

Co-operative Education in Africa: Case of Moshi University College of Co-operative and Business Studies, Tanzania

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ABSTRACT - *Co-operative education is one of the seven Co-operative Principles that requires “education, training and information to be provided to members, leaders, employed staff and the general public”. The origin of the co-operative education is in the United Kingdom. Later on co-operative education spread to other countries including Africa where it was first introduced during the colonial administration. The development of co-operative education in Africa is associated with the growth of co-operative movement. As co-operative movement was growing, the need for co-operative education also increased and hence the establishment of specialized co-operative training institutions.*

This paper attempts to discuss provision of co-operative education in Africa, available opportunities, and the challenges involved by drawing the experiences of the Moshi University College of Co-operative and Business Studies in Tanzania. The paper identifies four categories of co-operative education providers, namely: University Colleges, specialized Co-operative Colleges, Departments or Centers, and University based Institutes/Directorates/Departments. Because of these diversities, curricula and practice of co-operative education varies between countries. In some countries, programmes are accredited by accreditation bodies that are not co-operative in nature, while in others programmes are not accredited especially those that are of short-term in nature that are offered through seminars, workshops, Tailor Made Programmes, to mention a few.

During the 1980s through the early 2000s, co-operative education experienced crises as co-operative organizations themselves. However, the resilience that co-operative movements have shown in addressing global financial and economic crises recently has sparked the renewed demands for co-operative education. The re-natal of co-operative development model spearheaded by both the United Nations and the International Co-operative Alliance has enhanced the demand for co-operative education. Despite the renewed interest in co-operative education, there are also challenges that training institutions face, which relate to limited research in co-operative education, limited development of co-operative theory and documentation of practices, development of institutional capacities in offering co-operative education, financing and development of human capital. These challenges call for concerted efforts between institutions, the movements, and governments.

Key Words - Co-operative Education, Co-operative movements, Co-operative Colleges, Africa.

1. INTRODUCTION

1.1 Background Information

Co-operative education is very critical for the advance in innovative solutions for co-operative development worldwide. It is offered mainly through designated co-operative training institutions that are established for that purpose. Historically, the origin of co-operative education can be traced as far as the Roman Empire (Bisschoff, 1997; Wessels, n.d). The concept of co-operative education was first developed in the United Kingdom in the 1800s, which later on spread to the United States of America in 1906, Canada in 1957 and Australia in 1962 (Wessels, n.d). In some African countries it was introduced during the colonial administration while in others it was introduced by independent governments. In many cases, the processes of introducing co-operative education in Africa received various support from development partners.

There are diverse opinions on what really constitutes a *co-operative education* (Wessels, n.d; Shaw, 2010; Engelbretch, 2003; Co-operative Education Association, Inc., 1998; Baumgart, *et. al.*, 1994). However, it is an undisputable fact that co-operative organizations and some international agencies profess a positive role played by co-operative education in shaping the growth and development of co-operatives worldwide. According to Wikipedia the free encyclopedia (http://en.wikipedia.org/wiki/CO-OP_education visited on April 6th, 2011) co-operative education is a “structured method of combining classroom based education with practical work experience”. Consequently, co-operative education has been dubbed in several work-based terminologies such as *co-op*, *professional practice*,

sandwiched trainings, internships, externships, apprenticeships, and career academies (Groenewald, 2004). This definition makes co-operative education unique in its conduct and method.

The fifth Co-operative Principle also underscores the centrality of the co-operative education, training and information in co-operative development. According to Berko (2012:130) co-operative education, like other forms of education, aims at achieving certain learning outcomes often referred to as cognitive, psychomotoric, and affective learning outcomes. These outcomes are well summarized by the revised International Co-operative Principles. The 1995 fifth Co-operative Principle state as follows:

Co-operatives provide education and training for their members, elected representatives, managers, and employees so that they can contribute effectively to the development of their co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operatives.

On the other hand, co-operative training is defined as the process of acquisition of specific skills needed to run a co-operative enterprise, first as a business organization and second as a social enterprise. The social dimension of the enterprise is added because different from other forms of organizations in the public and private sectors, co-operatives are formed to improve the economic, social and cultural conditions of the members (Chambo, 2009).

The provision and conduct of co-operative education has not been smooth in most countries. Beginning in the mid-1980s through the early 2000s, co-operative education went through crises as co-operative organizations themselves. However, in recent times the resilience that co-operatives have shown in addressing global financial and economic crises has resulted into renewed demands for co-operative education. Currently, there are efforts to promote co-operatives as ideal alternative business model of enterprises as opposed to share capital corporate entities. Co-operative education is, therefore, viewed as a critical factor in these new initiatives of co-operative development.

1.2 The scope, methodology and organization of the paper

Co-operatives have long and complex history in Africa. Formal co-operative organizations were introduced in many countries during the colonial administration to facilitate the marketing of export crops that were being produced by smallholder farmers. With the expansion of co-operatives in terms of size, business turnovers and ensued management problems, co-operative education was needed. Initially, co-operative education was provided outside Africa mainly at Loughborough Co-operative College, in the United Kingdom. Later on co-operative training institutions were established in Africa as well to address the needs of their co-operatives in providing education, training, research and advisory services.

This paper therefore, attempts to discuss provision of co-operative education in Africa, examine potential opportunities, and explore challenges involved. The sharing of these experiences with other partners globally can enrich one another and build partnerships that may be required.

The methodology used in the generation of the information and data was mainly based on literature review and drawing on experiences of the researcher in the sector as co-operative trainer.

The paper is organized into five sections. Section one provides the introduction, while section two reviews co-operative education in Africa. Section three discusses the internationalization of co-operative education and section four contains prospects for co-operative education. Finally, section five provides some concluding remarks.

2. THE CO-OPERATIVE EDUCATION AND TRAINING IN AFRICA

2.1 The Concepts Defined: Education and Training

It is an undisputable fact that education has a critical role to play in any country's development process. Almost all developed countries have displayed a role played by their intangible assets such as knowledge, skills, and innovations embodied in their human capital in bringing about socio-economic development. This is true for almost all developed nations such as United States of America, Israel, Japan, Germany, United Kingdom, Korea, and China, just to mention a few.

The development of human capital is facilitated by education and training that an individual partake. The term education is derived from a Latin word – *educare* that means bring up, which is related to *educere* bring out or bring forth what is within. According to Wikipedia (<http://en.wikipedia.org/wiki/Education> visited on 2 July, 2011) the term education is defined as an “act or experience that has a formative effect on the mind, character, or physical ability of an individual. According to ICA (Co-operative Education Materials Advisory Services – CEMAS) education refers to a system of instruction to train, cultivate, and develop the mind powers of persons. In its technical sense, education therefore, is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another.” Thus, education is the process by which people learn through instructions, teaching and learning.

On the other hand the term training refers to the process of acquiring knowledge, skills, and competencies through teaching, apprenticeship, and professional development. In other words it is a process of changing the attitude,

knowledge, skills, and behavior of human beings (<http://en.wikipedia.org/wiki/Training> visited on 2 July, 2011). ICA (Co-operative Education Materials Advisory Services – CEMAS) defined training as practicing and learning how to do something both by hand and by brain.

2.2 The Context of Co-operative Education and Training

Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity. In their tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others. As discussed above, co-operative education and training is one of the seventh principles of co-operatives. Unfortunately, there are limited empirical studies on co-operative education and training. Thus, research into co-operative education is called for in order to address this gap. For instance, there are no comparative studies; there is no consensus on what constitute co-operative education, and what the best delivery methodology is.

The term co-operative education is used in variety of ways – sometimes in generic terms and also in a narrow sense (Watkins, 1986; Onuoha, 1986). According to Onuoha (1986:91) “if co-operative education is taken in all its breadth to include member education, staff training, and public relations, it can be said to be the life-blood of co-operation”. The International Co-operative Alliance (1967:31) share same views where it argues that:

For the purposes of co-operation, however, education needs to be defined in a very broad sense which includes academic education of more than one kind but much besides. It includes both what 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, trains them to work harmoniously and effectively with their fellows and inspires them to fulfill their responsibilities as men or women and citizens, can have educational significance for co-operation.

Those who take the narrow definition of co-operative education view it as “teaching and learning of non-technical matters as distinct from training which is generally seen to involve technical and vocational knowledge and skills, but also the acquisition of knowledge in co-operative conduct and behavior (Berko, 2012:131). This paper follows the broad definition of co-operative education and views it as a continuous process of human capital development in the co-operative sector.

Co-operative education is viewed as the cornerstone for successful co-operative enterprises. The promotion of co-operative education was among the original Rochdale principles – the pioneers of co-operatives – and ever since it has remained one of the basic aims of the movement worldwide (Castillo, 2007:88). Co-operative education is offered through various forms of training conducted by designated training institutions or individual experts. These forms include a combination or one of the following:

- (i) Self-directed learning guided by organized tutoring,
- (ii) networking especially through peer learning,
- (iii) workshops, seminars, conferences or Tailor Made Programmes,
- (iv) Training of Trainers;
- (v) Open and Distance Learning (ODL), and
- (vi) long-term academic training leading to award of accredited certificates.

Co-operative members, leaders, and interested individuals can acquire co-operative education through self-guided training, which can be conducted through listening to radio programmes, reading available literature, accessing on-line resources, and learning from one another. This kind of learning is more effective if learners can exercise high discipline and dedication.

Learning through peers or networking is another form of co-operative training that is very effective. This is practiced through group learning where people gather together in their local co-operative organization or any place of their preference and learn together. In some countries this method is also known as learning circles.

Workshops, seminars and conferences are another form of co-operative training that is widely used. These are usually organized based on specific themes that address pre-determined needs or at times tailor made to meet the needs of an organization or individuals. Sometimes they are conducted regularly or a one-time event. In most cases such programmes are conducted based on participatory techniques and democratic education.

The training of trainers (ToT) is a training that creates a pool of co-operative trainers who are expected to train their fellow members. It aims at creating a pool of facilitators who are knowledgeable and capable of conducting co-operative training. The process builds trust and confidence among members and leaders because trainers are drawn from within and among the localities and from co-operative movements, who are able to speak local vernacular and demonstrate issues in simple and understandable examples.

Open and Distance Learning (ODL) is a method of learning that releases learners from constraints of time and place whilst offering flexible learning opportunities. The method helps to relieve learners from other multiple roles as

employees or sometimes as mothers. It is mostly conducted online and as such it has its own challenges that learners may face. This method mostly relies on computer referencing, computer aided instructions using internet, television – aided learning, and audio/video tape materials. Most critical is access to electronic online contact through internet and telephone that presupposes availability of stable power and computer literacy among the learners.

In recent times Virtual Learning or e-learning or education via computer-mediated communication is becoming popular. Virtual learning was developed in order to improve ODL, but it is now often used to supplement traditional face-to-face classroom training creating what is known as Blended Learning (http://en.wikipedia.org/wiki/Virtual_learning_environment visited on 3 July, 2011). The system usually runs on servers, to serve the course to learners through multimedia and/or web pages. There are situations where virtual learning allows face-to-face classroom interactions while keeping their distances apart by allowing direct communication with trainers, showing emotions, asking questions through telephone, and skype, among others. Trainers and students are able to use “virtual classroom chalkboard” to train and learn. Sharing of multimedia resources such as video and audio files and transfer of documents as PDF or word is possible among trainers and students.

Long-term or residential training programmes are another form of co-operative education and training conducted for a certain duration that is based on accredited curriculum-led programmes leading to specific awards. Such awards are not different from what traditional training institutions offer, which include certificates, diploma, undergraduate degrees, and postgraduate degrees. In most instances the contents of these programmes are co-operative rich in nature making the candidates graduate with vast knowledge in co-operative studies.

The forms and methods of conducting co-operative education have been changing over time with changes in socio-economic and policy dimensions. Initially, co-operative education followed the narrow focus of training ordinary members and their elected leaders on the basic knowledge of co-operatives and the contents of curricula covered issues on principles and practices of co-operatives, functioning of a co-operative, rights and duties of members and elected members, to mention a few. Over time the need to train staff and the general public was taken on board. As a result of this, the following programmes became popular: member education; board members’ education; and co-operative education for staff. The popular methods of training were mainly through seminars and workshops.

2.3 Co-operative Training Institutions

The introduction and practice of co-operative education in Africa is closely associated with the development of co-operative movement. The Co-operative movements were introduced during the colonial times, which were associated with cultivation of traditional agricultural export crops – mostly coffee, cotton, and tobacco (Bee, 1996; Kimario, 1992). Thus, the colonial administration in Africa – Britain, France, Belgium and Portugal shaped differently the co-operative development to suit the needs of their industrial home countries in Europe. Consequently, development of co-operative education was also influenced in a way as a result of the nature and forms of co-operative organizations promoted and established in the colonies.

In the Anglophone countries, for instance, the development of Co-operative Colleges is vividly noted that were connected to the Co-operative College UK, which was established in 1919. It is, therefore, not surprising today to see Co-operative Colleges were established in most of the British colonies in Africa – Kenya, Uganda, Tanzania, Zambia, Nigeria, Ghana, Swaziland, Botswana, and Lesotho. The situation is also true for Asia, and the Caribbean (Shaw, 2010). These Colleges were, in most cases, established and run as tertiary educational institutions.

During the colonial times, the Co-operative College, UK provided study places for co-operators mostly from the British colonies. Thus, the Co-operative College, UK provided training for senior and middle level personnel for the co-operative movement and co-operative development departments. The training of lower level cadres, ordinary members and leaders were left to the co-operative movements in the developing countries. The British colonial administration established positions for Registrar of Co-operatives in most of its colonies. Thus, some of those graduating from the Co-operative College, UK took positions of Registrars and others were employed in the emerging positions in civil service of the developing countries. Others, on their return, became very instrumental in the establishment of Co-operative Colleges in their home countries. There were also some graduates who also became active politicians and joined the independence struggle movements in the colonies.

2.4 Operations of Co-operative Training Institutions

Co-operative education and training in Africa is today conducted by various providers including training institutions, the movement, the government, Non-governmental organizations, and consultants. These providers employ variety of methods and curricula in conducting co-operative education and training, a situation that can make comparability of these training to be difficult across borders. Tables 1 and 2 provide list of co-operative education and training providers in Africa, which may not be exhaustive. From these tables, four categories of co-operative education providers may be summarized as follows:

- (i) Specialized University Colleges dedicated to co-operative studies. Currently there are two Colleges that have been transformed into University Colleges with the aim of developing into full-fledged universities. These are the Moshi University College of Co-operative and Business Studies (MUCCoBS) – formerly the Co-operative College Moshi and the Co-operative University College of Kenya, formerly the Co-operative College Lang’ata, Kenya.
- (ii) Co-operative Colleges that offer non-university degree programmes:
 - Lesotho Co-operative College,
 - Uganda Co-operative College, Kigumba
 - Lusaka Co-operative College and Katete College, both in Zambia
 - Co-operative College Swaziland,
 - Federal Co-operative College of Nigeria,
 - Co-operative College Ghana,
- (iii) Co-operative Training Centers/Organizations
 - Co-operative Development Centre, Botswana
 - *Rwandan Centre de Formation et de Recherches Coope’rative* (IWACU), in Rwanda
 - Small Enterprise Development Agency (SEDA) in South Africa
- (iv) Universities operating Departments/Directorates/Centers offering Co-operative education
 - Mekelle, Ambo, Hawasa, and Harayama Universities in Ethiopia,
 - Directorate of Co-operative Education at Tshwane University, Institute of Co-operative Studies at Forthare University, and Zululand University, Kwazulu Natal, South Africa,
 - Department of Co-operative Economics and Management of the Nnandi Azikiwe University, Nigeria

Table 1: Co-operative University Colleges, 2013

S/N	NAME OF INSTITUTION	PROGRAMMES OFFERED	OTHER SERVICES OFFERED
1.	Moshi University College of Co-operative and Business Studies, Tanzania	Certificates, Diploma, Bachelors, Masters, Postgraduate Diplomas, and Doctoral Programme	Outreach programmes through Short courses, Tailor made Programmes, correspondence Courses, Radio Programme
2.	Co-operative University College of Kenya	Certificate, Diploma, and Bachelors	Outreach programmes

Programmes offered by these various institutions vary from certificates to postgraduate levels. Most of these programmes are accredited by respective national accreditation bodies. However, there is no co-operative accreditation body in these countries or at regional level. It is imperative therefore, that there are possibilities for wide variations in terms of curricular for similar programmes say in co-operative management, co-operative accounting, and auditing, just to mention a few.

Furthermore, the variations in terms of the contents of curricular is also seen in terms of coverage of cross-cutting issues such as HIV/AIDS pandemic; mainstreaming of gender and youth issues; environment and climate change; focus on people with special needs; as well as current global challenges that are relevant to co-operatives. Some of these include globalization and *glocalization* (that is combining the idea of globalization with local considerations).

In some countries outreach programmes in the form of continuous co-operative education that are learner – led programmes are offered. However, the extent of outreach programmes also varies among countries. There are countries where there are systematic deliveries of outreach programmes that have higher impact than where such programmes are centralized. Countries such as Kenya, Uganda, Tanzania, Botswana, Rwanda, and Ethiopia have portrayed higher levels of provision of outreach programmes offered through a decentralized system.

The development of co-operative training institutions in most of the countries were shaped by the colonial administration as well as other factors such as political ideologies, funding availability, and the level and strength of the movement. It is partly as a result of these factors that, there are remarkable differences between and among these institutions today, although they were established almost through similar arrangements by the British Colonial

administration. Shaw (2010) contends that “they exhibit considerable diversity in their size, strategic direction, governance and capacity for outreach”.

Table 2: Co-operative Training Institutions Offering Non-Degree Programmes, 2013

S/N	NAME OF INSTITUTION	PROGRAMMES OFFERED
1.	Lesotho Co-operative College, Lesotho	Certificate and Diploma
2.	Katete Co-operative College, Zambia	Certificate
3.	Co-operative College, Lusaka Zambia established in 1979 with funding from SIDA and owned by the Government	Certificate and Diploma
4.	Swaziland Co-operative College	Certificate
5.	Federal Co-operative College Oji-River, Enugu State, Nigeria established in 1976 owned by the Federal Government	National Diploma, Higher National Diploma, and Professional Diploma
6.	Federal Co-operative College, Ibadan, Nigeria established in 1943 owned by the Federal Government of Oyo State	Certificate and Diploma
7.	Co-operative College of Ghana, Kumasi established in 1971 with British Technical assistance	Basic courses in Co-operative studies (3 months) and planning to introduce Diploma in collaboration with Kwame Nkrumah University of Science and Technology. Advance courses of 7 months with 1 month internship
8.	Co-operative College Kigumba, Uganda	Certificate and Diploma
9.	Co-operative College Swaziland, Mbabane	Certificate
9.	Botswana Co-operative Training Centre, Botswana	Short courses in co-operative studies

Funding of these Colleges is through the government regular budget that is not adequate to meet the needs of the Colleges. However, Colleges also generate limited revenues through charging fees, mobilization of grants and donations, and rent of facilities and buildings. Further, additional incomes are generated through commercial consulting services executed by staff when available.

Physical infrastructures – lecture theatres, seminar rooms, library, hotels, and recreational facilities – that were constructed in the early 1960s and 1970s require major rehabilitation and improvements. There are also requirements for expansion to meet the increasing demands for admissions into new programmes. There are few cases where limited new constructions and rehabilitations are being undertaken with funding from governments. These countries include Ethiopia, Tanzania, Botswana, Kenya, and Lesotho. However, more efforts are required to hasten the speed of construction and rehabilitation to cope up with growing demands of co-operative education.

There are new emerging needs such as access to computers and internet. Thus, the installation of ICT infrastructure, which can facilitate learning and research at Colleges, is required. Access to computers and internet are critical learning requirements while these facilities are not readily accessible to all students, leave alone to outreach programmes. ICT based programmes suffer mostly as well as non-availability of virtual education.

Recruitment and development of Human Resources in Colleges is the backbone in the delivery of quality co-operative education in Africa. Most of those trained during the early 1960s are on the verge of retiring and a new generation must take over. In addition, the changes in the global economy have also not spared the theory and practice of co-operatives. Thus, recruitment and staff development programmes must be in commensurate with the need for a shift in development paradigms and theories in co-operative studies. This unfolding scenario requires introduction of graduate programmes to enhance research capacity and independent thinking capabilities. There are, however, limited opportunities for graduate studies in co-operative education.

2.5 Moshi University College of Co-operative and Business Studies, Tanzania.

2.5.1 Establishment of Co-operative College Moshi

The establishment of the Moshi University College of Co-operative and Business Studies (MUCCoBS) was as a result of transforming the former Co-operative College Moshi to a University status in 2004. The Co-operative College

Moshi came out of the East African School of Co-operation that was set up by the three East African countries of Kenya, Uganda and Tanganyika in 1952 at Jeans School, Lower Kabete in Kenya with the Registrars of Co-operatives constituting its Board of Directors (Co-operative College Moshi, 1984). However, the School did not last long as Uganda withdrew in 1959 and established its own College. Tanganyika followed the suit when it decided to establish the Tanganyika Co-operative College Moshi on 29th May, 1962. The Tanganyika Co-operative College Moshi was transformed into Co-operative College Moshi in 1964 through Co-operative College Act No. 32 of 1964.

Prior to the establishment of the Tanganyika Co-operative College Moshi, Tanganyika started offering Secretaries Course for co-operative societies in 1957 at the then Local Government Training School at Mzumbe, Morogoro to cater for the training needs of staff of the Primary Co-operative Societies. The training conducted at Mzumbe was not offered by East African School of Co-operation at Lower Kabete and was conducted in Kiswahili. In addition, some co-operative unions were also training their staff, Boards and public through their own arrangements that included sending senior staff to Loughborough Co-operative College, UK; or training locally. The Kilimanjaro Native Co-operative Union (KNCU), for instance, established its Commercial College in order to train its staff, members and leaders. The KNCU training facility was in 1962 offered to the government of Tanganyika to start the Tanganyika Co-operative College Moshi at a nominal rent of one shilling per year (Co-operative College Moshi, 1984).

The Tanganyika Co-operative College Moshi started operations on the 5th January, 1963 when an Intermediate Co-operative Course, which was then being taught at Lower Kabete, Kenya was introduced in Moshi. To begin with the course attracted a total of 73 students comprising of 30 primary co-operative societies' secretaries, 40 co-operative inspectors and 3 foreign students from Malawi, Yemen and Zambia. Under the Intermediate course the following subjects were taught:

- (i) Bookkeeping,
- (ii) Duties of Inspection,
- (iii) Cooperation, Cooperative, and
- (iv) Law, Commerce, and Civics.

In order to give the College its own teaching and learning facilities, the government acquired a thirty (30) acre land, one mile from Moshi town centre, to construct the new College. The actual construction started on 19th February, 1966 and was completed in September, 1967. The new buildings were officially opened in October, 1967. The initial construction cost was Tshs. 4.5 million, of which the government contributed 20% and the remaining 80% being a loan from Swedish Government. It was officially opened by the Prime Minister of Sweden Mr. Tage Erlander on 25th January, 1968; a ceremony that was also attended by the President of the United Republic of Tanzania the late Mwalimu J. K. Nyerere (Co-operative College Moshi, 1984). An additional land area of 45 acres was acquired during the 1980s, making a total land area of 75 acres that the College possesses in Moshi today.

As the newly independent country Tanzania had few trained personnel virtually in almost every sector. Thus, the first group of teaching staff for the College was recruited from overseas mainly from Britain, West Germany, Finland, Denmark, Norway, and Sweden. These were recruited under the Technical Aid arrangements. However, full *Africanization* of the teaching staff was achieved in June, 1972.

In March, 1964, an Advanced Course in Co-operative Management, equivalent to that offered at Loughbrough Co-operative College, UK, was introduced. This was a nine-month's programme. The Advanced Course taught Accountancy, Audit, Economics, Management, Principles of Co-operation and law, Statistics and Civics. By mid-1970 the College was offering the following courses:

- (i) Secretaries course transferred from Mzumbe Co-operative School in 1963,
- (ii) Intermediate Course transferred from Lower Kabete in 1963,
- (iii) Advanced course introduced in 1964,
- (iv) The Association of Certified and Corporate Accountants Course introduced in 1968, and,
- (v) The Ordinary Diploma course in Management and Accountancy introduced on 26th March, 1971.

The establishment of national co-operative education was due to four major reasons. First, after independence the number of co-operative societies increased tremendously, hence increasing the demands for co-operative education. Secondly, the places for training at both Loughborough Co-operative College, UK and the East African School of Co-operation were inadequate, the situation that forced some co-operative unions such as KNCU in Kilimanjaro region to establish their Colleges. Three, training of members and lower level personnel were not provided by these schools – thus, locally designed training for these groups was required. Four, the design of co-operative education that reflected the local needs were called for, as the dominant form of co-operation in the UK was the consumer co-operative system whereas the one obtaining in Tanganyika by then was agricultural marketing co-operative movement (cf Chambo, 2009).

2.5.2 The Co-operative Education Centre

The co-operative movement on their part also established their own co-operative education facility known as Co-operative Education Centre (CEC) in 1964 to cater for the training of members, leaders and primary societies' personnel, and was formally registered to operate in Tanzania on 6th June, 1967. In 1968 the Government of Tanzania signed an agreement with Governments of Sweden and Denmark for the latter to support CEC to provide co-operative education countrywide through established Regional Wings (now Regional Centers).

Although, the two institutions were based in Moshi, the nature of their ownership and funding were different. While the College was a public institution owned and funded by the government, the Centre was a private facility owned by the Co-operative Union of Tanzania (CUT) on behalf of the movement. In the mid-1970s, the leadership of the two institutions was put under the same Governing Board and the Principal assumed the role of the Director of the Centre as well. Thus, since that time until 1993, the Chief Executive Officer of the College and its sister institution was known as Principal/Director. According to Chambo (2009) the structure of the CEC was decentralized to regions with a regional network structures called Regional Wings. The CEC offered co-operative education through short seminars, workshops, radio programmes, study circles and correspondence courses, which was structured for the understanding of the basic co-operative knowledge.

2.5.3 The Infusion of Ujamaa into Co-operation: The 1967 – 1984 Period

During the 1960s, there were two developments in Tanzania worth mentioning. First, on 26th April, 1964 Tanganyika and Zanzibar Islands united to form the present United Republic of Tanzania. In 1967 Tanzania adapted Socialist Policy through Arusha Declaration. In order to spearhead the implementation of the Socialist Economy, the government enacted the Villages and *Ujamaa* Villages Act, 1975; which was expected to establish *Ujamaa* villages in the rural areas. Villages took over the functions of Primary Co-operative Societies as multi-purpose and production oriented co-operatives.

In another development, the government dissolved and liquidated all Marketing Co-operative Societies, including Unions, through a decree on the pretext of inefficiency, corruption, undemocratic, and incurring colossal losses on 14th May, 1976. Although some of these reasons might be justifiable, there were other reasons that were mainly political in nature that were not made public (Ellis, 1988; Hyden, 1980). The activities performed by co-operatives were handed over to Crop Authorities, Regional Trading Companies, and the National Milling Corporation, while Village Co-operatives replaced Primary Co-operatives Societies at grassroots levels. The Co-operative Development Department was replaced by the *Ujamaa* and Co-operative Division under the Prime Minister's Office.

Subsequently, recruitment of students to the Co-operative College Moshi ceased as the movement and the Co-operative Development Department were abolished. This situation forced the College to review its curricula in order to find other sources for recruiting students. As a result, the College had to focus on the needs of the new policy and its demands – the *Ujamaa* and Co-operative Division under the Prime Minister's Office, Crop Authorities, Regional Trading Companies, and the National Milling Corporation. Thus, new programmes were introduced, namely:

- (i) Nine months' Certificate Courses in Management and Administration; and Management and Accountancy,
- (ii) A two year Diploma in Co-operative Management and Accountancy (Management and Accountancy options),
- (iii) A three year Advanced Diploma in Co-operative Management and Accountancy (Management and Accountancy options) introduced in 1980, and
- (iv) Short-term and specialized courses – ranging from one week to several weeks depending on the needs identified (e.g. Shop Managers, Senior Management, Wholesale and Distribution, Supply and credit managers, etc).

2.5.4 Trade Liberalization and “Obsolescence of Co-operatives”

Tanzania experienced serious macro-economic crises towards the end of 1970s through 1980s, a situation that forced the government to introduce economic reform measures. Among other things, co-operatives were reinstated in 1984 through Co-operative Societies Act, 1982; liberal macroeconomic policies, sectoral policies such as agricultural trade, monetary and fiscal policies were introduced. In the agricultural sector, the newly introduced co-operatives were left to compete with corporate companies mostly multinationals and private traders.

In early 1990s, further reforms were adapted – through legislations such as Co-operative Societies Act, 1991 that made co-operatives autonomous organizations that were free to compete with the corporate sector. In the financial sector – Banking and Financial Institutions Act, 1991 liberalized the financial sector with the aim of making it more vibrant to revive the economy once again. The Co-operative Societies Act, 1991, allowed formation of Savings and Credit Co-operative Societies (SACCOS) as independent co-operative financial institutions, which were operating as Savings and Credit Schemes appended to Marketing Co-operatives hitherto.

The changes in policy directions had its effect on co-operative education. Thus, the Co-operative College had to review its curricula to meet the emerging needs of co-operatives in a liberalized market environment. It was at this time

that the College diversified its programmes to include non-co-operative courses, as well as introducing graduate diploma programmes in finance, community development, SACCOS' management, and Co-operative Business Management.

The introduction of trade liberalization weakened the co-operative organizations making them almost obsolete. The existence of the CEC as private co-operative education provider was therefore, threatened. In order to rescue the closure of CEC, decision was made on the 1st August, 1993 to integrate CEC with the College by transforming the former into the Directorate of Field Education (DFE) under the College but maintaining the regional outreach structures.

In a further development, the College staff carried out a soul searching in order to determine the future of the College as students' admission from the ailing co-operative sector started dwindling. The government, with support from the World Bank carried out massive retrenchment of civil service, and one of the sectors that were seen as redundant was the Co-operative Development Department. Subsequently, government funding to the College dropped tremendously between 1990 and 2000. As a result, the College had to retrench some of its staff, and close its Campus at Kizumbi in Shinyanga Municipality and some of the Regional Wings that were formally under the CEC

2.5.5 Transformation of the Co-operative College into a University

During the decade of co-operative education crises – 1990 to 2000 - the College received limited funding for operational purposes from the government through the Ministry responsible for co-operative development. However, the College could neither access education budget nor research funding from the government like other tertiary training institutions since it was not a university. Furthermore, recruitment of students into College programmes were severely affected as the government and the movement could no longer sponsor their staff to attend training at the College.

In order to address these challenges, the process of transforming the College into University College was initiated by the management and subsequently approved by the Governing Board. The government declared the establishment of the Moshi University College of Co-operative and Business Studies (MUCCoBS) on 28th May, 2004 by transforming the former Co-operative College Moshi into a Constituent College of the Sokoine University of Agriculture based in Morogoro, Tanzania. It was given its Charter made under the Tanzania Universities Act, 2005 on 5th June, 2009. It operates as a semi-autonomous institution with its own Governing Board and budget with the view of becoming a full-fledged University by 2014.

The establishment of MUCCoBS was necessary as part of addressing the challenges the College experienced but also to meet the growing demands for a university level co-operative education in Africa. The Co-operative College Moshi had been the training base for senior and middle cadre personnel from Lesotho, Botswana, and South Africa, among others. The growing management complexities in co-operatives required higher levels of co-operative education and training and hence a renewed demand for university education and scientific researches in co-operatives.

The University College is organized into two Faculties – Co-operative and Community Development; and Business and Information Technology. It has an Institute of Continuing Co-operative Development and Education that coordinates the outreach training activities in the thirteen Regional Centers formerly operated under the Directorate of Field Education. There are three academic directorates namely National Co-operative Library and Achieves; Consultancy Services; and Research and Postgraduate Studies. In addition, there are two administrative directorates – Finance and Planning; and Human Resources Management and Administration.

The University College offers a wide range of programmes from certificates, diploma, undergraduate and graduate programmes. It has increased the number of programmes from 11 in 2005/06 to 32 by 2012/13. It operates a Campus at Kizumbi Shinyanga that is teaching Certificates and Diploma programmes and conducts series of outreach programmes through thirteen regional centers across the country.

The number of students has increased commensurately with an increase and expansion in programmes and Campuses from 540 in 2005/06 to 4,611 by 2012/13. The number of teaching staff also increased from 60 in 2005/06 to 151 by 2012/13. However, the College is experiencing an aging teaching staffs as most of its senior members of academic staff are retiring leaving behind newly recruited young staff that require not only training to acquire the necessary academic qualifications needed by the University, but also training in co-operative education.

3. INTERNATIONALIZATION OF CO-OPERATIVE EDUCATION

Co-operative education is increasingly becoming international. This is happening through admission of foreign students, recruitment of foreign trainers, and sharing of training materials. Thus, not only are materials becoming more influenced by the rich international environment, but exchanges of staff and students are contributing immensely to its internationalization. Perhaps, the Co-operative College Moshi, now MUCCoBS, started international engagements from its very beginning. The first trainers at the Co-operative College Moshi were mainly from Europe. In terms of students, the College also recruited students from Malawi, Zambia, Afghanistan, Ethiopia, and Yemen in the courses offered in the 1960s through the 1980s (Co-operative College Moshi, 1984).

During the 1980s through 1990s, the Co-operative College Moshi also recruited students from Botswana, Lesotho, Kenya, South Africa, Gambia, and Uganda for middle level training in co-operative education. Although, there was a lapse in the late 1990s and early 2000 resulting from the poor image of co-operatives worldwide, today there is a renewed appreciation of the role co-operatives play in socio-economic development. Co-operatives have survived the recent global financial and economic crises. Thus, there are renewed demands for co-operative education in order for co-operatives to be able to address the complex global socio-economic environment under which they operate.

In its efforts to maintain its regional position, the Co-operative College Moshi entered into some collaborative agreements during the 1990s with Co-operative College Lang'ata, Kenya and Co-operative College Lusaka, Zambia that involved exchanges of tutors and teaching materials. Although, the programme did not last long due to lack of financial support, it was, however, a good beginning for the regional collaboration in human resource development at the continent level.

Since the transformation of the Co-operative College Moshi into Moshi University College, new forms of collaborations have been forged with some governments, movements and Colleges in the continent. MUCCoBS is now training staff from Co-operative Development Department from Botswana, and Lesotho as well as staff from the Lesotho Co-operative College and *Rwandan Centre de Formation et de Recherches Coopérative (IWACU)*. Furthermore, MUCCoBS has also provided support to governments of Rwanda and Malawi in carrying out feasibility studies to establish their own Colleges with assistance from ILO COOP Africa. It has also conducted institutional capacity building for co-operative institutions in Lesotho, Namibia, and Botswana. MUCCoBS supported the introduction of a Diploma Programme at the Lesotho Co-operative College in 2009 and is running a distance learning programme for SACCOS Managers in Uganda with collaboration with Uganda Co-operative Alliance (UCA) with support from the Development International *Desdjadin (DID)* Canada.

In April, 2009 an idea of establishing the African Association of Co-operative Training and Research Institutions (AACTRI) was conceived at a Workshop involving leaders of Co-operative Colleges organized by ILO COOP Africa in Kigali, Rwanda. The draft memorandum was prepared and discussed in Nairobi in October, 2009. The objective of AACTRI is to serve as a regional body in co-operative education, training, research and advisory services. Further, it is to link African co-operative education, training and research institutions with one another. However, the Memorandum of Understanding (MoU) is yet to be ratified by all Colleges to make it operational. Once concluded it will facilitate collaboration between Colleges in many fronts including exchange of staff, teaching materials, and conduct of joint researches and accreditation of programmes.

Co-operative Education needs to be supported by research in co-operatives. Research generates new knowledge, which enables co-operatives to be innovative and remain competitive in the global market. However, there is limited research undertaken by co-operatives, governments, or training institutions leading to limited reliable data on co-operatives. In order to increase its participation in research activities, the Moshi University College has recently introduced graduate programmes at Masters and Doctoral levels with the aim of spearheading co-operative research agenda in Tanzania and Africa at large. Botswana is planning to establish a research unit at its Co-operative Training Centre to facilitate doing research on co-operatives. In an attempt to build institutional capacity in co-operative research, the ILO COOP Africa facility in collaboration with Co-operative College, UK, organized a Co-operative Research Capacity building workshop at Ambo University in Ethiopia drawing participants from MUCCoBS Tanzania, Co-operative College Kenya, and Ambo University itself in 2010.

4. PROSPECTS FOR CO-OPERATIVE EDUCATION: OPPORTUNITIES AND CHALLENGES

The future for co-operative education both in Africa and globally is bright as co-operatives are increasingly being appreciated as relevant business model worldwide. There is a renewed vigor in the promotion of co-operatives as viable and sustainable institutions for development. Thus, there are potentials for co-operative education and research in Africa. However, there are also challenges associated with it. Increasingly, co-operative education has gained recognition in many countries today as a viable post-secondary pedagogy leading to increased co-operative education programmes and number of practitioners. In most African countries, institutions offering co-operative education have continued to receive considerable government support as well as the industry. As a result, today there are number of higher learning institutions in Africa, which offer co-operative education. Apart from specialized colleges, there are also some universities that are offering programmes in co-operative education.

In South Africa, the Society for Co-operative Education (SASCE) has promoted vigorously the co-operative education and stimulated research interest in co-operative education through series of conferences and workshops. This research interest in co-operative education is reflected in the growing number of conference papers presented at conferences organized by the South African Society for Co-operative Education (SASCE) and World Association for Co-operative Education (WACE) (Wessels, n.d). There is also a growing interest by postgraduate students in many universities in Africa who are pursuing research in co-operative education as part of their fulfillment for graduate studies.

Despite the high potential and bright future for co-operative education, there are imminent challenges that it faces. Some of these challenges relate to its principles and practice as implemented in various countries. For instance there is no general consensus on what constitute a co-operative education. In most instances, co-operative education focuses on the student's personal growth, rather than institutional growth and career development. Wilson, *et. al.* (1996) contend that co-operative education must involve conceiving, defining and presenting co-operative education as “a curriculum model that links work and academics – a model based on sound learning theory”.

Equally important is the importance of innovation and continuous improvement in co-operative development that is determined by the amount of research in co-operative education, which is neglected to a great extent. Research in co-operative matters at all levels – micro, meso and macro levels need to be emphasized for co-operative education to have a future.

The development of curricula and teaching methodologies is another area that calls for a debate. Most of the accredited programmes offered by tertiary training institutions are accredited by national non-cooperative accreditation authorities – mostly under Ministries responsible with education. Equally important, capacity building programmes conducted in the form of seminars, Tailor made Programmes, and workshops are not accredited. Thus, some form of accreditation of co-operative education through co-operative education accreditation bodies is required. In the USA, for example, there is the National Commission for Co-operative Education (NCCE) that accredits and promotes co-operative education. There is also a global World Association for Co-operative Education (WACE) formed in 1991 through the transformation of the World Council and Assembly on Co-operative Education.

Most of the Co-operative training institutions are faced with limited budget allocations from the government that limits their operations, initiation of development projects, and research.

Another challenge relates to the need of re-training teaching staff in co-operative education as some of those recruited into teaching staff do not necessarily have their earlier training from co-operative training institutions. Such retraining requires money, which institutions may not necessarily have.

There are opportunities for training institutions to collaborate and network at regional and global levels. These collaborations could be in many fields ranging from exchange of teachers, students and materials. Furthermore, collaboration in co-operative research needs to be cultivated and nurtured.

5. CONCLUDING REMARKS AND RECOMMENDATIONS

It is undisputable fact that co-operative education is very critical for the advancement of innovative solutions to problems facing co-operative development worldwide. It has a long history where it was first introduced in the United Kingdom but spread to other countries later on. In Africa it was first introduced during the colonial administration. The development of co-operative education in Africa is associated with the growth of co-operative movement. As co-operative movements were growing, the need for co-operative education also increased and hence the need for establishing co-operative training institutions. Today, there are specialized co-operative training institutions in some countries, while in others, universities or some form of agencies are providing co-operative education.

The paper identified four providers of co-operative education, namely University Colleges, specialized Co-operative Colleges, Departments or Centers, and University based Institutes/Directorates/Departments. Because of these diversities in terms of training institutions, curricula for co-operative education and practice vary between countries. In some countries programmes are accredited by accreditation bodies that are not co-operative in nature, while some programmes are not accredited especially those that are of short-term in nature that are offered through seminars, workshops, and Tailor Made Programmes, to mention a few. Programmes offered lead to award of certificates while others do not have such an award.

Co-operative education in Africa was influenced by socio-economic and political ideological conditions and events which occurred at different times in the continent's history. As a result, co-operative education went through crises as co-operative organization themselves. However, in recent times, the resilience that co-operative have shown in addressing global financial and economic crises, has sparked renewed demands for co-operative education. Increasingly, there are efforts in promoting co-operatives as ideal alternative business model of enterprises as opposed to share capital corporate entities. Co-operative education is seen as a critical factor in these new initiatives of co-operative development. Thus, the future for co-operative education is very bright. It is required to help come up with innovative solutions for complex co-operative problems. Already there are growing interest in co-operative education and research in some countries. Additionally, there is growing interest in internationalizing co-operative education programmes through exchange of students, tutors, study materials, conferences, and some form of collaborative arrangements between colleges.

Despite the renewed interest in co-operative education, there are challenges that co-operative training institutions face. These relate to a limited research in co-operative education, development of theory and documentation of practices, institutional capacities in offering co-operative education, financing and development of human resources. These challenges call for concerted efforts between institutions, the movement, development partners, and governments.

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