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PROGRESS REPORT  
KENYA COOPERATIVE TRAINING SUB-PROJECT  
of  
U.S. AID Project No. 615-0169  
Agricultural Sector Support

Agreement Between

The Government of the Republic of Kenya,  
Ministry of Cooperative Development

and

Agricultural Cooperative Development International  
1012 Fourteenth Street, N.W.  
Washington, D.C. 20005

For period 1 January, 1982 to 30 June 1982  
with summary of activities from beginning of  
project to 30 June 1982

Prepared by:  
N.J. Guderyon  
Project Leader

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## Introduction

Under the terms of the contract negotiated in May, 1980 the technical assistance being provided by Agricultural Cooperative Development International (A.C.D.I.) to the Ministry of Cooperative Development (M.O.C.D.) would have ended by mid July of 1982. However, the Government of Kenya has requested that certain components of the technical assistance being provided by A.C.D.I. be continued for an additional two years. Furthermore, A.C.D.I. has been requested to assume the administration of the remainder of the funds granted to the M.O.C.D. by USAID to support cooperative training activities. An amendment to the agreement between the Government of Kenya and A.C.D.I. to provide for these changes has been negotiated and approved by the AID Mission. As of July, 1982 the amendment is awaiting only final approval by the Ministry of Finance of the Government of Kenya before it becomes effective.

Because the assistance being provided by A.C.D.I. will have many new components under the amended agreement and because certain phases of the work have now been completed it is appropriate in this semi-annual Progress Report to review activities, problems, results and recommendations over the entire two-year period now

completed rather than limit the report to developments during the first half of 1982. To make this report more comprehensive additional information will be attached as appendices.

## MANAGEMENT TRAINING

During the first half of 1982 a three week Senior Management Seminar was presented as a part of the continuous in-service program for cooperative managers. This seminar was attended by 22 managers and senior Ministry officers thereby providing 66 weeks of training. This seminar was the fourth in a series which have been jointly sponsored by the Ministry of Cooperative Development, The Kenyan/Nordic Cooperative Development Program and A.C.D.I.. To date, a total of 174 participants have received 418 weeks of training at in-country seminars presented by A.C.D.I. advisors or by A.C.D.I. advisors working in conjunction with M.O.C.D. trainers. This total is short of the objective of 750 weeks of training for 400 participants that was laid out in the Statement of Work for the project. However, the Management Training Seminars have been completed as planned. The failure to meet the project goals within the two year period is due to the re-scheduling of Credit Training Seminars as will be explained in the following section of this report.

The intent of this project was not only for the A.C.D.I. training specialists to organize seminars and to serve as instructors but also to provide experience and build confidence within the Ministry training staff so that seminars like these can be planned, organized and presented in the future using only local resources.

This objective has been met. Ministry trainers have attended a seminar and had experience in using a job analysis approach to identifying training needs. Ministry trainers have worked in close proximity with A.C.D.I. training specialists in planning seminar programs, in budgeting for and arranging facilities, in preparing lesson plans and exercises, and in the actual presentation of lectures or conducting of exercises. A planned system of topic and seminar evaluation by participants is in effect so that each successive seminar can be improved and so that the various lecturers and facilitators will be motivated to improve their training style. (See appendix 1). At this time the staff of the Training and Manpower Development Division of the Ministry, with assistance of subject matter experts from other divisions of this ministry, could continue to provide in-service management training seminars of great value to cooperative managers throughout the country, provided the training function is adequately financed.

Frequent changes in personnel or the re-assignment of personnel to new duties has been a constraint to building an experienced staff. During the course of the A.C.D.I. contract five of the 18 professional level training staff have been sent overseas for long-term academic training. This has necessitated the re-assignment

of other personnel. With a young and rapidly developing staff a relatively high turn-over rate must be anticipated but none-the-less the frequent re-assignment does affect performance. To the credit of the Ministry and the personnel policies of the Government of Kenya as a whole, the extremely high turnover rates of personnel that were reported to be a problem in the studies conducted by A.C.D.I. in 1980 do not appear to be occurring amongst this group of employees. Of the 18 professional level employees on the headquarters staff of the Training and Manpower Development Division (T. & M.D.D.) at the time this project was initiated in 1980, only four have left the division, a turn-over rate of 11% per year which is well within expected norms. Of the four that left the division, three moved to other ministries while only one left government service.

Mr. Wilbert D. Regier, Cooperative Business Management Training Specialist, completed his assignment on this project in mid-January so he had very little work-time in Kenya during 1982. His End Of Tour Report provides a summary of his activities and contributions to the project. It is attached to this report as appendix 2. Regier proved highly effective both as an instructor in seminar situations and as a coach of Kenyan trainers. His warm, out-going personality, humor, genuine interest in and concern for other people and his back-ground,

rich in cooperative management experiences, enabled him to generate enthusiasm and interest in topics which otherwise might be mundane. In their evaluations of lecturers participants consistently rated Regier the highest amongst the various instructors presenting topics at management seminars. His example proved an excellent model for other trainers to emulate and in the course of his 18 months in the division the Kenyan instructors were improving noticeably.

## Credit Training

A.C.D.I. is fortunate to have a majority of the U.S. Farm Credit Banks as members because they supply a reservoir of personnel available to fill some highly specialized positions, such as the Cooperative Credit Training Specialist needed in this project. Joel Krueger had worked within the Farm Cooperative Credit System for 18 years as loan officer, branch manager, cooperative manager, auditor, and trainer when he was selected as a consultant for this project. Therefore he possessed in-depth knowledge of the accounting and operations of farm credit cooperatives as well as the techniques of job training. The original project plan called for this consultant to provide nine months of service in three intermittent tours. However, at the request of the M.O.C.D., the original nine months was extended to 12 months.

Krueger's work in Kenya was concluded on 15 February 1982. His End of Tour Report, appendix 3, explains his work on this project and offers some specific recommendations to the Ministry to help them improve their job training capabilities for the future. These recommendations generally support and are consistent with the recommendation given by the A.C.D.I. study teams in the earlier College Expansion Studies. The recommendations in this report were written after 12 months of experience working as an integral part of the Ministry's training program and are therefore based

on personal experiences and observations.

The original Statement of Work for this contract called for the actual training of some 350 cooperative employees at two-week workshops during the project period. The operational plans prepared by the A.C.D.I. Project Leader and the head of the T. & M.D.D., Mr. Arende, in late 1980 called for a series of training seminars for cooperative employees on credit procedures to accomplish a large portion of this objective. The Cooperative Credit Training Specialist was to play a key role in developing these seminars. This objective, however, was not really within the control of A.C.D.I. because the funding for these seminars was to be provided by the Government of Kenya rather than from within the A.C.D.I. budget.

At this time the 700 Savings and Credit Cooperatives in Kenya are using a wide variety of procedures in taking loan applications, processing loans and in their accounting systems. Therefore, the decision of the Ministry to utilize Krueger's time and expertise to prepare a Credit Operations Manual and accompanying Instructional Guides rather than in presenting workshops had to be respected. The A.C.D.I. and Nordic advisors all concurred in this decision. Approximately four months of Krueger's time was devoted to this activity. It would have been very inefficient to begin training cooperative employees in procedures which were not in use

by their employer or to train them in procedures which might soon be considered obsolete. The job of training employees in the use of the new manuals was originally scheduled for the 81-82 fiscal year but has now been re-scheduled for 82-83.

As of 1 July 1982 the Operations Manual has been approved by a workshop of cooperative managers, the Nordic Project which is funding it, the Kenya Union of Savings and Credit Co-operatives and the Cooperative College and is only awaiting final approval by the Commissioner of Cooperative Development before being placed in the hands of all credit cooperative managers. A one-week seminar to "Train-the-trainers" has already been held. With this very useable Operations Manual and the Instructional Guides that were developed the district training specialists will be able to hold district workshops to train employees in specific job categories, for example loan clerks, in the operations that they are expected to perform. Krueger estimates that the Operations Manual will have some applicability in the training for 7000 positions. Therefore, it is obvious why it was considered more expedient to do a thorough job of preparing a useful training manual rather than rushing to present a job training seminar of questionable value.

### Audio-Visual Training

A consultant in this speciality was provided for a total of six months. The contract specified three two-month tours. During the first tour the consultant, Mr. Ronald Short, prepared a basic equipment list and a plan for training the staff of the newly created Production Unit of the M.O.C.D. (see Appendix 4). These activities conformed precisely to the project Statement of Work.

Before the second tour of the Audio-Visual Specialist was scheduled the falling revenues of the Government of Kenya forced an austerity program upon all M.O.C.D. programs and activities. For the '81-'82 Fiscal year the M.O.C.D. had to cope with an 11% reduction in budget for recurring expenses. When this factor was combined with inflation it resulted in approximately a 25% loss of purchasing power. Under the circumstances an investment in additional equipment was not reasonable so the plans to equip the Production Unit were cancelled. This decision by the Ministry was consistent with a recommendation put forth by Guderyon and Regier when they were asked for their ideas on proper organisation of the T.&M.D.D. (see Appendix 5).

Work assignments with his regular co-operative employer forced Mr. Short to cancel his plans to complete the second consultancy as the Audio-Visual Specialist. Because of the change in emphasis in this work after the

cancelling of the plans to purchase equipment, a consultant who was more experienced in communication with illiterate or semi-literate rural folk was recruited. Dr. Mary Muller was hired to work on the project from mid June to mid August of 1981 and again in April and May of 1982.

Dr. Muller's work in the 1981 period concentrated on coaching the artist and designer assigned to the Production Unit to make best use of the limited facilities at hand and on helping the Unit Supervisor to organise work, locate local resources, and structure the unit so it could perform some useful services within the T & M.D.D. and for the Ministry as a whole. She also organised and presented a seminar to instruct field trainers in audio-visual equipment utilization. (see Appendix 6).

During April and May of 1982 Muller was asked to broaden the scope of her work and to concentrate on developing plans for improving the communicating ability of the T. & M.D.D.. Not only is communicating a basic skill in training and education work but this division also contains an Information Section which serves the entire Ministry. Therefore the emphasis on communications is appropriate. Muller's report, Communications Recommendations For Cooperative Development, serves as her end of tour report since most of her time was spent in background study and

investigation necessary for the report. (See Appendix 7).

Her recommendations are:

- Establish a Communication Unit in the Ministry of Cooperative Development. (This is consistent with the recommendation put forth earlier by Guderyon and Regier although titled Information and Communication Unit in the earlier recommendation - see appendix 5)
- Use a Planning Guide for Communication Strategies in Non-Formal Education
- Audio-Visual Equipment Needs To Be Utilized In the Context of Planned Educational and Training Programs
- Use a Planning Guide For Field Training Programs
- Establish an Experimental Network of Listening Centres to teach Rural Illiterate Women the Fundamentals of Organizing a Cooperative
- Use a Format for Cooperative Correspondents
- Designate a Task Force To Plan the Functions, Responsibilities and Staffing of a Learning Resource Center at Cooperative College

During her 1982 tour Muller continued her work in coaching the staff assigned to the Production Unit. However, this work was minimized by the fact that Mr. Machatha, who has been the supervisor of the unit since its organization, was sent overseas for training just one week after Muller arrived. No replacement for Machatha has been named and there is a question as to the continuation of the unit at this time so not much progress could be made in personnel training.

Another aspect of Muller's work was to assist the Head of the Information Section, Miss Asila, in preparing a script for a 45 minute 16 m.m. film about cooperatives in Kenya. The photography was already completed so Muller could not contribute to that part of the production but she was able to significantly improve the story line. This film is being produced by the Ministry of Information of the Government of Kenya to help promote the cooperative movement throughout the country.

In retrospect, the expertise offered by the Cooperative Education Audio-Visual Specialists has been the least used of any of the technical assistance provided in this project. Factors which have contributed to the lack of effectiveness of this assistance are:

- The inability of the Government of Kenya to follow through on its plans to equip a production unit in the M.O.C.D.,
  
- Lack of commitment on the part of anyone in the Ministry, other than Mr. Arende who resigned in July of 1981, to make improvements in the Audio-Visual aspects of training.
  
- The need to use two different consultants in a total work period of only six months which meant that a disproportionate amount of time was spent in orientation activities.
  
- The purchasing and budgeting procedures within the Ministry which have failed to provide this unit with any supplies or any ability to contract for services.

Many Kenyans who worked with the Audio-Visual Specialist and the Credit Training Specialist questioned the effectiveness of having these consultants work on this project on an intermittent basis. If the training plans laid out by M.O.C.D. in 1979 had been carried through to completion on schedule perhaps the two and three month consultancies would

have achieved the intended results since each specialist would have had a narrow, well-defined field of operation with specific objectives. However, changes in the Ministry's plans caused both of these specialists to deviate somewhat from the original objectives of their work. And both specialists found that projects initiated by themselves failed to progress during the interims in which they were out of the country.

In retrospect, the experience of this project is that short-term consultancies, to be most effective, should be scheduled and completed with as little lag-time as possible to reduce the possibilities of changing circumstances. Well defined objectives are necessary and the scope of the work must be consistent with the time and resources provided. When planning projects with a great deal of lead time, as is usually necessary, it may be more useful to provide the resources and the framework for short term consultancies and then allow a great deal of flexibility in setting objectives and scheduling the work so that these consultants can be called upon as needed.

## Expansion of the Cooperative College

Out of the total of 70 person months worked by A.C.D.I. employees, consultants and sub-contractors on this project to date, approximately 31 person months has been spent on activities relating to the expansion of the Cooperative College. This is more than 44% of the total work time. Considering the travel expenses involved over half of the total project budget has been used in this effort. This work was concentrated in the first six months of the project in gathering facts and in writing reports. Subsequent to January 1, 1981, the Project Leader continued to spend a portion of his time in editing and publishing the reports, explaining the findings and recommendations of the three studies, encouraging a response by the Government of Kenya and in working with the Cooperative College to gain acceptance of some of the recommendations which can be implemented independent of any building program.

The four reports that were produced, An Evaluation of Cooperative Education and Training in Kenya With Recommendations For Improvement, Professional and Sub-Professional Manpower Requirements for the Cooperative Sector of Kenya, 1988, Feasibility Study for the Expansion of the Cooperative College of Kenya and Consolidated Report on the Findings and Recommendations of the Three Studies (previously listed) are in themselves a report on the

activities of that phase of the project. Since the four reports are rather cumbersome, over 350 pages in total, it is not practical to include them in the appendices to this report. However, the distribution of those reports included all of the offices to which this report will be sent. Therefore, the reader should have ready access to the earlier reports.

The four reports were delivered to the Permanent Secretary of the M.O.C.D. on March 9, 1981. Shortly thereafter AID Kenya requested that the M.O.C.D. prepare a response to the recommendations contained in the Consolidated Report. A very long delay on the part of the M.O.C.D. followed, but eventually a workshop was scheduled which included high level policy makers from the M.O.C.D., Cooperative College, Kenya National Federation of Cooperatives and the Nordic Project. At this workshop a formal response was written (see appendix 8). The response was distributed on the last day of 1981.

The Kenya Government's response to the A.C.D.I. reports was generally favourable and as regards the central issue, the expansion of the College, the response was a complete endorsement of the ideas and plans put forth in the reports. The Government expressed disappointment with only one report, Professional and Sub-Professional Manpower Requirements

for the Cooperative Sector of Kenya - 1988. The Government response correctly identified that the A.C.D.I. team did not have sufficient time to carry out an in-depth study including surveys of employers, consideration of all other relevant training institutions, studies on causes of turn-over and surveys of wage levels in cooperatives as compared to the private sector and the government. The limitations of the A.C.D.I. Manpower study are readily acknowledged. They were determined in large measure by the terms of the agreement which allocated relatively little time to this large task.

The release of the response by the M.O.C.D. was closely followed by an informal request to USAID to finance the expansion. The A.C.D.I. advisors were not included in any formal meetings held by either the M.O.C.D. or the local AID mission on the subject of the availability of funds. However, by late February we had learned through informal contacts at the AID mission that funds for a building project were not available at this time. When the expansion studies were being conducted in late 1980, money generated from the sale of P.L. 480 commodities by the Government of Kenya was frequently mentioned as a likely source.

However, the source of funds for building was outside the terms of reference for the studies for which A.C.D.I. was

contracted so this subject was not investigated by any of the study teams.

In early March the Commissioner of Cooperative Development, Mr. A.K. Birgen, announced to the press that the M.O.C.D. was searching for a donor to finance the expansion of the College. That search continues and the A.C.D.I. studies are being used to justify the project to prospective donors.

Curriculum Revision and Other Improvements  
in Training at the Cooperative College.

The terms of reference of the Cooperative Education and Training Evaluation Team directed the team to study cooperative education and training activities in Kenya and make recommendations for improvements. While the study served as a basis upon which to make plans for expansion of the Cooperative College, it also contains many recommendations for improving the quality of training being offered and many ideas which could be used to increase the efficiency of utilization of the present facilities. With the realization that a building expansion program was not likely to get under way during the life of this project the emphasis of the A.C.D.I. team of advisors was placed upon gaining the acceptance of those recommendations that could be implemented within the present facilities.

Some of these recommendations, such as having the students evaluate each course and providing better recreational programs for the students were quickly implemented by the College.

The recommendation which probably offers the greatest opportunity for increasing the efficiency of utilization of

present buildings is the recommendation to revise the syllabi of several courses. The A.C.D.I. report had identified that the training time of students at the College could be reduced by teaching only knowledge and skills necessary for future jobs in cooperatives. From this premise a series of workshops for College lecturers and administrators to revise the syllabi of several courses has developed.

At first the task of curriculum revision was perceived to be a relatively simple task of eliminating some of the less relevant subject matter from the syllabus. When an attempt was made to re-write a syllabus through a logical process of comparing what is being taught at present to what is actually needed by the student in the job for which he is being prepared, it became obvious that a major re-allocation of classroom time and perhaps even a re-organisation of the courses was going to be necessary. This task is now underway at the College but it is a time consuming process. Since it is being performed by a committee of lecturers, all of whom have regular teaching schedules, progress has been slow.

A.C.D.I. advisors have acted as catalysts in this process. The Project Leader has attended three one-week workshops to direct this activity and the Cooperative

Credit Training Specialist attended one one-week workshop. Because the curriculum development process is fundamental to a good training program and because the College has maintained a relatively fixed program since the College was established in 1967 the effectiveness of the College could be increased significantly by making proper changes. This is an area where future technical assistance could be very helpful.

Many opportunities for improving the quality of education at the College exist. The College faculty and administration quickly endorsed the recommendation that lecturers become more involved in current cooperative problems through field experiences so that the lecturers could present more timely and relevant material in their classes. Funding to operate a pilot program of field studies for College lecturers is proposed as a part of the A.C.D.I. technical assistance over the next two years. Some funds are also included to purchase additional books for the library or to use as course texts. Through the purchase of some additional volumes we hope to demonstrate the value of an improved library and encourage the College to continue to build this valuable learning resource.

## Budget

Had the contract been allowed to expire at the end at two years the work of A.C.D.I. would have been completed with at least \$60,000 of unliquidated budget. This is 8.75% of the total budget. It is not possible to establish an absolute figure since certain expenses connected with the end of the project such as transport of personnel and personal furnishings back to the U.S. can only be estimated.

This was accomplished even though the work of the Cooperative Credit Training Consultant was extended from 9 person/months to 12 person/months with no increase in budget to pay for the extra consulting time. The surplus was the result of prudent financial decision making throughout the project, realistic planning and accurate projecting of expenses at the time the contract was negotiated and a favourable trend in exchange rates during the life of the contract. The contract was negotiated with the assumption of an exchange rate of 7.5 Kenya shillings per dollar. At the time the first personnel arrived in July 1980 the exchange rate was 7.2 but by early July of 1982 it had risen to 10.9.

While it appears that no single line item would have exceeded budget at the conclusion of two years of work,

the largest amount remained in salaries and allowances. These two line items would have contributed about \$50,000 of the \$60,000 surplus.

#### Plans For Continuing Assistance

At the time this report is being written an amendment to the Agreement between the Government of Kenya and A.C.D.I. is awaiting final approval by the Government of Kenya. This amendment shall provide for the continuation of this project for an additional two years. Technical assistance to the M.O.C.D. shall be provided through the continuation of the work of the Cooperative Training Specialist. The budget provides for an additional four months of service by consultants in specialized fields of expertise where needs may be identified later.

Other changes in the agreement have been made in order to expedite the overall training and manpower development activities of the M.O.C.D. which are funded by a grant from USAID. These activities include long-term academic training in the U.S., short-term non-academic training in the US and in-country training activities such as seminars, workshops and individualized field studies. These activities will now be financed and conducted as a part of the agreement between A.C.D.I. and The Government of Kenya. Through this

change it is anticipated that procedural difficulties in getting training programs approved and in operation will be minimized. For example, the process of getting a participant placed in an American university has sometimes taken as long as one year after the selection of a candidate. Although funds from the USAID grant have been available to sponsor in-country training activities for the past three years no in-country activities to be paid for from this grant have been initiated by the M.O.C.D.. Furthermore, when funds for specific training projects were recommended by A.C.D.I. technical advisors the M.O.C.D. was unable to respond by using USAID grant funds. By placing the technical assistance and the training funds in one contract these procedural problems should be minimized and accountability for results can be established.

The following goals for training activities for the next two years have been established.

- 20 Long-term academic participants (40 years of training)
- 20 Short-term non-academic participants (40 months of training)
- 25 months of in-country field studies
- 8 weeks of in-country seminars/workshops

Meeting the goal of 20 long-term participants will be especially challenging, since, under the terms of the grant, all training must be completed before 1 March 1985. To complete a two-year academic program before that date participants will need to be enrolled and attending classes by 1 March 1983 which allows only seven months to accomplish the selection of participants, have the participants take the necessary exams and gather credentials, have the student bonded and approved by the Government of Kenya Department of Personnel Management, and finally, to select an institution and have the student enrolled. Because of the long delays in negotiating and approving the amendment several months of lead time have already been lost.

In the future more of the technical assistance provided by the Cooperative Training Specialist will be directed specifically towards the Cooperative College. Many recommendations for improvements in curriculum, training techniques and operations at the College were made by the teams that studied Cooperative Training and Education in the first phase of this project. Many of these recommendations are independent of the expansion plans and can be implemented within the present facilities. Since most of these recommendations will contribute to a more efficient learning process at the College, that is, the student will learn more in less time, it is now even more important that

these recommendations be understood and implemented, since it does not appear likely that the College will be able to expand in terms of number of students in the near future.

One of the major targets for technical assistance will be the revision of the curriculum at the College. An effort to re-write the syllabi for each of the courses is underway but considerable work remains. The Cooperative Training Specialist will advise and assist the College lecturers in order to complete the revision as soon as possible and gain the benefits of the more efficient training programs.

Technical assistance will also be structured to encourage greater use of written material in the training process at the College. Funds are available for purchasing a limited amount of new text and reference books through the USAID grant but the more important effort will be to gain acceptance by the lecturers and the students of the practice of requiring students to utilize the library for reference reading and to conduct studies on their own initiative.

THE JOB OF THE SEMINAR COORDINATOR

A successful Seminar depends upon more than having interesting topics and well informed lecturers. These are important, of course, but too often a seminar that could be of great value to each of the participants is ruined by being held at the wrong venue, by poor scheduling, by lack of proper planning or by the failure of the coordinator to attend to details. The coordinator of the seminar has the opportunity to make the seminar a valuable learning experience for all of the people attending, or conversely, to allow much of the time, money and effort put forth by the participants, the instructors and the sponsor to be wasted.

The seminar coordinator is the "Manager" of the seminar. He or she is responsible for bringing together all of the factors necessary to produce the desired results. The coordinator is responsible for ensuring that the funds allocated for the seminar are spent wisely.

The successful coordination of a seminar depends upon attention to a great many details, each of which seem minor, but when added together have a tremendous impact on the effectiveness of the seminar. The following material provides some practical suggestions gathered from many years of experience in the organization and presentation of seminars.

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Project Leader

## PLANNING THE PROGRAMME

A successful seminar, like any successful event, comes about only after good planning. To plan a seminar one must know the objective of the seminar, the resources available, the background of the participants, the job duties of the participants and must also be familiar with techniques of adult education. Usually, it will be helpful to assemble a committee in order to bring together the people that can supply all of the necessary information. The committee must be assembled well in advance of the planned seminar dates. Three months of lead time should be considered a minimum.

Training seminars usually have the objective of improving certain job skills, knowledge, attitudes or job performance of the participants. The objectives of the seminar should be agreed upon before the committee builds the programme. Each topic included in the programme should help the participants reach the stated objective. Since time and funds for training are always short of needs, the planners must be selective and concentrate on the areas of greatest need. In a short seminar of one to four weeks it may not be possible to teach a person a complex management or administrative job but it is possible to significantly improve the persons performance in a few critical areas.

After the various topics have been selected and the time for each has been apportioned, the planners must identify facilitators or lecturers to provide the instruction. Methods of instruction will depend upon the topic and the resources available. However, the planners should attempt to build an interesting and varied programme with a maximum of student participation. Exercises, role playing, field trips, case studies and discussions should fill the major portion of time. In adult education, lectures should be held to a minimum. Visual Aids should be used whenever practical and movies or slide shows can sometimes replace lectures.

Social events such as receptions or banquets may be considered appropriate for certain seminars. The cost of such events must always be weighed against the value. A formal opening ceremony can be used to set the proper attitude for the seminar while a formal closing ceremony can make the entire event memorable to the participants. However, social events or ceremonies should only be included when they contribute to the objectives of the seminar and in no case should they be allowed to detract from the learning process.

## BUDGETING

A budget is nothing more than a financial plan. Preparing a budget for a seminar is relatively simple but the exercise of comparing anticipated expenses with available funds is extremely important. The usual items of expense that must be considered are listed below.

Participants room and board

Instructors', coordinators' and participants' room and board.

Participants' travel

Instructors'/Coordinator's Travel

Printing of exercises or texts

Supplies (Notebooks, pens, paper, etc.)

Equipment Rental

Meeting room Rental

Entertainment and Recreation

Instructors' Fees

## SELECTING THE VENUE

Selecting the location for a seminar is just like selecting a hotel when you are travelling. You must first consider the location and make sure that space is available and then compare the cost with the level of comfort and services provided. However, when you select the venue for a seminar you are making the decision for an entire group and sometimes for several weeks. Therefore, it is worth putting forth considerable effort into the selection of the right facility.

The following check list will help you look at all of the factors to be considered.

Cost:- Is the charge within the budget.

Location - centrally located for participants and instructors.  
- adequate local transport.

### Meeting Room:

- Size - is space adequate for the group
- Lighting - good reading lights  
- drapes or window shades
- Ventilation
- Noise Level - no serious distractions
- Chalk-boards
- Tables and Comfortable Chairs

### Bedrooms:

- Comfortable Beds
- Clean
- Adequate size

### Food Service:

- Good Quality Food
- Suitable Menu
- Clean Dining Room
- Good Service
- Tea Service - check cost

### Recreation and Services:

- Swimming Pool
- T. V. Lounge
- Game Room
- Beverage Service
- Outdoor Activity Area
- Accessibility to Stores and Shops
- Laundry Facilities

A very good seminar program can be ruined if the meeting facilities are uncomfortable, if the food is poor or if the participants are unhappy with their surroundings. It is always wise for the coordinator to personally check out the venue before making a final decision. If a personal inspection is impossible the coordinator

should gather information from reliable people who have attended seminars at the facility. When selecting a venue in a distant Province the P. C. T. O. can be contacted to make an inspection tour or to recommend alternative venues.

In making a decision it is a good practice to make a selection from several alternatives. When selecting a venue it will be helpful to list three or more possible alternatives, to gather the facts on each, then select the facility that best satisfies the needs of the group within the established budget.

## SELECTING AND INVITING THE PARTICIPANTS

The participant group will usually be identified by the sponsor of the seminar rather than by the co-ordinator. The coordinator should check to be sure that the subject matter and objectives of the seminar are consistent with the job duties and interests of the people to be invited and that the number of the participants to be invited is consistent with the plans for the seminar. If the actual selection of individuals to attend and the issuing of invitations is to be done by a third party, for example a D. C. O. or a Union Manager, the seminar coordinator should be supplied with the names of participants at least three weeks in advance of the start of the seminar. The coordinator can then send a letter of confirmation to each participant so that there can be no misunderstanding about who will be in attendance.

Following is an example of a confirmation letter.

Dear Mr. \_\_\_\_\_

You have been selected to attend a seminar on Audio-Visual Training Techniques. This seminar is being sponsored by the Ministry of Cooperative Development to instruct field training officers in the use of Audio-Visual equipment and to discuss the techniques of Audio-Visual instruction.

Green Hills Hotel, Nyeri

8.30 a. m. Monday 3 August, 1981

to

12.30 p. m. Wednesday 5 August, 1981

Food and lodging will be provided. Transportation to and from Nyeri is the responsibility of each individual participant. A room reservation for you has been made from Sunday 2nd August, 1981, through Wednesday 5 August, 1981.

If you have any questions concerning this Seminar or if you will be unable to attend please phone me at Ministry of Cooperative Development, Kencom House, Nairobi, 27451, Ext. 236.

Signed \_\_\_\_\_

XXXXXX XXXXXXXX

Seminar Coordinator

## ALTERNATE PROGRAMMES FOR EMERGENCIES

Despite all of your good planning and checking, emergencies will arise which will alter the planned programme for the day. Transportation breakdowns, accidents, sickness or equipment failures will occur. Nothing demoralizes a group of seminar participants so thoroughly as being assembled only to learn that the days programme has been cancelled. Therefore, the coordinator must always be prepared to present an alternate activity if the scheduled speaker or activity is delayed or cancelled.

If a movie projector and films are kept on hand an interesting film can be shown to fill time during a short delay. This will free the coordinator to make phone calls or take other actions.

When a longer delay or a cancellation is encountered the Coordinator should be prepared to conduct a programme of interest and value to the group. Exercises, discussions, or games can be utilized. If reading material is available this can be distributed and assigned. Occasionally, one of the participants can be called upon to present a topic of interest or a group of participants can form a panel to discuss a relevant subject.

When planning the programme for the seminar it is wise to schedule a time consuming activity which requires no outside resource person during one of the final days of the seminar. Then, should an emergency occur, the activity can be moved into the vacant time slot without a serious disruption of the overall programme.

## IMPROVING INSTRUCTIONAL TECHNIQUE

The seminar coordinator can provide a great service to seminar instructors by tactfully offering suggestions as to how to make a topic more interesting to students. Most subject matter experts when asked to serve as an instructor at a seminar start with the assumption that a lecture is the only method of instruction. Anyone familiar with principles of adult education will realize that a lecture is one of the least effective methods of transferring knowledge because adults retain a very low percentage of what they hear. Only a gifted lecturer can hold the attention of an audience for more than 20 minutes by speech alone. Therefore, guest lecturers should be encouraged to use participative training techniques as much as possible. The guest instructors should be encouraged to prepare exercises, use visual aids, lead discussions, give demonstrations, to have students participate in role playing exercises, to have students engage in simulated work activities and in decision making games. As instructors become aware of the limitations of the lecture method of training they will become more receptive to trying new techniques.

## TIMETABLE

A printed timetable or programme is helpful to keep everyone informed of meeting times, meal times, topics to be covered and special events. Copies should be supplied to hotel staff, guest instructors and participants. A printed programme helps to keep everyone prompt and "on-schedule." After a programme has been issued it is the duty of the co-ordinator to make certain that it is closely adhered to - or if changes are necessary - that the entire group is notified.

If a pre-printed timetable is not available, a daily programme should be prepared and posted on a bulletin board or the chalkboard. The starting time of every session should be listed so that no time is wasted waiting for late comers. The coordinator has the responsibility of setting the standard for the group and making certain that sessions begin and end on time.

## CHECKING EQUIPMENT

Whenever possible set up projectors and screens the day before the seminar begins so that visibility and light control can be tested. Run the projector and view the screen from several different seats to be sure that everyone can view the screen adequately. This procedure will also insure that equipment is working, electrical power is available, cords are long enough and that the plugs and cord are compatible. A spare bulb for each projector should be standard equipment since bulbs are frequently damaged in transport.

## NAME CARDS

There are a number of reasons why it is important to have each participant's name card printed and in place when the participants enter the meeting room.

- It flatters the person to see their own name.
- It proves that the coordinator is well organized and well prepared.
- It helps the coordinator learn the names of the participants quickly.
- It helps the participants get to know each other.

- It helps the various instructors identify and address individual participants.
- By assigning a seat to each person the coordinator establishes control of the group.
- It encourages good attendance because each person knows that an empty seat will be identified by name.

A piece of heavy paper, about 6 inches by 8 inches, folded in the middle makes an ideal "tent card" on which a person's name and title or location can be written. Print the name on both sides in LARGE letters with a felt tip marking pen so that everyone in the room can read the name.

If you do not know the names of the participants in advance you may supply marking pens and have each person write his or her own name. However, this generally results in some means being written very small and illegibly.



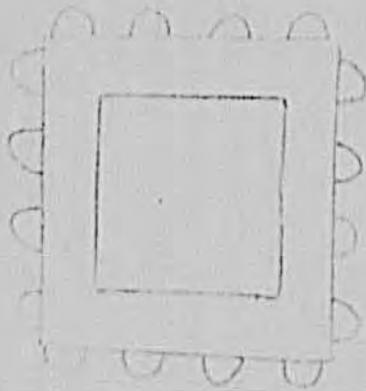
### SEATING ARRANGEMENTS

The size of the group and the method of instruction will dictate the best seating arrangement. Each venue will have certain constraints, but the following guidelines will be helpful.

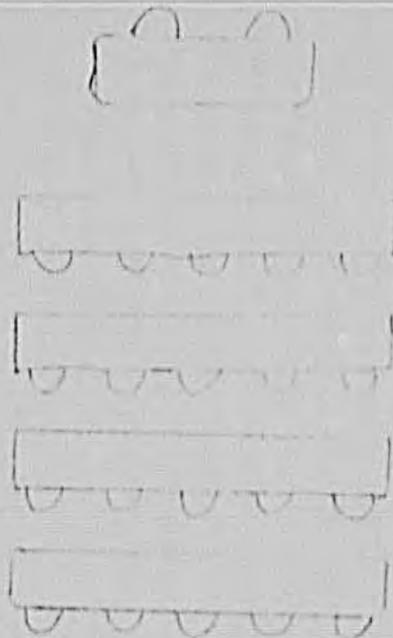
- Have participants seated at tables wherever possible.
- If students must face a window be sure that drapes are drawn. Generally, it is desirable to have students seated so that they are facing away from windows.
- Arrange only as many seats as you expect to use. Extra chairs allow the group to disperse more widely than necessary. They also give the appearance that some people failed to attend. (Stack extra chairs at the back of the room).

- To promote easy communication keep the group seated as close as is comfortable without crowding.
- For small groups, 15 or less, a conference type setting is generally preferable to rows.
- Change the seating arrangement whenever the method of instruction calls for a different layout. For example, one exercise might call for small groups at separate tables, another topic might require a conference setting for large group discussion while a third topic might be presented in lecture format. The participants will appreciate the change in room layout.

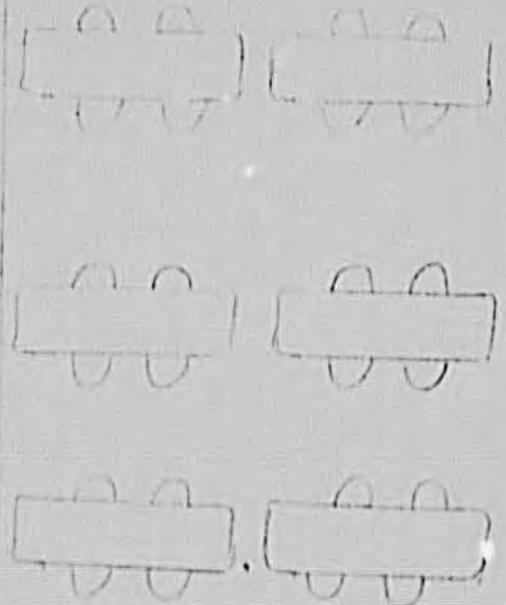
### CONFERENCE



### THEATRE



### SYNDICATES



### INTRODUCING SPEAKERS

It is the duty of the Coordinator to establish the credibility of each speaker by giving a brief introduction. A short interview with the speaker prior to his or her appearance on the programme will be necessary to gather the information. Make notes at this interview and be sure that you learn to pronounce the speakers name correctly. Here are some points to remember when introducing a speaker.

- Concentrate on the speaker's experience and education relevant to the topic. Mention interesting details of the persons background but it is not necessary to give a complete biography.

- Pronounce the speaker's name several times so the audience will remember it. If it is a difficult name it is helpful to write the name on the chalkboard.
- Never apologize for your choice of a speaker or introduce him or her as a substitute. Build the confidence of the group in the speaker by mentioning all of the positive qualities of the guest.

### EVALUATING THE SEMINAR

Every manager should strive for continual improvement. The seminar coordinator, who in effect is managing the seminar, can encourage improvement through a systematic evaluation process. Each topic presented, the physical facilities and the effectiveness of the entire seminar should be evaluated critically. The seminar participants should be the evaluators because the seminar is being presented for their benefit.

A standardized evaluation form for individual topics within a seminar has been developed for use by the M. O. C. D. The results of the participants' evaluation of each topic should be made available to the instructors who presented the material so that they may make constructive changes in future presentations.

At the end of each seminar the participants should be asked to make an overall evaluation of the facilities and of the effectiveness of the seminar. A separate form has been developed for this purpose. Both forms use a numeric rating system of one through seven so that the evaluations of the participants are quantified. The ratings can then be summarized, averaged and compared to provide a statistical basis upon which to make changes in future seminars and to measure progress of the division in organizing and delivering training seminars.

## TOPIC EVALUATION FORM

Circle the number corresponding to your reaction to each of the following statements. A higher number (7) means you strongly agree while a lower number (1) means you strongly disagree. Your evaluation will be helpful in determining the success of this seminar and in making improvements in future seminars.

- |    |  |               |
|----|--|---------------|
| 1. | This topic is very important to me on my job                                       | 7 6 5 4 3 2 1 |
| 2. | The presentation was clear and easily understood.                                  | 7 6 5 4 3 2 1 |
| 3. | The style of presentation was agreeable to me                                      | 7 6 5 4 3 2 1 |
| 4. | The people on the program knew their topics well.                                  | 7 6 5 4 3 2 1 |
| 5. | I understand all of the concepts and information presented.                        | 7 6 5 4 3 2 1 |
| 6. | Visual aids were used effectively.   | 7 6 5 4 3 2 1 |
| 7. | I had a chance to ask questions or participate in discussions.                     | 7 6 5 4 3 2 1 |
| 8. | I have learned information or skills in this session that shall help me in my job. | 7 6 5 4 3 2 1 |
| 9. | How could this session be improved ?   |               |

THANK YOU FOR COMPLETING THIS FORM

(Instructions to Seminar Coordinator)

This form should be completed by each participant at the conclusion of each topic or each lecturer's presentation. Calculate the average response to each statement by totalling the values and then dividing by the number of respondents. An overall rating for this topic may be calculated by averaging the rating of the eight statements. The evaluation ratings and the comments should be made available to the lecturer immediately after the presentation of a topic so that the lecturer can use the evaluation to plan improvements in future presentations.

## SEMINAR EVALUATION FORM

Circle the number corresponding to your reaction to each of the following statements. A higher number (7) means you strongly agree while a lower number (1) indicates that you strongly disagree.

1. I achieved my goals for attending this seminar. 7 6 5 4 3 2 1
2. I can use the information in my present job. 7 6 5 4 3 2 1
3. This seminar was well organized and well run. 7 6 5 4 3 2 1
4. During the seminar my time was utilized quite well. 7 6 5 4 3 2 1
5. The selection of topics was appropriate. 7 6 5 4 3 2 1
6. The conference room was well suited for this seminar. 7 6 5 4 3 2 1
7. The food and food service was good. 7 6 5 4 3 2 1
8. Sleeping rooms were comfortable. 7 6 5 4 3 2 1
9. This venue should be used for future seminars. 7 6 5 4 3 2 1

10. Which topics were of the greatest value to you?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

11. Which topics were of the least value to you?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

12. What topics could be added to improve the next seminar?

\_\_\_\_\_  
\_\_\_\_\_

13. Are there other suggestions you could make to improve future seminars?

\_\_\_\_\_  
\_\_\_\_\_

THANK YOU FOR COMPLETING THIS FORM.

A PROJECT FOR THE IMPROVEMENT OF COOPERATIVE TRAINING

An agreement between the GOVERNMENT OF THE REPUBLIC OF KENYA  
and the AGRICULTURAL COOPERATIVE DEVELOPMENT INTERNATIONAL

(This is a sub-contract under USAID AGRICULTURAL SUPPORT Project)

END OF TOUR REPORT

by

Wilbert D. Rezier  
Cooperative  
Business Management  
Training Specialist

Tour of Duty began August 1, 1980 and ended January 31, 1982

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Summary and Conclusions  
Review of our Scope of Work  
    (a) Listing of Activities  
    (b) The "Report"  
    (c) Seminars  
Closing Comments

## SUMMARY AND CONCLUSIONS

1. The objectives as outlined in the ACDI "Improvement of training activities" agreement with the Ministry for Cooperative Development, Government of Kenya, have generally been achieved. Naturally, we would have liked to have contributed more in the way of accomplishments, however, considering the various constraints, we feel that this has been a relatively successful training project.
2. The three part study and resulting report on the Cooperative Training Activities in Kenya was completed ahead of schedule by the nine man team of ACDI specialists in late 1980.
3. A series of four successful management training seminars were conducted during the 1981 calendar year. A precedent for a regular series of management training seminars has been established and it is expected that these seminars will continue.
4. The appointment of Mr. Altrick Birgen as Commissioner for the Ministry of Cooperative Development in November of 1981 greatly enhanced the potential for successful development of the cooperative system in Kenya. The work of the ACDI team became more effective as a result of Mr. Birgens dedicated and dynamic reform program.
5. A positive response by the Ministry in regard to the ACDI report has been delivered to USAID. Plans to implement the recommended expansion of training facilities at the Cooperative College are proceeding. (See attached letters to and from the Commissioner which are labeled, Supplements "A" and "B".)

## REVIEW OF OUR SCOPE OF WORK

### (A) LISTING OF ACTIVITIES:

The following is a brief listing of some of the activities in which we were involved during this eighteen month assignment.

- \* A series of four fact gathering field trips to various parts of Kenya, August - November, 1980.
- \* Participation in a "Train The Trainer" seminar, Millimani Hotel, October 1980.
- \* Assisting in the preparation of a Cooperative Management handbook which was distributed to Cooperative Union managers throughout Kenya.
- \* Worked at the Cooperative College for approximately two weeks with our ACDI team gathering information for the "report".
- \* Assisted the engineer and architect of Leo A. Daly Company, ACDI consultants, in developing data for the College expansion.
- \* Participated in numerous meetings with USAID and Ministry officials in relation to development of the "report".
- \* Attended and participated in Ministry Staff Meetings.
- \* Served on the Planning Committee, along with Nordic advisors and Ministry Training Officers, for the series of management seminars.
- \* Participated as a "lecturer" in all four of the management seminars held during 1981.
- \* Developed a procedure for analyzing the participants evaluation forms which were completed at the close of each seminar.
- \* Also prepared the analysis report for distribution and instructed Ministry Training officers in the use of the procedure.
- \* Prepared and distributed several brief "papers" in regard to

cooperative management procedures and techniques. These included "Developing a Manager's Filing System", and "Effective Management of Time by use of a Daily THINGS TO DO TODAY list."

- \* Designed and prepared a series of visual aids for use in various management training seminars and workshops. This included a series of flip charts, OH transparencies and cassette tapes.
- \* Participated in numerous individual conferences with Ministry Training Officers in an effort to develop their ability to apply academic knowledge to practical training. Improved self confidence and better performance resulted from this individual counseling.
- \* Researched various teaching aids for use in cooperative management training. Selected the "MATCOM" series prepared by ILO, Geneva, Switzerland. Acquired a supply of sample copies covering nine different cooperative subjects and distributed this material to various trainers. Also demonstrated the use of these "learning elements" and teaching aids at several seminars.

#### (B) THE "REPORT"

The comprehensive three part study and resulting report occupied most of our time during the first six months. The four fact gathering field trips brought us in contact with cooperatives in such locations as, Muranga, Nyeri, Kericho, Embu, Meru, Nakuru, Machakos, Kiambu, Malindi, Kilifi and Kwale. Interviewing former students of the Cooperative College gave us a good cross section of the type of training received and specific information in regard to needed changes. Since the activities surrounding this three part study are well documented in other reports, we will confine our remarks to one specific area. It was this writer's observation

that although the Certificate and Diploma courses offered at the Cooperative College were providing a fairly good general cooperative education, there was still a need for practical in-service short courses. A "bolts and nuts" type of intensive training in specific areas of actual cooperative management. It was partly due to this writers continual promotion that approximately one-fourth of the capacity of the proposed expanded Cooperative College was set aside (in the report) for a "Continuing Education Section".

(C) Seminars:

Following the completion of the "Report", most of the remaining time of one year was spent in planning and participating in Cooperative Management Training Seminars. Since our ACDI project did not provide funds for conducting training activities, it was necessary for us to tie in with some existing programs. Fortunately we were able to establish an excellent working relationship with the Nordic group who were well established in cooperative development here in Kenya and they also happened to have an adequate training budget. In August of 1980, it was our privilege to observe the first Senior Cooperative Management Training Seminar to be conducted in Kenya. This four week long seminar was held at the Kenya Technical Teachers College in a northern suburb of Nairobi. Later in the year we participated in various planning meetings for the second Senior Management Seminar, which we conducted at Westwood Park Hotel in Karen, another suburb of Nairobi. This four week session began in mid January and extended to mid February of 1981.

In response to numerous requests, in late February we began planning for the "First" Merchandise Management Seminar. Due to careful planning and careful selection of qualified lecturers, this two week seminar received enthusiastic response from the approximately twenty cooperative management participants. This event was held

during the month of May, which is the "off season" for tourists at the beach resort hotel known as the "Whispering Palms" and is located on the north beach, Mombasa.

The "third" semi-annual Senior Cooperative Management Training Seminar was conducted during the month of August 1981 at the Kenyatta University College which is located about 22 Km north of Nairobi.

Again, by popular request, in September our planning committee, which included Ministry Training Officers, Nordic Advisors and this writer, began planning for the "First" Cooperative Transport Managers seminar. Being the first of it's kind, the planning of this seminar required many meetings, however, again careful planning paid off. A very successful ten day training session was conducted in November at the Jadini Beach Hotel on the south coast, Mombasa. All but two of the eighteen participants were cooperative movement personnel. The other two being Ministry officials.

In all seminars, a Cooperative Training Officer from the Ministry of Cooperative Development was selected as the Seminar Coordinator. It was the privilege of this writer to function as an advisor, however, we were careful to remain on the sidelines and let the Kenyan officer provide the actual leadership. Our input consisted of participating in several of the lecture sessions during each seminar. We found that a good blend of session leaders provided a balanced variety and helped maintain the interest of the participants. The main thrust of this writers various presentations was centered around practical application of cooperative procedures and techniques based on many years of actual management experience. We used many examples, illustrations, visual aids, participative exercises etc. We stressed the use of good personnel management practices, including such items as, business ethics, enthusiasm, positive thinking, and in general, sound business principles. This style of presentation was well received as indicated by the

evaluation analysis, as well as by various oral comments.

#### CLOSING COMMENTS

We recommend that the cooperative management training seminars be continued and improved whenever possible. Upon completion of the expanded Cooperative College facilities, it will be advisable to incorporate these seminars into the short course Continuing Education program.

Commissioner Alfrick Birgen should be encouraged and strongly supported in his current campaign to overcome "mismanagement" in the cooperative system at all levels.

As we prepare to leave Post at the end of our assignment, we wish to thank Mr. Birgen and the officers of the Ministry, as well as our friends of the Nordic team, for the friendly cooperation provided during our brief association. We also wish to thank our many friends in USAID for their encouragement and indirect support of our Host Country Project.

Finally, we would like to express our appreciation for the excellent backstopping provided by our ACDI officials back in Washington, D.C. AND THANKS also to our capable project leader here in Kenya, Jim Guderyon.

It has been a worthy project and we appreciate having had the opportunity to play a small part in this important development effort here in Kenya.

W. D. Regier

December 17, 1981

SUPPLEMENT  
"A"

Mr. A. K. Birgen, Commissioner  
Ministry for Cooperative Development  
P. O. Box 40811  
Nairobi, Kenya

Dear Mr. Birgen:

I am very favorably impressed with your initial performance as the new Commissioner for this Ministry. As I approach the end of my eighteen month ACDI assignment as Cooperative Business Management Training Specialist, I am gratified to see some badly needed reforms being instituted for the cooperative movement of Kenya.

During my period here in Kenya, we have been involved in the conducting of a series of cooperative management seminars in various parts of the Country. We have been teaching business ethics, sound business principles, procedures and techniques. Our presentations have been enthusiastically received by the participants attending each seminar, however, we sense that the participants will be limited in their application of this knowledge due to existing constraints in the present cooperative environment.

Your dynamic approach toward correcting the abuses in the cooperative system will open the door for greater implementation of sound cooperative business procedures.

As you well know, a properly operated cooperative system is essential to the economic development of Kenya. Food production is basic to the economic well being of my country, but a good coordinated distribution system for both inputs and marketing is required to efficiently utilize adequate production. This essential service can best be provided through cooperatives.

Pure socialism breeds poverty, crime and corruption. A properly operated cooperative system provides a "middle way" between the problems of socialism and exploitation by the wealthy. Cooperation institutes a check and balance system that discourages the exploitation of the common people by the selfish interests of big business.

To make this system work efficiently, the following things need to be done:

1. Make the penalties for inflation and corruption so severe that dishonest individuals will be discouraged from engaging in cooperative activities.
2. Build incentives and motivation factors into the system that will attract and hold highly qualified individuals in cooperative leadership positions.
3. Provide, or further expand, adequate leadership training facilities to develop adequate numbers of "professional" cooperative managers.

This latter item can best be achieved by implementing the expansion program at the Cooperative College as recommended in the recent report prepared by the ACDI project team. Since funds have been made available through the sale of U.S.A. food grains and fertilizer, it would seem to be merely a matter of the Government of Kenya recognizing this as a "high priority" project.

Under the enlightened leadership of your great President, Daniel arap Moi, coupled with dedicated public servants, such as yourself, I see a strong possibility of a viable cooperative system being developed. This will provide the base for economic development for all of Kenya.

As I prepare to leave Kenya and complete this, my last assignment before retirement, I wish to thank the Ministry for the opportunity and privilege of participating in this development effort here during this last year and a half.

Sincerely,  
  
William D. Boyd  
Business Management  
Training Specialist  
ACDI/USAID Contract

Enc. We are hereby providing you with a copy of the final presentation of the last training contract and also a copy of the participants' evaluation of this contract.

W. D. Boyd, W. D. Boyd, D.

MINISTRY OF CO-OPERATIVE DEVELOPMENT

Telegrams: "Co-ops", Nairobi  
Telephone: Nairobi 27451  
When replying please quote  
Ref. No. DEV/17/II/ 7  
and date  
When telephoning ask for



CO-OPERATIVE DEVELOPMENT  
KENCOM HOUSE, MOI AVENUE  
P.O. Box 40811  
NAIROBI, KENYA

5th January, 1982

Mr. Wilbert D. Requier,  
Business Management Training Specialist,  
ACDI/USAID Contract,  
Kencom House,  
P.O. Box 40811,  
NAIROBI.

SUPPLEMENT  
"B"

Dear Mr. Wilbert,

It is encouraging to note that some people like you who have long experience, have within a very short time, appreciated my contribution to the Co-operative Movement in this country. I will take into consideration the points you raised in your letter with a view to improving the welfare of the general staff of the Ministry as a whole.

On the question of the A.C.D.I Project Team on expansion of the College, I shall be communicating with the relevant authorities with a view to trying to secure funds for this expansion.

The reaction of your study team has been submitted to the U.S.A.I.D and these reactions are favourable. I am sure we shall be discussing these reactions with the U.S.A.I.D team.

May I at this juncture give a word of gratitude on behalf of the Department and on my own behalf, to you all as an A.C.D.I team for the good work that you have done during your term of office here in Kenya. I am still looking forward to further co-operation for the period which is still remaining for you to stay in Kenya. Your good work has been appreciated very much by His Excellency the President, Hon. Daniel T. Arap Moi, and he is looking forward to your Government's assistance forward to help us in expanding our Co-operative College.

  
A. K. HIRWA  
COMMISSIONER FOR CO-OPERATIVE DEVELOPMENT

c.c. ACDI, Washington D.C.

## SYNOPSIS

The consultant spent 12 months in Kenya as the cooperative credit training specialist with the Ministry of Cooperative Development. During this time, six of the original seven consultancy objectives were fulfilled. In November 1981, the Ministry established two new objectives, both of which were fulfilled by the termination date, 15 February 1982. Consultancy achievements included:

- assisting in the Feasibility Study on the expansion of the Cooperative College
- conducting a training seminar
- a review of existing rural credit training needs
- development of training materials to meet the rural credit training needs
- preparation of a management and accounting system and development of the educational modules for the Urban Savings and Credit Societies

Training activities begun have the potential of reaching about 7,000 cooperative employees and committee members.

As a result of the work, the consultant was able to reach several conclusions regarding the cooperative training efforts.

- Reorganization of the Training and Manpower Development Division (TMDD) would permit more effective utilization of the employees; result in effective educational research and development and allow for greater coordination between the College and TMDD.
- Greater emphasis on training employees how to perform their job functions would increase educational effectiveness.
- Re-designing the curriculum at the College could result in increasing the annual student turnover by an estimated 30%.
- Concentrating the Ministry and College training resources on training employees with less than 3 years experience is a high priority need.
- Allowing Ministry employees to choose a career path within their specialty area would result in reduced training requirements, more job satisfaction, and a more effective organization.

Organizational and philosophical alterations coupled with effective training activities could have a significant effect on the development of the cooperative movement.

## END OF TOUR REPORT

### Introduction

The objective of this consultancy was to provide a cooperative credit training consultant to the Kenyan Ministry of Cooperative Development (Ministry). The consultant was to function for 9 months (later extended to 12 months) as a resource to the Training and Manpower Development Division (TMDD) and the Credit and Finance Division. Specific objectives to be achieved were:

1. Assist in the Feasibility Study on the expansion of the Cooperative College (College).
2. Determine credit training needs.
3. Design and assist in conducting training seminars.
4. Review existing credit training systems and evaluate teaching materials and methods.
5. Assist in the preparation of approved training materials.
6. Make recommendations concerning improvement of in-service training programs.
7. Conduct two week training programs for 350 cooperative personnel.

The Ministry of Cooperative Development was to provide the human resources, transportation and funds necessary to accomplish these objectives.

### Scope of Work

The scope of work included three separate trips to Kenya:

1. 4 September through 30 November 1980
  - assisted in the Feasibility Study of the Cooperative College
  - evaluated credit training materials and methods
  - made recommendations for changes in education at the College
2. 15 March 1981 through 18 July 1981
  - designed and presented one training seminar
  - began activities leading to improvements of in-service training programs
  - identified the activities to be followed when conducting educational research and development
  - began educational research and development activities in the Rural Credit area.
3. 14 September 1981 through 15 February 1982
  - assisted in the design and development of a management and an accounting manual for the Urban Savings and Credit Societies (a new activity)
  - assisted in the preparation of approved Urban training materials
  - assisted in establishing the system for implementing the new Urban training programs
  - evaluated and made recommendations for change in the organization of the TMDD (a new activity)

## Major Conclusions

The major conclusions are briefly listed in the order which they were observed:

1. There is a lack of coordination of educational activities between the departments of the Ministry and the Cooperative College.
2. The educational seminars presented by the Ministry are of an informational nature rather than providing specific job related performance skills.
3. The Ministry and College have not been able to provide the training necessary to the large number of employees.
4. The Cooperative College has not kept pace with the changing educational needs of cooperative employees.
5. Course restructuring at the College could result in increasing annual student turnover by an estimated 30%.
6. There is a need for vocational and technical education of all levels of cooperative employees.
7. The existing Ministerial employee development philosophy discourages employees from choosing a career path in a specialized area and is impeding personal and organizational development.
8. Improper organization of the TMDD has resulted in reduced effectiveness.
9. There is a high priority need to train the employees of the Banking Sections in the Rural Societies and the employees and committee members of the Urban Savings and Credit Societies.

### Note:

Conclusions 1, 3, 4, 6, and 7 are addressed and supported in Exhibit A.

Conclusion 9 is supported in Exhibit C.

Exhibit B discusses the consultant's activities concerning Conclusion 6. Exhibits I and J refer to conclusion 5.

## Achievement of Consultancy Objectives

Proper credit must be given to the Nordic team of consultants under the leadership of Jorgen Lindh, without whose support, objectives 2, 4, 5, 6, and 7 could not have been as well done or completed at all. The ACDI group had no project money and was dependant on Ministerial support which was not available due to Ministerial budgetary constraints. The Nordic project provided the funding for workshops and contributed consultants to assist. This consultant worked actively on the training aspects of the various Nordic projects and the development of the operational manuals and training modules for the Urban Savings and Credit Societies is an example of such an activity. (Refer to Appendix section L for an example of the reporting process.) The work took on a truly international flavor with consultants from various countries working together to assist the MOCD in achieving their objectives. This type of cooperation is necessary if aid is to be used most effectively to meet the Ministry's identified objectives.

The consultancy objectives are enumerated and results outlined in the order in which they appear in the introduction. The consultant's activity with the Urban Savings and Credit Societies appears in various places in the section although no objectives were originally established in the project write-up. Objectives for the consultant in the Urban area were informally established by the Ministry in November of 1981 when the head of the Urban Section requested the consultant to serve on the Urban working group.

### 1. Cooperative College Study

The feasibility study on the expansion of the Cooperative College was completed and submitted to the Ministry in late December 1980. This consultant created an audit program for evaluating the educational activities and identifying areas for improvement as well as evaluating the Accounting and Legal Departments and assisting in the evaluation of the Management Department. The results of the study and recommendations are contained in the "Report".

### 2. Identify Credit Training Requirements

The credit training needs of the Ministerial and Movement employees were identified in a task analysis exercise designed by the consultant, and conducted by members of the TMDD. The Ministerial target group consisted of approximately 250 employees: Provincial and District Cooperative Credit Officers, Cooperative Assistants and Assistant Cooperative Officers. The Movement target group consisted of 18 different job groups operating in the Rural Cooperative Banking Sections with the populations of these target groups totaling over 1,700 employees.

The instructors guides for the PCC and DCC job groups were 90% completed and the student guides 60% complete on 15 February 1982. The ACO and CA behavioral objectives were combined with those of the 18 Movement job groups on 15 February 1982, over 73 behavioral objectives had been documented and the Instructors Guide and Study Guides were approximately 25% completed. (Refer to exhibits D, E, and F for details and project constraints.)

This project is now under the direction of Mrs. Gachago, a very competent and capable member of the TMDD. The developmental work is being done by Mr. Nduati and Mr. Guchera in the Banking Section at the Cooperative College. It is estimated that all material will be developed by 1 August 1982 at which time implementation of training programs can be planned.

### 3. Conduct Training Seminars

The consultant designed and conducted a training seminar during the last week of June 1981 for the 18 TMDD trainers. They learned how to:

- Perform a task analysis
- Identify and state behavioral objectives
- Write instructors guides
- Develop study guides

Refer to Exhibit B for the report and Exhibit G for course materials.

### 4. Review Existing Credit Training Systems

The existing credit training systems were reviewed and training materials and teaching methods were evaluated at the time the Feasibility Study was conducted at the College. The results of the evaluation are published in that report. The highlights of the evaluation as concerned credit education are:

- Insufficient time allocated to teaching Rural Banking Subjects
- No course or subject dealing specifically with Urban Credit. (The consultant notes here that two courses were offered in 1981 for Urban employees, however, an examination of materials disclosed that Urban Credit and Savings activities were not being taught. Rural management systems and accounting systems were covered. Until the development of the Urban Accounting Manual in January 1982, there was no standardized accounting system for the Urban Co-ops.)
- Cooperative College courses have not been materially up-dated since their inception in the mid 1970's.
- There are no study guides or texts available that deal with Kenyan Cooperative Banking. The students must rely on notes, hand-outs and the cumbersome banking manual.

The completion of educational materials now under development by Nduati and Guchera should result in:

- An up-dated Rural Banking Course
- A complete set of student Study Guides or a textbook on Kenyan Cooperative Banking

The curriculum redesign workshops now under way should result in additional time for the banking subjects and introduction of subjects in Urban Savings and Credit administration and accounting.

#### 5. Preparation of Training Materials

Two sets of approved training materials have been developed for the Urban Savings and Credit section covering administration and accounting. These were developed by members of the TMDD working as consultants with subject matter experts from the Urban Savings and Credit section.

The target group for these Urban materials number in excess of 5,000 people and are made up of the Ministerial supervisors, KUSCCO managers and book-keepers and all society employees and committee persons. The material has been developed so that the delivery systems can be formal courses at the Co-op College, decentralized seminars or correspondence courses. The material had been developed and was in the early stages of production on 15 February 1982. For more details refer to Exhibits D and H. Mr. Karanja, a very capable member of the TMDD has the responsibility for production and implementation.

Development of training materials for all the employees in the Rural Banking Sections was in-process on 15 February with an estimated completion date of 1 August 1982. Item two of this section deals with this in more detail. Refer also to Exhibits D, E, and F.

#### 6. In-Service Training

The materials in the process of development are basically for the vocational training of entrance level employees and those with less than three years of experience. There were no materials or courses identified to meet the continuing educational needs of tenured employees. There is some question

as to how much emphasis should be placed on the development of training for the tenured in-service employee due to the lack of training personnel and facilities. The training of entrance level employees is the highest priority faced by the Ministry and Movement. A heavy employee turnover and an expanding cooperative system together with a large backlog of untrained employees require that these groups receive the first priority. If all the cooperative training resources are devoted to entrance level vocational training, it will still be some time before the backlog of untrained employees can be effectively reduced.

The training priorities can be separated by experience and job groups and priorities recorded:

<u>Priority</u>	<u>Experience</u>	<u>Job Groups</u>
1	0-3 months	Banking Credit & Savings
2	0-3 months	Bookkeepers- Rural & Urban
3	0-3 months	Merchandise Managers
4	3-6 months	Banking Credit & Savings
5	0-3 months	Managers of Societies & Unions
6	0-12 months	Committee members
7	0-3 months	Ministry auditors
8	0-3 months	Legal personnel

This priority chart can be continued, however, it does illustrate that entrance level employees require high priority. This also follows a concept that once trained, these same people can provide effective on-the-job training to new employees, thereby allowing training resources to be used, temporarily at least, in other areas. While development of advanced levels of in-service training should not be ignored, there is a real question as to where to allocate the limited training resources. It would seem most prudent to devote these resources to training the new employees so a cadre of trained people will be developed.

#### 7. Train 350 People

One training seminar was conducted for 18 members of the TMDD staff. Refer to Exhibits B and G. No other seminars were conducted due to lack of existing training materials, no identified training objectives, and a lack of educational research. Because of this and the realization that the ministry had not established any plans to hold a series of two week seminars to train 350 people, no request to do so was made by the consultant. Offers were extended to the Vice Principal of the Cooperative College to appear as a guest lecturer and/or serve as an educational resource person to the staff, however no invitations were ever received.

The training materials in the process of development have the potential of reaching over 6,700 people, vastly exceeding the 350 established in the project proposal. The consultant was able to utilize his skills in teaching the employees of the TMDD and Credit Sections how to perform educational research and how to develop educational materials. This is a skill that can be used by them in future educational endeavors. Refer to letters in Exhibit section K, particularly letters #2 and #5.

### Summary

Six of the seven major objectives of the 12 month consultancy were achieved. While 350 people were not trained, training materials were developed and in process of development at the end of the consultancy that have the potential of reaching about 7,000 people.

In addition to the seven stated objectives, another two were added by the Ministry in November 1981. The consultant was to assist in the development of a management and an accounting system for the Urban Savings and Credit Societies. The consultant was also to coordinate the development of the educational modules necessary to implement this new system. These objectives were completely fulfilled by 15 February 1982.

## Discussion of Major Conclusions and Recommendations

This section will discuss the background behind and provide additional support for the consultant's conclusions already highlighted in the Introductions under the heading "Major Conclusions".

1. Lack of coordination between the departments of the Ministry and the Cooperative College. Reference Exhibit A and the "Report".

In September 1980, each individual section within the Ministry unilaterally attempted to identify their own educational needs. The various sections did little in the way of coordinating their educational activities with other sections and almost totally ignored the TMDD, except for the task of selecting venues. During the past year, in particular the last 6 months, there is evidence of greater coordination among the sections. However, only the credit section is thus far utilizing the educational skills of the members of the TMDD in educational research and development. While the TMDD has assigned individual educationalists to the other sections, they are being used primarily as seminar coordinators - largely a clerical function. This is due primarily for several reasons:

- Inappropriate organization of the TMDD.
- A "wait-and-see how the credit section comes out" attitude on the part of other section heads.
- TMDD educationalists have not acquired the functional skills for the other sections, particularly accounting and legal.

Reorganization of the TMDD in accordance with Exhibit C, production of the training materials and presentation of seminars for the Credit Section will solve the first two concerns. The last one can be solved by time as the educationalist begins actual work with the assigned section.

The Cooperative College does not effectively cooperate with the educationalists in the TMDD. The department heads and most of the lecturers at the college realize that the TMDD can provide valuable assistance in educational research (identifying training needs and evaluating existing training) and developing course materials. The department heads have shown their cooperation by encouraging their lecturers to serve on various educational working groups. However, the director of studies at the College has resisted these efforts by displaying a negative attitude and delaying action.

The cooperation between the College and the Ministry appeared to show some signs of improvement in the last two months. The Principal helped schedule the Urban Credit workshop at the College and encouraged the participation of the head of the Accounting Department in the working group. The Principal has encouraged lecturer participation in educational committees and is encouraging the head of the Banking Section to work on the TMDD committee in developing the Rural Banking material.

A high degree of cooperation between the College and the TMDD could result in development of effective educational materials. The TMDD can provide the needed educational researchers and evaluators and in conjunction with College lecturers, develop educational materials for use by the College. The TMDD educationalists can also serve guest or substitute lecturers at the College. The TMDD staff would then become a good source from which to recruit replacement lecturers for the College.

In summary, the role of the TMDD as educational coordinators and developers has increased within the Ministry. There remains room for increased cooperation between the College and TMDD.

2. Seminars presented by the Ministry are of an informational nature rather than vocational training experiences.

The various sections of the Ministry present seminars for their staff and Movement employees. These seminars are generally structured to disseminate information about new or existing programs. While these types of seminars are necessary to fulfill that particular purpose, other workshops should be designed to teach people how to perform the job-related tasks. The credit section is the first to make an organized attempt to identify the training needs of its employees at all levels. This is having a positive impact and can be expected to "spill over" into the other sections. Other sections should be encouraged to adopt this "task analysis" approach to identify training needs.

3. The Ministry and College are not able to meet the training needs.

The physical size of the Cooperative College has limited its ability to keep pace with the cooperative training needs. In addition, the course structure and content, together with the emphasis on academic education rather than vocational training, has limited the effectiveness, efficiency, and relevance of the College's educational programs.

The courses are structured so that the student must take every subject in the course, whether it is relevant to the student's cooperative job or not. The courses last from 3 to 11 months and this is a constraint in that cooperatives find it difficult to continue efficient operations when key employees are gone for 3 months or more. The duplications in the course offerings wastes valuable student and lecturer time and reduces educational efficiency. The duplications are outlined in detail in the college "Report".

The college has emphasized academic education instead of teaching students how to perform their job related functions (vocational education). The studies of educational needs performed in conjunction with the college "Report" and those done in conjunction with the development of credit education showed that the training needs were of a vocational nature. The current emphasis on academic training has helped to increase the turnover rate of cooperative personnel as they have left the cooperatives for employment elsewhere. While this has helped the country, it has not really helped develop trained employees for the cooperatives.

The removal of course duplications has begun and the re-design of courses into more relevant vocational education was started at the curriculum workshop held 23 November 1981. This consultant helped interpret the college "Report" for use by the lecturers and they have begun a very positive and beneficial exercise. Continuation of this should result in:

- Removal of subject duplications
- Establishment of relevant vocational subjects
- Setting all subjects in 1 month segments thereby allowing the student and the cooperatives greater educational flexibility
- Increasing annual student turnover by 30%

For more details, see Exhibit Sections I, J and letters numbered 1 and 2 in Exhibit Section K.

4. College has not kept pace with changing educational needs.

The Cooperative College has not had a major curriculum re-design or addition since the mid 1970's. There was an attempt to add a course in Urban Savings and Credit in 1981, however, Rural Credit Systems were actually taught. The activities now underway should result in a major re-design of curriculum. The educational research and development activities now being done in the Credit Sections will result in new subjects. Emphasis should be continued in these areas.

5. Course re-structuring will increase student turnover.

The present curriculum re-design effort (outlined in paragraph 3 of the section and Exhibit Section J) should continue until all present courses have been evaluated and re-designed. For example, the existing ABM-I and ABM-II course was 6 months long. This was re-designed into a single course, Cooperative Business Administration (C.B.A.), offering 3 areas of specialized study divided into 5 one month segments. It is conceivable that C.B.A. could contain all of the subjects from the present ABM, CCA, and CBM courses.

A schematic representation could be:

CBA

MAJOR STUDY AREAS			
Month	Accounting	Management	Merchandise
1	Basic Co-op Accounting MT Systems	Basic Management Theory Rural Credit Programs	Stores Stocking
2	Urban Accounting Basic Co-op Acctg.	Urban Management Banking Operations Personnel Management	Transport
3	MT Dairy MT Pyretheum MT Coffee	Rural Credit Programs Cooperative Policies	Merchandise Management
4	One	month	segments
5	(This schematic is shown only for conceptual design purposes. The subjects shown are hypothetical.)		

This diagram suggests that the students can specialize in 3 major areas. The specializations would require that the student take the majority of subjects offered in the specialty area while taking electives from other areas. Likewise, when the student completes a 1 month segment, credit is given for all subjects passed. The curriculum re-design work is progressing towards this end and implementation of the group's recommendations should be encouraged.

6. A need for vocational training.

This has already been addressed in paragraph 3 of this section.

7. The present employee development philosophy encourages generalization, discourages specialization and is impeding personal and organizational development.

The leadership of the cooperative Ministry has had a strong philosophy that all Ministry employees must be exposed to and able to function in all areas. For example, employees trained in accounting have been posted as ACO accounts, only to be transferred to another district as credit or audit officers. Even now, the training officers, trained and experienced in education, are in danger of being transferred to accounts, credit, audit or other fields in which they have no knowledge or experience. This type of transfer policy does not make efficient use of human resources and creates additional training priorities. Trained professionals should be given the opportunity to remain in their specialty area, i.e., credit, accounts, training, etc. There is ample opportunity for career development within the respective divisions. Indiscriminate transfers of people from one division to another should be reduced.

8. Improper organization of the TMDD has resulted in reduced effectiveness.

(Exhibit C deals with this subject and contains the recommended reorganization.)

Reorganization of the TMDD is necessary if the educationalists are to function effectively as consultants/advisors to the various divisions. The reorganization proposed in Exhibit C will also allow the educationalists to function as educational researchers and permit development of educational materials for the Ministerial department and the Cooperative College. The reorganization will facilitate a closer working relationship with the College, and permit the formation of more of a "team effort" on education.

9. Training of about 7,000 members of the Rural Banking Sections and Urban Savings and Credit Societies is a high priority.

These two target groups contain over 7,000 people and they require immediate training attention as these two sections are the fastest growing segments of the cooperative movement. The Government has placed a high priority on the mobilization of savings and utilizing these savings to provide credit for development.

The cooperatives have access to great amounts of money and have a responsibility to lend these savings out so the credit can be recovered safely. Performance of these activities requires trained people. Comparatively few of the cooperative employees in these vital areas have the vocational training necessary. Implementation of the programs now under way in the Rural Banking Section and the Urban Section will help provide the necessary training. (Refer to Exhibit sections D and H for details.)

#### Summary

Much has been done in the areas of:

- Training the educationalists of the TMDD.
- Completing the development of the Urban training materials.
- Beginning the development of training materials for the Rural Banking Sections.
- Initiating the Cooperative College curriculum re-design process.

All these areas need constant monitoring to assure progress continues and programs are completed and implementation initiated. The training programs started in the credit areas should be expanded to all functional sections within the Ministry and Movement. The new re-designed curriculum offered by the College should result in an increased student turnover - without physical expansion of existing facilities. Long range plans should be initiated to assure lecturers are trained and ready for the expanded College and consideration should be given to integrating the Cooperative College offerings with those of the University of Nairobi and Edgerton College.

While many areas remain for follow-up and future consideration, the emergence of Commissioner A.K. Birgen as an energetic leader has had a positive effect. In the brief time since his appointment on 5 November 1981, the new Commissioner has moved effectively to strengthen the cooperative movement. His leadership and support will be a great help in the implementation of the training programs, organizational changes and curriculum restructuring results outlined in this report.

REPORT OF AUDIOVISUAL SPECIALIST'S CONSULTANCY  
TO KENYA--ACDI PROJECT

September 2 to October 29, 1980

By: Ronald Short

The initial activities of the audiovisual specialist were involved in an orientation to the cooperative systems operating in Kenya. Books, project reports, cooperative development plans, documents, and other resources were read for background information. Field visits were taken to the Cooperative College, Kenya National Federation of Cooperatives, cooperative unions, and cooperative societies. The field visits provided an opportunity to interview and observe cooperative managers and employees, cooperative members, and cooperative field training personnel. Special attention was given to seeking an overview of past, present, and future planned training activities. Also, this provided an opportunity to view the kinds of cooperatives, the operations of the cooperatives, the products and commodities of the cooperatives, and the work and activity of the cooperative members. The interviews, field visits, and resource material provided the audiovisual specialist an opportunity to review the cooperative training activities of Kenyan cooperative groups.

The audiovisual specialist assisted in the evaluation of the Cooperative College of Kenya. Particular emphasis was given the education media services department. Sections of the department evaluated were the library, audiovisual, printing, radio, and correspondence courses.

Assistance in evaluating was also provided by the critiquing of several field training courses being presented by the Ministry of Cooperative Development field personnel and also union/society trainers. The training activities of the Kenya National Federation of Cooperatives were also reviewed.

The Kenya government, Ministry of Cooperative Development, created a material production unit in July 1980. The primary functions of this unit will be to assist in the distribution, selection, utilization, evaluation, and production of training materials and equipment. Three personnel were hired to staff the unit. It is with this unit, a part of the ministry staff training and manpower development area, that the audiovisual specialist interfaced.

Current uses of audiovisual training materials by the ministry are low. It should be noted, however, that the ministry has started the basic rudiments of a material resource collection. Present resources of the ministry include 18 slide sets with scripts, a poster series of 9 topics, and various student handouts. The poster series project, released in late 1979, has enjoyed good success. The posters were developed mainly for member information and were thus posted in all society offices. One of the series on committee member training consists of a flipchart and leader's guide and has enjoyed extensive use. The slide series which cover each of the major commodities, banking system, and general cooperative knowledge have limited use due to their need for revisions.

An inventory of the ministry's audiovisual equipment revealed there were approximately 12 each of the following:

- Slide Projectors
- Overhead Projectors
- 16-mm Movie Projectors
- Movie Screens
- Generators
- Small 35-mm Cameras

The equipment is located in the various nine provinces and unions.

Much of these materials and equipment were produced and purchased via assistance given by the Nordic governments and their cooperative projects.

The ACIDI audiovisual specialist suggests the following ideas for consideration by the material production unit of the Ministry of Cooperative Development.

### Mission

The material production unit was created in July 1980. Job descriptions for the personnel have been discussed and written. The main functions of the unit have been explained. However, as with any new idea, there will be growth and development pains. The ministry will need to continue to provide a sense of direction to the staff of the material production unit. It will be essential that the mission of the unit be explained to all ministerial and field personnel several times so the concept becomes a part of the total cooperative education of the ministry. The functions and operations of the material production unit will be greatly enhanced and the output will be greater if all personnel understand the mission and services of the unit.

### Budget

A material production unit cannot operate effectively and efficiently without an adequate budget for equipment and supplies. The ministry must realize that with their commitment to establish the material production unit must also come their commitment to allocate funds and a budget for the operations and functions of the unit.

An initial capital equipment budget needs to be established. Due to the life of the equipment, the cost should be amortized over a period of years. Also funding should be adequate for the purchase of consumable supplies.

The ACIDI specialist would recommend the following basic equipment list:

1. Drafting/artist table.
2. Thermofax (transparency) machine for the production of overhead transparencies and paper copy masters.
3. 35-mm professional camera with an assortment of lenses (wide-angle, zoom, and lens for copy stand work). Also flash attachment.

4. 35-mm copy stand (can mount 35-mm camera on it or might purchase total separate camera if funds available).
5. Printing table and supplies.
6. Silkscreen material (rollers, frames, squeegees, scrubbing brush).
7. Typewriter (variable size fonts so can do large type and variable type).

#### Supplies:

1. Artists supplies (pens, T-square, lettering sets, printing ink, printing dye, printing chemicals).
2. 35-mm camera film.
3. Transparency sheets and materials in a variety of types.
4. Lamps for equipment.
5. Slide trays.

#### Facilities:

With the move to the Cooperative House there should be provided adequate space for work area, storage for equipment and supplies, and space for production and development of materials to include a water sink and room for photography/printing work.

#### Equipment repairs:

A budget and procedure for equipment repair must be established and be operational.

#### Travel:

Funds need to be provided for the material production unit to give service to field staff and also to do field material production development.

Many production units are hindered from functioning to their maximum due to an inadequate budget.

#### Staff Training

The personnel of the material production unit need to receive training. The ACDI audiovisual specialist would recommend that this training be "hands-on" and practical in scope. The training could be received by the staff visiting other production houses in Nairobi, attending training sessions on production, and attending training sessions or graduate schools in other countries. A list of resource material plus suggested training courses and schools will be provided by the audiovisual specialist.

### In-Service Sessions

To promote the utilization of media by the cooperative training personnel in Kenya, the ACDI audiovisual specialist would strongly recommend that monthly or bimonthly in-service sessions be conducted by the Ministry of Cooperative Development. These sessions could be conducted by personnel in the ministry or outside consultants. These sessions would be a hands-on experience involving the selection, evaluation, utilization, and production of training and instructional materials. The session would allow the training personnel to share and exchange ideas. They could be held in various locations, thus, allowing ministry staff and field staff to observe first hand various factors in different locations of Kenya. A great side benefit of these sessions would be the comradeship and togetherness that would develop from the sharing atmosphere.

The material production unit could serve as a catalyst for these sessions and develop a service attitude for all training personnel.

Some suggested topics for these sessions are: equipment operation, equipment maintenance, techniques in using equipment and instructional/audiovisual aids in training, simple overhead transparency productions, slide productions, communications, training techniques, etc.

As a result of these sessions and the use of the "Instructor Education Handbook: An Approach to Andragogy for Cooperatives in Kenya," a train-the-trainer manual and seminar could be developed.

### Project Developments

The material production unit in coordination with the ministerial staff and field staff needs to establish a project development listing. This list could be developed through the use of a survey and interview of field staff. The projects need to be directed towards the clientele of the cooperatives where the greatest benefits will be derived. Projects then might need to be directed to serving the small farmer, the illiterate and semi-illiterate cooperative member, and the females involved in cooperative work.

Suggested activities are as follows:

1. Development of Inventory/Resource Training Book. This inventory would list the training aids and materials available in the form of slides, posters, tapes, films, pamphlets, and reference books. These would be listed by format and source, i.e., Ministry of Cooperative Development, Cooperative College, Kenya National Federation of Cooperatives, ICA, CEMAS, etc.
2. Equipment inventory, reserving, and repair system. An inventory of equipment, how to reserve it for use, and what to do if it is broken needs to be established.

3. Material Production Unit Services Manual. This manual would be given to all field staff and ministerial staff to explain what services and functions the production unit can perform.
4. Poster project. With the success of the first poster project, an evaluation for the revision and development of new posters needs to be conducted.
5. Slide Series. The present slide series need to be revised. Revisions would include a leader's guide, written script to slides, and an audiotape to accompany slides. Need to determine which slide series would be the highest priority to develop and enough copies duplicated for all uses.
6. Transparency Production. With all provinces having overhead projectors, consideration needs to be given to developing some basic transparencies for training purposes.

The material production unit is a very important aspect of the training and education of people in the cooperatives of Kenya. With the properly trained staff and the allocation of funds, Kenya cooperatives will grow and prosper through the cooperative training efforts.

The ACCDI audiovisual specialist will be providing resources and materials to the Ministry of Cooperative Development. On the second visit, the progress of projects will be evaluated and assistance and guidance given for further training and project development.

From: N. J. Guderyon, Esq.  
and  
W. D. Regier, Esq.  
Ministry of Co-operative Development  
Kencom House, Moi Avenue  
P. O. Box 40811  
NAIROBI  
Kenya

30th March, 1981

To: Mr. D. O. Arende

In discussions earlier this year you had asked for suggestions as to how your Division could be organized more effectively to accomplish the aims and objectives of the group and to make the best use of the officers assigned to the Division.

We have identified the following problems as being related to the present organizational structure:

- a) The Visual-Aids production group is not equipped adequately to justify the assignment of three officers to the group. With the limited funding that will likely be available for the foreseeable future, we recommend that the Ministry should concentrate its resources at the cooperative college and utilize the production facilities at the College for work throughout the Ministry.
- b) District and Provincial Training Officers are receiving very little help from Ministry Headquarters in their major task of presenting Cooperative Education programs to Committee Members and to the general membership of societies. Field Officers are asked to put on a program at each society each year but they have very few resources to work with.

- c) Staff Training is presently divided into two sections, Movement and Ministry. However, when seminars are organized we have observed that the same training is usually applicable to staff members of both the Movement and the Ministry. It would seem more logical for staff trainers to specialize in a field of knowledge such as Management, Finance or Accounting rather than in Movement or Ministry.

With the foregoing observations in mind, we would propose that the Division of Training and Manpower Development be divided into three sections with the following functions:

#### I - INFORMATION AND COMMUNICATIONS SECTION

To collect and disseminate information pertinent to the cooperative movement in Kenya and to utilize techniques of mass communications so as to educate and influence the people of Kenya to more fully understand and utilize the cooperative form of business. The officers in this section would be trained in various techniques of mass communication and knowledgeable about cooperative principals and organization.

#### II - COOPERATIVE EDUCATION SECTION

To generate program ideas and materials and to serve as resource specialists in the area of Member Education and Committee Member Education. Specifically, this section would be given the assignment of developing and distributing to all field education officers at least two new programs for Member Education and two new programs for Committee Member Education each year. The officers in this section would be adult education specialists with a good knowledge of and commitment to the cooperative form of business.

### III - STAFF TRAINING SECTION

To determine the training needs of staff members throughout the Ministry and Movement and to organize programs to meet these needs. The officers in this section would be skilled in techniques such as task analysis and would specialize in job training rather than in cooperative principals and organization.

The attached chart shows the general outline of the organizational structure we would recommend. At this time we are not thoroughly familiar with the relative workloads in the various specialities so we would recommend additional study and discussion before any specific positions in the Staff Training Section are finalised. However, we feel that you and your section heads should be consulted before we discuss job duties with junior officers.

HEAD  
OF  
DIVISION

INFORMATION  
AND  
COMMUNICATION  
SECTION

COOPERATIVE  
EDUCATION  
SECTION

STAFF  
TRAINING  
SECTION

EDITOR & PRESS RELATIONS SPECIALIST

RADIO & PHOTO SPECIALIST

VISUAL AID SPECIALIST

ARTIST OR VISUAL AID ASSISTANT

COMMITTEE MEMBER  
EDUCATION  
SPECIALIST

COMMITTEE MEMBER  
EDUCATION  
SPECIALIST

COOPERATIVE MEMBER  
EDUCATION  
SPECIALIST

COOPERATIVE MEMBER  
EDUCATION  
SPECIALIST

CREDIT & FINANCE  
STAFF TRAINING  
SPECIALIST

AUDITS & ACCOUNTS  
STAFF TRAINING  
SPECIALIST

BUSINESS MANAGEMENT  
TRAINING  
SPECIALIST

BUSINESS MANAGEMENT  
TRAINING  
SPECIALIST

CLERICAL & MECHANICAL  
TRAINING  
SPECIALIST

MAN POWER ANALYST

AGRICULTURAL COOPERATIVE DEVELOPMENT  
INTERNATIONAL KENYA  
MINISTRY OF COOPERATIVE DEVELOPMENT  
TRAINING PROGRAM  
AUDIO VISUAL SPECIALIST CONSULT REPORT

Mary C. Muller  
June 15, 1981  
August 15, 1981

The purpose of this two month consultancy was to review and evaluate the current use of audio-visual means by the Ministry with various client groups, including; semi-literate and illiterate cooperative members and potential members; review of equipment and facilities available; make recommendations for additional equipment and materials; assist the audio-visual section to reach the needs of a largely female, small farmer clientele; and train Ministry Staff in the expanded and improved use of audio-visual materials in training programs.

This consultancy was the second in a series of three, originally planned for the project.

In July of 1980, the Ministry created a production Unit in the Manpower and Training Division. During the first consultancy of September and October of 1980, there was organizational work to assist in the development of the unit.

During this assignment, the consultants work plan paralleled the work plan of the unit in an effort to assist them reach their objectives. The head of the Production Unit therefore acted as counterpart. Also, a close working relationship was maintained with the principal officers of three training sections, the Ministry Staff Training Section, the Cooperative Movement Section, and the Information Section.

As of August of 1981 the Production Unit had developed three booklets; Cooperatives in Kenya, Personnel Matters, and an Operation Manual on audio-visual Equipment. These booklets are ready for printing.

Systems have been organized to record use and reserving of equipment at Ministry headquarters. Posters are being developed and a calendar chart on coffee cultivation has been presented in the field and is ready for printing (photos included). A seminar on audio-visual training material has been scheduled for some time and will take place while the consultant is available. The staff of the unit consists of the head of the unit, two graphic artists and one assistant artist. The head of the unit has received training in London on audio-visual materials.

In its year of existence the Production Unit has been working directly to provide support services to the Manpower and Training Division. The Unit has developed a work plan of generally useful activities and materials. These can be used throughout the Division. Up to this time such "ad hoc" production was in keeping with the structure of the Unit. However, it is time now for the Unit to plan more closely for specific training needs to develop priorities. The Unit is small and will have to rely on organization and coordination skills to effectively and efficiently serve the increasing training needs.

#### Constraints

The Production Unit faces two operational difficulties. One is the lack of a systematic approach to providing instructional support services for the Ministerial Staff training activities and the Movement training activities. The other is the lack of a budget for production.

#### Coordination of Training Activities with Production Unit Services

Two important functions of the Ministerial Staff Training Section and the Cooperative Movement Training Section are: a) to design and maintain a calendar of training and educational programs for the Ministry Staff and Cooperative Movement; b) to develop budgetary projections as necessary to support annual training and educational activities.

In both of these functions the Production Unit should be directly involved so as to plan and budget for the type of instructional materials which will be needed to effect the training objectives. Working with an annual calendar of training activities the Production Unit can estimate the lead time necessary to provide materials and services. The Production Unit should use these calendars to coordinate its work plan and estimate an approximate production budget.

#### Audio-Visual Equipment

Audio-Visual equipment should be acquired as a result of instructional planning. The type of equipment which is needed depends on the instructional material to be used. Instructional materials are developed or purchased to effect training objectives. By using a systematic approach, which takes into consideration budgeting, objectives, facilities and production skills, the utilization of audio-visual equipment can be an effective component of a training program.

At present the Ministry of Cooperative Development has 16mm film projectors, 35mm slide projectors, overhead projectors, 35mm cameras, audio cassettes, screens and generators. These are distributed throughout the provinces and a set of equipment is housed at headquarters.

The utilization of this equipment depends on the initiative and interest of the Ministry training officers until new procedures are devised. The instructional material available for this equipment is limited to several slide series which are scheduled for revision; posters and some charts and transparencies.

#### Inventory of Audio-Visual Equipment

The Production Unit of the Training and Manpower Section of the Ministry of Cooperative Development has the responsibility to record the inventory of Ministry audio-visual equipment throughout the provinces. This year's inventory began in January, and by July all but one province had returned the inventory questionnaire. The Production Unit realizes that it is important to maintain a yearly report on the utilization and maintenance of the Ministries audio-visual equipment. The yearly report should indicate how often and for what purposes

the audio-visual equipment is being used. When equipment cannot be repaired in the field this should be reported to the headquarters as soon as possible so that necessary action may be taken. The management of this inventory is a part of the work of the Production Unit but reliance must be placed on the cooperation of field officers in order to insure efficient service by the unit.

When discussing utilization of equipment, field training officers cited various difficulties. For instance, there are very few films available relevant to cooperative Movement in Kenya. (One film has recently been produced with the help of the broadcasting facility, Voice of Kenya. It will be distributed shortly. Therefore, 16mm film projectors are not considered very useful by several field officers. On the other hand, it was noted that other ministries and organizations can borrow the projectors for programs which benefit cooperative members. In discussing the use of the 35mm camera, field officers raised the issue that funds are not available for film and processing. The issue of funds was also noted with regard to the purchase of blank audio-cassettes.

Audio-visual equipment services the training needs offering a variety of display techniques for instructional materials. It can be frustrating to field training officers to have the equipment but not to have the "software" (films, slides, transparencies, cassettes) available. Two inexpensive pieces of equipment which would be very helpful are: 1) a transparency maker - as previously recommended - a thermofax machine for production of overhead transparencies and paper copy machines; 2) a copy stand - Kodak Ectographic Kit inexpensive and simple to use Instamatic Camera and stand. In the revision of the 18 slide series, copy stand camera work will be necessary.

#### Library/Resource Center

The organization of a Library/Resource Center facility within the Manpower and Training Division could be most useful. Books, manuals, print materials, catalogues and resource inventories relating to training can be utilized by the staff. In addition, resource catalogues on films, slides, transparencies can be included.

### Film Catalog

The Production Unit is starting to develop a list of films and the procedures for borrowing them. This list will take time to develop but can be useful to intergrated training programs.

### Video Equipment

It would seem premature to acquire video equipment until a specific Project Plan would be devised. At present international and national organizations have equipment which could be borrowed to study feasibility of the use of video.

### Instructional Charts and Posters

Realistic illustrations of everyday life experiences related to an instructional objective are basic, effective training aids; when used by a trainer to develop a topic; to stimulate discussion; to arrange questions; that is, to actively involve the participants. Large illustrations (3'x4') can be seen by a fairly large group. The trainer, using background information about the participants, can focus attention on the visual stimuli in the chart. The more closely the participants can identify with the illustration, the more effective the chart will be. Sequencing a series of illustrations on large charts can provide the trainer with a developmental approach to his instructional objective. It is important to keep in mind that the effectiveness of illustrated charts depends in larger measure on the trainer's skill in managing a group discussion. These charts lose effectiveness if they do not have their instructional aims clearly explained.

In Bughoma, a series of illustrated charts are being used to educate cooperative in the members in the advantages of using a bank. Four charts were drawn by a local artist and in a few months time this one set has been used with over 6,000 participants.

Posters are visual messages which use specialized graphic techniques to "sell" an idea. They are not instructional but rather educational in a broad

sense. Posters differ from illustrated charts in both graphic format and utilization. Posters do not need discussion; their message is direct and easily understood. The more experience people have with symbolic visual communication the more effective posters can be.

The Production Unit has three artists who can serve the Ministry and Movement Training programs by developing instructional charts for use with a trainer. These materials need not be printed and can reach large groups. As field experience has shown the design and preparation of a poster is more lengthy and should be given priority in terms of the importance of the message and the number of people it will reach.

At present the Production Unit has produced an instructional chart on the techniques of coffee cultivation. It is designed as a calendar with the months of the year written horizontally and the farming technique illustrated vertically. The calendar was requested by a cooperative in the Kisii district.

On a field trip to the area, a meeting of the cooperative farmers was held in order to present the calendar and evaluate the clarity of the message. Using the Kisii language the chart was explained by a cooperative employee. The farmers indicated they understood the horizontal and vertical relationship of the calendar, the majority said though, they could not read the words, they all had persons at home who could. It was decided to arrange printing and distribute the calendar at the end of the year so that it could be used in the appropriate sequence. The number of calendars to be printed will be decided pending funding.

#### Listening Centers - Audio Cassettes and Radio

There is more potential than is being realized in the utilization of audio cassettes. This equipment is simple to operate, portable and flexible in serving training needs.

Using a pre-recorded lesson, training sessions can be held in a variety of locales and at times when it is convenient for participants. In addition, participants can record reactions to the training sessions and ask questions. Using

radio as a reinforcement media, the reaction of listening groups can be broadcast to encourage and stimulate participation.

#### Grass Roots Seminars for Women

A possible target group for a listening centers project could be the active Women's Groups which have developed throughout the country. These women are registered as self-help groups involved in income generating projects such as poultry-raising, handicrafts, livestock, etc. They can be potential cooperative members. A selection of statistics from a few districts indicates the potential of this client population. In Kisumu there are 296 groups including over 9,360 women, in Kisii 388 groups with 8,000 women, in South Nyanza 1,333 groups with over 11,000 women. In discussion with the Women's Bureau and with the Department of Social Services, these registered groups have substantial bank accounts and receive government grants. Various training needs have been identified, such as basic management procedures, marketing, credit and banking. In many cases, the women in these groups are illiterate, though often there are one or two members with academic training. On a field trip to Nandi Hills outside of Kisumu, at a meeting of women members of a cooperative, it was observed that the women were eager participants and could identify their training needs with the provincial training officer. However, the women could only meet at the site of the cooperative office, a location very difficult for the training officer to reach. Also, communication had to be in the local language.

For groups such as this the Production Unit, with a team of training officers, could develop an instructional series as an experimental project. Scripting and recording would require minimal expense. The organizational infrastructure of the Cooperatives and the registered Women's Groups could form the basis to support the experiment. In this way isolated geographic areas could be served and the use of the appropriate language would be pre-recorded.

The Central Bureau of Statistics states that 88% of Kenyan women reside in rural areas. Of these, 70% above the age of 15 cannot read or write. These women need training to raise the level of their skills, not only so that they may

carry out their work with better techniques and consequently greater production, but that they may learn to organize themselves as producers and form cooperative societies. The ability and willingness of women to provide sustained labor inputs into farming enable men to seek wage employment in rural areas or in urban centers to supplement the family income. Men and women work together to achieve economic self-sufficiency and provide for the future of their children. Training directed towards rural women must take into account that her needs are related to her irreplaceable role within the family circle.

Women's Participation in Cooperatives is changing. Traditional cooperatives are agriculture based with land owners as voting members. Rarely are women found to be landowners. Now, in an effort, to bring about more active participation in the cooperatives, the new cooperative by-laws will permit "dual membership" which gives a wife all the membership rights of the husband in the event of his absence.

The Research and Evaluation Unit of the Development and Planning Division of the Ministry of Cooperative Development is going to conduct a study "which aims at identifying and assessing the socio-political, economic and legal constraints having a bearing on the rights and opportunities of women and in light of this information submitting detailed and practical recommendations on measures that could be taken by Cooperative Institutions to strengthen the position of women." This ambitious study, which currently has allocated funds, is taking bids from local research organizations.

#### Radio

The Ministry has two fifteen minute time segments on Voice of Kenya. At present one program is broadcast twice due to staff shortages. The program offers a great deal of opportunity for the development of educational activities in addition to news and general information about the cooperatives.

There also exists the possibility of developing radio programs in the vernacular for specific local audiences. In order to do this, short term training programs on radio production and most importantly, on script writing, would be very worthwhile, either in-country or abroad.

## Seminar

Instructional Materials Design and Audio Visual Equipment Utilization  
August 10-14, 1981.

This seminar is directed toward training programs for a clientele with limited or no academic preparation, that is, semi-literate. The instructional techniques which will be stressed will be demonstration, role playing, use of small groups, use of local languages, use of simple graphics. The strategies are immediate, intimate, practical, short duration, specifically relevant, follow-up and constant feed-back. The learning psychology will stress instructor/learner interaction, short attention span, redundancy, and useful practice. (Materials on seminar enclosed).

## Possible Future Seminars

- 1) The Manpower and Training Division has recently assigned training officers to the other sections. Planning, Credit, Legal, Auditing and Accounts, in order to coordinate training seminars. In discussing this arrangement with the training officers it seemed that a workshop session with all sections could be held with the objective to communicate the professional skills which the Training Division can offer to the development of seminars. Skills such as instructional planning, development of materials, use of audio visual equipment and instructional skills (lecture delivery).
- 2) Another type of training seminar which could be helpful would be one exclusively on instructional interaction skills. If video equipment could be borrowed it would add impact to the sessions. Using the format of micro-teaching the seminar could concentrate on presentation skills, e.g. Interpersonal Contact - liveness, movement, gesture, focussing, shifting sensory channels; Set - clarity of objective, clarity of directions and procedures, attention techniques, use of trainees feedback; Trainee Participation - individual activities, group activities, stimulus variation, questioning techniques, prompting, and reinforcement, questioning

for feedback. Presentation - use of concrete examples, use of audio-visual materials. Closure - summarizing and reviewing, following plans, evaluation techniques.

1

#### Local Resources

Sourcebook - Audio-Visuals in Kenya prepared by Bureau of Educational Research, University of Nairobi-and United Nations FAO.

U N I C E F - Graphic artist George McBear will hold regional workshops for professional artists on preparing art work in developing countries.

Ministry of Agriculture - Information Center - Project S H A V E, small Holder Appropriate Visual Education Objective: - to reach illiterate target population with special techniques; courses on mass communication techniques for extension officers.

U S A I D,<sup>2</sup> Radio Education Project at Educational Media Center, Kenya Institute of Education - Dr. Christionsen.

U N E S C O, Regional Communications Office,

Alex Quarayne

Regional Training in broadcasting and rural newspapers.

2

## Introduction

In an analysis of the role of communications technology can play in the educational training sector of the Cooperative Movement, it is necessary to consider communications as a whole and not limit the discussion to audio-visual equipment.

The total communications picture is vast, stretching from the sophisticated satellites to simple day to day interaction. However there are commonalities in planning effective communication techniques which cross the entire spectrum. Effective communication is a reciprocal process which depends on a flow from sender to receiver and return. Obviously a dynamic not a static process. Communications, as applied to information distribution, general education and specific skill training varies in the characteristics of this dynamic flow. Relevance, understanding, identification, modelling, attitudinal and behavioral changes all are desirable outcomes of effective communications strategies. In order to achieve these objectives systematic planning is an imperative.

In the cooperative movement the affective goals of sharing and working together for greater overall economic productivity need well designed messages in order to have strong and sufficient impact. The planning for such a public relations campaign has a different structure than a communication plan for a skill acquisition training program. Therefore, communications is a field of specialization which is distinct and apart from content expertise.

This report concentrates on how communications can assist the Ministry of Cooperative Development in its contribution to national growth and development by means of a series of recommendations with some accompanying guidelines.

Recommendation:-

Establish a Communications Unit in the Ministry of Cooperative Development.

Objective:- To plan and produce effective educational communications and publicity campaigns utilizing multi-media for the total cooperative movement.

Rationale:- The government of Kenya considers cooperatives to be one of the most viable organizational structures to increase the economic productivity of the small landholders throughout the country. In order to assist the government to reach this goal a comprehensive communication policy to harmonize and integrate long term and short run objectives should be the top priority of the Ministry.

At this time it is appropriate to strengthen communication's role in developing a positive image of the cooperative movement through motivation; attitude building and participation.

Mass communication is particularly relevant for labor intensive strategies of development. More people with minimal education in remote areas can be reached. These rural based masses at the grassroots level form the foundation of the cooperative movement. Their confidence is imperative to success.

An integral part of cooperative development is the essential role of educational programs. Planning these educational programs is, therefore, a vital function of both government and non-government institutions.

Using a model from communications technology, many features of program planning can be analyzed to ensure effective information distribution.

Communication, as a process, is used to inform, persuade and educate. Generally content of communication is separated from the process in such a way as to facilitate the decisions regarding what message, for whom, and how.

The answers to these queries will serve as the basis for the overall development of a communications strategy for the Ministry.

#### Implementation:-

As a first step in establishing a Communication Unit the Information Unit and the Production Unit should merge.

At present the duties of the Information Unit are to carry out public relations activities in the cooperative movement with information on cooperatives through a newsletter and through radio broadcasts and carry on a variety of educational activities about cooperatives for the general public.

The Production Unit makes charts and posters which are displayed at seminars and shows. This work is not printed or reproduced. Three booklets have been prepared but not printed. This unit also facilitates audio-visual equipment for Ministry training courses.

The Unit has always faced serious difficulties for lack of a systematic procedure for the provision of instructional materials and support services due to the lack of a production budget. Now there is an additional factor constraining the Unit's services. The head of the Unit will be studying abroad for the next two years.

Secondly, the Communications Unit would organize a task force to establish program planning procedures; designate priority areas within Ministry policy; coordinate all mass communication activities with the "Voice of Kenya" including current radio production and future video activities.

Thirdly, a liaison would be maintained with the Kenya National Federation of Cooperatives and the Cooperative College.

A top priority for this Unit would be the organization of a Research/Resource Center. Books, manuals, print materials, catalogs and resource inventories are needed in order to form the data base for press releases, publicity and educational support services.

The consultant services of a trained librarian from the Kenya National Library Services are essential to develop this research/resource center. Though there is a considerable supply of materials in the Manpower and Training Unit it must be organized and cataloged in order to serve the urgent journalism and educational needs.

#### Staff and Budget:-

The staff and budget of the Communication Unit would reflect the importance given this area by the Ministry. A budget review is necessary to establish immediate priorities as well as anticipate future needs. A staffing pattern urgently needs specific job descriptions and designated responsibilities in accordance with the new reorganization (see suggested diagram).

ORGANIZATION CHART  
Communications Unit

HEAD OF UNIT

Coop College  
(liaison).....EDUCATIONAL WING      PUBLIC RELATIONS WING.....(liaison)      KNFC

Materials      Equipment  
(Resource Center)

Head of Unit - Administrator

Staff:-

Educational Wing

2 professionals in instructional technology

Public Relations

2 professionals in journalism and publicity

Materials Equipment

3 graphic artists

1 clerk/librarian

Recommendation:-

Use of a Planning Guide for Communication strategies in Non-formal Education.

Objective:- To assist planners in making training programs more effective.

Rationale:-

In an overview of Non-Formal Education/Training for cooperatives in Kenya it can be observed that there are difficulties in the following areas:-

- a) defining planning policies
- b) establishing priorities
- c) lack of human resources
- d) determining budget allocation

In addition the organizational pattern of cooperative training programs, (see diagram) shows a great deal of overlapping.

A tool from the technology of communications planning in the form of a questionnaire guide is recommended to help alleviate some of the difficulties.

The questionnaire concentrates on the "Target Group". A target group can be considered the most important element in a development project since it represents a special collectivity of people the project is intended to benefit.

Planning Guide for Communication Strategies in Non-formal Education.

Questionnaire Guide

In most items a "yes" or "no" response should be sufficient to proceed to the analytical stages of "why" "when" "how".

- I. Are the relevant characteristics of each target group clearly differentiated?

Can they be?

Does this differentiation need research data?

- II. Do target groups overlap?

When?

Why?

Is this necessary (sometimes)?

Is this dysfunctional (sometimes)?

- III. Are the same communication strategies relevant for all groups?

When?

Why?

- IV. Are clearly specified strategies more productive?

Are resources available to develop these strategies?

V. Do some target groups need different types of information/education from others?

Can the appropriate information be matched with the appropriate target groups?

VI. Do some target groups need training/information more urgently than others?

VII. Do some target groups need training/information more immediately than others?

Can it be provided?

VIII. Can the impact of the training/information/message/ be readily determined?

Can a measuring instrument be devised?

IX. Does the impact of the training/information/message have a multiplier effect?

Can the extent of the multiplier effect be determined?

X. Can a monitoring system be implemented to determine if training/information/message is used by the target group?

Non-formal Education

National

Coop

TRAINING

Picture

Organizations

Target Groups	I Ministry Activities Coop Dev.	II Coop College Programme	III KNFC Activities	IV National Coops Activities.
Movement Personnel & Leader.	X	X	X (affiliates)	X (affiliates)
Ministry Personnel	X	X		
Potential Members	X		X	X (registered)
Public at Large	X		X	

Recommendation:-

Audio visual equipment needs to be utilized in the context of planned educational and training programs.

Objective:- To provide more efficient, that is cost effective, training programs.

Rationale:-

In both the Ministry and Coop College training programs, the supply of AV equip far exceeds its utilization. One of the fundamental reasons for this is the severe lack of relevant instructional materials for this equipment. The development of instructional materials on coops for all levels of training activities needs to complement the restructuring of courses at the Ministry and the Coop College. Whether the instructional materials use print, chemical or electronic processing for media production, the instructional planning process is the same.

First it is necessary to know the entry level knowledge and skills of trainees. At this point no assumptions should be made because the efficiency of the instructional system will depend heavily on this factor. Generalized training objectives can then be made specific and can correlate with demonstrable learning criteria. The system will have as its goal productivity measured as new learned behavior. Time, facilities, instructional materials are variables which rely on the type of "delivery system" to be used. A "delivery system" can vary from a traditional lecture method to sophisticated self instructional modules. A delivery system is chosen to optimize instructional productivity, that is, to minimize cost and maximize learning. Using this disciplined approach it is easier to identify when training is necessary and when it is not.

Information distribution and public relations do not need this rigor and therefore can be planned differently.

Both the Ministry and Coop College need technical assistance in developing instructional systems with the appropriate materials. Time spent on the planning, preparation and experimentation of such systems will assist the training staffs to develop sound educational programs. The inefficiency of "ad hoc" training has become unduly costly and wastes valuable human resources.

Instructional materials are of value to a training program because they are:

- a) time saving
- b) insure consistency of presentation
- c) can be evaluated objectively
- d) can be reviewed and revised
- e) have significant multiplier effect

Implementation:-

A suggested Plan of Action would be the following:-

1. Designate a committee of training officers to propose training programs which are developmental, sequential and structured.
2. Develop curriculum guides which specify learning objectives, results as a result of problem-solving activities.
3. Establish a budget for the preparation of instructional materials.

1. Under the direction of a policy level task force review the contribution the following areas can offer to curriculum development:
  - A. Principles of Adult Education - learning theory; social psychology; techniques of group dynamics; training assessment techniques.
  - B. Instructional Media - mass communication in non-formal education; innovative methodology.
  - C. Management Information Systems.
2. In conjunction with the output of the committees, instructional materials can be planned, designed and produced by specifically designated professional personnel responsible for their instructional validity and not only mechanical production.
3. Materials should be used in a "field research" or "market research" context with simple pre-test and post-test questions.

Recommendation:-

Use a Planning Guide for Field Training Programs.

Objective:- To be used for data collection on existing training programs and to plan future training programs.

This guide is designed exclusively for developing training plans and considers needs assessment as a separate planning activity.

Rationale:-

The Ministry of Cooperative Development has identified field training as an important impact area. So far very many training programs have been conducted for field staff personnel and movement members. However, effective training depends on relevance; for this a two-way flow of information is necessary. Using the analogy of the wheel, the Ministry training is the hub and the field training the rim. The wheel turns because these two are connected. Therefore an instrument which can form a guide to collect information serves as the educational research base for planning (known, also as, formative evaluation).

Data Collection Format for  
Analysis and Planning Training Activities

1. Purpose
  - a. Stated objectives and their assumptions and justifications.
  - b. Gratifications accruing to participants.
  
2. Procedures
  - a. operations performed - task analysis
  - b. minimal and optimal division of tasks
  - c. media used, including raw materials
  - d. instruments employed
  - e. skills acquired
  
3. Selection of Participants
  - a. social organizations - rights, duties, privileges and power at Coop Society level.
  - b. membership in community groups
  - c. academic level
  - d. age, marital status, sex
  - e. permanance
  
4. Instructional Techniques
  - a. plan of work
  - b. instructional design
  - c. groups, individual
  - d. materials
  
5. Evaluation and Monitoring System
  - a. entry level testing
  - b. expected achievement level
  - c. actual achievement level
  - d. feedback system
  - e. feedback utilization

Data Collection Format for Analysis and Planning  
Training Activities (Cont'd)

6. Time and Space Requirements
  - a. time required for training task
  - b. time as affected by numbers of participants and their skills
  - c. minimum and maximum time requirements
  - d. space requirements for work areas and storage facilities

Recommendation:-

Establish an experimental network of Listening Centers to teach rural illiterate women the fundamentals of organizing a cooperative.

Objective:- To enable potential women cooperative members to organize primary societies.

Rationale:-

Participation in Cooperatives will assist women to gain access to technologically appropriate inputs to increase economic productivity; to have access to markets and to participate actively in national development.

Women contribute over half of all labor applied to smallholder production in Kenya. 88% of Kenyan women reside in the rural areas. 70% of Kenyan women cannot read or write.

Through the utilization of a series of dramatized "lessons" recorded for audio cassettes, the principles of the cooperative movement can be explained to semi-literate and illiterate audiences. These "lessons" can be recorded in local languages and can utilize the experiences in designated target areas.

Implementation:-

1. Organize local women's groups; or recruit organizers of the government registered self-help groups into Listening Centers.
2. Concurrently plan a series of six to eight dramatized lessons using a simple format and simple training objectives.
3. Translate each lesson into the language of the selected geographic experimental area.

4. Provide each Listening Center with the audio recorders and cassettes.
5. Study a systematic distribution/collection scheme
6. Monitor reactions to the taped lessons for editing and changes.
7. Using simple pre-test and post-test questions, make judgements on viability of the experimental procedure.

Expected outcome:

Illiterate rural women will be able to initiate the organization of a Cooperative in a viable economic endeavour.

Recommendation:

Use a Format for Cooperative Correspondents.

Objective:- To assist Communications Unit develop a network of "news" correspondents who will present a positive image of Coop Movement activities. These "correspondents" would be the Field Officers in the movement.

Rationale:-

As the members of the Communications Unit travel around the country they can actively encourage Cooperative Officers to contribute items which are news worthy and can be used on the radio broadcasts. This will update the program and bring it into closer contact with the field. The radio program would acknowledge on the air the receipt of these news items.

Technique:-

Using an open checklist format a Cooperative Officer can fill in enough information to communicate quickly and efficiently without preparing a lengthy report. The Communications Unit can be responsible for the reporting style.

## FORMAT

## Cooperative News Service

Date:-Name of Coop:Name of Correspondent:Geographic Locale: (village, town etc.)

News Items: Include names, dates exact figures - answer if possible who, how, why, where, when.

I. Cooperative Success Stories

Examples	Fill in Here
1. Increase in membership	
2. Increase in loans in service and credit	
3. Agro-based coops - increase in repayment.	
4. Increase in loans to members.	

II. Development of Coop Project

Examples	Fill in Here
1. Building of a coffee factory.	
2. Building a cooling plant.	

## FORMAT (Cont'd)

III. Community/Nation Building

Examples	Fill in here
1. Construction of school building.	
2. Health care activities	
3. Sports and Cultural activities.	
4. Participation in national international conferences.	

IV. Personalities

Examples	Fill in here
1. Persons who have changed the coop positively.	
2. Persons with exceptional leadership.	
3. Persons with longevity of honourable service.	

Recommendation:-

Designate a task force to plan the functions; responsibilities and staffing of a learning resource center at Cooperative College.

Objective:- To convert present library facility into a service-oriented learning resource center.

Rationale:-

Prior to any building plans for a new learning resource center the first step is to establish the functions of the facility within the educational setting.

Implementation:-

At present the library stores and shares books, pamphlets, periodicals and various other print materials.

As a learning resource center its functions can increase by supplying additional services to faculty and students now, for example:-

- 1) preparing course bibliographies.
- 2) conducting information researches.
- 3) organizing relevant reference materials.
- 4) preparing research outlines
- 5) training students in library utilization
- 6) preparing "how to" study guides
- 7) assisting lecturers to prepare course outlines
- 8) updating materials by ordering current catalogs and advising instructors on procedures for new acquisition.
- 9) borrowing movie films for courses.
- 10) organizing general cultural activities

Expected Outcome:-

The learning environment of the Cooperative College will have additional opportunities to increase its effectiveness.

Recommendation:-

Restructure the Cooperative College Correspondence Course to form an integral part of the Curriculum/and or/ Extension Outreach Program.

Objective:- To maximize the quantitative potential of distance education.

To increase the technical competence in radio programming by producing a series of high quality educational/ instructional courses.

Implementation:- Under the auspices of the Director of Studies, draw up a Planning Profile to facilitate policy decisions. (see suggested guide).

Conduct a sample survey to pre-test general knowledge of potential coop member students.

Conduct sample survey to investigate radio listening habits.

Design a needs assessment instrument in conjunction with Cooperative Societies.

Designate an instructional team to be responsible for course development.

Establish an "early warning" monitoring system to control inputs to cost effectiveness.

Assumptions for Use of Radio:

People have radios or access to them.

People rely on radio for information; education and entertainment.

Radio messages have impact.

Radio can budge literacy barriers.

Radio can be supplemented with audio cassettes in local languages relating to local conditions.

Coordination with "Voice of Kenya":

The Cooperative College now works in close coordination with the radio section of V.O.K. Thirty minutes of air time is used at present. If a more structured course is to be developed more air time will be needed.

Policy Decision Planning Profile

1. How can a different correspondence course improve the quality of the current "feeder" system to the Cooperative College?
2. What structure changes in print and radio need to be made?
3. What is the importance of radio programs for the Cooperative College?
  - a) General Information
  - b) Educational radio - intermediate level of structure; long term planning.
  - c) Instructional radio - highly structured; controlled planning and programming and strict monitoring for feed back.
4. What curriculum review is necessary.
5. What survey tests would have to be conducted?
6. Do special instructional techniques need to be introduced.
7. How much lead time is needed for program design? planning and experimentation? production?
8. What skills should the staff have?
9. How many, if any, new staff would be needed?
10. What new equipment, if any, is needed?
11. What spatial arrangements, studio etc, need to be arranged?
12. What outside consultants and technical assistance is necessary?

Background and Rationale:-

Ten years ago the Cooperative College initiated a Correspondence Course which over time has reached approximately 8,000 cooperative member/students. At present this print plus radio course has 2000 active participants and functions through the Education Media Department at the College.

Originally the correspondence course was the entry requirement for the Cooperative College. This situation has changed.

The system has been well established in terms of contact with the field.

Change and growth of the nation and the cooperative movement are factors which should be considered when determining the function of the correspondence course. Given the considerable budget allocated to this course it is advisable to redefine its place in the current educational program of the college. However, more importantly, its role in the future impact of cooperative education through the college needs careful consideration also.

**THE KENYA GOVERNMENT RESPONSE  
TO THE USAID (ACDI) CONSOLIDATED REPORT  
OF THE FINDINGS AND RECOMMENDATIONS  
OF THE THREE STUDIES:**

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

**PROFESSIONAL AND SUBPROFESSIONAL MANPOWER  
REQUIREMENTS FOR THE COOPERATIVE SECTOR OF KENYA, 1988.**

**3. FEASIBILITY STUDY FOR THE EXPANSION OF  
THE COOPERATIVE COLLEGE OF KENYA**

**MINISTRY OF COOPERATIVE DEVELOPMENT**

P.O. Box 30547, Nairobi KENYA

November, 1981

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The Kenya Government is committed to Social/Economic development of people living in the rural and urban sectors and the Co-operative Movement has been identified as one of the major vehicles towards achievement of the objectives of the National Development Plan - 1979 - 1983. As has been stated in the above plan page 309: "The Co-operative Movement is an instrument for achieving mass participation in national development and for providing a means of raising the living standards of the participants and of those who otherwise would not have access to inputs and services necessary for them to achieve better standards of living. The Co-operative Movement, in fact the whole concept of co-operation should be regarded as an organizational tool for promoting rural development generally and income earning opportunities in both rural and urban areas."

One area identified by the Government in the National Development Plan of 1979-1983 is "Alleviation of Poverty." The basic aim is economic and social betterment for each individual in the society, the key to which is an expansion in the economy with intensions to provide the people with means to overcome poverty. This will involve:

- (i) Creation of income earning opportunities;
- (ii) Improvement of expenditure patterns;
- (iii) Provision of basic needs, e.g. food, education, shelter and health;
- (iv) Institutional buildings.

The Co-operatives form an important segment of the private sector which has a role of promoting economic development by drawing various groups into productive economic activities.

A strong and efficient co-operative movement will be used more extensively therefore, in the achievement of the above stated objectives.

The government policy is to continue giving high priority on improvement of efficiency in those spheres of the economy where co-operatives are already participating such as in the Small Scale Farming, Fishing Industry, Rural Cottage Industry, Making and Marketing of Handicrafts, Mobilization of Savings through Savings and Credit Co-operative Societies, Distribution of Farm Input and Implements, the Marketing of Produce, Operation of Consumer Stores, Urban and Rural Housing Co-operatives while at the same time expanding the

The government has further reiterated the above policies of co-operative participation in the National Economy in the the other important policy statement publications such as:

- (a) Sessional Paper No 14 of 1975 Co-operative Development Policy for Kenya,
- (b) National Livestock Development Policy of 1980,
- (c) Sessional Paper No 4 of 1980 of Economic Prospects and Policies, and
- (d) Sessional Paper No 4 of 1981 on National Food Policy.

The expansion and diversification of the co-operative organizations and activities now therefore, call for extensive and specialized education and training for both the Ministry and Co-operative Movement Staff, Committee Members and Members. This was realised long before and was stated clearly in the Sessional Paper No 14 of 1975 on Co-operative Development Policy:

It is acknowledged that sound and intensive programme of education and training in the co-operative sector is the surest long term objective towards achieving permanent efficiency in the business operations of the Co-operative Organisations. It is felt generally that a responsible committee can only be found from a well informed membership, and that efficient management can only be achieved by qualified personnel and capable committees. Furthermore, the government would not be able to supervise movement if it did not have appropriately qualified staff. The intensive co-operative education and training is, therefore, directed at the Ministry Staff, Movement Staff, the Committees and Members of Co operative Societies/Unions.

As part of the Government efforts to improve efficiency in the Co-operative Sector, studies have been carried out as spelt out in the Development Plan 1979 - 1983, page 315 which covers the following areas:

- (i) Management of the Co-operative Bank and Union Banking Sections to determine their strength and weaknesses, to increase their roles in the development of Co-operative Credit Systems. This study was undertaken by the Kenya/Nordic Project in 1979 - 80,
- (ii) Evaluation leading to recommendations for improvements in the Co-operative Education Programmes,
- (iii) Movement needs for professional and sub-professional manpower covering ten years.
- (iv) Review of the curriculum and facilities at the Co-operative College to see where improvements can be made to suit the needs of the movement.

The government commissioned the Agricultural Co-operative International Development to carry out the three studies.

These studies have been carried out and submitted to the Government of Kenya. The Government appreciates the efforts made by the team of consultants from the Agricultural Co-operative Development International.

In reply to the letter from United States Agency for International Development, reference No DISV. Agr. 2 C&R - 3 dated March 12, 1981 signed by Mr. Fredrick Holmes, the Government wishes to make comments and observations before making formal response to the conclusions and recommendations contained in the consolidated report.

## II OBSERVATIONS AND COMMENTS IN THE MAIN REPORT

These observations and comments arise out of the fact that the Government did not receive an interim report from the Agricultural Co-operative Development International.

### A. AN EVALUATION OF CO-OPERATIVE EDUCATION AND TRAINING IN KENYA WITH RECOMMENDATION FOR IMPROVEMENT

#### 1. *Observation* page 7 of the Main Report.

The government observes that the study team did not go into depth in identifying the Mission (role and objectives) of the Co-operative College as is spelt out clearly in the Sessional Paper No 8 of 1970 on Co-operative Development Policy for Kenya. See Government response to the conclusion and recommendations.

#### 2. Coffee Factory Management (CFM) Curriculum page 41.

##### *Observation:*

The government observes that the study team did not identify the programmed training nature of this course. This course incorporates three components:

- (i) Four weeks at the Coffee Research Foundation Centre at Ruiru.
- (ii) Two weeks at Farmers' Training Centre.
- (iii) Eight weeks at the Co-operative College.

The component at the Co-operative College, therefore, is meant to equip these Factory Managers and Technicians with Co-operative knowledge. To bring the complete learning process under one institution, the government feels that the Coffee Factory Model be included at the Co-operative College.

3. Law Department page 51 of the Main Report.

The government has noted the views expressed regarding the Law Department at the Co-operative College and will take appropriate action while exploring the possibilities of establishing the proposed Marketing and Mechadising Department.

4. Section L. Proposed Research Unit page 62 of the Main Report.

*Observation:*

The government observes that the *primary function* of the proposed Research Unit at the Co-operative College as stated in the Main Report is incorrect.

The purpose of establishing the Research Unit at the Co-operative College is to provide the lecturers with facilities for producing up to date educational and training materials; not to conduct practical, operational research in the movement.

B. PROFESSIONAL AND SUB-PROFESSIONAL MANPOWER  
REQUIREMENTS FOR  
THE CO-OPERATIVE SECTOR OF KENYA – 1988

JOB FAMILIES/STRATIFICATIONS

*Observation:*

The government observes that the breakdown of the job families used in the study are not compatible with the local stratification.

The ACDI team did not have sufficient time to carry out an in depth study of professional and sub-professional manpower requirement for the Co-operative Sector of Kenya. The government, therefore, plans to institute a study on manpower requirements, terms and conditions of service in the Co-operative Sector.

C. FEASIBILITY STUDY FOR EXPANSION OF  
THE CO-OPERATIVE COLLEGE OF KENYA

No observations.

D. BUILDING PROGRAMME

No observations.

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## ORGANIZATION OF TRAINING

### 1. Organization is Sound:

The present organization of Co-operative education and training is generally sound and should be encouraged, supported and expanded. The Ministry of Co-operative Development, through the Division of Training and Manpower Development and the Co-operative College is providing basic education in co-operative principles to the membership and the management committee members of Kenyan co-operatives and is also providing specialized job training for staff of the co-operatives and of the Ministry itself. The co-operative leaders and the government officials interviewed in the conduct of these studies universally supported the present programmes and expressed a need for additional activity.

#### *Comments:*

Recommendation accepted.

The government will continue to use the existing structure for co-operative education and training and will expand the same.

### 2. Role of K.N.F.C. should Grow:

The K.N.F.C. should ultimately supplant the Ministry as the primary organizer, co-ordinator and deliverer of co-operative education and training in Kenya. Present policy of the Government of Kenya supports this role for K.N.F.C. and the Federation actively seeks this function. While it would be ideal for the co-operative movement to perpetuate and expand itself by providing sufficient funds to K.N.F.C. to carry out on a comprehensive nation-wide education programme, it is unrealistic to expect the co-operatives to tax themselves so heavily at this stage of development. Therefore, in order for Kenya to develop a more compre-

hensive and efficient system of co-operative business which will provide a broad base of Kenyan citizens with a share of ownership and control of the commerce of the nation, it will be necessary for the government to support and subsidize co-operative education and training at least for the next decade.

Recommendation accepted.

*Comments:*

The government will continue to provide the necessary assistance and support for education and training while K.N.F.C. mobilizes funds for its future active participation in education and training of the co-operative movement.

**3. Mission of the Co-operative College:**

The mission and the education objectives of the Co-operative College need to be clarified and the resources of the College must be made more accessible to the professional trainers assigned to the Training and Manpower Development Division of the Ministry. Since both the Co-operative College and the Training Manpower Development Division are providing education and training in the same fields of knowledge to the same clientele, the need for co-ordination is obvious. In the past, this co-ordination has been the responsibility of the Co-operative College Committee. It is the recommendation of the study team that an operational committee, or perhaps several committees, be formed to involve a large number of staff members from the Ministry and from the College in decision making at the College. The objectives of the operational committees would be:

- (a) To make the resources of the college, such as the library, print-shop, recording studio and photo laboratory, known and utilized throughout the Ministry.

- (b) To provide an exchange of ideas on common problems;
- (c) To avoid duplication of efforts in developing programmes, solving problems, and delivering training;
- (d) To provide a bridge so that the knowledge and ideas concentrated at the College can be more quickly put into use in the co-operatives throughout the country;
- (e) To motivate staff members of both College and Ministry by involving them in the decision making process;
- (f) To avoid the need for duplicate facilities for audio-visual production, radio broadcasting, etc. and,
- (g) To keep College staff members informed of problems throughout the Ministry and the Movement.

The study team considered a recommendation that the Co-operative College and the Training and Manpower Development Division of the Ministry be merged into a single unit for efficient administration. However, with closer co-ordination of activities and with much greater interaction between staff members of the two units, the same efficiencies of operation could be achieved with the present organization. In addition, the formation of several operating committees can provide a structure to involve staff members from all divisions of the Ministry in the operation of the College, thereby keeping the instruction relevant to the current problems being experienced by the staff of the Ministry.

The recommendation basis was rather faulty.

*Comments:*

- (a) The role and objectives of the Co-operative College of Kenya are clear and known as spelt out in the Sessional Paper No 8 of 1970 on Co-operative Development Policy for Kenya pages 8 - 9, paragraphs 32 and 33.

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The College trains both the Ministry and Movement Staff of middle and advance levels, including the in-service and other related professional courses. It co-ordinates and develops extra-mural activities within the movement in conjunction with the National Committee on co-operative education.

- (b) There has been proper co-ordination and co-operation between the College, the Movement and the Training and Manpower Development Section in the Ministry as demonstrated by participation in the two committees namely: National Co-operative Education Committee and the Co-operative College Committee (Board of Directors)
- (c) The government will ensure the establishment of the recommended operational or functional committees to involve the Ministry more, the College and the Movement operational Training staff.

#### 4. Decentralization.

The Co-operative College should not expand through decentralization, that is, by offering preliminary courses such as ABM I at locations other than Nairobi. While decentralization would allow some additional training within the present buildings, the experience with decentralization thus far indicates that it is not practical for the Co-operative College to provide lecturers at locations other than Nairobi. Therefore, the quality of training at outside locations is not consistent with standards established for the College.

Another factor to consider is that more efficient utilization of lecturers can be made by assigning all of the lecturers to a single location. Since the recruitment of well qualified lecturers has been a continuing problem, the College must organize so as to make the best possible use of lecturers who are available.

Recommendation accepted.

*Comments:*

The government accepts the recommendation that the training programmes should not be decentralized, whereas the decentralization of ABM I has been discontinued. Most of the Committee Members' Seminars, however, will continue to be run at both provincial and district levels.

**5. Adequate Supplies and Budget**

Future budgets of the Ministry of Co-operative Development and the Co-operative College should provide funding for equipment, supplies, transport and secretarial help for lecturers and trainers. Lack of budgetary support not only renders these people less efficient but causes loss in morale and contributes to the high turnover rate being experienced. Money will always be a limiting factor and choices will need to be made as to whether to hire more people or to better supply the present staff. It is the opinion of the study team that co-operative education would be better served by increasing the funding for the present staff.

The recommendation accepted.

*Comments:*

The government will within the available resources provide more funds and resources to the Ministry and the Co-operative College.

**6. Expansion of the Co-operative College.**

The capacity of the Co-operative College should be expanded to 660 students as quickly as possible. The study of manpower requirements for the co-operative sector of Kenya indicated a substantial shortfall of

trained personnel at the Diploma and Certificate level over the next eight years. The Co-operative College is well organized and highly experienced in providing this level of training for co-operative employees.

A portion of the expansion should be dedicated to providing continuing education to the staff of the Co-operative and the Ministry. The learning resources concentrated at the College should be fully utilized by concentrating as much as possible, the pre-service and in-service training, at this central location. With the growing complexity of co-operative operations and the large reliance upon co-operatives in developing the rural economy of Kenya, continuing training and up-grading of the work force will be essential. A back-log of training capacity is made available.

Recommendation accepted.

*Comments:*

The government accepts this recommendation on the expansion of the Co-operative College. Should the need arise for further future expansion, the government will consider the same positively.

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PERSONNEL MANAGEMENT AND ORGANIZATION

**1. High Rate of Turnover**

The high rate of turnover of staff was found to be a problem at the Co-operative College, throughout the Ministry and within the co-operatives. This study was not directed towards personnel needs other than training, but since the turnover rate directly affects the training needs, the turnover rate became an issue. There is no single cause or solution to this complex problem. Perhaps the first step is to become aware of the problem and of the high costs in recruiting and training and the inefficiencies caused by turnover. A continuing effort will be needed to provide competitive compensation, to provide jobs which yield employee satisfaction, to select employees well suited for their respective jobs, to provide opportunities for career advancement and to put all of these elements together in a good programme of personnel.

Recommendation is accepted.

*Comments:*

- (a) Concrete proposals concerning personnel policies for the Ministry of Co-operative Development and Co-operative College of Kenya have been made to the Directorate for consideration.
- (b) For the Co-operative Movement, K.N.F.C. jointly with the Ministry of Co-operative Development have released personnel guidelines and policies which are now being implemented.
- (c) The government has recognized the need for further study on manpower supply/terms and conditions of employment in the co-operative sector and therefore has provided funds to carry out the same.

**2. Delay in Hiring**

The slow and cumbersome process of filling positions and the re-

sulting high vacancy rate for many positions in government is also a serious problem. As with the previous problem, high turnover rate, this study was not directed at finding causes or solutions. However, in job categories where vacancy rates of over 30% exist, the organization will continually be struggling to get the present work done and little opportunity for personnel planning or operational improvements exists. The members of the study team appreciate the value of the present procedure for filling positions in government service on the basis of individual qualifications and merit. However, ways must be found to accelerate the process so that each unit can plan on having essentially a full staff to complete their assigned duties.

Recommendation accepted.

*Comments:*

- (a) The government is considering giving the Co-operative College of Kenya **AUTONOMY** in line with similar training institutions so as to provide sufficient authority for effective and timely hiring and firing of staff and to allow planning of their own proper professional advancement.
- (b) The autonomy will speed up the decision process on matters pertaining to administration of the Co-operative College in general and its finances and the procurement of supplies.

### 3. Full Time Director of Studies

The position of the Vice-Principal/Director of Studies at the Co-operative College included too broad a span of responsibility to allow good administration. It is the opinion of the study team that establishing a full-time Director of Studies who reports to the Principal of the College is an essential move to the improvement of the curriculum and instruction at the College. This step should be taken even if the College were to remain at its present capacity of 220 students. When the College is expanded to a capacity of 660 the administrative structure re-

commended by the academic study team calls for three top administrators, each responsible for a distinct phase of operations.

Recommendation accepted.

*Comments:*

The Ministry of Co-operative Development has already submitted a recommendation to the Directorate of Personnel Management to re-structure the positions as:

1. Director of Studies,
2. Registrar, and
3. Dean of Students.

However, the position of the Vice-Principal will be maintained.

#### 4. Training of Expanded College Staff

A topic that was not explored in detail by the College expansion feasibility study team because of the limits of time but which needs to be considered in the planning stage of an expansion of the Co-operative College is the recruitment and training of the many new staff members that will be needed particularly the large lecturing staff. The study team felt that the four year time span that would be minimal for designing and construction of the buildings could be used to train the expanded staff. This, however, means that detailed personnel planning will need to begin immediately after a construction decision is reached. It also means that additional operational funds will be needed to support a growing staff, many of whom will be in training themselves, during the construction phase. Given the problems the Co-operative College experiences in recruiting qualified, competent lecturers for the present staff of 25, a large effort will be needed to triple the staff in a relatively few years.

Recommendation accepted.

*Comments:*

- (a) Nevertheless, this recommendation has a bearing on the earlier recommendation acceptable to the government to create autonomy.
- (b) Adequate resources will be provided to cater for the recruitment and training of additional staff.

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## CO-OPERATIVE COLLEGE OPERATIONS

### 1. Emphasize Practical Training

The Co-operative College can be made a more effective learning centre, in the opinion of the educators who conducted their studies, by placing a greater emphasis upon practical training and upon learning by doing. The expansion plans for the College call for simulated models of a co-operative store, bank and credit office to be built into various classrooms. Recommendations on changes in the instructional techniques calls for the lecturers to place the students in a more active learning role by assigning individual and small group study projects and reports by conducting field studies, by simulation exercises and role playing, through demonstrations and by more extensive use of sophisticated audio-visual techniques. The laundry/consumer store is to be operated as a co-operative to give students some hands-on experience in the operation of a co-operative business.

Recommendation accepted.

However, it should include "Coffee Factory Model"

### 2. Continuing Education Programme

A greatly expanded Continuing Education Programme for Co-operative Ministry staff is recommended. The lecturers and other resources of the College can be utilized in both pre-service and continuing education programmes. The continuing education courses should generally be designed as short term (one to four weeks) seminars to encourage the attendance of staff members who cannot be released from their jobs for a longer educational leave. The administration of the College is encouraged to develop, in co-ordination with other educational institutions in Kenya, a system of Continuing Education Unit (C.E.U.) to recognize and reward the recipients of this education.

Through greater emphasis on continuing education skills of many em-

ployees can be up-graded and a portion of the short-fall in Certificate and Diploma holders can be met.

Recommendation accepted.

*Comments:*

- (a) The government considers this recommendation as very important in the expansion programme of the Co-operative College.
- (b) Training for the listed categories of staff in the main report will also cater for the Co-operative Education Publicity Officers and the Ministry Training Staff who in turn will train the Co-operative Members.

### **3. Greater Use of Books and Other Resources**

It is the very strong recommendation of the educators conducting these studies that more emphasis must be placed upon providing text books and other written material to the students at the Co-operative College. In deed, every subject offered should be supported with written material so that there need not be such a complete dependence upon the lecture method of instruction. To facilitate the greater use of written material and other visual learning techniques, the plans for expansion of the College present a campus master plan with a Learning Resource Centre containing an expanded library as the hub of the campus. In addition to the library, the Learning Resource Centre would contain Audio Visual production facilities, research and programme development offices, correspondence course offices, and printing and reproduction facilities. The Learning Resource Centre would indeed become the hub of both the learning and the teaching process on the campus.

Recommendation accepted.

*Comments:*

- (a) It is, however, requested that the budget for construction and

equipping the library should include stocking of library with additional 30,000 volumes of books worth approximately KShs. 4.1m;

- (b) The government will establish a Research Unit at the Co-operative College as this will motivate and cultivate interests of the lecturers to produce education materials both for teaching and publishing purposes.

#### **4. Recreation and Health**

Recreational opportunities for the students and the staff and their dependents who reside on the campus should be improved. Exercise and recreation facilities can be provided at a modest cost and will serve to enrich the College experience and contribute to the overall education of the individual.

Health facilities are presently lacking on the campus. Former students were quite critical of this aspect of their campus experience. Therefore, the study team recommended the building of a dispensary to provide primary health care and first aid and dental service to all campus residents.

The recommendation is accepted, and considered to be most urgent.

#### **5. Annual Operating Expenses**

To make the best use of the funds available for co-operative education and training in Kenya over the next decade, plans must be made to provide for yearly operational expenses as well as investment in buildings and equipment. The College expansion Feasibility Study presents detailed estimate of the cost of construction, equipping and operating the proposed enlarged College.

While some efficiencies of scale will be realized with a larger enrollment, these savings will be offset by the need to spend more money per student on books and supplies than is presently being spent. Therefore, this study concluded that the yearly cost of operations at an enlarged

College would be nearly identical to the present costs when calculated on a per student basis. No attempt was made to adjust for inflation in calculating these costs.

However, it is now also the opinion of the educators conducting the studies that significantly more learning by each student would occur if the changes called for in this study are implemented. Furthermore, the education and training received by each student would be of more value to the co-operative movement and to the development of Kenya.

Recommendation accepted.

The government will ensure that operational expenses for the expanded Co-operative College are adequately provided.

#### 6. Student Evaluation

Continual improvement in the course content and instructional techniques could be achieved by installing a programme of courses' evaluation by the students. Since all the students at the Co-operative College have job experience prior to completing their training at the College, their evaluation of the training they have received would be especially meaningful.

The implementation of a student evaluation programme will not add any cost to the operation of the College. It is recommended that such a programme be instituted promptly, regardless of the other changes called for in this report.

Recommendation accepted.

#### *Comments:*

The government has already implemented the recommendation.

#### 7. Purchasing and Dispensing Supplies

Inefficiencies and delays in acquiring needed supplies were reported

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to be inhibiting the present operation of the College. Therefore, the study team recommended the establishment of a Purchasing or Stores Department at the College to expedite and control this function. With a larger College this would be even more important.

Recommendation accepted.

*Comments:*

- (a) The implementation will be more effective when the College becomes autonomous.
- (b) The position of the Storeman will be considered for upgrading to Purchasing and Supplies Officer.

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**BUILDING PROGRAMME**

The Master Plan for the expansion of the Co-operative College which is presented in the Expansion Feasibility Study provides facilities for all the changes and improvements in instruction, curriculum, student services and College operation that were recommended by the educators participating in that study. In addition, the Master Plan incorporates as much as was possible, within the constraints of the present campus, facilities that are necessary or beneficial to the welfare of the employees and their families that shall be working and residing on the campus. The staff housing plans are consistent with current regulations or recommendations of the Government of Kenya. Other facilities included were either identified by the College administration as being necessary or were identified as being necessary to good education through visits to other training institutions in Kenya.

Since no guidelines as to funds available for investment in the expansion of the Co-operative College were given to the planning team, the plans put forth are geared to the needs which were identified by the earlier studies rather than to resources available. If funding to complete the entire building programme is not available at this time, it is strongly recommended that all of the buildings constructed conform to the Master Plan presented for the campus.

The table on page 30 gives the estimated cost of the various components included in the entire building programme. These estimates of total cost include allowance for inflation of 18% over the December 1980 figures. If a decision were made in early 1981, the midpoint in construction would probably fall in mid-1982, thus the figure of 18% was used. If the individual buildings or facilities are to be deleted, the right hand column (Estimated Total Costs) should be used for subtraction from the total to determine the net effect on the cost of expansion.

Recommendation accepted.

*Comments:*

- (a) The government recommends that the library equipment including books be included in the capital costs estimates.
- (b) The government considers provision for Dispensary equipment to be inadequate and requests that more funds be provided.
- (c) The government will use her professional architects and engineers to advise on the technical details regarding the building and construction of the project.

**PHASED EXPANSION**

Several factors caused the planners to recommend a rapid completion of the entire College expansion programme.

- (a) The need for training capacity exists now.
- (b) Approximately 20% of the total expansion costs are "Front-end" such as engineering and architectural fees, surveying, grading, drainage, sewers, electrical service, water service etc. and once these expenditures are made the buildings should be completed and occupied to make use of the investment.
- (c) Of all the buildings being planned, the only ones which are multiples and could be build in sequence are the hostels and the staff housing. All other buildings must be built and completed as a unit.
- (d) Efficiencies of construction can be realized by doing more constructing at one time
- (e) The limited building space on the campus will prevent any major expansion beyond the present plans.
- (f) The high rates of inflation predicted for the foreseeable future encourage construction as early as possible.

Even though rapid completion of the building programme is recommended, planning team put forth an alternative plan for phased con-

struction in the event of the Government of Kenya finds it necessary to spread the construction costs over a longer time span. The plan presented on the following pages would delay completion of the building programme until late 1987 compared to a completion date of late 1984 for a rapid construction programme. If the funds for the expansion of the Co-operative College are so limited that the construction would need to be phased over more than six years, it would be the recommendations of this study that a lesser ambitious plan be developed based upon the availability of funds rather upon the training and manpower needs of the co-operatives of Kenya.

The recommendation is accepted.

*Comments:*

- (a) Regarding section (e) on page 31 of the Consolidated Report the government will acquire more land to facilitate further expansion should the need arise.
- (b) The government feels that the whole of the proposed expansion programme should be taken at one go should funds permit, otherwise, if done in stages the cost would rise by approximately 50%.

**8. Cost Estimates for the Proposed Expansion of the Co-operative College of Kenya**

- (a) For the cost of construction and equipment, of the Co-operative College of Kenya estimated at KShs. 200,000,000.00 the Kenya Government will discuss with the United States Agency for International Development the possibilities of financing the project.
- (b) The government will request the United States Agency for International Development to provide funds for the training of the Co-operative College of Kenya Staff.
- (c) The government will shoulder the normal operational expenses of the expanded Co-operative College of Kenya and will negotiate for any financial assistance necessary.