

UNIVERSITY OF NAIROBI

FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY

TOPIC:

TRAINEES' PERCEPTIONS OF CO-OPERATIVE EDUCATION AND
TRAINING PROVIDED BY THE CO-OPERATIVE COLLEGE OF KENYA

BY:

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AWARD OF MASTER OF ARTS DEGREE IN SOCIOLOGY (RURAL
SOCIOLOGY AND COMMUNITY DEVELOPMENT).

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Declaration

This research project is my original work and has never been presented for a degree award at any other University

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Dedication

To my wife, daughter and son

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Abstract

Co-operative college is the highest training institution of co-operative studies in Kenya. Its original can be traced back to 1952 when a training centre was established at Jeans School Kabete, for training of government co-operative inspectors.

The study endeavour to establish the historical background and administrative arrangement and the goals of the Co-operative College of Kenya. Its performance and to establish the education and training activities of the college and to assess how they have assisted its trainee to build a career in the co-operative movement and the world of work in general.

Probability sampling was used where a relatively small number of cases was selected randomly and used as a basis for making inferences about all the cases (population).

In this case 61 questionnaires were handed out to the sample trainees of the co-operative college and 12 questionnaires were handed out to lecturers of the co-operative. 47 of the questionnaire handed out to the trainees were returned while 10 questionnaires were returned by the lecturers.

On the demographic information that constituted the findings of the study, the study found out that 91% of the trainees were within the 18-25 age bracket and the same percentage of the student were single. 8% of the trainees were between 26-30 years of age and 6% of that age bracket was married. The study found out that 80% of the lecturers were married and 60% of them were aged between 26-45 years of these 20% were female.

On the curriculum the study found out that 67% of the lecturers were of the opinion that the curriculum should be reviewed much more often. 68% of the staff was happy with the opportunities offered by the college for further training.

On the performance of the college, 65% of the trainees felt that the college was performing well in preparing them for the labour market and 68% of the student felt that the co-operative education they received at the college was very relevant to the needs of the labour market.

In the last three years more students applied for vacancies than the college could accommodate. The completion rate was a high 95% both at the Karen and Ufundi campuses.

Trainees from the college were regularly employed by organizations like k-rep, Kenya women finance, trust KWFT, CFC, SACCOs and banks like equity, Barclays and cooperative bank. The study also found out that the college had received the ISO: 9001:2000 certificates on 17th October 2008.

Amongst other recommendations by this study is computerization of the college expansion of the college to handle more trainees and that all students should be sent on attachments and that the ICT should be integrated in the activities of the college. The library should be computerized and books increased.

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ACRONYMS

ATC	Agri Business Training Counter
BCOB	Bachelor of Cooperative Business
CCA	Certificate in Cooperative Administration
COCK	Co-operative College of Kenya
DCB	Diploma in Cooperative Banking
FOSA	Front Office Savings Activities
GA	General Administration
GDP	Gross Domestic Product
HOD	Head of Department
HRD	Human Resources Management
HRM	Human Resources Management
IC	Information Communication
ICA	International Co-operative Alliance
JKUAT	Jomo Kenyatta University of Agriculture and Technology
ILO	International Labour Organization
ICT	Information Communication Technology
ISO	International Standards Organisation
KSH	Kenya Shillings
MOCD & M	Ministry of Co-operative Development and Marketing
NORAD	Norwegian Aid for International Development
P & SD	Purchasing and Supplies Department
R & C	Research and Consultancy
SACCOs	Savings and Credit Societies
SAGA	Semi Autonomous Government Agency
SCC	Swedish Co-operative Centre
SW	Students Welfare
SWOT	Strengths, Weaknesses, Opportunities, Threats
US	United States
USAID	United States Agency for International Development
VOCA	Volunteer Oversees for co-operative Assistance

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CHAPTER ONE

1.1 Background

According to the *Cambridge Advanced Learners* dictionary (2003:27) a co-operative is a company that is owned and managed by the people who work in it.

Education is the process of teaching or learning in a school or college or the knowledge you get from the process.

Training is the process of learning the skills you need to do a particular job.

The Co-operative Societies Act chapter 490 of 2005 part iii. Section 4 defines a Co-operative Society as a Society which has as its objects:-

- a) The promotion of the welfare and economic interest of it's members and
- b) Has incorporated in its by-laws the following co – operative principles
 - i. Voluntary and open membership,
 - ii. Democratic member control
 - iii. Economic participation by members;
 - iv. Autonomy and independence;
 - v. Education, training and information;
 - vi. Co-operation among Co- operatives and
 - vii. Concern for the community in general.

It is registered by the Registrar as a co-operative society under the co –operative societies Act with or without limited liability. But a co-operative union or an apex society shall not be registered except with Limited Liabilities:

The co-operative society Act Chapter 490 of 2005 defines a “co-operative union” as a registered Society of which membership is restricted to primary societies.

“Primary Society” means a registered society the membership of which is restricted to individual persons.

“Apex society” means a registered society the membership of which is restricted to co-operative unions and includes a society established to serve the co operative movement by the provision of facilities for banking, insurance and the supply of goods and services.

The essentials for registration of a co-operative society are: In the case of primary society, consist of at least ten persons all of who shall be qualified under the co-operative societies Act, 2005 section 14 that is, have attained the age of eighteen and his

employment occupation or profession must fall within the category, or description of those for which the co-operative is formed and occupy land within, the society's area of operation as described in the relevant by-law. In the case of a co-operative union consist of two or more secondary societies.

The international co-operative Alliance (ICA) defines a co-operative also called a coop as an autonomous association of persons, united voluntarily to meet their common economic social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise.

The history of modern co-operative forms of organizing dates back to the Agricultural and Industrial Revolutions of the 18th century. The formation of the first co-operative is under some dispute in 1761, the Fenwick weavers' society was formed in Fenwick, East Ayrshire, and Scotland to sell discounted oatmeal to local workers. Its services expanded to include assistance with savings and loans, emigration and education.

In 1810 Robert Owen a social reformer and his partners purchased a new mill from Owens's father in-law and proceeded to introduce better labour standards including retail shops where profits were passed on to his employees. Owen later left Lanark to pursue other forms of co-operative organization and develop co-op ideas through writing and lectures. Co-operative societies were set up in, Glasgow, Indiana and Hampshire but were ultimately unsuccessful.

In 1828, William King set up a newspaper "*The Co - operator*" to promote Owens thinking, having already set up a co - operative store in Brighton

The Rochdale society of equitable Pioneers, founded in 1844 is usually considered the first successful co-operative enterprise and is used as a model for modern co-ops following the Rochdale principles. A group of 28 weavers and other artisans in Rochdale England set up the society to open up their store selling food they could not otherwise afford.

By 1854 ten years later, there were 1,000 co-operative societies in the United Kingdom.

1.2 Problem Statement

The purpose of the research is to find out the extent to which education, training and information is carried on in the cooperative college of Kenya. This is because the fifth principle education training and information according to International Co-Operative Alliance. Co-operatives it is true encourage members to save, to what extent does education enable this goal to be achieved?

Further according the co-operative college of Kenya Act Chapter 490 A section 3(i) of 1996 it states that there shall be established a college to be known as the Co-operative College of Kenya... established under the ministry of Co-operative Development referred to in the Act as the "College" section 5 (i) of the same Act states the function of the college *inter alia as-*

- a) To provide co-operative education and training for various categories of personnel of the co-operatives movement and Government Officers, and to serve as a centre of academic excellence in the co-operative movement in Kenya;
- b) To promote the development and expansion of opportunities for continuing education in co-operative management and finance approved by the Academic Board;
- c) To promote consultancy services in co-operatives management and in other development areas relating to a co-operatives;
- d) To undertake research in disciplines related to co-operative management either directly or through approved institutions;
- e) To conduct examinations and to award diplomas, certificates and make other academic awards of the college;
- f) To develop syllabuses and curricula for co-operative education and training
- g) To examine and make proposals for the establishment of constituent training, centres, department and faculties;
- h) To collaborate with other national and international co-operative colleges, and universities and institutions and training, in research and consultancy, services and exchange programmes; and
- i) To perform such other functions as are incidental to the foregoing.

The research will delve into the activities of the college to ascertain whether this is being done or not. The knowledge gap to be addressed is to know whether the training is going on in the college as provided for by, the co-operative college of Kenya Act chapter 490A of 1996.

1.3 Main objective of the study

The main objective of the study is: To establish perceptions as per the participants regarding to the education and training in the co-operative college of Kenya.

1.4 Specific objectives

1. To explain the background, administrative arrangement and goals of the Cooperative College of Kenya
2. To find out the performance of the Cooperative college in enrolling students for Co-operative education and the completion rates.
3. To establish the education and training activities of the college
4. To assess how the college has assisted its trainees to build a career in the cooperative movement and the world of work general.

1.5 Justification of proposed research

In the *Kenya vision 2030* the country hopes to move from being a third world country to a second world country. To do this the country has to mobilize its level of saving and create a culture of saving.

“Delivering the country ambitious growth aspiration will require a rise of national savings from about the current 17% in 2006 to about 30% in 2012”.¹

Co-operatives can be seen as a means to which the citizens of Kenya can be encouraged to save and borrow to undertake projects that will help them meet their basic needs, food, clothing and shelter and uplift themselves from poverty. Also there are institutions put into place by the government to ensure that education and training is carried out. The proposed research would establish whether such institutions are attaining these goals or

¹ Government of the republic of Kenya. Nairobi Vision 2030. Government printer. (2007 p5)

not. There is the cooperative college of Kenya Act Chapter 490A of 1996 which details how these objectives are to be achieved.

The goals for education and training by 2012 as captured in vision 2030 include: reduce illiteracy by increasing access to education, improving the transition from primary to secondary schools, raising the quality and relevance of education, achieving a 80% adult literacy rate, increasing the net enrolment to 95%, increasing the transition rates to technical institutions and university from 3% - 8% expanding access to university education from 4.6% to 20% with an emphasis on science and technology. So studying education and training in co-operatives is most pertinent

Today in Kenya the movement has 12,000 registered co-operatives out of which 5,000 or 44% are SACCO societies. Over 7,000,000 Kenyans patronise co-operatives society out of which 3.7 Million are members of SACCO

With an asset base over 200 billions and a total savings exceeding 170 billions, this translates to 20% of domestic savings in Kenya

The Kenya SACCO society is the largest in Africa and the 7th worldwide.

Membership of SACCOs has been growing steadily. In the year 2000 for example membership in SACCOs stood at 2, 670, 000 in the year 2006 this had risen to 5, 420,000.

However membership in the agricultural societies has not been growing. In the year 2000, the members in agricultural societies totalled 1,554,000 while in the year 2006, the membership had dropped to 1,238,000.

According to the statistical abstract (2007:123), the total non-agricultural membership rose from 2,782,000 in the year 2000 to 5,790,000 in the year 2006.

1.6 Scope and limitations of the study

One limitation of the study is that its focus is on trainees, but cannot do without studying the trainers since they are closely related. It was with a lot of restraint that the researcher did not go past this area as other section also seemed to be closely interlinked with the trainee's perceptions. But these areas have been suggested by the research as fertile ground for future research.

CHAPTER TWO

2.0 REVIEW OF THE LITERATURE

2.1 Introduction

This section looks at co-operative education in the wider context of the co-operatives. It elaborates the seven principles of cooperatives and discusses them one by one. It also discusses how education and training is important for efficient running of cooperative, and why the members, employees, elected officials, and potential members should all undergo education and training. The cooperative movement in Kenya today has 7 million members and is still increasing. With an asset base of Kshs. 200 billion and a total saving of Kshs. 170 billion, the movement is the largest in Africa and seventh worldwide. This translates to 20% of total savings in Kenya.

The need for all co-operators to participate in cooperative education and training

According to Ouma (1980: 10), all co-operative societies should make provision for the education of their members, officers, employees and the general public.

This should be done according to the principle and techniques of co-operation both economic and democratic. Education for the purpose of co-operatives needs to be defined in a broad and comprehensive sense and it includes more than mere academic education. This means that it should include both what the people learn and how they learn it. Every phase of experience which adds to people's knowledge develops their faculties and skills, widens their outlook, and trains them to work harmoniously in their responsibilities as men or women and citizens. The co-operative concept is of education as life-long process from the cradle to the grave.

All persons engaged in co-operative activities need to participate in the process of education and re-education. In the words of Ouma (1980:11) co-operative education needs to be divided into three groups: members, office bearers and elected officials. The members are those in whose interest co-operatives are established and who because of their democratic constitution collectively exercise supreme authority over them.

The office bearers are members or elected officials or professionals employed by the co-operatives. The education in this context consists mainly of appropriate knowledge and

technical skills as well as training in co-operative conduct and behaviour. The knowledge must be accurate, systematic and as up to date as they have time and capacity to absorb. It will include not only knowledge of the special forms of co-operatives in which they are engaged, but also knowledge of the economic and social environment in which they operate or do business.

As for the elected officials, in other words the management committee, education will include a great deal of business knowledge, on the part of professional employees it will include all that is required to make them as competent as their counterparts in the private and public sector.

The democratic process of co-operatives needs technical skills just as much as economic ones and the member and their representatives need to be trained to use the processes skilfully and effectively to their society's advantage. In that case the co-operative college of Kenya and the proposed university exist to serve those needs.

As Ouma (1980: 11) says, apart from educating members and potential members it is necessary for the co-operative to keep the public better informed about its aims, its achievements and plans for the future. Co-operatives then have to evolve the necessary machinery to affect this. It is also necessary for the International Co-operative Alliance (ICA) to promote training on an international basis.

Importance of offering cooperative education

As Manyara (2006:16) says co-operative education is now being offered and taught in Kenya's Universities and other institutions of learning. One can envisage and contemplate a day, not in very distant future, when such education will permeate to the primary schools and even to nursery schools.

In the words Manyara (2006:31-33) co-operatives can be accurately described as people's struggle organisations'. They are Institutions with an appeal, particularly to the disadvantaged in society, such as women, youth and have a direct bearing on the environment. All the eight millennium Development Goals converge at the co- operative. It is becoming clear that the problem of this century will require joint co-operative effort to solve them. The Millennium development goals were stated as

- a. Eradication of poverty and hunger
- b. Achievement of universal primary education
- c. Promotion of gender equality and empowerment of women
- d. Reduction of child mortality
- e. Improvement of maternal health
- f. Ensuring environmental sustainability and
- g. Development of a Global partnership for development.

The single best placed institution to help attain almost all the eight Millennium Development Goals is organisation through co-operative effort in Kenya co-operatives and SACCO's.

According to Manyara (2006:33), co-operatives in Kenya, particularly the saving and credit co-operative organisations (SACCO's) have contributed a great deal towards improving the living standards of the people.

As Manyara (2004:68) says the principle of education, training and information emphasizes the crucial importance played by education and training within co – operatives. Education means more than just distributing information or encouraging patronage, it means engaging the minds of members, elected leaders, managers and employees to appreciate fully the complexities of and richness of co-operative thought and practice. Training means making sure that all those who are associated with co-operatives have skills they require so as to carry out their responsibilities effectively. Co-operatives do also inform the general public, the youth and opinion leaders about the nature and benefits of co- operatives.

In the words of Manyara (2004:69) to meet development objectives, co-operatives education and training should be conducted in such a way that they continuously assess the activities of the co-operatives and suggest ways to improve or to provide new services.

As Manyara (2004:70) says, education and information is power. Co-operators will only be able to advise on what they expect their co-operatives to do, if they appreciate in the

first place what co-operatives offer and the potential that they have for personal advancement.

The co-operative movement in Kenya has demonstrated its effectiveness and potential for stabilizing economic conditions in rural areas.

History of Cooperatives

In the words of Ouma (1990:5), the Kenyan's modern co-operative movement came into existence by the establishment of the Rumbwa Farmers Co-operative Society in the Rift Valley Province by European settlers in 1908.

This co-operative was formed purposely for the benefit of the European farmers, who had presumably learnt the advantage of co-operative business back home. Kenyans became involved in co-operatives activities by passing of the co-operative societies Ordinance Act in 1931 and 1945. Even then the colonial Government did not give sufficient encouragement nor adequate support. The Government did this deliberately but under the pretext that there were no capable Kenyans who would maintain books of account for co-operatives.

Unlike in Europe where workers and peasants suffered great social-economic pressures forcing them to form defensive mechanisms, Kenyan people did not experience such social - economic pressure and their social-economic associations were only formed as suitable systems for the improvement of living standards.

Co-operatives need to be competitive

As Manyara (1990:19) says knowledge is the key to success and "success lies not in being best, but in doing the best". This statement underscores the importance of education and general education. One of the greatest limitations of the co – operative movement has been uninformed membership. Majority of members have not realised that the society belongs to them and that it does not belong to the chairman, the manager or even the Government. Most members do not know that they are the supreme authority and that both the elected officials and the employees are answerable to them (members). It is because of lack of co-operative education that few unscrupulous and selfish leaders manipulate things to defraud co-operatives or use members for their self glory and to satisfy their ambitions.

For co-operatives to compete side by side with the private and public sector and to be able to fulfil members' aspirations, co-operative education and training has to be taken seriously.

According to Ouma (1990:51-53) the principle of co-operatives education aims at ensuring that members of co-operatives societies including co-operative officials, employees and the general public are well informed about co-operatives affairs. It is therefore important that measures are taken to organise suitable training programmes so as to impart the necessary information in respect of co-operatives principles, business methods and general management of co-operatives, to all who are concerned with the promotion, supervision, guidance and management of these institutions. It is vital that those who engage in co-operation need to participate in the process of education and re-education. For elected officials, co-operative education should include a great deal of business knowledge. For the professional employees, it will include all that which will make them at least as competent as those engaged in the corresponding levels of private and public sectors of the economy.

The employees will also need the best available training in the appropriate techniques. Education of the members form part of adult education and is carried on in a decentralised manner by methods of discussion and various kinds of group work.

Education of employees and officials for careers in the co-operative movement is carried on in technical training institutions and at universities.

Another group which needs co-operative education consists of people who are potential members. These are people who are outside the membership of the co-operative movement. Overtime these people will need to join co-operatives. Efforts must therefore be taken to educate them and to keep them informed about the aims of co-operative, its organisation and methods of operation including its achievement and plans for the future.

The co-operatives college of Kenya is mandated by an Act of Parliament (The co-operative college of Kenya Act Chapter 490A of 1996) to conduct co-operative training. Co-operation is now taught at university level. This makes it possible for the young people to grow with the co-operative ideology. The young can also assist to educate their parents about co-operatives and to keep the torch of education aflame.

The principles of co-operative education make it possible for the effective observance and application of the rest of the principles.

In the words of Ouma (1990:55-62), education and training helps people to acquire knowledge and develop skills which enable them to implement decisions effectively. Education is neither a foreign nor is it a new concept. It is as ancient and as old as mankind. All people of the world even at the primitive stage, possessed ideas or knowledge which they always had the desire and obligation to transmit and impart through communication.

The mode of communication differs from community to community from one generation to another and from different cultures and from place to place.

Co-operative education can be acquired through formal or informal forums. Such forums would include: Lectures, seminars, conferences, news - letters/magazines, member- open days, radio, TV, press, tours, visits and the internet. These forums should be arranged to suit different groups for example, members, elected officials, committee/ board members, appointed officials (staff) and the general public.

The terms education needs to be defined to include what people learn and how they learn it. Education in co-operation should be taken at the early stage of learning. This would enable children and young people to acquire a sound understanding of the principles of co-operation, democracy and self management.

Ouma does establish that education and training in co-operatives has to be enhanced if indeed co-operatives have to fulfil the role of raising the standards of living of members.

As Bennars (1993:40) says, from time immemorial, all human societies, both large and small have displayed a special interest in the education of their children. The education was primarily concerned with preparing the young for adulthood in their communities.

Bennars does establish that even today the young need to be educated to carry on from where the adults left. This is the same even in co-operative education and training in other words to induct the young in values and principles of co-operation and to be sure that the co-operation institutions are there to stay.

As Manyara (2004; 63-75) says, there are co-operative values and principles. Co-operative are based on values of self-help, self responsibilities, equality, equity, and solidarity. Since the time of the founders, co-operative society's members believe in the ethical values of honesty, openness, social responsibility, solidarity and caring for others. The co-operative principles are the life blood of the co-operative principles and are derived from the values that have guided the movement from its humble origins. They are the guidelines through which the co-operators strive to develop their co-operative organisations.

They are elastic, applicable with different degrees of detail to different kinds of co-operatives in different kinds of situations. They are capable of adjusting to the rapid changes in the world. They are not cast in stone as stated below: -

Voluntary and open memberships

In the words of Bottomley (1987:15) membership of a co-operative must be open to all who can benefit from it and members should join voluntarily - of their own free will. This means that unless there is good reason no-one should not be prevented from joining a co-operative if he can benefit from and will do his duty as a member. It is also means that no one should be forced to join, membership, should be voluntary.

As Manyara (2004: 64-65) says, co-operatives are autonomous association of persons united voluntarily to meet their common economic, social cultural needs, and aspirations through a jointly owned and democratically controlled enterprise.

They are voluntary organisations open to all persons who are able to use their services and ready to accept the responsibilities of membership, without gender, racial, social political or religious discrimination.

The voluntary nature of co-operation allows free change of membership and no person should be forced to join or to remain a member of a co-operative society.

Entry into the society should be free from coercion and should provide for the withdrawal of members on reasonable terms (Free entry, free exit the open door principle).

The society should accept all qualified persons for membership, the society should restrict expulsion to those cases where qualifications are no longer valid or where members act against the interest of the society.

Democratic member control

According to Bottomley (1987:23-24) the second principle of co-operation is democratic control: A co-operative is owned by the members; it must run for the benefit of the members. All members are equal. The co-operative is governed by a general meeting which all members have right to attend and at which each member has one vote and one vote only.

The general meeting will normally elect a committee to supervise the work of the co-operative. Each member has the right to be nominated for election to the committee and each has one vote in the election.

In the words of Manyara (2004:65-66) co-operatives are democratic organizations controlled by their members, who actively participate in setting their policies and decisions. The democratic character of co-operative means that there should be self administration, self responsibility based on the equality of members. No individual member is more important than the other no matter how much money he may have invested. In the society every member of the society has an equal voice in the management of its affairs. According to the co-operative societies Act, 1997 section 19, each member of a co-operative society shall have one vote only in the affair of the society, irrespective of the number of shares he holds.

This democratic character of the society is further manifested in the structure of a co-operative society. The supreme authority is the general assembly of the members in other words the general meeting. The decisions of the general meeting are the guiding policies of the society. The general meeting elects from among its members the day today management committee. The co-operative societies Act No. 12 of 1997 section 2 defines

committee as “the governing body of a co-operative society to whom the management of its affairs is entrusted, and includes a board of directors.

Economic participation

The third principle is economic participation by members in the words of Manyara (2004:66) members contribute equitably to, and democratically control, the capital of their co-operative. Part of that capital is the common property of the co-operative. Members do receive limited compensation in the form of dividends, if any, on capital contributed as a condition of membership. Members allocate surpluses for any of the purposes of, developing their co-operative, possibly by setting reserve, part of which would at least be indivisible; and supporting other activities approved by the membership. The benefit of a member from a co-operative, are derived from a members contribution participation in the society. Any surplus of saving arising out of the society should be distributed among the members in proportion to their participation in the service of the society. Consequently a dormant member has no right to share society surplus or savings. This brings out a distinction between a co-operative and a company. A co-operative is an association of persons whereas a company is an association of capital.

Autonomy and independence

According to Manyara (2004:67) the fourth principles is autonomy and independence; co-operative are autonomous, self help organisations controlled by members where they enter into arrangement with other organizations including government, or raise capital from external sources, they do so freely on terms that ensure democratic control by their members and maintain their co-operative autonomy. They should retain their freedom to ultimately control their destiny.

Education training and information

As Manyara (2004:68-69) says the fifth principle education, training and information emphasizes the crucial importance played by education and training within co-operatives. Education means more than distributing information and encouraging patronage. It means ‘engaging’ the minds of members, elected leaders, managers and the employees to appreciate fully the complexities of and richness of co-operative thought and practice’.

Training means making sure that all those who are associated with co-operatives have skills they require in order to carry out their responsibilities effectively. Co-operative also informs the general public, particularly the youth and opinion leaders about the nature and benefits co-operation.

The government of Kenya has since independence and all the way to vision 2030 emphasized the importance of education. This is where the paper will dwell. Education and information it has been argued is power, co-operators will only be able to advice on what they expect their co-operative to do.

In the words of Bottomley (1987:29-30) members must support their co-operative and use their vote wisely to control it. They therefore need to understand the principles upon which the co-operative is based and how it works. So education for members is necessary. Secondly the co-operative is a business serving the economic interest of all its members. To do this it has to be run efficiently. So education for committee members and staff is also necessary. Co-operative education is necessary and should be provided for members, committee members and staff.

Cooperation among cooperatives

As Manyara (2004:70-75) says the sixth principle is co-operation among co-operatives. Co-operatives serve their members most effectively by working together through local, national, regional, and international structures.

Concern for the community in general

In the words of Manyara (2004:75) the seventh principle is concern for the community in general. Co-operatives exist primarily to benefit their members. Due to this strong association with members, usually in a particular geographical place, they are also often closely tied to their communities. They have special responsibility to ensure that the development of the communities-economically, socially and culturally is sustained. They have a responsibility to work steadily for the environmental protection of those communities. It is up to the members to decide how deep and in what specific way co-operatives should make their contributions to their communities. Each co-operator is his

brother's neighbour and keeper. This research will ascertain whether indeed these values and principles particularly the fifth principle is being exercised and followed.

According to the government of Kenya in the vision 2030 (2007:11) the government's goal is to reduce illiteracy by increasing access to education. Other goals include: - achieving an 80% adult literacy rate, increasing the transition rates to technical institutions and universities from 3% to 8% and expanding access to university education from 4.6% to 20%. Co-operatives should feature prominently in the achieving of these goals by 2012.

Education and Training

As Giddens (2004:524 -525) says, education in its modern form, involving the instruction of pupils in specially designated school premises, began to emerge with the spread of printed materials and higher levels of literacy. Knowledge could be retained, reproduced and consumed by more peoples in more places. With industrialization work became more specialised, and more people acquired abstract knowledge in addition to the practical skills of reading writing and calculating. ... The expansion of education in the twentieth century was closely tied to the perceived needs for a literate and disciplined workforce. With the move to a "knowledge economy" education will become even more important. As opportunities for unskilled manual workers decrease, the labour market will require workers who are comfortable with new technology, can acquire new skills and are able to work creatively.

In the words of Hyden (1973), cooperative college is the principal training institution for the co-operative movement. The basic training courses offered are in the field of general business administration which lasts for few months and caters specifically for secretary managers in the primary societies.

The situation has since changed and in the 21st century, co-operative college has a diploma course which caters for pre-service students fresh from the country's secondary schools.

According to Hyden (1973:161), the least serious problems of cooperative education are with the movements staff. There is no problem of recruitment and the majority of those

attending training courses do so with strong motivation to improve their knowledge in the field of management. The chief difficulty has been to develop relevant teaching materials. Most staff who have returned back to the movement after training courses at the cooperative college have improved their performance. Many have also been promoted as a result of their new skills. Hyden noted that; there is a tendency among some staff members to look upon the training course primarily as a reason for promotion or for higher salary. Whether the performance is really improving is to them only a secondary matter. This group however does not constitute the majority.

Hyden established that several of the better training staff in the movement have left their employers; some because they have been offered better jobs in the private sector, others because they have been unable to get along with their committee. Their resignations have often meant a great loss to the movement as qualified and competent staffs are scarce. However their knowledge in experience is made available to the economic development of Kenya through other institutions. From the point-of-view of the national economy, these transfers are not a waste.

Hyden (1973:162) says, the problems of training committee members are generally difficult. First of all, it is a complicated affair to make them come insufficiently large numbers. Most of them are busy and cannot stay away from their farms, businesses or other occupations for very long. Even when courses last only a week or two, it is difficult to get committee members to attend. It is particularly critical when they are told that no daily allowance is paid to them.

Hyden established that another problem in training committee members lay in preparing an interesting and meaningful course programme. Committee members often complained that the course content was too general dealing as it did with only how to interpret the Act, the rules, by-laws, procedures etc. This kind of programme is not very attractive to committee members and it is not close enough to their day-to-day problems in the society.

Since this study was done it is to be noted that global changes like computerisation of many aspects of doing business have taken place. New methods and account keeping have been introduced. This has made it necessary for the co-operative college to review its curriculum and for members to learn the new accounting methods which come as computer packages. For some unfortunately the only choice has been to return early

rather than face the rigors of study. Hyden in his study has left this knowledge gap about globalisation and computerisation gaping.

Ever since Hyden (1973) conducted this study (Efficiency versus Distribution in E. A coops), the International Cooperative Alliance has revised the cooperative principles from five in 1973 to seven today this is another gap in Hyden's work.

Goran Hyden (1980) establishes that member's participation in rural co-operatives is usually restricted by excessive bureaucratic control of these institutions by various government conflicts between the motion of cooperatives as voluntary organisations catering for members needs and cooperatives as state controlled bureaucracies were evident in Tanzania leading to their abolition in 1975. such excessive controls in most cases give rise to the prevalence's of white collar crimes, fraud, loss of members control of cooperative and general dishonest to the actual cause of the cooperatives problem of illiteracy which characterise co-operative members and leaders in rural areas.

The knowledge gap that is there is that the Cooperative College is not studied as more studies focus on cooperatives.

2.2 Theoretical framework

Co-operatives are formed by individual who choose to work with one another.

Symbolic Interactionism

As Ritzer (1983:327) says, like other major theoretical perspectives, symbolic interactionism offers a wide range of interesting and important ideas. In addition, a number of major thinkers have been associated with the approach including George Herbert Mead, Charles Holton Cooley, W. I Thomas, Herbert Blumer and Erving Goffman.

The basic principles of the theory include the following: -

1. Human beings unlike lower animals are endowed with the capacity for thought.
2. The capacity for thought if shaped by social interaction
3. In social interaction people learn the meaning and symbols that allow them to exercise their distinctively human capacity for thought.
4. Meanings and symbols allow people to carry on distinctively human action and interaction

5. People are able to modify and alter the meaning and symbols that they use in action and interaction on the basis of their interpretation of the situation.
6. People are able to make these modifications and alterations because, in part, of their ability to interact with themselves, which allows them to examine possible causes of action, assess their relative advantages and disadvantages and then chooses one.
7. The intertwined patterns of action and interaction make up groups and societies

Theory of Bureaucracy

Co-ops are voluntary of people organisations. This theoretical perspective provides a basis for this study. The co-operative college of Kenya which is the major focus of this study provides education services to the co-operative movement. It is a formal organisation and hence falls under the theory of bureaucracy.

Bureaucracy the only way of organising large numbers of people effectively expands with economic and political growth.

According to Weber, although they had their failings,

Bureaucracies were highly positive. A bureaucracy from a technical point of view is capable of attaining the highest degree of efficiency and in this sense formally the most rational known means of exercising authority over human beings. It is superior to any other form in precision, in stability, in the stringency of its discipline, and its reliability. It thus makes possible a particularly high degree of calculability of results for the heads of the organisation and for those acting in relation to it. It is finally superior both in intensive efficiency and in the scope of its operations and is formally capable of application to all kinds of administrative tasks.

(Weber, 1921/1968:223)

As Ritzer (1996:130) says, a bureaucracy is one of the rational structures that is playing an ever increasing role in modern society. Cooperatives and the co-operative college of Kenya are not exempt and to some extent are operating this rational structure.

In the words of Giddens (2004:14-15), the development of science modern technology and bureaucracy was described by Weber collectively as rationalisation – the organisation of social and economic life according to the principles of efficiency on the basis of technical knowledge. If in traditional society, religion and long standing customs largely defined people's attitude and values, modern society was marked with rationalisation of more areas of life, from politics to religion to economic activity.

As Giddens (2004: 370) says, all modern organisations are to some degree bureaucratic in nature. Bureaucracy involves a clear cut hierarchy of authority; written rules governing the conduct of officials who (work full time for the salary); and separation between an official task within an organisation and life outside it. Members of the organisation do not own material resources with which they work. Max Weber argued that modern bureaucracy is highly effective means of organising large numbers of people ensuring that decisions are taken accordingly. As I will show, part of this theory applies to cooperative but a section of it does not.

Theory of voluntary organizations

Co-operatives are voluntary organisations and as such theories on community organisation apply. Saul Alinsky proposed that the following questions be addressed: -

1. What are the problems to be dealt with? How are they identified and selected?
What problems are excluded or treated as marginal?
2. What is the client and how is this unit selected?

In organizing people into a cooperative the organiser is guided by the co-operative societies Act chapter 490 section 4 (a) and (b).

Tim Brodhead argues that it is impossible to be a true development agency without a theory that directs action to the underlying causes of underdevelopment. Without a theory underlying the organisations choice, interventions are never made explicit and therefore cannot be tested against experience.

VO's are today concerned with the global crisis of poverty, environmental destruction and social disintegration. These are only symptoms of the malfunction of our institutions and values.

In the words of Kahn (1982:17), the best place to start in organizing is where you are, with the people you care about the issues you are angry about, the things you'd like to

have changed in your life and the lives of people you spend time with. Start with the people you work and live with the people that are like you, who share your concern and interests. Organizing does not need to be big to be successful. A small group of people can accomplish a tremendous amount. This idea is very useful in the formation of cooperative even today. As Kahn (1982: 60-61) says the best way to start an organization is to go around and see a number of people that you think would be key in putting together an organization. Talk to them individually, get their ideas, share your ideas with them, talk about what an organization would mean, what it could do, who could be involved in it. Try to develop some common ideas among these people as to what the organization would be and would do.

Bring in people from the first step let them be included in the thinking, planning and decision making. If they feel that they were part of the organization from the start, they will be more loyal and committed to the organization.

In the words of Si Khan Organisations are started in different ways. Sometimes people have gotten together and mobilised around a community, neighbourhood or workplace issue. In the course of mobilising they recognise their strengths. Many organisations are born this way.

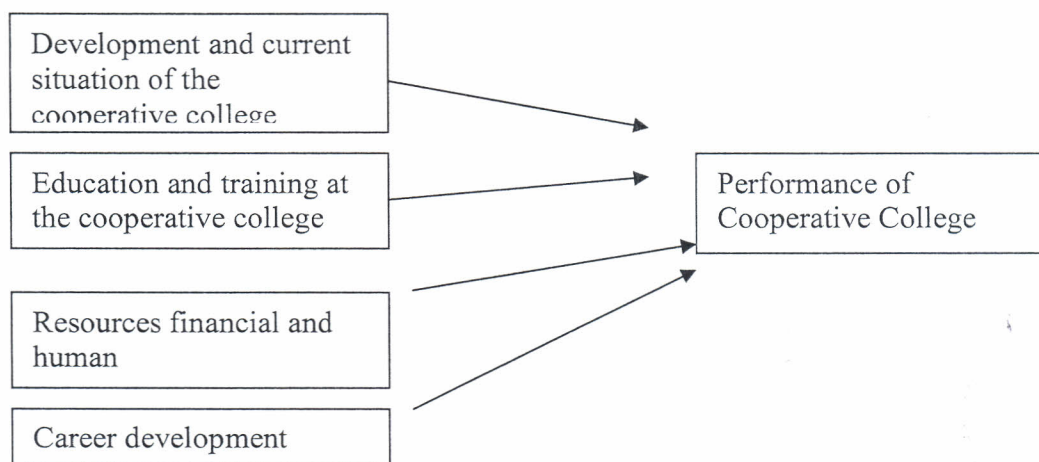
According to the co-operative societies Act chapter 490 revised edition 2005 section 4 (a), co-operatives are formed for the promotion of the welfare and economic interests of its members and they follow the seven co-operative principles which have already been discussed and the essentials for registration of a co-operative are discussed in section 5 (a) in the case of a primary society, it must consist of at least ten persons all of whom shall be qualified for membership all of whom must be adults and working. Si Khan (1982: 2) states that “the power of a lot of people working together is enough to make changes where one person can do little...” Kahn (1982: 5) says the power of individuals lies in being organised.

2.3 Conceptual framework

My factors of study link to the objectives in that for co-operative college to continue existing as a viable economic unit which is cost effective in its operations, it has to offer the right and relevant education and training to its trainees and the training has to make them competitive in the current world of work. To achieve this, the right curriculum has

to be in place, the enrolment has to be healthy for the college to maintain a healthy student population and the resources and staffs have to be adequate in order for the college to enhance its performance. The study also looks at the college as a bureaucracy which is capable of attaining a high degree of efficiency as bureaucracies are the most rational known means of exercising authority over human beings. The study draws a linkage between the curriculum of the cooperative college with the resources, financial, material and human and how they contribute to the desirability of the cooperative college of Kenya graduands in the world of work. Variables of study will be linked as shown in the model below: -

Figure 1: Linkage of Variables of Study



2.4 Operational definitions

1. Background, administrative arrangement and goals of the college are explained by the preface of strategic and work plans (dependent variable).
2. Performance of the college is measured by enrolment rates (independent variable) and by completion rates (dependent variable).
3. Education and training activities of the college are measured by resources available financial, material and human (independent variable) and by utilisation of these by the trainees (dependent variables).
4. Success of the college in assisting student build a career will be measured in curriculum of training offered (independent variable) and the employment rate of the graduands of the cooperative college.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter explains the research project and how it will be carried out. The chapter describes the proposed study site, the sources of data and the reasons for their selection, types of data to be collected and sampling methods to be used and techniques of data collection and analysis.

3.2 Proposed study institution and description

We selected to concentrate on Cooperative College of Kenya (COCK). The reasons for this are as follows; one, the college is mandated by the Cooperate College of Kenya Chapter 490A section 5 to provide *inter alia* cooperative education and training for various categories of personnel of the cooperative movement and government officers and to serve as a centre of academic excellence in the cooperative movement in Kenya.

Two, the cooperative college has a healthy student population of about 550 and the composition is from the cooperative movement, the government, the members, officials and the employees of the movement in future.

Three, the college is dynamic. From its humble beginnings it has now expanded to have three campuses namely;

- Main campus (Karen)
- Town campus (Ufundi cooperative plaza)
- Degree campus (Ufundi cooperative plaza)

Four, the college follows modern management techniques. It has a strategic plan in place. The vision of the college is to be a recognised leader in the provision of cooperative education and training and information for cooperative movement and other stakeholders nationally and internationally. The mission of the college is to pursue excellence in teaching, research consultancy and development interventions in cooperatives and associative economy in general and produce responsible leadership, competent staff and well informed members and general public.

Five, the college was established in 1967 and has operated as a Department of the Ministry of Cooperative Development. Then in 1995, the cooperative college of Kenya Act number 6 was passed and became effective in 1998 making the college a Semi

Autonomous Government Agency (SAGA) to function as an education and training institute. For this reason, a lot of red tape is expected to be cut in doing the research.

According to the five year strategic corporate plan (2004/5 – 2008/9) of the co-operative college of Kenya the mandate of the co-operative college allows it to provide holistic competent development services to the co-operative movement and associative economy. The demand for advanced professional training for a complex co-operative movement is critical. The response capability for the college in education training, research, publications and consultancy is immense, calling for a strategic transformation of the co-operative college of Kenya.

3.3 Types of data to be collected

Two types of data will be collected, **primary** and **secondary**.

As Kothari (2005:6) says, the Primary data are those which are collected afresh and for the first time, and thus happen to be original in character. The secondary data on the other hand are those which have been collected by someone else and which have already passed through statistical process.

In this case, simple random was done every student had a chance of being chosen. The first step was the student's registers.

The second step was to substitute names with numbered cards.

Third, was to mix the cards picking one at a time until the target sample of 61 was reached. The last step was to correspond the picked numbers with the actual names who now formed the sample.

3.4 Sampling methods and data collection

According to Nachmias & Nachmias (2005 178) researchers use a relatively small number of cases (a sample) as the basis for making inferences about all the cases (population). There are basically two broad types of sampling, the random or probability sampling and the non- probability sampling.

a. Trainees

Two types of questionnaires and a checklist were used. 61 students from both campuses were selected randomly and handed questionnaires, 47 questionnaires were returned, 12

questionnaires were handed out to the lecturers, and 10 of the questionnaires were returned.

b. Key informants

These were the administrative staffs who work at all the three campuses. These were people who handle the day to day business of the college. Five key informants were interviewed of the main campus while 3 were interviewed at the Ufundi campus.

Cooperative staff and review guide will be used to gather data from the directors, lecturers, MOCD officials, cooperative students. Other documentary sources will be used. The kind of data from the study will be both quantitative and qualitative.

c. Secondary Data

The secondary data from existing sources like journals, magazines, pamphlets newspapers, book research thesis and dissertation, internet search. It will also be obtained through observation, intensive and rigorous physical interviews and telephone interviews. The study will concentrate on trainees. The study will also use other methods to capture any experience not adequately captured by the questionnaire statistical abstracts were used.

CHAPTER FOUR

4.0 STUDY FINDINGS

4.1 Introduction

This chapter presents the findings from the study that was carried out in the Co-operative College of Kenya in October 2007 through questionnaires and interviews. The study was conducted amongst the lecturers, the trainees and the management of the college.

The data was collected and is hereby presented according to the study objectives. Two types of questionnaires and a checklist were used to capture the general and key responses 47 out of the 61 questionnaire administered to lecturers were returned. These made 77% and 83% of the trainee and lecturers categories respectively.

Most of the trainees, according to the returned questionnaires were young adults of between 18-25 years.

4.2 Development and current situation

Brief Background

The first objective of the study was to explain the historical background, administrative arrangement and goals of the cooperative college. The indicators were the strategic and work plans of the college. The study found out that the co-operative college of Kenya is the highest training institution for co-operative studies in Kenya. Its birth can be traced as far back as 1952 when a training centre was established at the Jeans school, Kabete, for the training of government co-operative inspectors. In 1961 the centre was phased out and a school of co-operation introduced at the Kenya institute of administration, Kabete, to train government officers up to Certificate and Diploma level.

In 1967, the school of co-operation was transferred from the Kenya institute of administration to Grove school on Allen Road Nairobi construction work started at the present location in Lang'ata in 1969. The construction and operational costs were possible through a joint effort between the Government of Kenya and the Nordic countries. The support was on the understanding that the assistance, would be provided on a declining basis before the government took over full responsibility of running the college.

From 1967, the college has been operating as a department under the ministry of co-operative development until its establishment as a Body Corporate by the co-operative

college of Kenya Act No.6 of 1995. The Act however, became effective on the 1st July, 1998.

Present status, context and Appraisal of the internal situation of the co-operative college of Kenya

The co-operative college of Kenya was established as a department of the former ministry of co-operative development to a Semi-Autonomous Government Agency (SAGA). Under the ministry of co-operative Development and Marketing (MOCD & M) vide the co-operative college of Kenya Act chapter 490 A (Revised 1996). The college is the main training agency for co-operative movement in Kenya and the staff of the Ministry of Co-operative Development and Marketing. Moreover, the college trains co-operative managers, accountants, book keepers, bank clerks, committee members, merchandise managers and co-operative members. However, the training of members has not been fully articulated, and this is one of the areas the college wants to address fully.

The college has been constrained in various ways such as the shortage of physical facilities, equipments, human resources, finances, review of curricula and development of new products. All these constraints were due to the dependence on the parent ministry and lack of flexibility in decision making.

Policy and Management

With co-operative college of Kenya Act, the college was up-graded from a department of former ministry of co-operative development and become a body corporate, with perpetual succession and common seal, facilitating flexibility in decision making. The management control and administration of the college is vested in the college council. The council is composed of the chairman, five members elected from the co-operative movement, two permanent secretaries, one from the parent ministry and the other from the treasury, the chairman of the Kenya National Federation of co-operatives, the managing Director of the co-operative Bank of Kenya, secretary of the commission for higher education and the Director of the co-operative college of Kenya who is the secretary to council.

The Director is the chief executive with the overall responsibility for the direction, organization, content and administration of the college's programmes and responsible to the council for the general conduct and discipline of the staff and students.

The Director is assisted by Deputy Director in academic matters. The academic functions of the college are performed through four departments namely, management, accountancy, law, education media services and research and consultancy under supervision and guidance of the deputy director.

The Academic Board is composed of the Director, Deputy Director, the Registrar, Heads of Departments and five academic members of staff and is responsible for advising the council on academic matters and running of the college generally.

Participatory Organs of Decision Making

The college has eight participatory organs that are involved in decision making

The College Council

The college council is the governing body of the college. In executing its roles, the council has guided the college towards expansion of infrastructure, decentralization process into town campus, the organizational assessment and development, involvement in strategic plan and upgrading in terms of conditions of service.

Consultative Meeting

It is a forum constituted by the management team (The Director Deputy Director and Registrar)

Academic Board

It is a statutory board charged with duties of handling college academic matters and advises the council accordingly. The board is composed of the director as the chairman, the deputy director as the secretary, the registrar, heads of departments and five elected academic staff. The board has established various sub-committees and formulated their regulatory rules, approved new college programmes, revised curricular and prepared a code of ethics.

Assessment Committee

It receives and processes the results of all college students and determines their performance. The committee comprises of the deputy director as the chairperson, the

heads of departments and the course officers whose courses are being assessed. The committee is responsible for assessing all the courses, maintenance of academic board on students' academic performance.

Guidance and Counselling Committee

The committee enforces the students' rules and regulations. The committee comprises of the deputy director as the chairperson, the registrar, the heads of departments and the course officer of the course from which the indisciplined student comes from. Disciplinary committees meeting are convened when a discipline case arises. The committee has been able to handle all the discipline cases reported to it as well as successfully enforced the students' rules and regulations all the time.

Human Resource Management Committee

The committee is responsible for human resource planning and development. The committee advises the director on placement, deployment, training need and promotion. The committee is composed of deputy director who is the chairperson, registrar, personnel offices who is the secretary and heads of departments.

Housing Committee

The main function is to allocate houses to staff and advises the college on necessary repairs and maintenance.

Tender Committee

The committee is charged with the responsibility of overseeing the procurement of goods and services. The committee is composed of the chairman who is a member of the college council, a vice chairman, secretary who is the procurement officer, director, registrar, and accountant and appointed two heads of departments.

Linkages with Government

The main link with government is on accessing block grants that are provided to the college and consultants on matters pertaining to co-operative policy. Apart from the grants the college is guided by government policies through the ministry of co-operative development and marketing.

However, bureaucracy and inadequate budgetary allocation are the main limiting factors in minimizing those factors consultations on regular basis and lobbying has been among many of the strategies used by the college. The college put more efforts to generate its own funds.

Linkages with Stakeholders

Stakeholders are those organizations apart from the government with whom the college interacts and collaborates with through college programmes or through provision of services. Through the linkages, some students' access sponsorship, college activities receive financial support including staff development, students' attachment, staff exchange and consultancies. Other areas include marketing of college programmes, students' recruitment and development of training materials, as well as policy formulation.

The colleges primary stakeholder include, the ministry of co-operative development and marketing, the co-operative bank of Kenya, the Kenya national federation of co-operatives, and the Kenya national union of savings and credit co-operatives. The others include the national co-operative insurance services co-operative union and various district co-operative unions and primary societies in the rural and urban areas.

Organizational Set-Up

The core functions of the college are provision of training and education, research and consultancy. Current emphasis is in on training of staff and education of co-operative members to some extent. The mode for responding to the training requirement include carrying out training needs assessment, field visits, attachments and organized through the heads of departments.

Human Resource

The total number of college staff is 100 of which only 30 comprises the academic staff, apart from the low number the college is faced with inadequate competencies, high turnover and limited staff, development capacity. The majority of academic staff possess first degree followed by masters degree postgraduate diploma and certificate.

Programmes and Diversification

The training programmes and education programmes have remained the same over the years, namely certificate in co-operative business administration, certificates in co-operative administration, diploma in co-operative management, certificate in co-operative banking and diploma in co-operative banking. Other programmes include distance learning and seminars. The programmes run from six to three years. Its recent addition is degree-bachelor of co-operative business (BCOB).

Although the programmes have not been so dynamic, they have been successful in producing competent candidates and the seminars are still relevant.

The main constraints include limited capacity, traditionality of programmes, outmoded teaching and learning methods and facilities, high staff turnover, inadequate competencies and limited funding.

Delivery Method and Processes

The popular methods mostly used are lectures, group discussions, case study and role plays. Sessions take two hours with six hours per day. The town campus is operating on semester system. Visualization includes use of white boards, overhead projectors and flipcharts. With these methods delivery has been effective and the college is producing competitive graduates.

Constraints associated with these methods include the fact that they are strenuous, inadequate facilities, heavy workload, high turnover of staff, and irregular review of curriculum, long time frame for courses, inadequate learning materials and inadequate competencies in certain disciplines.

Applications Compared to Admission

The college receives more applicants than the admission capacity. To address the situation, the college needs to expand.

Research and Consultancy Services

The college has undertaken research and consultancy activities in training needs assessment, curriculum development, establishment of FOSA, strategic plan and human resource management.

Agri-Business Center

ATC is a limited company 100% owned by co-operative college of Kenya as a commercial arm with the purpose of ensuring outreach of cock academic knowledge and fulfilling the training needs of diverse farmer groups within cooperative movement and associative economy to improve their businesses in particular carries out research and consultancy and runs short courses on behalf of the college.

The core values of the college are in discharge of its mandate the college upholds;

- The Universally recognised cooperative values and principles
- Quality and excellence in service delivery
- Member empowerment
- Model work place
- Social responsibilities
- Collaboration with stake holders

On 17th October 2008, the college received the ISO 9001:2000 certificate.

The organisation structure of the ministry of co-operative development and marketing is shown in the figure in the appendix.

Summary and Conclusion

From the findings in this section I drew the conclusion that the college is well placed in the historical context to be the leader in the provision of co-operative education, training and information for the co-operative movement and other stakeholders nationally and internationally.

4.3 Education and training at the cooperative college of Kenya

The second objective of the study was: To find out the performance of the cooperative college. The indicators were enrolment rate and compression rates.

The study found out that the main campus at Karen had the highest enrolment rate with students well over the 500 mark. The enrolment rate is shown clearly in the table below.

Enrolment at Ufundi (town) campus was not as high but this is quite healthy when you consider that the town campus established only a few years ago. The table below indicates the enrolment at the Ufundi campus. However, some figures were not available. Enrolment at the cooperative university was found to be 9 students, 33% were female while 67% were male. This is shown in the table below.

Table 1: Enrolment at the main (Karen) and Ufundi (town) campuses by course by sex (%)

Sex \ Course	Female	Male
Diploma pre-service	49	51
Diploma in service	65	35
CCA	59	41
CBA	48	52

Table 2: Enrolment at the Co-Operative University By Sex (%)

SEX \ DEGREE	FEMALE	MALE
Bachelor of Co-operative Business	33	67

The study found out that enrolment rate at the college was between 250-550 for both the Karen campus and Ufundi campus in the last three years. The completion rate was 95%. This enrolment can be compared with the enrolment figures in 1987 vs 1986.

Table 3: Enrolment in 1987 Vs 1986

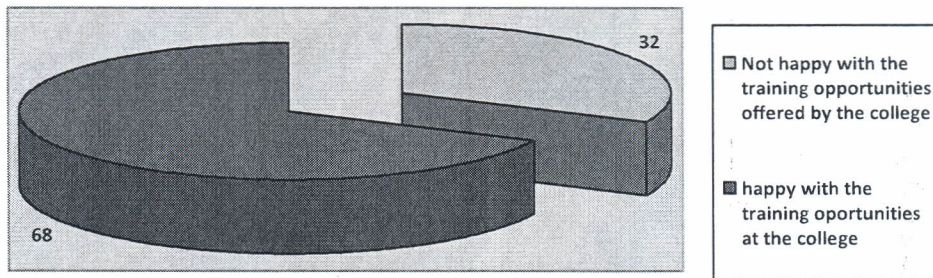
YEAR	1987	1986
C.B.A	119	63
C.C.A	90	32
DIPLOMA	158	195
Coffee factory management	29	27
Committee members seminars	87	33
Other seminars and conferences	—	18

Most lecturers (67%) were of the opinion that the curriculum should be reviewed regularly while only (33%) were of a deterring opinion.

68% persons of the lecturers were of the opinion that the curriculum of the co-operative college was effective. 32% of the lectures were of a deterring opinion.

Figure 2: Attitude towards Training Opportunities Provided By the College

Attitude towards the delivering methods of the co-operative college



The rigorous examination process of the cooperative is shown in figure 15 in the appendix.

Conclusion

The findings in this section indicate that the co-operative college needs to expand in the diploma and certificate courses as the applicants were more than the vacancies offered. The expansion should be at the Karen campus because it has a conducive learning environment. Its geographical condition 20km from the city offers the best environment

for studying. It's a compound is well protected from any form of pollution be it sound, dust or water. Aggressive marketing should be made for the degree programme.

4.4 resources financial and human

The third objective of the study was: to establish the education and training activities of the college. The indicators were the resources available, financial material and human and the utilisation of these by the trainees.

The study found out that there were a total of 19 lecturers employed fulltime. Only 1 had a PhD while 5 had a master degree, 1 had a postgraduate degree while 12 had a first degree. This is shown in the table below.

Table 4: Number of Lectures by Sex as Per Qualification

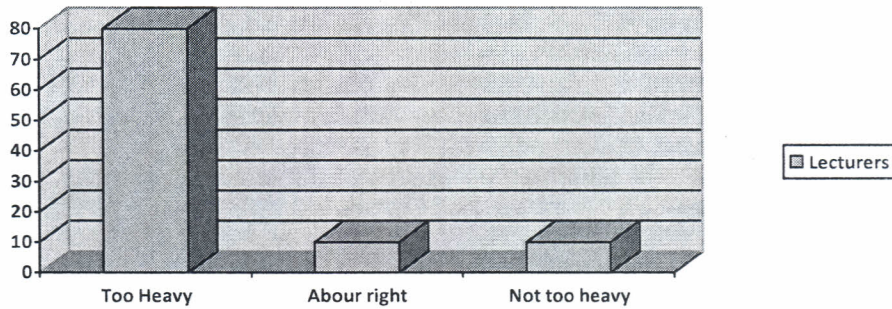
Qualification \ Sex	Female	Male	Total
PHD	0	1	1
Master	2	3	5
Postgraduate Diploma	1	0	1
First Degree	-	12	12
Total	3	16	19

Perception of workload distribution by lecturers

Majority of the lecturers interviewed felt that the workload per lecturer was too heavy as illustrated in below.

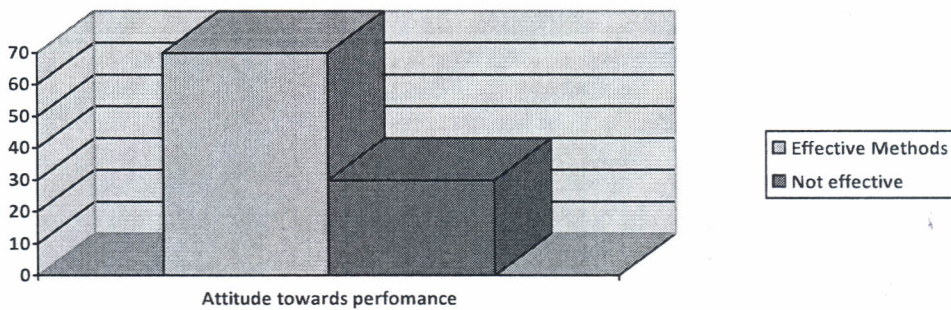
UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Figure 3: Attitude towards Work Load



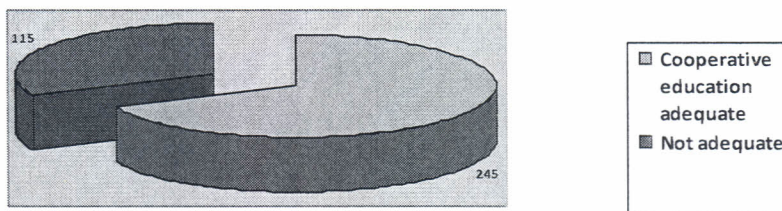
Of the trainees who filled the questionnaires 70% were of the opinion that the delivery methods used by the lecturers were effective 30% were of a contrary opinion. This is illustrated in the figure below: -

Figure 4: Attitude towards Delivery Methods



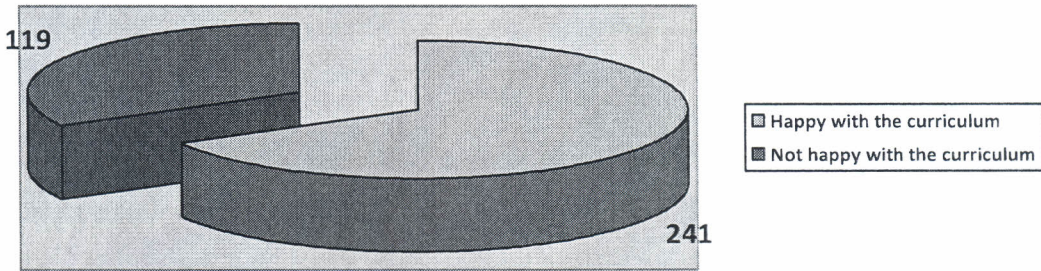
As for the adequacy of the co-operative education received 68% of the trainees were of the opinion that the cooperative education and training taught at the college was adequate, 32% were of a differing opinion as illustrated in the figure below;

Figure 5: Attitude towards Adequacy of Cooperative Education



A large number of trainees 67% were happy with the curriculum 33% were not as shown in the figure below: -

Figure 6: Attitude towards Curriculum



Financial material and human resources at the disposal of the college was not adequate.

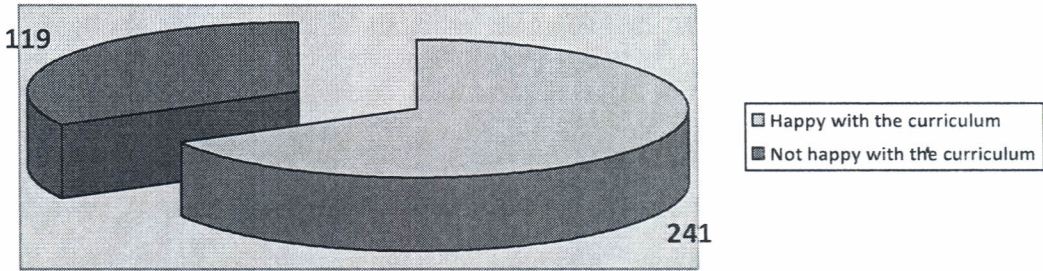
Conclusion

The study noted that the gender balance was not observed and there were for too few female employed as full time lecturers. The college also needed to initiate some income generating activities IGA.

4.5 Career development

The fourth objective of the study was: to assess how the college has assisted its trainees to build a career in the co-operative movement and the world of work in general. The indicators were curriculum of training offered and employment rate of graduands. The study found that there was a high completion rate 95% of the students who enrolled graduated, 63% of the trainees interviewed as shown in the figure below: -

Figure 7: Attitude towards Curriculum

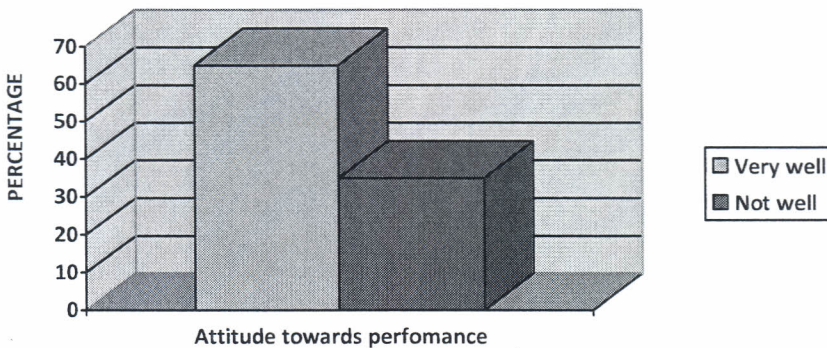


Trainees from the college were very competitive in the world of work and they were regularly employed by organisations like K-rep, Kenya women finance trust (KWFT), CFC, SACCOs and banks like Equity, Barclays and co-op bank.

Certification by ISO: 9001:2000 on 17th October was one of the most memorable occasions and it will make the graduands more marketable nationally and internationally.

Attitude toward opportunities provided by the college for further education to its staff 68% of the staff was happy with the opportunities provided by the college for the staff to further their education. 32% of the staff was not happy these were basically the part time staff employed by the college.

Figure 8: Attitude Towards The Performance Of The College



Conclusion

The college has now become more competitive nationally and internationally. The fact that they have certified by ISO indicates that they observe high professional standards.

4.6 Demographic Characteristics

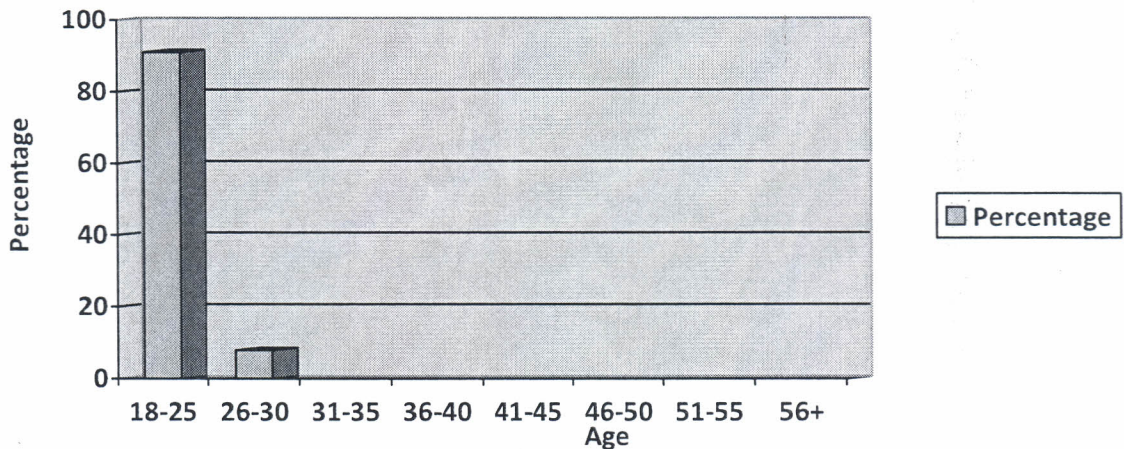
The Demographic Characteristics Presented in this study include age marital status area of training, occupation, family size and education experience of the respondents as well as their occupation and they play an important role in influencing the respondent's opinions.

In analysis the data the Likert scale was used. Items with the highest discriminative power were selected.

4.7 Age of respondents

Age is an important aspect that provides information on the population dynamics. The age of the respondents ranged between 18-56 years. The majority 91% were within 18-25 years, 8% were 26-30 years, 0% was aged between 31-35 years, 0% was age 36-40 years, 0% was age 41-45 years 0% were age between 46-50 years 0 % were age between 51-55 years, and 0 % was 56+. As illustrated in the figure below.

Figure 9: Age of Respondents



4.8 Educational background

With regard to educational background all had attained primary education while and had attained secondary education while none had received university education.

All the trainees had attained secondary level education before joining college and were now at college level in education.

Most of the lecturers indicated that they had made contributions to their areas of training through lecturing.

Trainees interviewed indicated that they would apply the education they were receiving at the college to help the co-operative movement and to co-operate more with people; they also indicated that they intended to work in the financial institutions and entrepreneurship. They also indicated that they would train people in co-operative education.

Educational trips had been taken to the following areas, Hells Gate, Kirinyaga, Machakos, Meru and Nyeri Districts.

Marital status

Marriage as an institution is important in most communities in Kenya and the world over. The study established that majority (91%) of the respondents were single. This suggests that they were still continuing with the education before employment.

Figure 10: Marital Status of Trainees

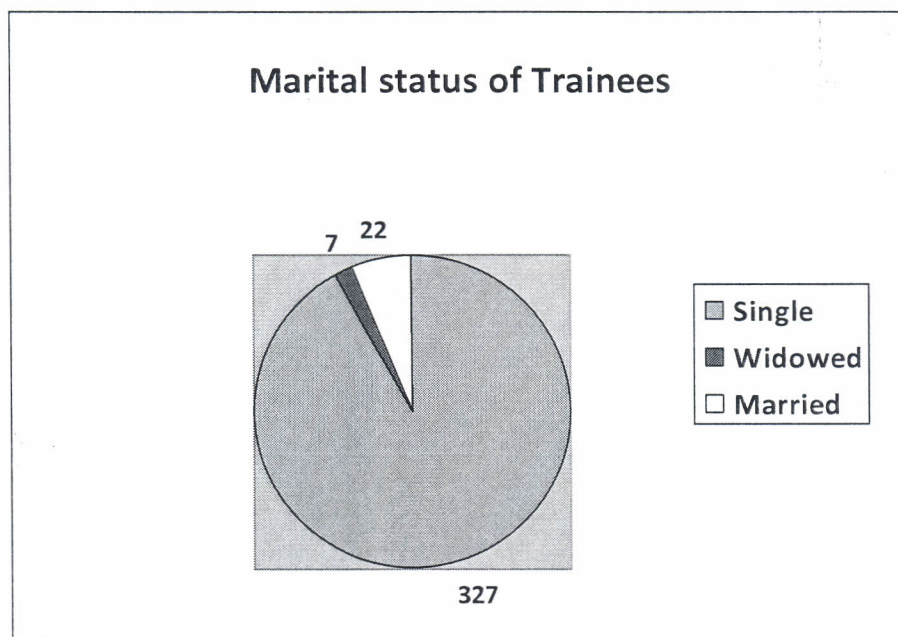
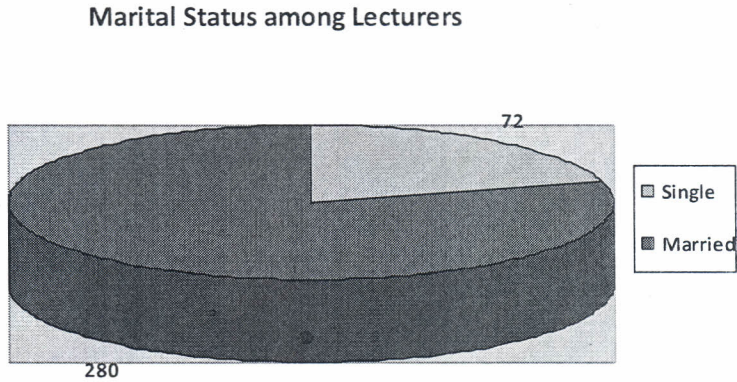


Figure 11: Marital Status among Lecturers

The institution of marriage among lecturers was much stronger as illustrated in the figure below: -



4.9 Occupation of Respondents

Most of them are students while a few were working co-operative. 10% were employed, 15% were self employed while 85% were unemployed.

Distribution of trainees and lecturers by sex and by age of the respondents is illustrated in the figure below: -

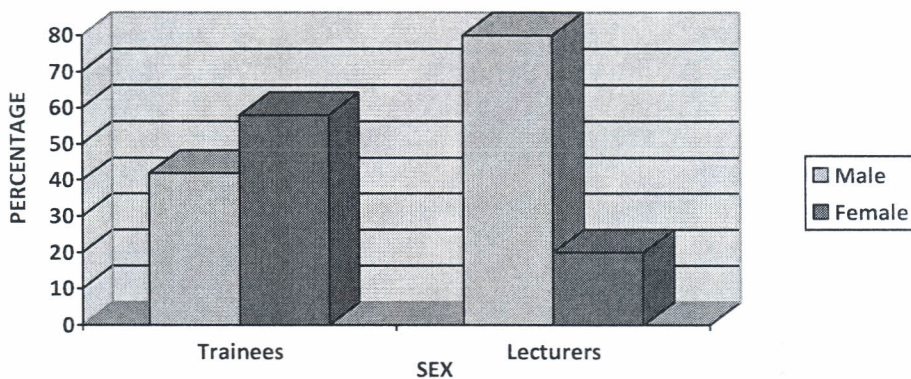
Table 5: No. Of Lecturers By Sex And By Age

Age \ Sex	Female	Male
18-25	—	10
26-35	20	30
36-45	—	30
46-55	—	10
56+	—	—

Table 6: Number of Trainees By Sex By Age

Age \ Sex	Sex	
	Female	Male
18-25	26	19
26-35	2	0
36-45	0	0
46-55	0	0
56+	0	0

Figure 12: DISTRIBUTION OF TRAINEES, LECTURERS BY SEX



Sample did not have data for age and sex 18-25 female, 36-45 male, 46-55 female and 56+ female and male.

Study Finding and Conclusion

Majority of the students 65% felt that the co-operative college as an institution was doing well in preparation of its trainee for careers in the co-operative movement as opposed to 35% which felt that it was not doing all that well. This addresses objective numbers two and four of the study which sought to know how well the college was assisting its students.

The study found out that the enrolment rate at the college had been 250-3000 for both the Karen Campus and the Town Campus at Ufundi in the last three years. The completion rate was 95%.

Financial, material and human resources at the disposal of the college was not adequate.

Trainees from the co-operative college were very competitive in the world of work and they were regularly employed by organization like K-rep, Kenya women finance trust (KWFT), CFC, SACCOs Banks like equity, Barclays and Co-op Bank.

Certification by ISO: 9001:2000 on 17th October 2007 was one of the most memorable occasions in the history of the co-operative college of Kenya.

Plans are underway for the college to achieve a student population of 800 by 2009. an expansion program to cater for the increased number of students are being carried out.

The plans to integrate ICT for efficient operations by 2010.

Some of the objectives of the college include *inter alia*: -

- i. To satisfy the expectations of its customers through prudent utilization of resource
- ii. Develop positive altitude, sense of belonging and self responsibility in the staff
- iii. Recruit develop and retain competent and highly motivated staff
- iv. Carry out regular needs assessment in order to continually understand and meet clients requirements
- v. Hold regular forums and activities for effective communication and team building
- vi. Identify, develop and implement relevant need oriented programmes

4.10 Perception toward Co-operative Education

80% favourable and 20% unfavorable

Majority of lectures interviewed felt that the workload was too heavy.

4.11 Summary and Conclusion

The study found out in this section that the Co-operative College of Kenya needs to expand as the applicants were more than the vacancies of the college see table above. There was also a high completion rate. Therefore the second and fourth objectives were met with the demonstration that performance of the college was dependent on the performance of the management.

CHAPTER FIVE

5.0 INTERPRETATION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The major interests in this chapter were the conclusion and the recommendations for future study and also for improving performance of the co-operative college of Kenya. Other areas include emerging issues in the study that may be of interest to future researchers.

5.2 Interpretation of findings

Some of the recommendations that emerged were that computerization should be done in the college. Also student's loans should be introduced to help more and more young people access co-operative education and training. Attachment should be for all the students currently part of the students go through the process of attachment.

Management should listen more to students while at the same time employ more lecturers. The ICT should be integrated in the activities of the college.

From the findings of the study it was evident that most trainees viewed the co-operative college of Kenya in a positive. They were unanimous in the view that the college was performing well and that the delivery methods used by the lecturers were effective 68% of them also agreed that co-operative education and training offered by the college was adequate.

However it is important to note 80% percent of the lecturers were of the opinion that the workload was too heavy and the college should not take this for granted because it could mean a high turnover of the lecturers. Perhaps this is fertile ground for future research.

Being a college that was viewed very positively by a large number of the respondents, the college should have plans for expansion. This is also reinforced by the fact that the college has a very conducive learning environment.

Leading institutions in Kenya also source the graduands of the college for employment, the college should exploit this goodwill and even have more institutions recognizing and employing their graduands.

Another important fact is that the college has now received the coveted ISO: 9001: 2000 certifications, this means that the college and its education and training activities plus its

trainees are now recognized internationally. The college should endeavor to make sure that they do not lose the certificate. Audits on whether the college is maintaining its standards will be done every six months.

Computerization at the college is at low level and this should be increased.

One observation is that the gender factor was skewed in favour of the males. The college should address this and try to balance them.

Another observation was that the majority of the students were single. This led me to conclude that the college should try to establish a mechanism where even the older and married people working in the co-operative movement could benefit from the studies offered at the co-operative college. The college is established by an Act of parliament and it should take advantage of this.

Educational trips were popular with students and they should be enhanced as most of the trainees felt that they were of great benefit to the educational well being.

Only a small percentage of the trainees were from the arid regions and this led me to conclude that co-operative in the arid areas were not well developed.

5.3 Conclusion

Cooperative College when analyzed in a SWOT analysis has more strengths and opportunities than weaknesses and strengths. It should enhance its strengths and exploit the opportunities to become a leader in the provision of cooperatives nationally and internationally.

5.4 Recommendations

Seminars/workshops for staff change of attitude should be conducted.

Programmes in the college should be upgraded, and the corporate image should be improved.

There is need for timely submission of student results, and clear deadlines for marking and submission of results and strict enforcement of the regulations relating to assessment.

The college should put more efforts to generate its own funds and stop relying on grants from the government.

Other areas include marketing of college programmes, development of training material as well as policy formulation and reviewing the co-operative college of Kenya act to make a fully fledged parastatal.

Enhancement of the academic staff capacity and competence would require putting in place human resources development programmes, a new scheme of service and appropriate motivation and incentive packages.

Further improvement can be obtained by embracing ICT acquisition, library should computerized and increase the books.

Recommendation for future study

The following study areas have been identified for future study. The effects of ISO 9000: 2001 on the staff and the students of the cooperative college of Kenya and the relationship of the cooperative college with its stakeholders.

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Appendix I

Questionnaire for Trainees

Questionnaire for Co-operative College of Kenya trainees.

My name is George Njoroge Mutonya. I am a student from the University of Nairobi and I have been permitted to research on the co-operative college of Kenya: its education and training activities. Your responses will be handled confidentially.

Tick only one

Section 1. Background information

Name (Optional)

Sex: Male Female

Age: 18-25 26-35 36-45 46-55 56+

Level of education before joining co-operative college of Kenya.

Primary: Secondary: College: University:

Current Level of Education

Primary: Secondary College University

Marital Status:

Single Married Divorced Widowed

Family size.....

Occupation.....

Education in years.....

Type of training taking at the cooperative college.....

Section II: Career Development

Co-operative college of Kenya is an institution which has prepared its graduates well for profession in their careers in the co-operative movement.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

How would you rate the education and training you received in the co-operative college in the world of work?

- Very helpful
- Fairly helpful
- Helpful
- Fairly unhelpful
- Very unhelpful

How are you intending to use the education you get at cooperative college of Kenya?

.....

.....

.....

Section III: Perception of the training

Since you joined the co-operative college have you learnt new things you could not otherwise have learnt elsewhere?

- Yes
- No

The methods used by co-operative college of Kenya to instruct its students are very effective.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

How would you rate Co-operative College in helping members understand the values and principles of the co-operative movement?

- Very helpful
- Fairly Helpful
- Helpful
- Fairly unhelpful
- Very unhelpful

How would you rate co-operative college in helping members understand and realise their role in the co-operative movement?

- Very helpful
- Fairly Helpful
- Helpful
- Fairly unhelpful
- Very unhelpful

Co-operative College of Kenya is the best institution for members to learn more on the co-operative movement.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

When someone joins the cooperative college of Kenya s/he becomes enlightened on matters co-operative.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Co-operative college of Kenya is an outdated institution serving no relevant purpose.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The co-operative training education and training members/employees receive is very important for the running of the co-operative

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Co-operative college of Kenya emphasises co-operative education and training.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The methods used by co-operative college of Kenya to train its students are very effective.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The reason why co-operative college performs better than others is due to its management.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The education and training activities provided by co-operative college of Kenya determines how well a co-operative performs.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Co-operative college of Kenya is the best institution for people to achieve co-operative education and training.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Co-operative institutes worldwide are the best placed organisation for ensuring global partnership for development.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Co-operative institutes are the best placed organizations for ensuring environmental suitability.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Have you gone on any educational trip since you joined the co-operative college?

Yes [] No []

If yes, specify where

.....
.....

Was educational trip beneficial? Yes [] No []

Explain reasons for your answer above?

.....
.....
.....

What was your opinion or perception of the educational trip?

.....
.....
.....

Have you ever changed membership of the co-operative? If yes state why.

.....
.....

What recommendations can you make towards enhancing education and training in co-operative college of Kenya?

.....
.....

.....
.....

Is there any other information you wish to share with me?

.....
.....
.....
.....

Thank you for your responses.

Questionnaire For lecturers

Questionnaire for cooperative college of Kenya lecturers.

My name is George Njoroge Mutonya. I am a student from the University of Nairobi and I have been permitted to research on the co-operative college of Kenya: Its education and training activities. Your responses will be handled confidentially.

Section I: Background Information

Name (Optional)

Sex: Male

Female

Age: 18-25

26-35

36-45

46-55

56+

Marital Status:

Single

Married

Divorced

Widowed

What is your area of training?.....

What is your area of specialisation?

Performance of Lecturers

The workload in the college is heavy

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

What contribution have you made in your area of training?

.....
.....

The curriculum should be reviewed much more regularly.

Strongly agree

- Agree
- Neutral
- Disagree
- Strongly disagree

The delivery methods used in the college are effective

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Career Development

There is a clear path for upward mobility in the college's scheme of service

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The college provides opportunities for further education to it's staff

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Thank you for your responses.

Checklist

What has been the enrolment of the college in the past three years?

.....
.....

What has been the completion rate in past three years?

.....
.....

Are the resources financial, material and human at your disposal adequate?

.....
.....

How competitive are your trainees in the world of work.

.....
.....

What is the one single most important event in the history of the cooperative college of Kenya?

.....
.....

How many lecturers possess first degree, master's degree, post graduate diploma, post graduate degree, and certificate?

.....
.....

What are the college's plans for expansion?

.....
.....

Thank you for your responses.

APPENDIX II

THE GROWTH OF THE COOPERATIVE MOVEMENT IS SHOWN IN THE TABLE BELOW

Table 7: The growth of the cooperative movement

Type of Society	2000	2001	2002	2003	2004	2005	2006
Agriculture							
Coffee	732	582	583	591	419	576	594
Cotton	29	30	29	9	5	4	9
Pyrethrum	70	142	142	85	62	62	65
Sugar	23	38	37	65	52	52	55
dairy	350	204	204	148	144	200	254
Multi-purpsoe	200	202	203	38	38	39	40
farm Purcahse	76	75	75	51	50	50	51
Fisheries	14	13	13	10	11	11	12
Other Agricultural	60	60	61	156	143	146	158
Total Agriculture	1554	1346	1347	1153	924	1140	1238
Non-Agriculture							
SACCOs	2,670	2607	3141	3567	3575	4602	5420
Consumer	15	15	15	19	45	45	49
housing	28	29	30	36	27	28	34
Craftsmen	21	18	18	17	14	15	17
Transport	6	7	7	2	8	9	11
Other Non-Agricultural	42	41	156	191	225	236	259
Total Non-Agriculture	42	2717	3367	3832	33894	4935	5790
Grand Total	42	4063	4714	4714	4818	6075	7028

Source: Minsistry of Co-operative Development and marketing

* Provisional

NUMBER OF SOCIETIES AND UNIONS BY TYPE, 2000 - 2006

TABLE 69

Type of Society	2000	2001	2002	2003	2004	2005	2006
	000 members						
Agriculture							
Coffee	366	462	474	487	498	523	542
Cotton	86	71	71	59	59	59	59
Pyrethrum	73	152	152	14	142	146	146
Sugar	112	112	112	149	149	152	152
dairy	337	332	332	239	241	248	252
Multi-purpsoe	1560	1593	1608	1794	1798	1818	1835
farm Purcahse	731	624	624	109	109	111	113
Fisheries	82	82	85	64	65	66	66
Other Agricultural	1002	944	956	1125	1154	1181	1188
Total Agriculture	4349	4372	4414	4166	4215	4304	4353
Non-Agriculture							
SACCOs	3,627	3925	4020	4200	4474	4678	4876
Consumer	197	206	208	180	180	181	182
Housing	468	442	440	229	495	512	538
Craftsmen	104	102	102	85	86	88	89
Transport	36	32	32	28	28	29	39
Other Non-Agricultural	572	600	712	1316	1068	1075	1093
Total Non-Agriculture	5004	5307	5514	6038	6331	6563	6817
Unions	89	89	89	93	96	99	99
Grand Total	9442	9768	10017	10297	10642	10966	11269

Source: Minsistry of Co-operative Development and marketing

* Provisional

TOTAL TURNOVER (INCOME) OF SOCIETIES AND UNIONS, 1999 - 2006

TABLE 70(a)

Kshs Million

Type of Society	1999	2000	2001	2002	2003	2004	2005	2006
Coffee**	3661	3741	3928	4374	3892	3951	4266	4819
Cotton	5	4	3.8	3.2	2	2	2	2
Pyrethrum	129	129	122	122	120	102	105	112
Sugar	340	345	344	341	218	209	212	215
dairy	1530	1529	1268	1325	1290	1500	1933	2247
Multi-purpsoe	128	129	225	226	183	184	186	189
Farm Purchase	59	60	60	60	50	55	55	56
Fisheries	316	317	327	456	522	339	341	346
Other Agricultural	288	292	296	296	239	256	192	212
Total Agriculture	6456	6546	6574	7203	6516	6598	7292	8198
SACCOs**	7386	7,790	8882	8996	9761	10359	11609	13511
Consumer	9	9	8	5	3	4	4	5
Housing	388	39	38	40	54	47	48	52
Timber & Charcoal	2	2	2	2	1	1	1	1
Craftsmen	142	143	142	143	158	144	145	148
Transport	26	26	25	24	22	23	24	27
Other Non-Agricultural	54	56	56	57	27	32	53	72
Total Non-Agriculture	7657	8065	9153	9267	10026	10610	11884	13816
Unions	198	269	389	389	963	763	746	746
Grand Total	14311	14880	16116	16859	17505	17971	19922	22760

PERCENTAGE SHARE

Coffee	25.58	25.14	24.37	25.94	22.23	21.99	21.41	21.17
Cotton	0.03	0.03	0.02	0.02	0.01	0.01	0.01	0.01
Pyrethrum	0.9	0.87	0.76	0.72	0.69	0.57	0.53	0.49
Sugar	2.38	2.32	2.13	20.02	1.25	1.16	1.06	0.94
dairy	10.69	10.28	7.87	7.86	7.37	8.35	9.7	9.87
Multi-purpsoe	0.89	0.87	1.4	1.34	1.05	1.02	0.93	0.83
Farm Purchase	0.41	0.4	0.37	0.36	0.29	0.31	0.28	0.25
Fisheries	2.21	2.13	2.03	2.7	2.98	1.89	1.71	1.52
Other Agricultural	2.01	1.96	1.84	1.76	1.37	1.42	0.96	0.93
Total Agriculture	45.11	43.99	40.79	42.73	37.22	36.71	36.6	36.02
SACCOs	51.61	52	55.11	53.36	55.76	57.64	58.27	59.36
Consumer	0.06	0.06	0.05	0.03	0.02	0.02	0.02	0.02
Housing	0.27	0.26	0.24	0.24	0.31	0.26	0.24	0.23
Timber & Charcoal	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0
Craftsmen	0.99	0.96	0.88	0.85	0.9	0.8	0.73	0.65
Transport	0.18	0.17	0.16	0.14	0.13	0.13	0.12	0.12
Other Non-Agricultural	0.38	0.38	0.35	0.34	0.15	0.18	0.27	0.32
Total Non-Agriculture	53.5	54.2	56.8	54.97	57.28	59.04	59.65	60.7
Unions	1.38	1.81	2.41	2.31	5.5	4.25	3.74	3.28
Grand Total	100	100	100	100	100	100	100	100

Source: Ministry of Cooperative Development and Marketing

*Provisional

**figures revised from 2002

TOTAL SHARE CAPITAL, 1999- 2006

TABLE 69

Type of Society	kshs Million						
	2000	2001	2002	2003	2004	2005	2006
Coffee	3720	4193	3398	3506	3373	3384	3395
Cotton	9	9	8	1	1	1	1
Pyrethrum	12	11	12	7	6	6	7
Sugar	27	25	26	27	27	28	29
Dairy	77	82	85	107	118	138	158
Multi-purpsoe	96	92	93	78	75	76	77
Farm Purchase	16	16	15	4	4	4	5
Fisheries	5	5	5	3	2	3	4
Other Agricultural	354	354	523	638	247	248	254
Total Agriculture	4316	4787	4165	4371	3853	3888	3930
SACCOs	48,356	54816	63497	74215	93335	101686	112455
Consumer	14	16	18	42	40	41	42
Housing	267	245	228	455	469	470	473
Craftsmen	27	28	38	25	25	25	25
Transport	12	11	10	13	14	15	16
Other Non-Agricultural	325	256	154	749	351	253	245
Total Non-Agriculture	49001	55372	63945	75499	93234	102490	113256
Unions	568	498	426	336	828	937	948
Grand Total	52749	59661	67684	79534	97259	105441	116238

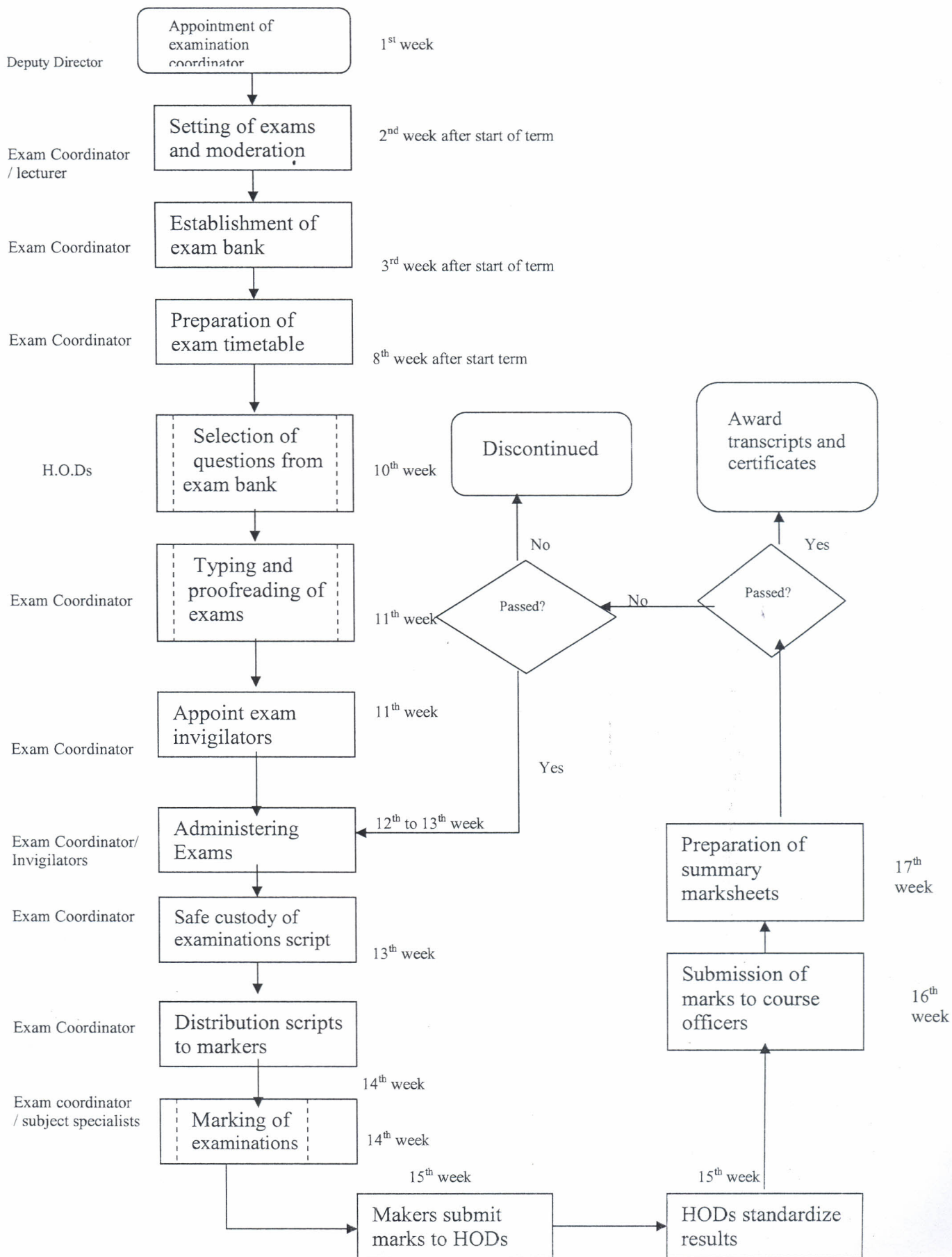
Source: Minsitry of Co-operative Development and marketing

* Provisional

APPENDIX III

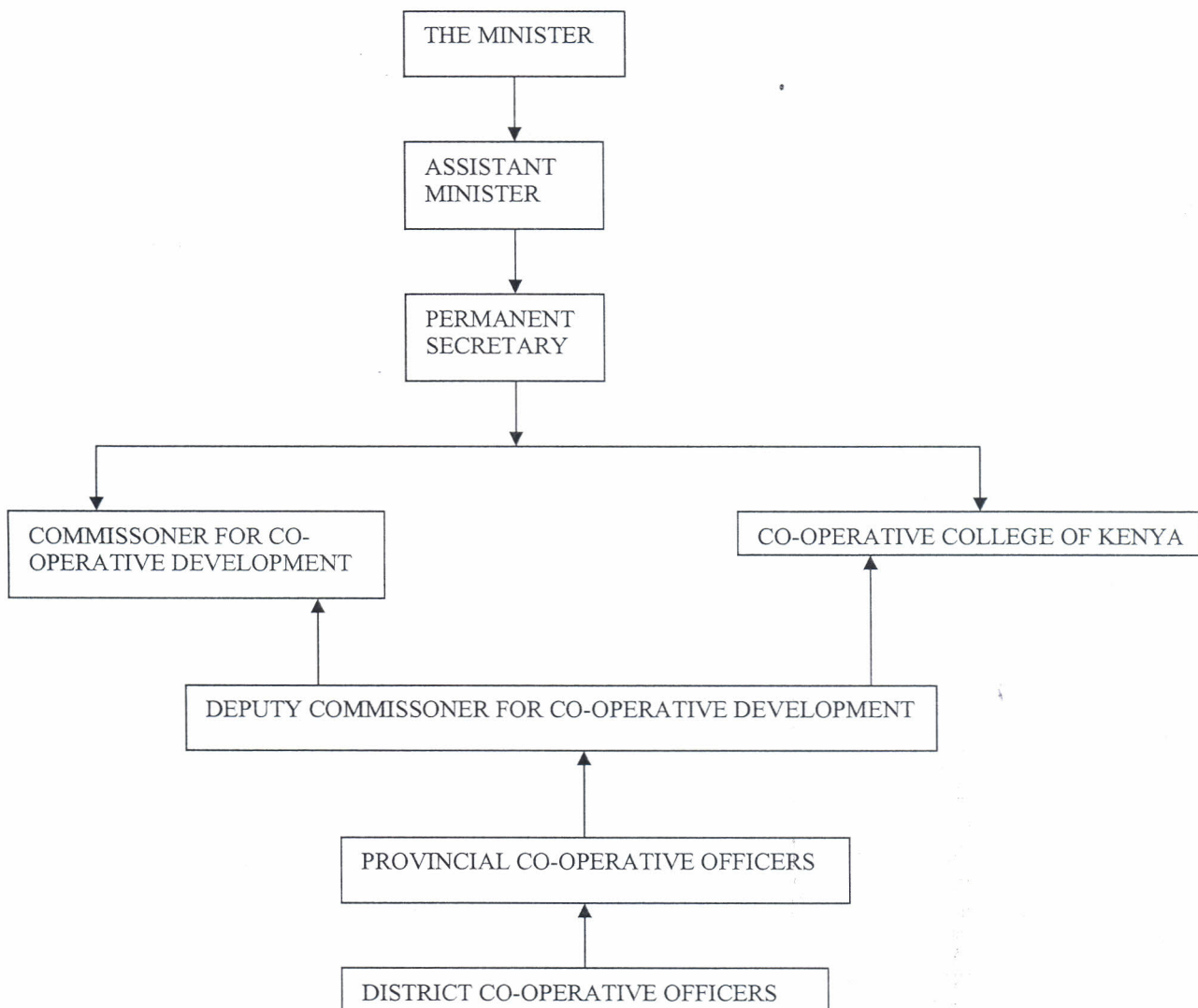
The rigorous examination process of the cooperative college is shown in the figure below

Figure 15: Examination Administration Process



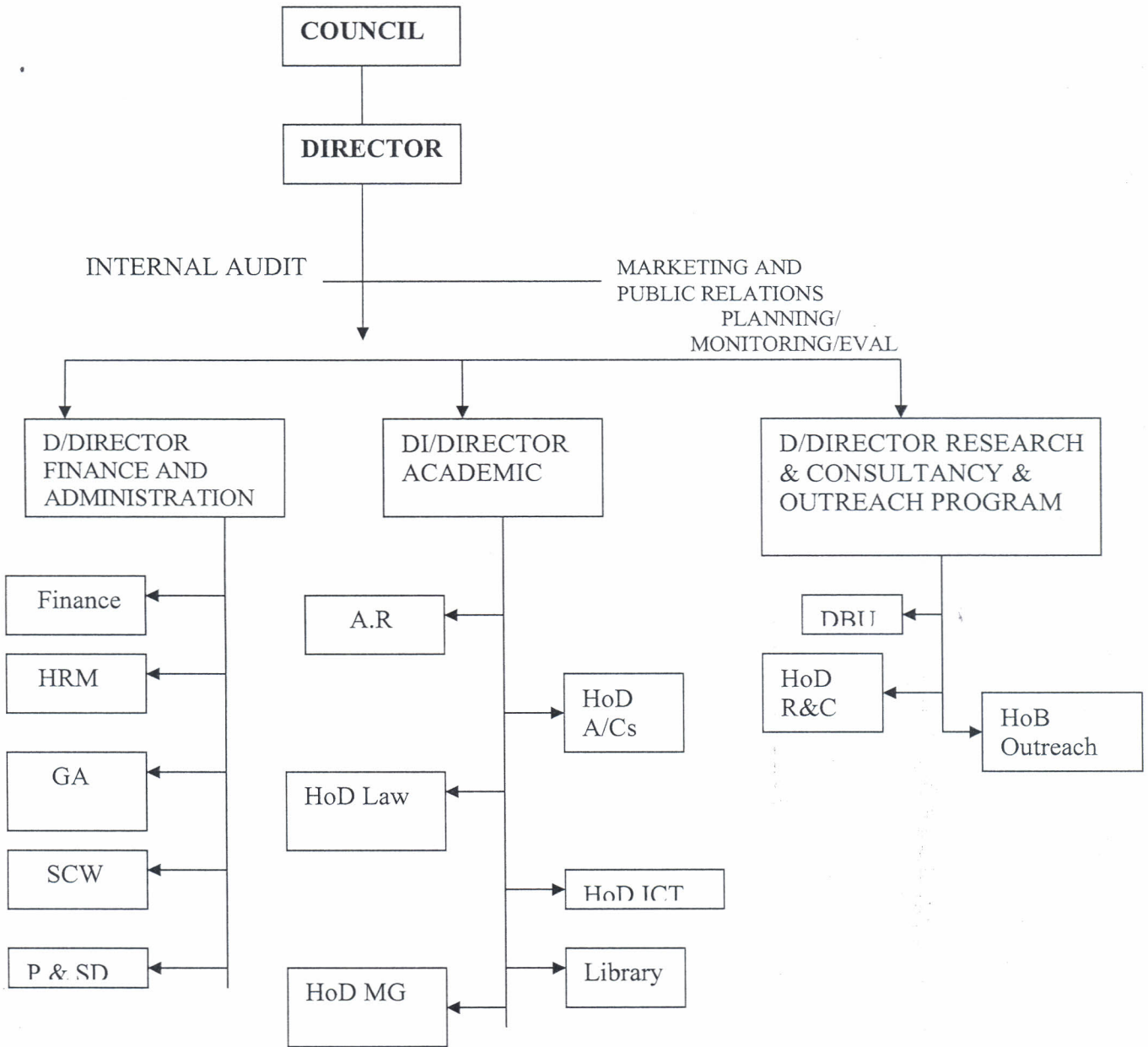
APPENDIX IV

Figure 13: The Organization Structure of the Ministry Of Co-Operative Development and Marketing



The hierarchical organization of the cooperative college is shown in the figure below.

Figure 14: The Current College Organizational Chart



EXPLANATION ON THE ORGANISATIONAL CHART

Deputy Director Academics

- AR - Academic Registrar
- HoD Law - Head of Department – Law
- HoD MG - Head of Department Management
- HoD A/Cs - Head of Department – Accountancy
- HoD ICT - Head of Department – Information Communication Technology

Deputy Director Research, Consultancy and Outreach Programmes

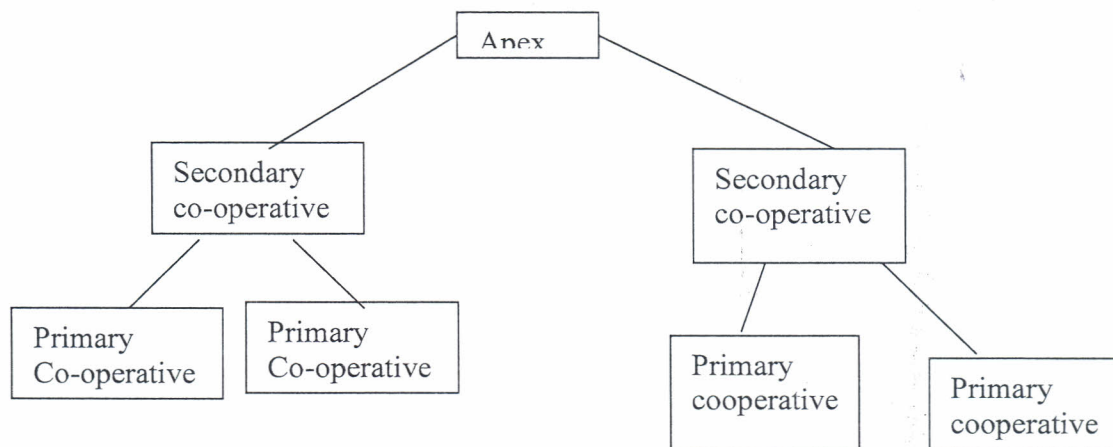
DBU	-	Database Unit
HoD R & C	-	Head of Department, Research and Consultancy
HoD Outreach	-	Head of Department, Outreach Programmes

Deputy Director Finance and Administration

HRM	-	Human Resources Management Department
GA	-	General Administration Department
SCW	-	Students Counselling and Welfare
P & SD	-	Purchasing and Supplies Department

People join primary co-operatives and primary co-operatives join secondary co-operatives which join the apex as illustrated in the figure below.

Fig 15: Structure of Co-Operative Movement: Primary, Secondary and Apex



The growth of the cooperative movement is shown in table 7 at the appendix.