Training Needs Assessment (TNA) report for agricultural cooperatives development

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Strengthening MoEWA's Capacity to implement its Sustainable Rural Agricultural Development Programme (2019-2025) (UTF/SAU/051/SAU)

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Acronyms

ADD	Administrative Development Department
CDF	Capacity Development Framework
CERS	Centre for Environmental Research and Studies
CSC	Cooperative Society Council
FAO	Food and Agriculture Organization
FDA	Fyfa Development Agency
GAP	Good Agricultural Practices
GDP	Gross Domestic Product
KPIs	Key Performance Indicators
KSA	Kingdom of Saudi Arabia
LTS	Long-Term Strategy
MoEWA	Ministry of Environment, Water, and Agriculture
NAFTA	Northern American Free Trade Agreement
NDP	National Development Plans
NTP	National Transformation Program
PMO	Project Management Office
RATC	Regional Agricultural Training Centers
SCTA	Saudi Commission for Tourism and Antiques
SIDF	Saudi Industrial Development Fund
SOs	Strategic Objectives
SRAD	Sustainable Rural Agriculture Development
TNA	Training Needs Assessment
UNDP	United Nations Development Programme

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Executive Summary

Agricultural cooperatives are considered important tools under the Saudi Vision 2030 for the balanced rural development and agricultural sector development that is predominantly smallholders, according to the General Authority for Statistics (GAS) – 2015 Agriculture Census. The first cooperative was established in 1962. Since then, there have been several institutional developments to promote and development of cooperatives including the latest review of the Cooperatives Law (Royal Decree No. M/14) issued on March 10, 2008, following the Council of Ministers Resolution No. 73 on March 9, 2008. The cooperatives' development function is in the ambit of the Ministry of Human Resource and Social Development (MoHRSD). Under Article 41 of the law, the agricultural cooperatives' capacity-building roles are under, and the Directorate of Cooperatives and Marketing at the Ministry of Environment, Water and Agriculture (MoEWA).

A lack of institutional and individual capacity often undermines the long-term impact of otherwise technically sound programmes. FAO/KSA along with the MoEWA identified a series of challenges faced by the agricultural cooperative sector through various studies. Among many, issues related to training and capacity development includes limited capacity at all levels, for instance, the smallholder farmers have limited knowledge about cooperative and their roles in helping them collectively access productive resources, services, and market. The MoEWA staff also lack the capacity to promote, strengthen, supervise and regulate cooperatives as envisaged by Sustainable Rural Agriculture Development (SRAD) programme. Institutionalizing agricultural cooperatives is therefore important.

The concepts of training and training need assessment (TNA) are discussed for in-depth clarity and understanding in the local context of KSA. There are many approaches to the training needs assessment, however, for the purpose of this exercise; the performance analysis approach was followed for MoEWA staff, whereas, for the component and sector target beneficiaries individual analysis approach was used. The objectives of the TNA are to identify and prioritize the training needs of the MoEWA staff involved in the implementation of the SRAD Program, and the cooperatives along the value chain in the project target regions.

The KSA efforts in the space of human and institutional capacity development were reviewed, and many initiatives were/are undertaken which reflects that the KSA in general and MoEWA, emphasize the importance of human capital development for log-term efficiency and effectiveness. To achieve Vision 2030, the Kingdom launched many transformative programs that have paved the road for the vision and will help achieve its goals. Many programs were/are initiated for training and capacity building for instance the Human Capital Program - human capital is a crucial factor in the success of any substantial project, the Saudi government aims to launch a thorough program for nurturing human talent. This program will measure, assess, and analyze the efficiency of the civil service. It will also support government agencies with staff, studies, consultations, and strategic partnerships related to human capital.

The target beneficiaries for the TNA excise included MoEWA Staff, smallholders, and their cooperatives. Data was collected from secondary sources as well as key informant interviews which were conducted with selected people for the primary information. The identified training needs were validated during the field mission by the target beneficiaries (smallholders, cooperative members, leaders, and officers).

The analysis shows that none of the MoEWA staff in charge of cooperative promotion and development in all four cadres (top management, directors of directorate, supervisory posts, and

researchers/extensionists) has achieved the highest level of performance in the technical competencies in other agricultural subjects. However, they got limited technical and functional skills for the cooperative's development. Consequently, cooperative members and leaders have limited cooperative business management knowledge and skills.

The most important training needs identified or validated (during the field mission) by the cooperative leaders during the field visit are common across the board. As far as cooperative is concerned, the agricultural cooperatives (except a few of them) are either just established or yet to be established. The basic training needs identified or validated (during the field mission) included cooperative concepts, regulations, roles, and membership rules. Enhance the managerial and technical skills of the cooperative members along with agribusiness management.

1. Background

Agricultural cooperatives are considered important tools under the [Saudi Vision 2030](#) for the balanced rural development and agricultural sector development that is predominantly smallholders, according to the [General Authority for Statistics](#) (GAS) – 2015 Agriculture Census. The first cooperative was established in 1962. Since then, there have been several institutional developments to promote and development of cooperatives including the latest review of the Cooperatives Law ([Royal Decree No. M/14](#)) issued on March 10, 2008, following the Council of Ministers Resolution No. 73 on March 9, 2008. The cooperatives' development function is in the ambit of the Ministry of Human Resource and Social Development (MoHRSD). Under Article 41 of the law, the agricultural cooperatives' capacity-building roles are under, and the Directorate of Cooperatives and Marketing at the Ministry of Environment, Water and Agriculture (MoEWA).

A lack of institutional and individual capacity often undermines the long-term impact of otherwise technically sound programmes. The need for the project under the FAO technical cooperation with the Ministry of Environment, Water, and Agriculture (MoEWA) came from the challenges and strategic priorities identified and agreed upon through consultations and workshops conducted among national stakeholders during the formulation of the Sustainable Rural Agricultural Development (SRAD) Programme. The FAO project aims to address the problems including limited technical and managerial capacity - staff of MoEWA and its regional branches, rural institutions, and agricultural cooperatives to provide appropriate support services to small producers, and inadequate access and linkage to markets and insufficient agricultural marketing infrastructure in rural areas.

MoEWA also identifies a series of challenges faced by the sector and sub-sectors through various studies. Among many, issues related to capacity development includes limited capacity at all levels, for instance, smallholder farmers have limited capacity to manage natural agriculture resources sustainably to support livelihoods in rural, lack access to productive resources, services, and market. The MoEWA and SRAD staff cannot also implement programmes of the magnitude of the SRAD programme.

There is also an issue of the limited capacity of the public and private sectors to develop and promote rural agro-enterprises and create productive and decent rural employment opportunities, particularly among youth and women; this has resulted in underdeveloped agro-enterprises and high unemployment in rural areas.

Amongst the primary focus of the SRAD project is the multi-dimensional capacity enhancement of different stakeholders in the sustainable rural and agriculture development in KSA. Towards this end, the project envisages following the standard framework for capacity development, also described in the SRAD project document, that inter alia addresses the aspects of technical and functional capacities across three dimensions: individual, organizational and enabling environment. The SRAD project has dedicated 42 activities related to training and capacity development across targeted components/sectors along the value chain. The project will also strengthen the functional capacities of the public and private sector organizations, rural institutions, agricultural cooperatives, non-government organizations and civil society organizations.

Human resources development (HRD) is the integrated use of training, organization, and career development efforts to improve individual, group, and organizational effectiveness. HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. At present, MoEWA efforts towards staff development are centralized and there is no unified or institutionalized mechanism followed by different General Directorates including the Directorate of Cooperatives.

MoEWA has four training schools under the General Directorate of Human Resources. These training schools identify the training needs of staff and deliver training. The training schools send a questionnaire to different government entities at the beginning of the year to express their training requirements. These schools offer two kinds of training programs; an extension program, under which there are 48 training packages whereas, the other training programme is related to Vision 2030 realization and has 45 types of training courses. Unfortunately, there are no distinct agricultural cooperatives development training courses.

There is a strong need for the development of an agricultural cooperative training program and a good mechanism for identifying the related training need for the training courses offered.

1.1. Concepts
It is important to understand and clarify certain concepts about the training terminology used for training needs assessment in the broader perspective and analyzes it in the context of FAO-KSA technical cooperation to strengthen the capacity of MoEWA to implement its SRAD Programme.

1.1.1 Training
According to Armstrong (2001), "Training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job". According to Flippo (1984), "Training is the act of increasing knowledge and skills of an employee for doing a particular job." The term "training" indicates the process involved in improving the aptitudes, skills, and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. "Successful candidates placed on the jobs need the training to perform their duties effectively". (Aswathappa, 2000, p.189). The principal objective of the training is to make sure the availability of a skilled and willing workforce to the organization.

The training term associated with the development of individual skills fundamental to the achievement of organizational goals (Jehanzeb, et. al., 2013), defining the careers of its employees either in specific pathways with expertise in current areas, whether in broadening horizons and providing certain employees with expertise in new areas, allowing them a more comprehensive training for, for example, allow an internal frame rate higher among several departments or directions, or even between companies of economic groups, vital to the organization's growth.

It is evident from the literature review that training is primarily to enhance the knowledge, skills, and attitude of the individual within the organization or sector to perform the task or job efficiently and effectively.

1.1.2. Needs
It is important to consider that cooperatives are collective enterprises where members come together to meet and address their own shared needs. Cooperatives development in KSA has needs, that require training and capacity development of the relevant stakeholders. It is important to understand the definition of "Needs" in the context of training. A simple definition as per the dictionary a need is *"a condition or situation in which something must be supplied for a certain condition to be maintained or a desired state to be achieved for instance crops in need of water"* moreover, wants are desired for goods and services we would like to have but does not need. Needs refer to things we must have to survive, such as food, water, and shelter in other words individuals must have certain knowledge, skills, and attitudes to perform the tasks and jobs efficiently and effectively.

1.1.3. Training Needs Assessment (TNA)

As mentioned, a need is not a want or a desire. It is a gap between "what is" and "what ought to be". Training needs assessment is used for identifying gaps and providing information for a decision on whether the gaps could be addressed through training. This assessment is part of a planning process focusing on identifying and solving performance problems. In return, performance problems may be related to knowledge, skills, and attitudes. TNA is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals.

The primary purpose of the training needs assessment is to ensure that there is a need for training and to identify the nature of what a training programme should contain. A training needs assessment provides the information needed for developing a training plan that is based on the learning needs of the participants. It increases the relevance of the training and the commitment of the learners, as they are involved in the preparation of the training design that reflects their expressed needs. Thus, it helps to foster a rapport between the facilitators and the participants. The facilitators can acquire basic knowledge of the strengths and limitations of the participants whereas the learners can become partners in analyzing their own needs.

A careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained. Unless such a needs assessment has been adequately performed it may be difficult to rationally justify providing training. Such a needs assessment should enable an explanation to be given on why the training activities should be done, and show that training is, in fact, the best solution for the performance problem or development need.

1. Macro-level, also referred to as called sectoral analysis: Identification of key skills shortages and assessment of relative importance of identified shortages in the sector.
2. Meso-level also referred to as organizational analysis: Examine institute-wide goals and problems to determine where training is needed.
3. Micro-level, which occurs at two levels: Task/job analysis and personal analysis: Examines tasks performed and the knowledge, skills, attitudes, and other behavioural aspects required to perform successfully.

As mentioned above, training needs are identified at three-level, however, this TNA exercise was conducted for the MoEWA, smallholders and their cooperatives at the micro-level, where gaps and training needs were identified, assessed, and prioritized at the individual level.

1.3. Training needs assessment approaches[1]

There are many approaches to the training needs assessment but below are the most commonly used.

1.3.1. Organizational Analysis

An analysis of the organizational needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives. *What is the organization overall trying to accomplish?* The important questions being answered by this analysis are who decided that training should be conducted, why a training programme is seen as the recommended solution to a problem, and what the history of the organization has been regarding employee training and other management interventions.

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[1] https://hr-survey.com/Determining_Training_Needs.htm

1.3.2. Individual Analysis

Analysis dealing with potential participants and instructors involved in the process. The important questions being answered by this analysis are who will receive the training and their level of existing knowledge on the subject, what is their learning style, and who will conduct the training. *Do the employees have the required skills?* Are there changes to policies, procedures, software, or equipment that require or necessitate training?

1.3.3. Work analysis / Task Analysis

Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.

1.3.4. Performance Analysis:

Are the employees performing up to the established standard? If performance is below expectations, can training help to improve this performance? Is there a *Performance Gap*?

1.3.5. Training Suitability Analysis:

Analysis of whether training is the desired solution. Training is one of several solutions to performance problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.

1.3.6.FAO Capacity Development Framework:

The Training Needs Assessment was carried out based on the FAO Capacity Development Framework (CDF), which identifies and analyzes the key dimensions and the types of capacities that need strengthening. The Framework contains two components: Technical Capacities and Functional Capacities, and three dimensions of capacity; individual level, organizational level, and the enabling environment.

The FAO CDF differentiates two types of capacities: technical and functional, both are crucial for strengthening the capacities of targeted institutions and sectors. Technical Capacities refer to capacities needed to deal with technical aspects of the institution's mandate and field of work. Functional Capacities refer to capacities needed to uptake and sustain changes in the institution. These include capacities relevant to individual and organizational effectiveness, such as management, leadership, budgeting, marketing, information and communication technology and strategic planning, in addition to soft skills such as communication and teamwork. These skills are perceived to be a necessary complement to technical capacities.

To sum up, the FAO-KSA under the technical cooperation followed a combination of the above-mentioned approaches for the training needs assessment to identify, assess, and design customized training programmes for the target beneficiaries including MoEWA staff, smallholders, and cooperative members, leaders and officers of the targeted sectors and commodities along the value chain. The major focus was given to the FAO capacity development framework along with the individual's analysis to identify their training needs.

1.4. Training needs assessment objectives

The FAO-KSA technical cooperation is to strengthen the capacity of MoEWA staff, smallholders, and cooperative members along the value chain. The objectives of this TNA include.

1. Identify the training needs of the MoEWA staff involved in the implementation of the SRAD programme and cooperative members of project components and commodities (Coffee Arabica,

beekeeping, and honey production, rose and aromatic plants, sub-tropical fruits, fisheries, small-scale livestock, rain-fed cereal, value addition, and NRM) along the value chain in the project target regions.

2. Assess and prioritize the training needs of the MoEWA staff involved in the implementation of the SRAD Program, smallholders and cooperatives of project components and commodities (Coffee Arabica, beekeeping, and honey production, rose and aromatic plants, sub-tropical fruits, fisheries, small-scale livestock, rain-fed cereal, value addition, and NRM) along the value chain in the project target regions.

1.5. Training needs assessment process:

The main features of the training needs assessment process are continuous dialogue with SRAD, MoEWA counterparts, and the FAO-KSA team, information collection and analysis. The process includes the following step to conduct a TNA.

1.5.1. Step – I: Scoping the assessment in dialogue with the FAO team, SRAD, MoEWA and CSC counterparts

At the outset, it was essential to have a consultation with the FAO-KSA team and the MoEWA and CSC counterparts to obtain consensus on the objective of the training need assessment and the process so that all parties involved are on the same page from the beginning.

1.5.2. Step – II: Identification and finalization of target beneficiaries

This step was extremely important to have consensus developed among the FAO-KSA team for the identification and finalization of the target beneficiaries for the training needs assessment. The target beneficiaries were identified in close collaboration with the SRAD project's component managers using the developed format.

1.5.3. Step – III: Carry out the training needs assessment

Administered and carried out the training needs assessment with the 70 individuals (including MoEWA and CSC leaders and staff, smallholders and cooperatives) at national, regional, governorates and cooperative levels (see Annex-III). The TNA was conducted using focused group discussion (FGDs) and key informant interviews (KIIs)

1.5.4. Step – IV: Data analysis and report

The data from available sources were collected and analyzed. This report is organized into chapters; where the first chapter focuses on the concepts related to training, training needs assessment, training and development practices around the world, TNA approaches, TNA objectives, and TNA process and steps involved; follows by chapter two which highlights the methodology, target beneficiary's identification, tools, data sources, data collection methods and sampling methods. The next chapter describes the Kingdom of Saudi Arabia's efforts in the space of human and institutional capacity development, the training needs identification and assessment of the MoEWA and CSC staff followed by the sector/component training need identification/assessment along the value chain. At the end of the report, a reference citation and formats are attached as annexures.

2. Methodology

This section describes target beneficiaries, tools used for data collection from the available sources about the target beneficiaries in the sectors and commodities along the value chain follows by data sources, data collection, benefits and weaknesses of data collection methods, and sampling methods.

2.1. Target beneficiaries

It is pivotal to identify the target beneficiaries for conducting the training needs assessment, the project document identified MoEWA staff, farmers, smallholders, cooperative members, rural youth, and women as beneficiaries for training. However, a standard format attached as Annex – III was developed to identify and finalize the specific beneficiaries for sectors and commodities. This format was used in coordination and collaboration with the component managers and their respective counterparts at MoEWA and SRAD to finalize the list of beneficiaries for the training needs assessment.

2.2. Tools

The FAO-KSA technical cooperation project has specifically developed the data collection tools for training needs assessment for the target beneficiaries These tools are attached for ready reference as annexe – I, annexe – II, and annexe – III, respectively.

2.3. Data sources

Secondary data was collected through desk review from various sources which include project documents, FAO studies, reports, sectoral reviews, and government publications regarding project sectors and commodities namely, rose, fisheries, livestock, Arabic coffee, rain-fed cereal, beekeeping and honey, and sub-tropical fruits. Whereas the primary data source included the FAO-KSA sector experts and direct beneficiaries.

2.4. Data collection methods

Data collection and analysis are essential parts of needs assessment. The following table describes the commonly used methods of data collection. TNA is optimized when a combination of data collection methods is used to analyze quantitative and qualitative data. Regardless of which methods are used to collect and analyze data, it is important to consider the reliability, validity, and trustworthiness of the data.

Method	Concept
Structured Interviews	• The quantitative research method is commonly employed in survey research to ensure that each interviewee is presented with the same questions in the same order and that answers can be reliably aggregated and that comparisons can be made with confidence between sub-groups or between different survey periods. • Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (close-ended) in advance, though open-ended questions can also be included within structured interviews.
Semi-Structured Interviews	• Unlike the structured interviews, more general questions or topics. Relevant topics are initially identified and the possible relationship between these topics and the issues becomes the basis for more specific questions which do not need to be prepared in advance allowing both the interviewer and the person being interviewed the flexibility to probe for details or discuss issues. • New questions can be brought up during the interview because of what the interviewee says, so the interview flows more like a conversation.

Method	Concept
Questionnaire Survey	• A questionnaire is a survey instrument consisting of a series of questions and other prompts to gather information from respondents. They are often designed for quantitative analysis of the responses.
Focus Group discussion	• Qualitative research methods whose purpose is to obtain in-depth information on ideas and perceptions of a group and to be more than a question-answer interaction. • A relatively small meeting generally six to twelve participants convened for a specific purpose under the direction of a facilitator, during which group members talk freely and spontaneously about a certain topic.
Workshop	• An educational seminar or series of meetings emphasizes interaction and exchange of information among a usually small number of participants developing skills or common understanding through some type of application. • Discussion on verification of identified training needs in the returned TNA questionnaires and interview results.

(Source: MOI/DOLA, 2004, Training Needs Assessment, Phnom Penh)

2.4.1. Benefits and weaknesses of data collection methods

The following table shows the benefits and weaknesses of data collection methods. Selection of the methods was done keeping in view the availability of time and manpower for conducting the exercise. It is recommended to combine methods to analyze the results quantitatively and qualitatively. For this exercise, a combination of tools and instruments namely, a review of references and semi-structural interviews were used to conduct a training needs assessment of the target beneficiaries.

Method	Benefit	Weakness	When to Use
Review of References	• Factual Information • Objective • Can collect a lot if you have resources	• May be out of date. • May be inaccurate or inconsistent. • Need the cooperation of others to obtain information	• When you need information about the performance
Questionnaire Survey	• Simple • Quick • Easy • Can collate a lot of data	• May not get important information People may not send back survey. • It may be hard to understand the responses	• Must know much about your topic first. • Combine with other processes to encourage response
Interviews	• Obtain information about attitudes. • Obtain a lot of qualitative data. • Can have a greater understanding of issues	• Takes the time for yourself and others. • More difficult to organize. • May be shy to respond depending on the interviewer	• When you know little about the topic or area • When the training is about something complicated
Focus Group Discussion	• Can be easy and quick. • Can understand responses more easily	• People may be shy, to be honest in the group. • People may dominate the discussion	• When the training is impacted by teamwork • When there is not much time for other methods

Method	Benefit	Weakness	When to Use
Observation	• Does not interrupt work. • Can be more reliable than other sources	• Can take observers a lot of time. • Need time to collate. • Need to know what you are looking for	• When the training is about simple skills • When you know about the topic yourself

(Source: Access to http://www.statpac.com/surveys/sampling.htm, July 31, 2007)

2.4.2. Sampling methods

The data sampling methods are important, the below table explains the sampling methods and concepts. The selection of the method is always done in the light of the resource's availability- the time and manpower. The training needs assessment under the FAO-KSA technical cooperation to strengthen the capacity of the MoEWA to implement the SRAD Programme using random sampling and stratified sampling methods.

Method	Concept
Random sampling	• The purest form of probability sampling. • Each member of the population has an equal and known chance of being selected. When there are very large populations, it is often difficult or impossible to identify every member of the population, so the pool of available subjects becomes biased.
Systematic sampling	• Often used instead of random sampling. • It is also called an Nth name selection technique. After the required sample size has been calculated, every Nth record is selected from a list of the target population of members. If the list does not contain any hidden order, this sampling method is as good as the random sampling method. Its only advantage over the random sampling technique is simplicity.
Stratified sampling	• The commonly used method is superior to random sampling because it reduces sampling error. A stratum is a subset of the population that shares at least one common characteristic. The surveyors identify the relevant strata and their actual representation in the population. • Stratified sampling is often used when one or more of the strata in the population have a low incidence relative to the other strata.

3. Result and Discussion:

This chapter describes the efforts of the kingdom in human and institutional development t followed by training needs assessment for the MoEWA staff at the end of the chapter training needs identification and assessment for the project components for farmers, cooperatives, and processors.

3.1 KSA efforts in human and institutional Development:

It is essential to review the Kingdom of Saudi Arabia's efforts in the space of human and institutional capacity development before discussing the result of the training needs assessment exercises conducted under the FAO technical cooperation with MoEWA. Below are activities that are either completed, ongoing or will happen in future (Khairi I. 2018- FAO study).

3.2 Strategic Context of Training and Capacity Development in KSA

The current and future strategic context of the Kingdom of Saudi Arabia in general and MoEWA in particular, is providing a very conducive and supportive environment for training and capacity development interventions. This situation was accomplished because of the following:

3.2.1 Capacity Building and Training in Vision 2030

KSA Vision 2030 has clearly stated several crosscutting issues that are related to capacity building and training as follows:

1. ***Privatizing the Government Services:*** The current contribution of the private sector in Saudi Arabia is less than 40 per cent of GDP. To increase its long-term contribution to the economy, the vision aims at opening new investment opportunities, facilitating investment, encouraging innovation and competition, and removing all obstacles preventing the private sector from playing a larger role in development. To facilitate this process, the government's role is to be shifted from providing services to regulating and monitoring the private sector delivering these services, which requires establishing capacity building and training programs that enable government staff to efficiently perform their tasks, duties, and functions within this context and based on the new roles of the public sector.

2. ***Organizing with Agility:*** Establishing the Council of Political and Security Affairs and the Council of Economic and Development Affairs, has increased effectiveness, efficiency, and the speed of decision-making. This will result in effective governance and better business continuity within each ministry. This allows for reviewing government structures and procedures, roles, responsibilities, and capabilities. The government is providing organizational support, to make sure that Saudi services are performing well per global best practices, which will be achieved through capacity building and training interventions.

3. ***Shared Services to Government Agencies:*** The Saudi Vision 2030 promotes working towards shared services across government agencies. This will contribute to achieving the goal of increasing productivity and raising the efficiency of government spending. It will also aim to increase quality, cut costs, unify efforts, and provide a suitable work environment for all parties at the lowest cost. Shared services can be applied globally and locally in many sectors. This is a long-term goal and will be implemented gradually. The first step, therefore, is to examine the status of support services in government sectors, set the scope of work and develop comprehensive priorities and implementation plans. Best practices in employing shared services will be followed, with a robust set of performance indicators that will measure quality, workflow improvement, cost reduction and knowledge transfer. All these processes require an enhanced capacity of the public sector.

3.2.2 Capacity Building and Training in Vision 2030 Realization Programs

To achieve Vision 2030, the Government of the Kingdom of Saudi Arabia launched many transformative programs that have paved the road for the vision and will help achieve its goals. Regarding capacity building and training, these programs include but are not limited to the following:

1. *The Government Restructuring Program: The g*overnment of KSA has established the Council of Political and Security Affairs and the Council of Economic and Development Affairs. These structures have helped to speed strategy development and decision-making, as well as enhance performance. The restructuring processes have been trickled down to other lower levels of government entities and will continue comprehensively and gradually, based on KSA's clear priorities. The restructuring requires a shift in roles and functions hence, staff of public sector institutions need to receive capacity building and training that enable them to perform their duties and tasks within the new structure.

2. *The Strategic Directions Program:* The Strategic Directions Program determined by government agencies has been approved and put into action. Existing roles have been reviewed to align with future economic and social needs. Decisions are based on detailed studies and benchmarks, as well as a comprehensive analysis of each agency's programs, plans and relevant performance indicators. Such a situation requires building the capacity of concerned public sector institutions to perform these desired functions and tasks.

3. *The Project Management Program:* The Kingdom's agencies are currently undergoing a wave of reforms and transformation. To manage this momentum and ensure all efforts are coordinated, an effective approach to project management has been formulated and expert Project Management Offices (PMOs) have been established in the Council of Economic and Development Affairs and many other government agencies. PMOs are to play a significant role in building the capacity of designated government institutions' staff to perform the tasks and responsibilities they are assigned for.

4. *King Salman Program for Human Capital Development:* This Program aims at putting into effect the best practices to ensure public sector employees have the right skills for the future. However, by 2020, the Program aims to have trained 500,000 government employees. All ministries and government institutions will be required to adopt best practices in human capital development. The Program will establish Human Resources Centers of Excellence in every government agency and provide training. The program will work to raise the productivity of employees to the highest levels possible, by implementing proper performance management standards, providing continuous training for professional development, and knowledge sharing.

5. *The Human Capital Program*: Because human capital is a crucial factor in the success of any substantial project, the Saudi government aims to launch a thorough program for nurturing human talent. This program will measure, assess, and analyze the efficiency of the civil service. It will also support government agencies with staff, studies, consultations, and strategic partnerships related to human capital.

3.2.3 Capacity Building and Training in The National Transformation Program (NTP)

In a new approach, the government agencies have been working through numerous workshops to examine their role in implementing the initiatives necessary for delivering on national priorities. Based on the results of this process capacity building and training needs will be defined and relevant interventions will be implemented to meet specified needs. In the Enablers Section of the National Transformation Program (NTP) Implementation Plan, and under the Human Resources Requirements, it is clearly stated that the human resources needed for achieving each strategic objective are to be

precisely assessed to ensure the availability of the required number and capacities. In case of a lack of required capacities, appropriate capacity-building and training interventions are to be provided.

3.2.4 Conclusion on Capacity Building and Training in KSA Strategies

In conclusion, training and capacity building represents one of the main priority areas for the government of the Kingdom of Saudi Arabia. That is clearly stated and significantly mainstreamed in all initiatives and programs of Saudi Vision 2030, NTP and its related sectoral strategies. The section on strategy implementation enablers of almost all KSA government strategies includes activities, recommendations, and/or initiatives that are directly or indirectly connected with training and capacity building. Such a situation establishes a strong base and creates a supportive environment for any training and capacity-building interventions undertaken by concerned governmental entities in KSA.

3.2.5 Other Capacity Building and Training Interventions in KSA

1. Tamkeen Initiative

Introduction:

"Tamkeen" is a long-term strategic initiative launched lately by the Saudi Commission for Tourism and Antiquities (SCTA) to support the potential of the partners in the provinces (public and private sectors, educational institutions, local communities etc.) to enable them to lead the process of tourism development and benefit from it. Also, it allows them to manage their regions, and perform a higher role in the future within the geographic and organizational framework of the region. The concept of "Tamkeen" is not new to the activities of SCTA. It is a part of its former and current plans. The SCTA has accomplished substantial improvement in this regard in many provinces; however, the program mainly aims to transform the interest in answering (why should we develop tourism in the regions?) to (How can we develop tourism under a local leader in the regions?). This can be achieved by reinforcing the programs and existing projects and adding new programs and projects to the general framework and main scopes of "Tamkeen".

Objectives of Tamkeen Initiative:

a) To build knowledge and transfer experience and expertise to the partners in the provinces, b) Information and database development at the provincial level, c) Highlight the distinctive elements of each province in terms of its climate and geographical nature, heritage and culture and cultural diversity to support domestic tourism, d) Establish a climate of competition between the provinces based on their components and features, e) Facilitate access to diversified funding resources, and f) Promote awareness of the economic importance of tourism as a generator of jobs and investment opportunities.

Tools and Implementation Mechanisms:

The program includes several tools and mechanisms to implement its objectives, including: Providing information and relevant data; training and capacity-building programs and skills; exploratory visits to the distinct experiences; research studies and statistics for each region; curriculum and training packages, turnkey tools to implement major activities such as tourism planning, event planning, measuring the economic impact, and tourism promotion; facilitate funding from Government and private lending institutions; support in fundraising for some activities and stimulate the participation of patrons in the main events; contributing to the efforts of the founding companies of tourism development in the areas and heritage hotels; annual awards for outstanding destinations in regions on specific agreed standards; establishing tourism competitiveness index level; setting policy and licensing criteria and classification of tourist activities; taking into account the differences between regions, contribute; through SCTH as a representative body in the tourist development councils in the

regions; in developing plans and policies in the region; and to ensure consistency with national policies and plans.

Partners in the Program:

The partners in the program are tourism development councils; provincial municipalities; universities and training institutions; industrial chambers of commerce; the private sector; and local communities.

2. Saudi Industrial Development Fund (SIDF)

Introduction:

Saudi Industrial Development Fund (SIDF) is one of the most fundamental financial state-owned institutions in the development and growth of the industrial sector in the Kingdom. SIDF, as a developmental investment apparatus, performs its functions and duties according to the latest modern lending systems, in line with its statute promulgated by Royal Decree No. M/3 dated 26/2/1394H. As a result, SIDF has increasingly earned the trust and confidence of both Saudi and foreign business and industrial investors inside and outside the Kingdom. Besides its established role in the Kingdom's industrial development, SIDF has been playing a fundamental role in the development and qualification of Saudi manpower. SIDF Management believes that qualified cadres that are fit suitably to the professional and specialized requirements of the work, and that are capable to keep pace with the business advancements, are essential for the successful administrative structure of any organization in today's world which relies on almost entirely on the professional qualifications.

Implementation Approach

SIDF's contributions to the career development of human resources are based on a deliberate approach; (a). careful selection of a cadre of Saudis of high qualifications and personal capabilities of being upgraded in the professional specialities required for the positions in the Fund; (b). Providing theoretical and practical training courses to these cadres to qualify them to be able to cope with the global and local trend of using the advantages of information technology and exchange of expertise and knowledge with various competent agencies, and (c). Utilizing all available human and material resources and capabilities for upgrading the SIDF's overall level of performance.

Scope of Training Programs:

Training and qualifying programs delivered by the Fund to the Saudi university graduate employees inside and outside the Kingdom diversified to include financial analysis, English language, industrial safety, accounting, auditing, law, management, computer and information technology, planning, statistics and economics studies and research marketing, technical studies, financial auditing, as well as a master's certificates of professional as well as attending professional and specialized conferences, seminars and exhibitions. This is in addition to the training and qualifying courses delivered to Saudi non-university graduate employees in the areas of secretarial support and technical sessions, management assistance, and other professional skills. Thus, the Fund has succeeded in building a Saudi human capacity that can be depended on in performing various professions and job specialities, and the Fund has become an attraction from where other similar financial and industrial institutions seek to recruit these qualified cadres under the glitter of better financial offers, desiring to take advantage of the Fund efficient and qualified employees.

SIDF's contributions to the career development of the Saudi cadre have extended to providing government agencies and the private sector companies with a great number of qualified cadres of university graduate employees, who have gained their expertise and experience from the Fund and left to participate actively and effectively in the management and leadership of other several import institutions and agencies in the Kingdom.

3. **Capacity Development and Related Services for an Integrated Sustainable Development and management of the Water Sector in the Kingdom of Saudi Arabia in the Framework of the Vision 2030 – UNDP Project # SAU10/107888:**

Project Objectives:

This project aims at strengthening and optimizing the technical and organizational capacities of the MoEWA concerning water resources and water supply management of the Kingdom. With the increase in tasks attributed to the MoEWA and the concomitant in the portfolio, the MoEWA personnel must be trained to meet the new challenges. The cooperation with UNDP and its provision of international experts for the project work and capacity development is expected to ensure that the capacity of the MoEWA meets the highest standards to carry on all tasks at the best possible level. The project contributes to UNDAF/CPD, RPD through "improved management of non-oil natural resources and preservation of culture and heritage". The project's indicative output is "national capacities developed for better management of non-oil natural resources".

Project Approach:

Concerning capacity building, the project is aiming at "Strengthening and optimizing the technical and organizational capacities of the MoEWA concerning water resources and water supply management in the Kingdom". Strategies applied to achieve this capacity development component are as follows: (a) Delegation of several postgraduate students to foreign universities to raise the spectrum of disciplines that will be represented by MoEWA personnel. These careers include natural sciences in addition to economics, business management, public relations, and communication management; (b) Provision of technical and leadership training; (c) Developing and applying Integrated Water Supply Management Systems; (d) Developing and applying Integrated Water Resources Management systems.

4. **D. Improvement of Agricultural Training Centers in the Kingdom of Saudi Arabia – FAO Project #: UTF/SAU/027/SAU**

Project Objectives:

This project aimed at improving the contribution of currently employed staff of the MoEWA and related institutions in the development of the agricultural sector in the Kingdom. Immediate objectives of the project were: a). To strengthen the capacity of the MoEWA, particularly the Administrative Development Department (ADD) and its Regional Agricultural Training Centers (RATCs) to plan and manage training activities and appropriately formulate, implement, and evaluate training programs. b). To improve the knowledge and skills of selected employees from MoEWA on training, research, and extension methodologies; and c). to prepare and implement in consultation with key stakeholders a training program based on needs identification and assessment.

Project Approach:

As far as capacity building is concerned, the strategy applied by the project to achieve its objectives included the following: (a). Establishing an agricultural training system: by renovating and upgrading the training facilities and the physical and technological infrastructure of Regional Agricultural Training Centers (RATCs), and preparing and implementing an integrated training program that has strengthened the knowledge and skills of selected staff from the Administrative Development Department (ADD) and its associated RATCs in better management of the training process. (b). Formation of a qualified national workforce: by developing and implementing a training program for strengthening knowledge and improving skills of technical and administrative national cadres of the MoEWA to become more effective and efficient in contributing to the development of the agricultural sector in the Kingdom. (c). Providing advisory assistance and technical support: to various

administrative and management units in the MoEWA in different fields of the ministry mandate and work scope. (d). Strengthening the capacity of national partners: by involving key national stakeholders in problem identification and prioritization and interventions' designing and implementation.

5. **E. Strengthening of Institutional and Human Capacity of the Ministry of Agriculture, Project #: UTF/SAU/042/SAU Phases 1 and 2:**

Project Objectives:

This project aimed at improving institutional capacities and developing human resources for sustainable agricultural and rural development in the KSA.

Project Approach:

The project applied the strategies for capacity development including, (a) creating an enabling and supportive environment for change by increasing the awareness and commitment of the senior leadership of the MoEWA to the importance and the need to build capacity; (b) building appropriate organizational structures and relationships required for improving the performance of the MoEWA and its employees; and (c) developing technical and managerial knowledge, skills, and attitudes of the MoEWA employees and improving training systems and procedures

3.2.6 Lessons Learned from Previous Training and Capacity Development Programmes

Key lessons learned from the above-mentioned and other capacity development-related projects implemented by different stakeholders in the Kingdom of Saudi Arabia are summarized in the following:

1. All capacity development interventions focused on training programs as a key strategy for developing human resources capacity, and both local and abroad training programs are applied.
2. The necessity to move from abstract training activities to an integrated capacity development approach.
3. Involvement of other stakeholders and partners; private sector, training centres, and universities throughout the interventions' processes
4. Applying systematic scientific procedures and systems in all stages of training programs preparation, designing, implementation and evaluation
5. Building the capacity of national trainers to maintain the sustainability of the capacity development interventions.
6. A wide variety of training methods are to be applied including classroom training study tours, field applications, internships, and experience exchange interventions.
7. Training interventions are to be action-oriented, whereas trainees - upon completion of the training intervention- are supposed to immediately apply what they have been trained on, in their work context. In other words, each training intervention is to be connected to a specific and immediate plan of action in the participants' workplaces.

Successful capacity development interventions must comprise the two components of capacity; Technical and Functional Capacities, at the three dimensions of capacity; individual level, organizational level, and the enabling environment.

3.3. Agricultural Cooperatives Training needs assessment

The Vision of the National Strategy for Agriculture 2030 is "a sustainable agricultural sector contributes to achieving food and water security and economic, social, and environmental development". The vision is to be realized through achieving five strategic objectives, two of which are mainly concerned with capacity building and training; Strategic Objective 4: "Strengthening

productivity and competitive capacity of the agricultural services and products and their contribution to the national economy." String agricultural cooperatives are considered to be growth engines that could create, deliver, and capture value for smallholders in eth respective values chains.

Today, there are 268 registered cooperatives across various socio-economic sectors; out of which, 27 per cent are in the agriculture sector. However, the penetration rate of the agricultural cooperatives among the smallholders is still very low. The ratio of the women and youth to men and the aged in the cooperatives, respectively, is substantially low. The awareness of the concept of cooperation among the populace is still very low, given the socio-cultural and family orientation. Their governance and management models are not clear. The business models for most of them are weak for sustainability. They exhibit over-dependence on government subsidies and other investment initiatives.

The agricultural cooperatives have limited capacity to commit and act for the smallholders, deliver on the objective of the smallholders, relate with the government and different stakeholders, adapt and self-renew in case of environmental changes, and achieve coherence with the global and national trends. This indicates the non-functionality or partial functionality of the agricultural cooperatives.

However, the cooperative institutional framework is not adequately incentivising both the horizontal and vertical integration of the smallholders; and ensuring cooperatives' backward and forward linkages in the agricultural value chain. Some provisions in the cooperatives law are considered impeding for cooperative work. Some existing cooperatives decry delay or denial of coordinated government support – especially in land allocation for cooperative infrastructure development, multiple licensing of cooperative business activities, and lack of tax reliefs to making them at least compete with companies. The cooperative registration and monitoring system is deemed to be difficult to navigate. Apart from the semi-autonomous cooperative apex body, CSC, there are no sub-national and sectoral cooperative federations and unions that would enhance economies of scale and resource mobilization among the smallholder cooperatives. Education and training platforms for cooperatives and members are still non-existent, except for the recent efforts by the Cooperative Society Council. There are no institutionalized tools to support supervision and performance monitoring, to make the Kingdom report on the Agricultural Cooperatives Performance Index (ACPI), Cooperative Economic Index (CEI) and Social Progress Index (SPI), which is done by the World Cooperative Monitor.

With respect to the agricultural cooperative development mandate as envisaged under Article 41 of the Cooperatives Law, the MoEWA's directorate of cooperatives and respective regional officers have technical and functional gaps in the promotion and development of cooperatives in the agricultural sector.

3.3.1 Agricultural Cooperative training needs identification

Training Needs from the secondary data

S./No.	Training needs identified – MoEWA and CSC strategic plans	Training needs identified – FAO/KSA study 2018	Training needs identified – project document (FAO)
1.	Cooperative outreach and membership mobilization	Technical and managerial skills	Managerial and negotiation skills
2.	Cooperative services provision	Entrepreneurship	Strengthen the technical, operational, and managerial skills of the agricultural cooperatives' members.

3.	Adherence to the cooperative legal provision	Partnership building	Agribusiness management, and value chain development for agricultural cooperatives.
4.	Cooperative staffing and daily operation		
5.	Cooperative partnership with government agencies and relative initiatives		
6.	Marketing of the member produce		
7.	Management of assets and supply chains		
8.	Extension and support services provision		
9.	Resource mobilization and finance management		
10.	Cooperative supervision and regulation		
11.	Research and information sharing, and training		
12.	Cooperative business models development and management		
13.	Cooperative performance monitoring on members, society and national development		

Training needs identification from primary sources

S./No.	Training needs identified or validated by MoEWA and CSC staff	Training needs identified or validated by direct beneficiaries	Training needs identified by FAO component experts
1.	Cooperative Concepts, Values and Principles	Cooperatives Development and the Role of Government	Train cooperative members on their roles, rules, regulation, and by-laws
2.	Cooperative Promotion and Organization	Cooperative Governance and Management	Strengthen the technical, operational, financial, marketing, and managerial skills of the agricultural cooperatives' office bearers.
3.	C-operative History in the Kingdom of Saudi Arabia	Cooperative By-laws	
4.	Cooperative Policy, Legal and Regulatory Framework	Cooperative Membership Management	
5.	Cooperatives Development and the Role of Government	Cooperative Internal Operational Policies	
6.	Cooperative Governance and Management	Cooperative Feasibility Studies and Planning	
7.	Cooperative By-laws	Cooperative Business Models and Management	
8.	Cooperative Membership Management	Cooperative Financing and Finance Management	

S./No.	Training needs identified or validated by MoEWA and CSC staff	Training needs identified or validated by direct beneficiaries	Training needs identified by FAO component experts
9.	Cooperative Internal Operational Policies	Cooperative Auditing	
10.	Cooperative Feasibility Studies and Planning	Cooperative Member Value Proposition (MVP)	
11.	Cooperative Business Models and Management	Cooperative Supervision and Regulation	
12.	Cooperative Financing and Finance Management		
13.	Cooperative Auditing		
14.	Cooperatives and ICT		
15.	Cooperative Member Value Proposition (MVP)		
16.	Cooperative Supervision and Regulation		
17.	Cooperative Capacity and Performance Monitoring		

Training needs assessment and prioritization

S//No.	Training Needs	FAO/KSA Agric. Co-ops Study	SRAD Project document	MoEWA and CSC strategic plans	FAO/KSA component Specialists	Direct beneficiaries	Frequency.
1.	Cooperative Concepts, Values and Principles	✓	✓	✓			3
2.	Cooperative Promotion and Organization	✓	✓	✓	✓	✓	5
3.	Cooperative History in the Kingdom of Saudi Arabia	✓		✓			2
4.	Cooperative Policy, Legal and Regulatory Framework	✓	✓	✓			3
5.	Cooperatives Development and the Role of Government	✓		✓		✓	3
6.	Cooperative Governance	✓	✓	✓	✓	✓	5

S//No.	Training Needs	FAO/KSA Agric. Co-ops Study	SRAD Project document	MoEWA and CSC strategic plans	FAO/KSA component Specialists	Direct beneficiaries	Frequency.
	and Management						
7.	Cooperative By-laws	✓		✓			2
8.	Cooperative Membership Management	✓	✓	✓		✓	4
9.	Cooperative Internal Operational Policies	✓		✓			2
10.	Cooperative Feasibility Studies and Planning	✓		✓	✓	✓	4
11.	Cooperative Business Models and Management	✓	✓	✓	✓	✓	5
12.	Cooperative Financing and Finance Management	✓	✓	✓	✓	✓	5
13.	Cooperative Auditing	✓		✓			2
14.	Cooperatives and ICT	✓		✓			2
15.	Cooperative Member Value Proposition (MVP)	✓		✓			2
16.	Cooperative Supervision and Regulation	✓		✓			2
17.	Cooperative Capacity and Performance Monitoring	✓		✓			2

From the analysis, the training needs with the highest frequency among the respondents are Cooperative Promotion and Organization, Cooperative Governance and Management, and Cooperative Financing and Finance Management. However, it is worthwhile to note that, these major needs cannot be in isolation, they are intertwined with the other minor training needs.

3.3.2 Proposed agricultural cooperatives training modules

Regarding the above analysis, the following training areas were suggested by the MoEWA and agricultural cooperatives.

Training courses	Proposed Training Module
Cooperative Concepts, Values and Principles	Principles and Practices of Successful Agricultural Cooperatives
Cooperative Promotion and Organization	
C-operative History in the Kingdom of Saudi Arabia	
Cooperative Policy, Legal and Regulatory Framework	
Cooperatives Development and the Role of Government	
Cooperative Governance and Management	Principles of Agricultural Cooperatives' Governance and Management
Cooperative By-laws	
Cooperative Membership Management	
Cooperative Internal Operational Policies	
Cooperative Feasibility Studies and Planning	Key Business functions and models for agricultural cooperatives
Cooperative Business Models and Management	
Cooperative Financing and Finance Management	Sustainable Financing and Finance Management Practices for agricultural cooperatives
Cooperative Auditing	
Cooperatives and ICT	Performance Monitoring of Agricultural Cooperatives
Cooperative Member Value Proposition (MVP)	
Cooperative Supervision and Regulation	
Cooperative Capacity and Performance Monitoring	

These proposed training courses are for both the MoEWA staff and cooperative members, leaders, and officers.

Annexures

Annex - I

Training Need Assessment Questionnaire		
Please validate the training		
	Response	
Training identified	Yes	No
Cooperative Concepts, Values and Principles		
Cooperative Promotion and Organization		
C-operative History in the Kingdom of Saudi Arabia		
Cooperative Policy, Legal and Regulatory Framework		
Cooperatives Development and the Role of Government		
Cooperative Governance and Management		
Cooperative By-laws		
Cooperative Membership Management		
Cooperative Internal Operational Policies		
Cooperative Feasibility Studies and Planning		
Cooperative Business Models and Management		
Cooperative Financing and Finance Management		
Cooperative Auditing		
Cooperatives and ICT		
Cooperative Member Value Proposition (MVP)		
Cooperative Supervision and Regulation		
Cooperative Capacity and Performance Monitoring		

Annex – II

Training Needs Assessment (TNA)

Expert opinion from the Technical Advisers/MoEWA/SRAD focal persons
(Please enlist the problems/issues in your respective technical areas along with possible solutions. Moreover, in your opinion, what kind of training is needed to improve performance in your respective sector for smallholders, and cooperatives)

	What do you think are the main problems/issues in your respective technical areas? What possible solutions would you recommend against each problem/issue?	
	Problems/Issues	Possible solutions
1.		
2.		
3.		
4.		
5.		
	What kind of training is required to eliminate the said problems/issues and improve the performance in your respective technical areas?	
1.		
2.		
3.		
4.		
5.		

Annexe-III: List of Respondents

S/No.	Name	Tel.	Email	Position	Organization
1.	Mr. Suliman Saleh Al-Gtily	+966553131559	e20825@mewa.gov.sa	Director of Cooperatives & Marketing	MoEWA
2.	Adel Mohammed Al Mutlaq		adalmutlaq@mewa.gov.sa	Director of Sectors in Sustainable Rural Development Program	MoEWA
3.	Abdullatif AlJabr	+966533300300	Amaljabr@mewa.gov.sa	Director Strategy and Operations	MoEWA – REEF and Agriculture Subsidies
4.	Maan Alangari	+966555109998		Director General Cooperatives	MoHRSD
5.	Jueezaed	+966568863645		Cooperative Officer	MoHRSD
6.	Eng. Adel Aljumah			Strategy Deputy General Manager	Agricultural Development Fund
7.	Dr Abdullah Kidman	+966500020404		President	Cooperative Societies Council
8.	Mr Fawaz Z. Alanizi	+966550006222	fawazi@cscs.org.sa	Secretary-General	Cooperative Societies Council
9.	Ziyad Alharbi	+966541100200	ziyad@cscs.org.sa	Director of Empowerment	Cooperative Societies Council
10.	Eng. Khalid Albatea			Financial Secretary	Cooperative Societies Council
11.	Mr Waleed Alahmadi	+966543338644		Projects Director	Cooperative Societies Council
12.	Eng. Naif Almasoudi	+966505372189		Projects Manager	Cooperative Societies Council
13.	Mr Salah Alshammari	+966500294611		Projects Specialist	Cooperative Societies Council
14.	Mr Khalid Alshemimry			Member	Central Consumer Cooperative Association
15.	Ms Munera Alwateed			Member	Central Consumer Cooperative Association
16.	Sevag Papazian	+966556225322	spapazian@sparc.sa	Cooperative Expert	Sparc Consulting
17.	Abdulaziz AlOwais	+966554110260	aalowais@sparc.sa	Cooperative Expert	Sparc Consulting
18.	Dr Ahmad Al Khazmi	+966505782019		Chairman	Beekeepers Cooperative Association, Al-Baha
19.	Basim Ali	+966505540965		Manager – Wood Works Unit	Beekeepers Cooperative Association, Al-Baha
20.	Rolly Gayorgor	+966507304945		Manager – Metal Works Unit	Beekeepers Cooperative Association, Al-Baha
21.	Zafar Khan	+966550347610		Manager – Honey Processing Unit	Beekeepers Cooperative Association, Al-Baha
22.	Reyfuddin Ahmad	+966557645367		Manager – Honey Quality Laboratory	Beekeepers Cooperative Association, Al-Baha
23.	Gamal Khalid	+966533531246		Manager – Input Shop	Beekeepers Cooperative Association, Al-Baha
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25.	Abdullah Assaf Al Ghamdi	+966555718172	alassafcompany@hotmail.com	Chairman (Also Board member of Al Baha Chamber of Commerce)	Agriculture and marketing cooperative association – Bualjrashi, Al Baha
26.	Mohamed Saidi Al Ghamdi	+966563799997	Ziraeih.baujurashi@hotmail.com	Board Member	Agriculture and marketing cooperative association – Bualjrashi, Al Baha
27.	Yusuf Ali Mohamed	+966504585637	Ziraeih.baujurashi@hotmail.com	Board Member	Agriculture and marketing cooperative association – Bualjrashi, Al Baha
28.	Eng. Mohamed Jamal Husein	+966559960307	Zaki.m.gamal@gmail.com	Board Member	Agriculture and marketing cooperative association – Bualjrashi, Al Baha

S/No.	Name	Tel.	Email	Position	Organization
29.	Kheled Abdulrahmani Abdullah Al Ghamdi	+966534930740	Khaled-4278@hotmail.com	Officer	Agriculture and marketing cooperative association – Bualjrashi, Al Baha
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37.	Abdullah Awad Alhmranei	+966544450559	alhmranei@cscs.org.sa	CSC Board Member - Makkah Region Representative	Cooperative Societies Council (CSC)
38.	Dr Al Saaidi Ghaleb	+966543477722	ghaleb@mewa.gov.sa	Deputy Director-General	Ministry of Environment, Water and Agriculture – Makkah Region
39.	Eng. Waseem Abdulla Al-mohaibadi	+966567274111	E20885@mewa.gov.sa	Provincial Supervisor – Organic Agriculture	Ministry of Environment, Water and Agriculture – Makkah Region
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44.	Hamid bin Yahya Shaleh Al-Nazzawi	+966557150000		Chairman	Cooperative Society for Fishermen in Yanbu Governorate
45.	Ahmad Balghith	+966557513330		General Manager	Cooperative Society for Fishermen in Jazan
46.	Mohamed Al Zraa	+966 505379937		Chairman	Professional Cooperative Society Umluj
47.	Aid Al Johani	+96654407922 40		Treasurer	Professional Cooperative Society Umluj
48.	Mr Abdul Rahman Ashribe	+966504720453		Chairperson	Agricultural Marketing Cooperative, at Taif
49.	Mohamed Abzeid	+966505709020		Chairperson	Taif Rose Cooperative Association
50.	Rashid Hussain Al Qurashi Corporation			Firm	Rose processing factory, Al-Hada, Taif, Saudia.
51.	Faleh Shafi Al-Khrasani	+966505213156	asoolmatb@gmail.com	Chairperson	Al-Kharj Cooperative Society for Livestock, Riyadh
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53.	Ibrahim Egair Al-Thaqafi	+966553232103	Abokalel_1434@hotmail.com	Chairperson	Cooperative Society for Livestock and Forage, Makkah
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69.	Saleh AL Jarboo	+966503979227		Chairperson	Al-Qassim Beekeepers Association
70.	Abdul Karem Al Farraj	+966505122870		Chairperson	Al-zulfi Beekeepers Association, Riyadh

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