

**State Policies, Co-operative Education and Sustainability of Co-operatives  
The Case of Tanzania**

By

**A.B.M Danda**

**Master of Arts in Development Studies, Institute of Social Studies, Netherland, 1992**

During the preparation of the thesis, it was difficult to obtain a clear insight into the social aspect of the cooperative movement in Tanzania. Little has been written about cooperative education in Tanzania. Moreover, with few exceptions, the existing literature on cooperatives in Tanzania, emphasized the economic aspect of the movement. The result of this one-sidedness was that, few concrete and related facts could be obtained on social aspect of the cooperative movement; cooperative education in particular received little attention. In existing official publications of the cooperative department, there is seldom any mention of social problems in relation with the development of cooperative organisations. Having got a chance to study a Master of Arts in the Netherlands, cooperative education became a subject of interest to try a thesis as pertains to the cooperative movement. As it manifolds in the text, my main argument is that, state policies on cooperatives emphasize training of cooperative officials rather than education to raise the beneficiaries' consciousness and empowerment. This has had not been without bizarre and outlandish ramifications on the conduct of the co—operation. State policies focus on bureaucratic mechanisms and seek to ensure enforced compliance with government decisions. In my conclusion, I argue that, state policies most often focus on attaining nationally based aims and objectives through programmes and projects which have their bearing from a point of view of an assumed need. I think that, if sustainability of local organisations like cooperatives is to be feasible, cooperative education forms one of the cornerstones (and not exclusively) to success and viable organisation. Education contributes to capacity building through strengthening cooperative institutions and members' vision of their organisation. Members acquire skills and capability to influence their institutions that ought to provide them with useful services as opposed to assumed needs. This thesis is a product of search for further understanding of working of local organisations. This study was facilitated by the European Economic Community (EEC) which granted me a Fellowship in August 1991, for payment of costs for undergoing my studies in M.A. Development Studies, specialisation Public Policy and Administration at the Institute of Social Studies, The Hague, Netherlands.