

## Procedure for the management of human resources training with a learning approach

## Procedimiento para la gestión de la capacitación de los recursos humanos con enfoque de aprendizaje



Elvira Lolana Cionza Villalba<sup>1</sup>, Dayanis Davis Blanco<sup>2</sup>, Odalys Labrador Machín<sup>3</sup>

<sup>1</sup>Universidad de Katyavala Bwila. Benguela. Angola. Email: [elvira@upr.edu.cu](mailto:elvira@upr.edu.cu)

<sup>2</sup>Instituto Superior Maravilha. Benguela. Angola. Email: [dayannis33@gmail.com](mailto:dayannis33@gmail.com)

<sup>3</sup>Universidad de Pinar del Río "Hermanos Saíz Montes de Oca". Cuba. Email: [odalys@upr.edu.cu](mailto:odalys@upr.edu.cu)

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### ABSTRACT

Agricultural and livestock production in Angola is a vitally important sector to overcome the food deficit and ensure the food security of the population. Throughout its history, this sector has gone through different stages and significant changes in its structure, in correspondence with the development of the country, marked by the civil war and its aftermath, which together with other existing objective conditions, have conditioned low production levels, the diminution of the area of cultivated land, insufficient and little qualified work force, scarce processing of the products and the disarticulation of the system of production and commercialization in general. The above is the result, among other causes, because the cooperatives on which it is hoped to deploy agricultural development, have insufficiencies in their management, fundamentally the absence of a cooperative culture and identity that are sustained in effective training processes. The present work aims to propose a procedure for the management of training, with a learning approach, based on

### RESUMEN

La producción agropecuaria en Angola constituye un sector de vital importancia para superar el déficit de alimentos y garantizar la seguridad alimentaria de la población. Dicho sector ha transitado a lo largo de su historia por diferentes etapas y significativos cambios en su estructura, en correspondencia con el desarrollo del país, signado por la guerra civil y sus secuelas que, unidas a otras condiciones objetivas existentes, han condicionado bajos niveles productivos, la disminución del área de tierra cultivada, insuficiente y poca fuerza, calificada de trabajo, escaso procesamiento de los productos y la desarticulación del sistema de producción y comercialización en general. Lo anterior es el resultado entre otras causas, porque las cooperativas, sobre las cuales se aspira desplegar el desarrollo agropecuario, presentan insufficiencies en su gestión, fundamentalmente la ausencia de una cultura e identidad, cooperativas que se sustenten en procesos eficaces de capacitación. El presente trabajo tiene como objetivo proponer un procedimiento para la gestión de la capacitación, con

cooperative agricultural and livestock development in Angola.

**Keywords:** cooperativism; training; management of training; procedures and forms of training

enfoque de aprendizaje, en función del desarrollo cooperativo agropecuario en Angola.

**Palabras claves:** cooperativismo; capacitación; gestión de la capacitación; procedimientos y formas de capacitación

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## INTRODUCTION

Angola is a country fundamentally dependent on oil production, which is its main source of income. Since 2014, the country is going through one of its most acute crises due to the fall in oil prices, which has affected its socioeconomic development.

This means that, despite the achievements made after the civil war, in 2002, the country faces great challenges in terms of guaranteeing economic growth as a basis for human development, the reduction of poverty, unemployment, inflation and social exclusion. In this context, the need arises to diversify the economy and energize other sectors, such as: agriculture, tourism, among others, from a process of sensitization and training to put into operation the potentialities not yet exploited.

The process of education and training is a determining factor in the functioning of organizations that need human resources capable of adapting, with haste, to modern technologies, with a strategic perspective on business management and creating the necessary skills to face the complex problems that characterize today's world.

Training is now more important for the success of organizations and plays an essential role in feeding and reinforcing training, so it has become part of the

backbone of strategy instrumentation; in addition, rapidly changing technology requires man to continuously improve his knowledge, skills and abilities in order to manage new processes and systems (Pérez Barrenquey, Rodríguez Sabala, & González Rojas, 2019).

The training process must be managed on the basis of higher levels of efficiency, effectiveness and efficacy, encompassing the entire business fabric of any society. In the case of the Angolan economy, which is now betting on a resurgence of agricultural cooperatives, this issue is vital, since the agricultural sector is considered a determining factor in its development, foreseeing the expansion of industrialization processes, where cooperatives, considered as collective actions, must have a significant participation in the diversification of the economy, in the generation of jobs, in the reduction of social inequalities and in the integral development of the country.

Based on the foregoing, it is defined as the main objective of the work: to propose a procedure for the management of training with an apprenticeship approach, as a function of agricultural cooperative development, in Angola, which contributes to a better management of this sector.

## MATERIALS AND METHODS

In accordance with the objective of the work, a descriptive research is carried out, starting from the use of theoretical and empirical methods in which the characteristics of agricultural cooperativism in Angola are referred to and the relationships between variables are established, which tributes to qualitative and quantitative analysis. Among the theoretical methods used, they stand out:

The logical-historical method, applied to determine the antecedents of the development of agriculture and agricultural cooperativism in Angola. The terms linked to education and training and their relationship with the country's socioeconomic development are valued.

The analysis and synthesis are used as a procedure for the evaluation of aspects related to the process of development of education, training and its relationship with cooperative management. Systemic analysis makes it possible to characterize the object of the research by specifying the relationships between agricultural development, cooperativism and training.

As empirical methods, the starting point is scientific observation, visualizing the role of the board of directors, partners, actors from different agencies and organizations, linked to cooperatives, in consultations between government and researchers and meetings with advisors and specialists to reaffirm the importance of the training process and its contribution to the preparation of managers, employees, partners, peasants and other actors, from a participatory perspective.

Through documentary analysis, scientific articles, books, resolutions and documents were consulted that justify the training processes and the norms, laws and

resolutions that endorse the implementation of instruments that pay tribute to the training process.

The interviews conducted on the subject, with experts, decision-makers at the country, province and municipality levels, confirmed the importance of the subject, the need for its theoretical deepening, the valuation of its particularities in Angola and, above all, the validity of the application of tools in terms of training.

## RESULTS AND DISCUSSION

It is essential to define the theoretical and methodological foundations of the training process as a key link in the management process and the organizational learning approach, as well as the peculiarities of the management of training for the cooperative sector, which allows for an assessment of the development of cooperatives as a socio-economic movement and of enterprises to combine cooperative social philosophy with competitiveness, managerial excellence and success in their productive activities.

Different criteria about the management of authors, such as: Renau (1985), Chiavenato (1988), ISO (2000), Moreno (2001), Calleja (2004), Malfitano (2007), Piñeiro (2018), allow to conclude that some of them associate the term to words as administration, direction or management; in this case, administration and management are recognized as synonyms and the latter is identified as the process of planning, organizing, implementing and controlling the different elements of the business system, in an integral and strategic way, according to the desired objectives.

The acceptance by recognized scholars is that business management is the basic

competitive advantage of companies; it lies in the level of preparation and management of human resources, taking into account the trend of market globalization and the instability offered by the turbulence of the environment. It can be said, therefore, that the qualities of the workforce are the competitive weapons of any organization, which imposes greater demands on their training.

In the literature, different definitions of training can be found, sometimes considered as formation, education or training, which may reflect some imprecision in the definition of the term. In many cases, the set of actions aimed at achieving a better preparation of an organization's human resources is usually called, indistinctly, training or formation. This is mainly due to the translation of the English term "training", which does not have an exact translation into Spanish; it is also known as preparation (Vargas, 2013). In the workplace, the term training is used, even though the concepts of training and education are defined, given the characteristics of the cooperative sector, where the integrating axis is education as one of its essential principles.

Education, training and development are terms that are closely linked to labor competencies, to the point that today, education surpasses training and instruction and is identified with the concept of education (Cuesta Santos, 2010).

According to Alles (2004), training is the transmission of knowledge and skills; it is a process that must be organized, planned and evaluated. A fundamental factor that must be considered is the degree of commitment of the employee with the company; the result of this aspect is the beginning to propitiate behavioral and organizational changes, evident in each worker.

Cuban Standard 3000:2007 of the Integrated Human Capital Management System SGICH13 (National Office for Standardization, 2007), recognizes training as a set of continuous and planned preparatory actions, conceived as an investment developed by organizations aimed at improving the skills and qualifications of workers in order to perform the functions of the position with quality, ensure their successful performance and achieve maximum production or service results.

According to Vargas (2013), several definitions of the term training, given by different authors (Mertens, 1998; Aragón et al., 1999; Martín, 2011; Pavón, 2001; Campbell and Kuncel, 2001; Hill et al., 2003; MTSS, 2006), can be appreciated. Together with what has been exposed in the preceding paragraphs about this term, it allows highlighting diverse significant aspects with respect to the understanding of its essence and that the author summarizes as the set of activities or preparatory actions, aimed at providing knowledge and developing skills and aptitudes.

She also conceives it as a systematic and planned process, based on the real needs of staff and the organization, which contributes to a change in the attitude of staff for the best performance of their work and favors the integral development of staff and the organization, generating superior results in organizational management.

Chiavenato (2014) assumes a training program as the short-term process, applied in a systematic and organized manner, through which people gain knowledge, aptitudes and skills based on defined objectives. The author himself states that its importance lies in the achievement of the objectives of the organization, provides opportunities for employees at all levels to obtain the

knowledge, practice and behavior required by the organization. In this sense, training is not an expense, but an investment whose return is quite compensatory for the organization.

Likewise, Linares and Saavedra (2019), affirm that, in today's society, seen as the era of knowledge, training can be understood as one of the processes of human talent that facilitates acquiring and perfecting abilities, skills, attitudes and knowledge with respect to work activities, development of their work, growth opportunities, inside and outside the organization for the improvement of their quality of life.

On the other hand, training management implies diagnosing the need for learning, planning and designing the training response, conducting and facilitating the process and evaluating the results achieved (García González, Gamboa Méndez, & Fernández Sánchez, 2004; Guglielmetti, 1998; Pineda, 2009). This corresponds to the phases or stages of a training management process, so it is important that those in charge of this process in the organization take into account the need to work carefully on each of them.

Training management should lead to organizations becoming an entity, in continuous learning, where their members feel involved and motivated by this process.

In the analysis of tools for the management of the training process, there are models, procedures, methodologies that propose how to manage training. Labrador, Bustio, Reyes and Villalba (2019), argue that in order to strengthen training plans, transform practices in companies, it is necessary to define what is intended to be modified and in what way. In this sense, the use of participatory

techniques to encourage, present and integrate group members, alleviate tensions, diagnose, develop skills, organize the training and orientation of group activities, consolidate, exercise and systematize knowledge, as well as evaluate the process and results, is considered relevant.

Training management should be analyzed from the perspective of learning, with the purpose of clarifying the influence that the training of cooperative members may have on the process of improving their work skills and on the general performance of the organization. The conditions of the organizational and cultural context must be taken into account so that people develop skills in the management of their jobs, in the interest of an organizational transformation of cooperatives and related institutions aimed at autonomy and continuous learning. The current approach to training is based on the development of competencies, therefore, training is managed from people-centered management models, so that workers improve their performance in the workplace, as concluded by Pérez, Pineda and Arango (2011).

The tools studied contemplate stages and moments to carry out a training process tempered to the conditions of countries, with a defined organizational culture, designed strategic vision, planned development projects, however, they do not take into account sectors where the educational level is low and therefore requires, On this basis, it is proposed to apply a procedure for the management of training in Angolan agricultural cooperatives, appropriate to their conditions, taking into consideration experiences proposed by the aforementioned authors and defined in 5 stages and 10 steps:

**Procedure for the management of training in the cooperative sector in Angola**

Table 1 shows the list of stages and steps of the proposed procedure for the management of training in agricultural cooperatives in Angola.

**Table 1** - Procedure for the management of training in agro-livestock cooperatives

<b>Stage I.</b> Awareness and preparation	Step 1	Selection of managers and members of entities linked to cooperatives and formation of a work team.
	Step 2	Awareness-raising processes and prior training
	Step 3	Valuation of the preparation process
<b>Stage II.</b> Diagnosis of training needs	Step 4	Identification of training needs Step 4.1 Determine training needs for team members. Step 4.2 Determine training needs of members, cooperative employees, family and other community actors.
<b>Stage III.</b> Planning and design	Step 5	Design and selection of training programs 5.1 Selection and design of training programs to be provided at the level of organizations linked to the agricultural cooperative sector. 5.2 Determination of forms and training programs for cooperative members, their families and the community.
		Step 6
<b>Stage IV.</b> Execution	Step 7	Execution of training based on diagnosis and schedule.
<b>Etapa V.</b> Training impact assessment.	Step 8	Validation of indicators to measure the impact of training in the agricultural cooperative sector.
	Step 9	Measurement of training indicators.
	Step 10	Feedback through monitoring and control of training programs and their impacts.

Source: Elaboration from the bibliographic review

**Stage I.** Awareness and preparation

**Objective:** To sensitize the actors involved in the development of cooperativism to the need for the training process.

**Step 1:** Selection of directors and members of cooperative entities and formation of a work team for the management of training.

**Description:** A work team should be created that includes representatives of the National Confederation of Agro-livestock Cooperatives of Angola (Unaca), the Agrarian Development Institute (Ida), the Agrarian Development Station (Eda) and other NGOs that are linked to the sector, university and agricultural school teachers, as well as directors of agricultural cooperatives to facilitate the training management process.

**Step 2:** Awareness-raising processes and prior training

**Description:** Sensitization and prior training is a process that allows an approach to the problem, as well as knowledge of the terminology and general elements of the procedure. Through workshops and meetings, the need for change towards the management of training is internalized, first of all, on the part of directors, members of organizations linked to cooperativism and presidents of cooperatives. The objective is that they feel the need to apply this tool for training management. Taking into account the particularities of training for the cooperative sector, which rather becomes cooperative training or education processes, the basic knowledge, values and principles of universal cooperativism, the characteristics of the sector, the peculiarities of cooperative management must be deepened in order to assume the integral approach of training management, from the organizations that, according to the Law of Cooperatives of 2015, must be carried out.

**Step 3:** Valuation of the preparation process

**Description:** It will be assessed how the members of the team, the leader in the implementation of the procedure, are able to continue to the next stage. To this end, workshops, meetings and debates will be held to demonstrate that the premises for the development of the procedure have been created.

**Stage II.** Diagnosis of training needs

**Objective:** Diagnose training needs for all those involved in the process and identify gaps in training management.

**Step 4:** Identification of training needs

**Description:** The determination of the training needs of the actors involved with the cooperative sector and the level of knowledge they have about cooperative management will be carried out. For this purpose, diagnostic instruments are designed and other primary and secondary sources of information are used. In this step, the members of the organizations linked to the sector, professors of the Universities of the territory, involved in the research, participate. The determination of these needs will recognize the knowledge, skills and aptitudes of directors, partners and other actors in relation to the process, resulting in a qualitative and quantitative analysis of training needs, specifying the priorities that facilitate the programming of actions, depending on the management process. In this sense, the following techniques will be used: brainstorming, group work, interviews and surveys.

**Step 4.1:** Determination of training needs for team members.

**Description:** The diagnostic instruments designed will be applied to the members of the development bodies belonging to the Ministry of Agriculture and Rural Development (Minader), NGOs in rural areas (Adra), linked to cooperativism in order to identify the most felt needs in terms of cooperative identity, current legislation, the particularities of cooperativism as a sector of the economy and the viability of the proposed procedure.

**Step 4.2:** Determine training needs of members, cooperative employees, family and other community actors.

**Description:** From the application of the instruments designed for the level of cooperatives and taking into account that some of their members are still in the process of literacy, the needs for education and training in cooperativism in the

philosophical, technical and innovative aspects will be determined.

### **Stage III.** Planning and design

**Objective:** To prepare the training programs in cooperativism and planning the training process for the members of the sector at the level of the work team, conformed to implement the procedure of the cooperatives.

#### **Step 5:** Design and selection of training programs

**Description:** Once the education and training needs have been diagnosed, programmes are developed at the two specific levels, as well as the timetable for the implementation of the training.

**Step 5.1:** Selection and design of training programs to be provided at the level of organizations linked to the agricultural cooperative sector.

**Description:** Specialists with the skills to design and select cooperative training programs are identified, taking into account the level of schooling, the knowledge or deficiencies diagnosed, likewise, elementary programs will be assumed for cases that require it and training courses and actions will be designed to suit the people who require it.

**Step 5.2:** Determination of forms of training for cooperative members, their families and the community.

**Description:** The results of the diagnosis will be taken into account, from which the plan of training actions for this segment, of cardinal importance for the success of the cooperative, is elaborated. It is taken into account that in this case, the level of schooling is generally very low and, therefore, the forms and methods to be used will be chosen based on these

characteristics. Members of support agencies, the most experienced cooperative sector, university professors and agricultural training schools in the provinces will be used.

#### **Step 6:** Approval of schedule and forms of training

**Description:** Once the forms of training have been determined depending on the needs of the users, a training plan is drawn up for directors and members of the support organizations and entities, for directors, cooperatives and local actors linked to the sector, adjusting a schedule with deadlines and responsibilities, which includes the evaluation, follow-up and monitoring of the training process.

### **Stage IV.** Execution

**Objective:** Implement training plans based on the comprehensive training of actors linked to the cooperative sector.

**Step 7:** Execution of the training based on the diagnosis and the schedule.

**Description:** From the design and selection of the programs, training actions are developed, according to the needs and an adequate planning by stages, that allows the systematic acquisition of the knowledge, abilities, skills, competences for the integral management in the cooperatives; in addition, it is emphasized in actions that tend to reinforce the cooperative identity, as well as the sense of belonging.

The execution of the training process constitutes a phase that integrates the aspects detected in the diagnosis and that were planned, from the design of the programs, on the basis of interactive and participatory learning, following the methodology of learning by doing, realization of workshops based on case



studies, updating of knowledge, promotion of teamwork, which focuses on participatory learning. Participating in this step are the work team created, actors linked to the sector, teachers and members of the cooperatives.

#### **Stage V.** Evaluating the Impact of Training

**Objective:** Evaluate the impact of training management based on constant feedback.

**Step 8:** Validation of indicators to measure the impact of training in the agricultural cooperative sector.

**Description:** To evaluate training management, a system of socioeconomic indicators is selected, that is, process indicators, outcome indicators and performance indicators that allow the analysis of economic, productive and social efficiency and effectiveness, according to Labrador and Rivera (2016). The analysis of the indicators will be carried out before and after the implementation of the procedure, in order to make an objective evaluation of the impact, both of the management of the training process, as well as of the training at the level of the cooperative members and of the results of the entity.

**Step 9:** Measurement of training indicators.

**Description:** The indicators are measured, first evaluating the organization of the process, participation in the training, the skills acquired by those involved and the concrete results obtained in the entity, as a result of the application of the procedure.

**Step 10:** Feedback through program monitoring and control

**Description:** Feedback is given both to the execution of the procedure and to the plans and programmes as a function of the improvement of the training management process, so that it becomes a continuous process adapted to the changes that are taking place within the co-operative entities, the sector and the environment in general, valuing the fulfillment of Cooperative Social Responsibility (CSR), understood as the obligatory and conscious commitment that the cooperative has to contribute to the development and improvement of the quality of life of its workers, employees, managers, their families, the community and society on the basis of efficient and effective economic processes. Training represents one of the basic conditions for its practical realization, while it is determined, in most cases, by the beneficiaries as a social program to be fulfilled in the internal and external scope of CSR.

#### **Cooperativism in Angola. Particular features in the province of Benguela**

The performance of cooperatives in Angola has been severely conditioned, in the first place, by the scarce training and formation of their human resources, by the ignorance of said legislation on the part of the actors linked to the sector, by the non-fulfilment of the cooperative principles and by the deficient management. This justifies the relevance of the research that pursues as an essential objective the proposal of a procedure for the management of training in the Angolan agricultural sector, which allows, in the medium term, the design of an integral model for the development of cooperativism.

Angola is a country with natural conditions favorable to the production of several agricultural products, such as: cereals, vegetables, tubers, fruits, among others. In spite of that, the civil war, after the

independence in 1975, destructured all the productive chain, provoking the abandonment of the agricultural production, the destruction of the equipment of processing, the disarticulation of the systems of commercialization of the products of agricultural origin that continued being produced (Baptista, 2013). Existing formal and informal producer organizations assisted in the distribution of seeds, inputs and other necessary goods; they were mostly dependent on the government; they ceased to exist. According to Orlin (2011), the main causes of low agricultural production were, among others, the following:

- The prolonged war more than thirty years motivated a migration of the producers towards the cities, in search of security.
- Lack of organizations for technical and financial advice to rural producers
- Lack of incentives from government entities to farmers, financial and training material
- The low knowledge about cooperativism of peasants who continued to work individually without financial and technical means (Mahinga, Labrador Machín, & Rivera Rodríguez, 2015).

Cooperativism in Angola is almost exclusive in the agricultural sector, directed from the Ministry of Agriculture and Rural Development (Minader) and its institutions supporting the sector such as: La Unaca, el Ida, la Eda) and other NGOs that are linked to the sector, among which the Rural Development Association of Angola (Adra) stands out, which support the country's agricultural policy.

In 2018, 8,662 active peasant associations were registered in the country, comprising a total of 910,345 members and 1973

agricultural cooperatives, with a total of 101, 0093 members (Unaca, 2018).

The role of cooperatives has very specific characteristics, among which they stand out:

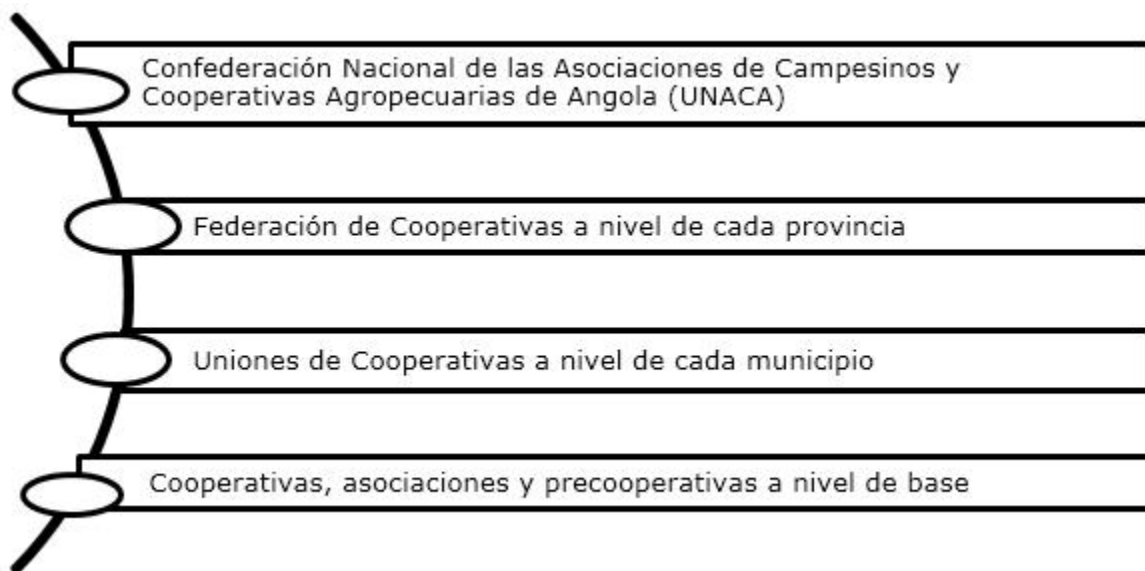
- They arise at the initiative of the peasants, mainly driven and helped by the forces of the communities and the governmental institutions present in the field or in the communities, they are induced to organize or to associate, creating alliances in function of their communal affinities, cultural, local of production, by type of culture, or degree of confidence between people, in order to help themselves in the tasks of the field or of exchange of knowledge.
- It is recognized that, only organized in associations or cooperatives, peasant producers can access aid such as inputs, fertilizers, seeds, tractors, work tools; commercial banks grant microcredit and/or agricultural field credit.
- In recent years, there has been some progress in different directions towards progressively transforming the panorama of cooperatives, both internally and in their relations with the environment, in terms of improving their management and the use of endogenous resources and achieving the strategic objectives and expectations, which were assigned to them, as a key organizational form, in facing the challenges posed to the Angolan agricultural sector.

To this end, Law No. 32/15 of 31 August 2015 or the Cooperatives Act (2015) was adopted, which aims to improve cooperativism as a socio-economic movement and a viable alternative for

mitigating the innumerable problems present in Angolan agriculture. However, serious deficiencies persist in the sector, mainly related to a deficient training process for members, managers, employees and all actors linked to the sector, which translates into an almost

exclusive absence of training strategies focused on achieving the objectives of the agricultural cooperative sector.

The structure of cooperativism in Angola is organized as follows (Graph 1):



**Graph 1** - Structure of cooperativism in Angola  
*Source:* Own elaboration

The structure described above shows that there is a legal body that protects and must support management processes in cooperative entities, even when there are a set of factors that hinder their development.

### **Cooperativism in the province of Benguela. Experience of the Ossosi Cooperative in the municipality of Catumbela**

Catumbela was recently constituted as a municipality, according to Law 32-11, has a privileged and strategic location between the two big cities of Benguela and Lobito. It occupies a territorial extension of 812 Km<sup>2</sup> (3285 km<sup>2</sup>, total). Administratively, the municipality is made up of four

Communes: Commune of Catumbela-capital, Bebé Beach, Gama and Comuna do Biópio, has an estimated population of about 195,209 inhabitants (July 2018); of them, 48,116 men, 57,584 women and 118,597 children.

The municipality has a surface drainage network and an adequate irrigation system. The predominant soil is sandy and shallow; in general, they are of great agricultural value, advantages that can be taken advantage of depending on the food security in the municipality.

In Benguela, according to the situation diagnosis carried out by Unaca in 2019, there are 171 cooperatives, grouped in the 10 Provincial Unions of Cooperatives,

dedicated to the production of vegetables, grains and fruits, as well as the breeding and marketing of livestock and poultry.

One of Benguela's main municipalities is Catumbela, whose production is mainly centred on the agricultural sector. It can therefore be said that the agricultural production of the municipality depends on the 20 cooperatives, 7 peasant associations and a certain number of private producers.

In this municipality, the peasant agricultural cooperative "Ossossi", created in November 1998, was selected as a model institution, from an organizational point of view, in the country, by the cooperative revitalization program led by Unaca to insert rural women into socioeconomic development.

The management of this organization considers that Ossossi is the cooperative that will serve as a pilot experience for the others, taking into account its good level of organization and functionality, where 90 percent of its members and the board is made up of peasant women, currently composed of 42 men and 104 women, who are governed by their statutes, is led by social bodies, such as a General Directorate (president, vice president and secretary), the Board of Directors, with equal composition, in this case, women, as well as a Fiscal Committee. The highest body is the General Assembly of Associates.

The cooperative carries out an economic viability and agricultural development project, supported by Unaca, in the framework of which it identified as urgent problems, those related to land use, technological needs, but emphasizes that it is cooperative education or training its main weakness to obtain higher levels of efficiency and effectiveness.

For the application of the procedure, for the management of the training in the cooperative sector of Catumbela, a participative integral diagnosis was used to determine the main difficulties present in this sector, highlighting the following ones:

- Farmers are not aware of sustainable land management and use chemical fertilizers to the detriment of the use of organic fertilizers.
- Small number of local development and collaborative projects
- Deficiencies in the use of agricultural machinery leading to unfavourable results in obtaining sufficient quality products
- Soil degradation as a consequence of climate change and inadequate relationship with land
- Low diversification of production and inadequate use of seed funds
- Deficient knowledge of the legal framework of cooperativism
- Ignorance of the nature and essence of cooperatives
- Absence of work teams, headed by Unaca; Edra and other organizations supporting the agricultural and cooperative sector.
- Absence of a training group of trainers to guarantee training in cooperativism and local development.

With regard to the proposed procedure, stage I of awareness and preparation (step 1) was started, where the selection of directors and members of the entities linked to the cooperatives was made, and the formation of a work team, made up of two representatives of Unaca, Adra, and Ida, the presidents of the cooperatives of the territory and the Board of Directors of Ossossi, the cooperative under investigation.

The sensitization and pre-training process allowed the assessment of the readiness to manage the training (steps 2 and 3). The team members consider the procedure valid, as shown in graph 2, where 81% of the interviewees consider the proposal valid.



**Graph 2** - Team members who consider the training of staff involved in the cooperative management process important  
*Source: Own elaboration*

The realization of the second step, linked to Dna, both for the members of the organizations supporting and controlling the sector in the province and municipality, as well as for directors and members of the cooperative, confirms that training is a determining variable for the achievement of the objectives and strategy of the cooperatives, constitutes an investment and a source of well-being for the staff in the organizations.

The study made it possible to know that the entity did not have a procedure for the management of training and development of its human capital that would allow improvements in labor skills and qualification of workers for their adequate performance, as well as solid knowledge about cooperativism and the particularities of this sector.

In this sense, the main actions developed are summarized as follows.

- Priority is given to the training of managers and personnel linked to the productive base of the territory.
- Attention to the agro-livestock sector is reinforced in the conception of the government's strategy in relation to cooperativism.
- Diversification of crop production is planned in line with consumption needs.
- Accounting tools are proposed to strengthen control over compliance with investment execution schedules.
- The education committees are created in the cooperatives, with whom an intense training program will be developed as they are responsible for the implementation and control of the training.
- Training courses for trainers in cooperativism are designed, with the purpose of multiplying learning on the subject
- Workshops and meetings were held within the team and with the participation of other actors involved on the procedure to be applied.

The analysis of the procedure helped to outline the overall strategy of the company. This facilitated the identification of training needs for the development of the training plan for the directors of the organizations working with the cooperative sector and for the members of the Ossossi cooperative, an entity that shows its ascent to the consolidation of the experience that Angola must show to the rest of the cooperatives, with the objective of turning the sector into a pivot against hunger and poverty in the countryside, as well as improving the quality of life of the people.

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