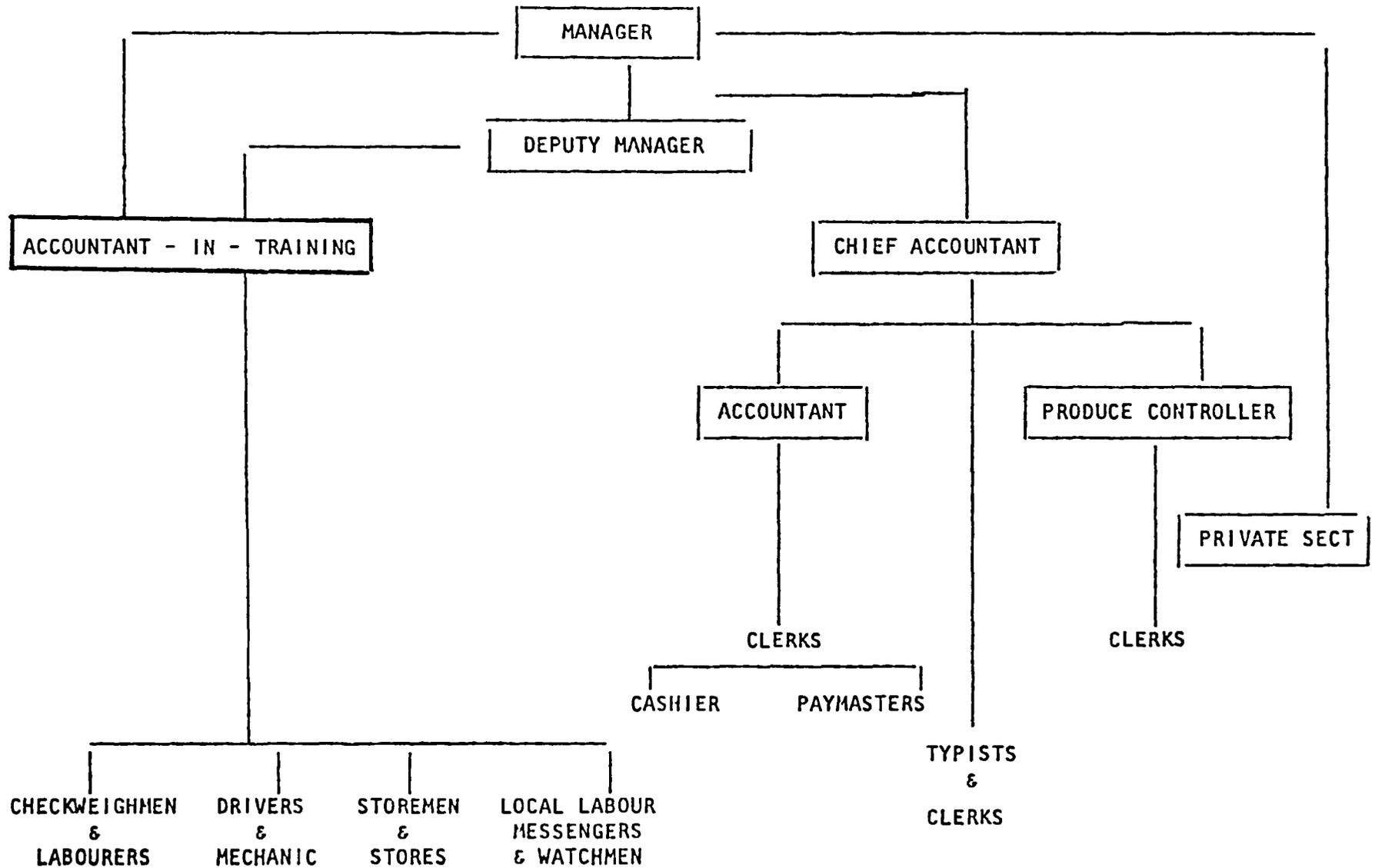


TABLE 3 a

CO-OP STRUCTURE IN THE GAMBIA

SECONDARY SOCIETY
(Apex Organization)
With Societies as
Members

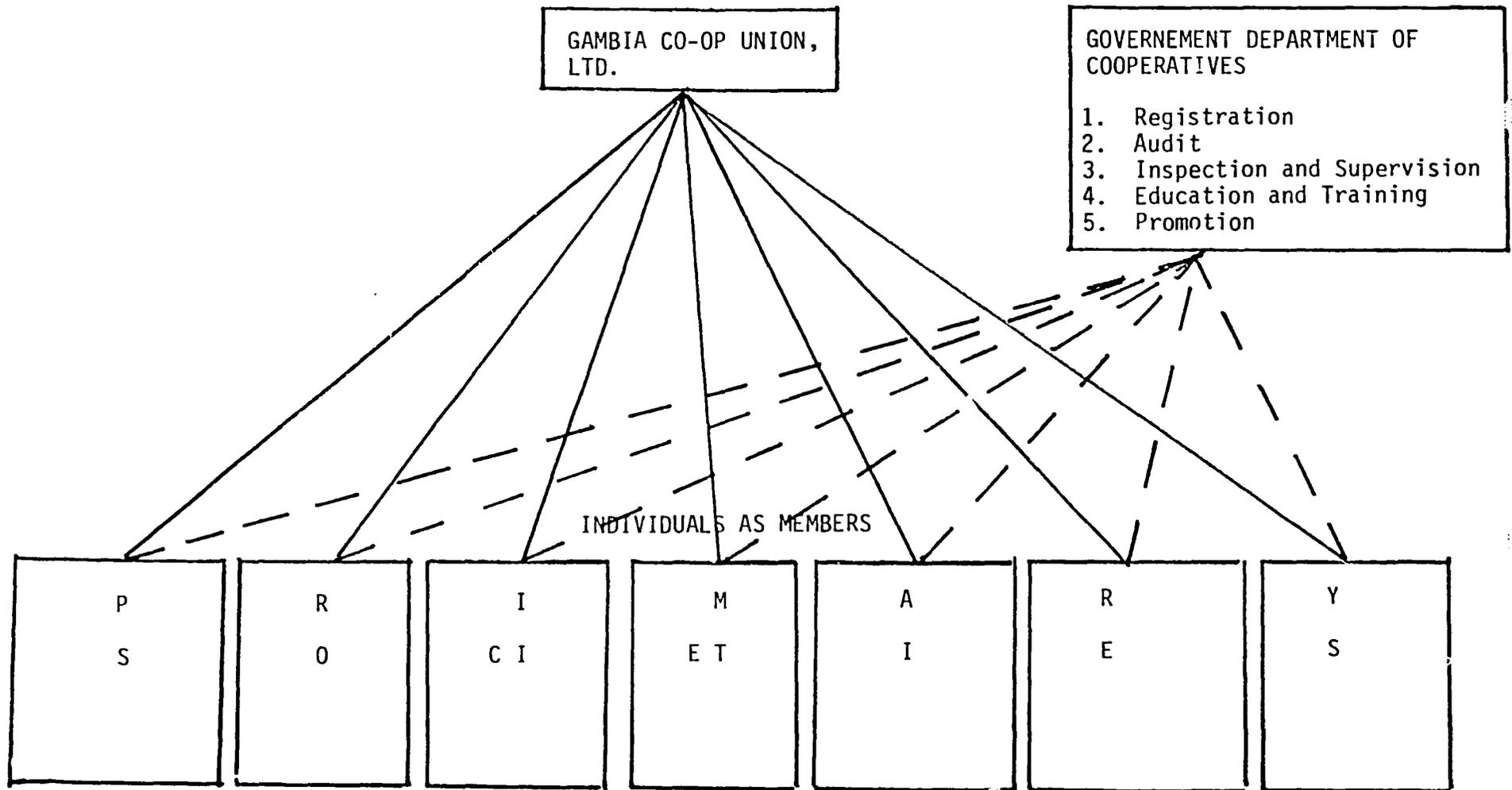
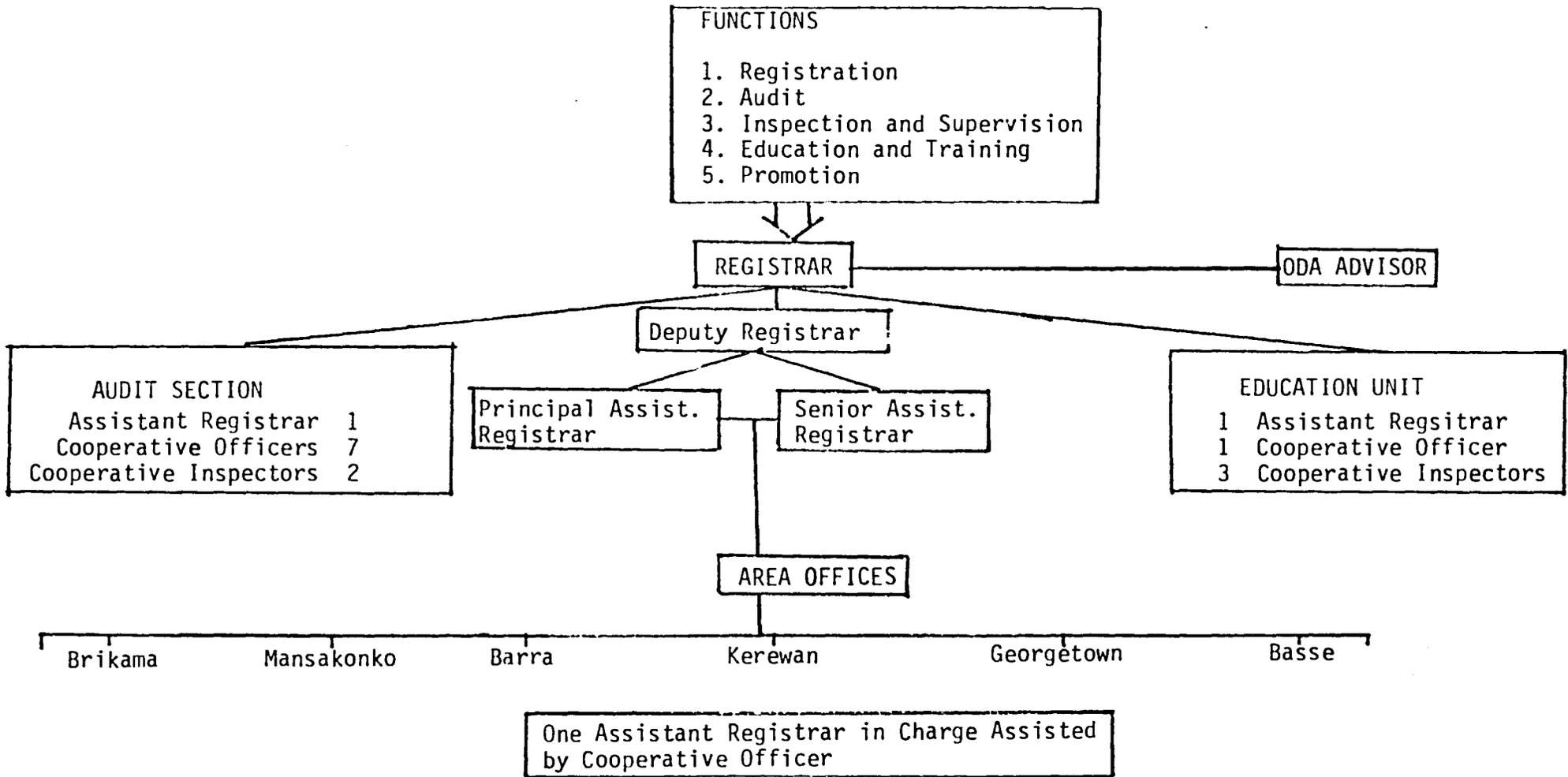


TABLE 3 b

Organization Chart - Department of Cooperation, Ministry of Agriculture and Natural Resources



As of August 31, 1979

TABLE 4

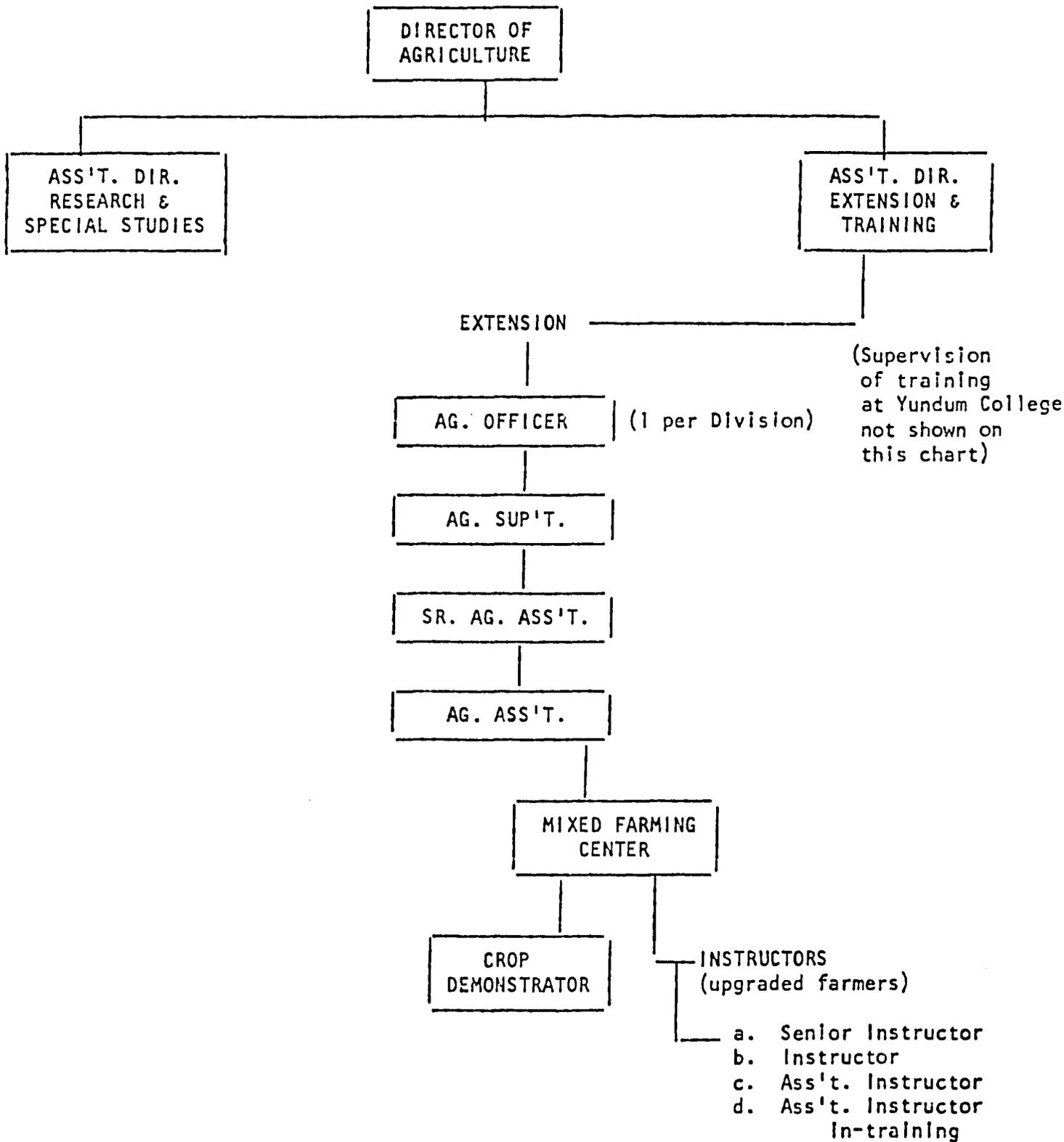
FIELD STAFF AND NUMBER OF COOPERATIVE SOCIETIES
IN THE SIX CIRCLES AS OF JUNE 1978

<u>Circle</u>	<u>Ass't Registrar</u>	<u>Co-op Officer</u>	<u>Co-op Inspectors</u>	<u>Co-op Inspector Trainees</u>	<u>Total Staff</u>	<u>CPMS*</u>	<u>CTCS*</u>	<u>Total Co-ops</u>
Brikama	1	1	5	4	11	11	12	23
Mansakonko	1	1	8	3	13	9	-	9
Barra	1	1	8	4	14	9	1	10
Kerewan	1	1	6	2	10	9	-	9
Georgetown	1	1	8	-	10	12	3	15
Basse	<u>1</u>	<u>2</u>	<u>6</u>	<u>-</u>	<u>9</u>	<u>12</u>	<u>2</u>	<u>14</u>
	6	7	41	13	67	62	18**	80**

* CPMS - Cooperative Produce Marketing Societies
CTCS - Cooperative Thrift and Credit Societies

** There are 18 CTCS in Banjul bringing the total of CTCS to 36 for a total of 98 cooperatives in The Gambia. This is in apparent contradiction to the figures in Table 1. However, the table above is based on more current data. The type of breakdown shown in Table 1, which includes some CTCS which have been disbanded, was not available to make a similar analysis of current data.

ORGANIZATION CHART
DEPARTMENT OF AGRICULTURE



Acronyms used in Proposal

AID	Agency for International Development
A/V	Audiovisual
CLUSA	The Cooperative League of the USA
CTC	Cooperative Training Center
DOC	Department of Cooperation (MANR)
EAU	Extension Aids Unit (MANR)
ETU	Educational and Training Unit (DOC)
GCU	Gambia Cooperative Union
GPMS	Gambia Produce Marketing Board
IBRD	International Bank for Reconstruction and Development (World Bank)
ICA	International Cooperative Alliance
MANR	Ministry of Agriculture and Natural Resources
NLAC	National Literacy Advisory Committee
ODA	Overseas Development Administration (U.K.)
RDP	Rural Development Project (I-Phase One, II-Phase Two)
SECCO	Co-op storage, supply distribution and marketing depots (usually groundnut)
UNDP	United Nations Development Program
USAID	U.S. Agency for International Development (Mission level designation)

UNCLASSIFIED

635-0208

AGENCY FOR
INTERNATIONAL
DEVELOPMENT



ANNUAL BUDGET SUBMISSION

FY 82

GAMBIA

BEST AVAILABLE DOCUMENT

JUNE 1980

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
WASHINGTON, D.C. 20523

CLASSIFIED

TABLE V - NARRATIVE

Decision Package Minimum

An outlined in Table V, the minimum package consists exclusively of pipeline and on-going projects and shows no increase in personnel ceilings over those in FY 81. The package is based on the assumption, that the proposed Primary Health Care project (635-0210) and the Rural Development Program II (635-0207) will be approved in FY 81, as will the proposed increase of five FNDH positions.

The package indicates the continuation of agriculture as the Mission's priority focal point, which is reflective of the CDSS. We have selected Mixed Farming as our number one project owing to its size, complexity and anticipated stage of development. We expect also that from the information gained through the project's involvement in the livestock area, we will be able to better gauge the formulation of our proposed Livestock Marketing project (see AAPL Package) and possibly, better identify other related development areas.

We have included the regionally-funded Gambia River Basin Development project in our rankings primarily because we expect the Mission to be deeply involved in its development and implementation and also because it may very well become the key determinant in the AID program's future direction, i.e., the magnitude of our participation in the proposals that are expected from GOTG decisions regarding the anti-salinity barrage.

We have shown Rural Development Program II as number three, though by FY 82 it might actually be on a par with Mixed Farming owing to the extent to which the overall RDP II could be impacting on the agriculture sector by that time. It is difficult to predict at the moment, as the thrust of this large-scale effort is still being shaped.

The proposed Primary Health Care project for FY 81, if approved, will be the Mission's first bilateral intervention in the health sector, which follows from our CDSS. As pointed out in the project narrative, this effort could be supportive of a major undertaking by the GOTG to bring better health to the rural poor.

The remaining three activities in our rankings are PVO-supported. We have ranked the Gambia Opportunities Industrialization Center project above the Albert Market project despite its anticipated funding requirements for FY 82 being five times less, largely because it will have been functioning for a far longer period and should be showing some measurable results well before then. Albert Market will be primarily a construction effort. The Title II project is given a higher rank than both as food aid has taken on particular importance with this year's severe fall-off in agriculture production.

FY 1982 ANNUAL BUDGET SUBMISSION

TABLE I - LONG RANGE PLAN BY APPROPRIATION ACCOUNT (\$ Thousands)

Development Assistance	FY 1980 EST.	FY 1981 EST.	Decision Unit			THE GAMBIA			
			FY 1982 REQUEST			PLANNING PERIOD			
			MLN	CURR	AARL	1983	1984	1985	1986
<u>EI. DEVELOPMENT PROGRAM</u>									
-0202 Soil and Water Management Unit	-	1,314	-	-	-	-	-	-	-
-0203 Mixed Farming and Resource Management	2,537	2,000	720	-	720	269	-	-	-
-0204 Rural Development Program II	-	2,300	3,880	-	3,880	1,000	377	-	-
-0206 Rural Roads Maintenance	1,300	1,944	-	-	-	-	-	-	-
-0208 Coop Development PVO	400	100	-	-	-	-	-	-	-
-0209 Livestock Marketing	-	-	-	-	1,500	500	-	-	-
-0210 Primary Health Care	-	400	400	-	400	400	-	-	-
-0211 Albert Market - PVO	-	300	1,500	-	1,500	500	-	-	-
-0215 Gambia Opportunities Industrialization Center - PVO	297	300	300	-	300	-	-	-	-
TOTAL	\$4,534	8,658	6,800	-	8,300	2,669	377	-	-
<hr/>									
-430 (Non-Add) Title II	755	1,021	1,363	-	1,363	1,675	1,985	2,295	2,605
<hr/>									
Total Personnel									
USDH	6	6	6	-	6	6	6	6	6
FNDH	5	10	10	-	10	10	10	10	10

TABLE V - FY 1982 PROPOSED PROGRAM RANKING

DECISION UNIT

THE GAMBIA

RANK	DECISION PACKAGES/PROGRAM ACTIVITY DESCRIPTION	PIPELINE/ ENROLLING/ NEW	LOAN/ GRANT	APPROP. ACCT.	PROGRAM FUNDING (\$000)		WORKFORCE (Number of Positions)				
					INCR	CUM	USDH		FNDH		
							INCR	CUM	INCR	CUM	
	<u>Decision Package Minimum</u>			<u>SDP</u>							
	<u>Pipeline Projects</u>										
	635-0202 Soil & Water Management	P	G		(890)	(890)					
	635-0206 Rural Roads Maintenance	P	G		(1,744)	(2,634)					
	635-0205 Gambia Reforestation	P	G		(755)	(3,389)					
	635-0208 Cooperative Development	P	G		(100)	(3,489)					
	Sub-Total (Non-Add)					(3,489)	6	6	10	10 ¹⁾	
	<u>New and Continuing Projects</u>										
1	635-0203 Mixed Farming	C ²⁾	G		720	720					
2	625-0012 Gambia River Basin (Non-Add)	O	G		(2,500)	(2,500)					
3	635-0204 Rural Development Program II	O	G		3,880	4,600					
4	635-0210 Primary Health Care	O	G		400	5,000					
5	PL-480 Title II (Non-Add)	O	G		(1,363)	(1,363)					
6	635-0215 Opportunities Ind. Center - PVO	O	G		300	5,300					
7	635-0211 Albert Market - PVO	O	G		1,500	6,800					
	Total minimum package and related workforce				6,800		6		10		
	<u>Decision Package AAPL</u>										
8	635-0209 Livestock Marketing	N	G		1,500	8,300	-	6	-	10	
9	- OPGs (Non-Add) ³⁾	N	G		(200)	(200)					
	Total AAPL package and related workforce				8,300		6		10		
	1) Workforce total assumes increase of 5 FNDH positions in FY 81.										
	2) Assumes approval of Primary Health Care project and Rural Development Program II in FY 81 and Albert Market in FY 80.										
	3) Assumes regional funding.										

TABLE IV PROJECT BUDGET DATA

DECISION UNIT

THE GAMBIA

PROJECT		OBLIGATION DATE			DATE OF NEXT PLANNED NON-ROUTINE EVAL.	ESTIMATED U.S. DOLLAR COST (\$000)									FY 1982 APPL OBLG.	FORWARD FUNDED TO (MO/YR)	FUTURE YEAR OBLIGATIONS
NUMBER	TITLE	C/L	INITIAL	FINAL		CUM PIPELINE AS OF 9/30/79	FY 1980			FY 1981							
							OBLG.	EXPEND.	CUM PIPELINE	OBLG.	EXPEND.	CUM PIPELINE					
635-0202	Soil & Water Management Unit	G	78	81	-	876	-	500	376	1,314	800	890	-	9/82	-		
635-0203	Mixed Farming & Resource Management	G	79	83	-	849	2,537	1,500	1,886	2,000	1,500	2,386	720	6/83	269 ¹⁾		
635-0204	Rural Development Program II	G	81	84	-	-	-	-	-	2,300	300	2,000	3,890	9/83	1,377		
635-0205	Gambia Reforestation	G	79	79	-	1,575	-	300	1,275	-	500	775	-	9/83	-		
635-0206	Rural Roads Maintenance	G	79	81	-	1,500	1,300	1,000	1,800	1,944	2,000	1,744	-	9/83	-		
635-0208	Cooperatives Development PVO	G	80	81	-	-	400	50	350	100	350	100	-	6/82	-		
635-0209	Livestock Marketing	G	82	83	-	-	-	-	-	-	-	-	1,500	9/83	500		
635-0210	Primary Health Care	G	81	83	-	-	-	-	-	400	150	250	400	6/83	400		
635-0211	Albert Market - PVO	G	80 ²⁾	83	-	-	-	-	-	300	100	200	1,500	9/83	500		
635-0215	Gambia Opportunities Industrialization Center - PVO	G	78 ³⁾	82	-	-	297	150	147	300	200	247	300	9/82	-		

1) \$6,375 LOP assumes \$375 will be reallocated to project from cancelled contract for Socio-Economic Study.

2) Project expected to be initiated in FY 80 using regional funds.

3) Regionally funded prior to FY 80.