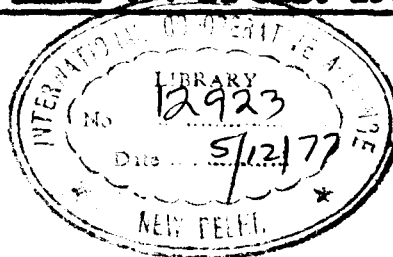


**FIRST MEETING OF THE SOUTH-EAST ASIAN SPECIALISTS' GROUP ON
COOPERATIVE TRAINING (SEASPECT), NEW DELHI : 7-12 FEB. 1977**

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 5. Training of Cooperative Personnel by Mrs. Urmila Shrestha.
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FIRST MEETING OF
THE SOUTH-EAST ASIAN SPECIALISTS' GROUP ON
COOPERATIVE TRAINING (SEASPECT)

held in New Delhi
from 7th to 12th February, 1977

R E C O M M E N D A T I O N S

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
"Bonow House", 43 Friends Colony, New Delhi 110014

February 12 1977

International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia, "Bonow House",
43 Friends Colony, New Delhi-110014, India.

12th February 1977

FIRST MEETING OF THE SOUTH-EAST ASIAN SPECIALISTS' GROUP ON
COOPERATIVE TRAINING (SEASPECT), NEW DELHI. FEBRUARY 7-12, 1977.

I N T R O D U C T I O N

The First Meeting of the South-East Asian Specialists' Group on Cooperative Training (SEASPECT) was held at the ICA Regional Office and Education Centre for South-East Asia, New Delhi, from 7th to 12th February 1977. The following attended :

Members

1. Mr. P.E. Weeraman, Ex-officio Chairman
2. Mr. M. Muzakkir (Member from Bangladesh)
3. Prof. G.B. Kulkarni (Member from India)
4. Mr. Saudin (Member from Indonesia)
5. Mr. Fumiaki Aruga (Substitute for Member from Japan)
6. Mr. Mohd Shah b.Che Man (Member from Malaysia)
7. Mrs. Urmila Shrestha (Member from Nepal)
8. Dr. V.U. Quintana (Member from the Philippines)
9. Mr. W.U. Herath (Member from Sri Lanka)
10. Mr. Opas Charernpakdi (Member from Thailand)
11. Mr. J.M. Rana, Director (Education), ICA Regional Office for S-E Asia - Secretary.

Invitee

1. Mr. Jacob Bjärsdal, Project Director, CEMAS/London.

ICA ROEC Officers

1. Dr. Dharm Vir, Joint Director (Education).
2. Mr. Daman Prakash, Education Officer (AVA)

Member from the Republic of Korea could not attend the meeting.

Mr. J.M. Rana welcomed the members of the Group.

Mr. M.M.K. Wali, Chief Executive of the National Cooperative Union of India and Vice President of the Advisory Group on International Training of Cooperators (AGITCOOP) addressed the members of the Group at the opening session. He described in brief the training programmes undertaken by the Indian Cooperative Movement. Mr. Wali stressed the importance of faculty development and improvement of techniques of teaching in the light of the requirements of developing movements. He hoped that the deliberations of the SEASPECT would give guidelines in this regard.

As Mr. P.E. Weeraman, ICA Regional Director for S-E Asia, ex-officio Chairman of the Group, was away on tour, the Group elected unanimously Dr. V.U. Quintana of the Philippines to be the Chairman of the Meeting. Dr. Quintana presided over the meeting from 7th to 10th February. Mr. P.E. Weeraman presided over the meeting on the 12th February 1977.

The Group made the following recommendations:

R E C O M M E N D A T I O N S

Scope of Activities

1. The national cooperative colleges should carefully decide on the priorities in regard to their tasks. While there may be differences from one country to another in regard to the activities that a National Cooperative College may undertake, the colleges should generally concentrate on the training of managers and executives of cooperatives, officers of government departments connected with cooperative development and trainers working in the field of member education. The national cooperative colleges should increasingly undertake research and consultative services and take steps to equip their teachers for these purposes.

It was noted that implementation of recommendation No.12[§] of the ICA Regional Conference of Principals and Teachers of National Cooperative Training Institutions held in Jakarta in 1974 would be facilitated if these activities are also carried out by the colleges.

2. The ICA should prepare a small brochure dealing with the training programmes, problems, etc. of different colleges in the Region. Each member of the Group may be requested to prepare a paper on his college and all these papers should be put together in the brochure. In addition, the ICA should carry out in-depth studies of a few colleges with a view to assessing the adequacy of the present training arrangements and suggesting ways of strengthening the activities of these colleges. Such studies should be made in collaboration with the principals of the colleges to be studied by the ICA's own specialists or experts recruited by it.

Physical Facilities

3. The physical facilities of the national cooperative colleges in terms of class rooms, library, hostel, playground and recreation need to be considerably improved in most cases to enable them to carry out their tasks effectively. For this purpose the Government and the Cooperative Movement should make adequate contributions. It was noted that cooperative teaching institutions at sub-national levels also need this improvement and assistance.

Qualifications of Trainees

4. The minimum qualifications of trainees in terms of educational background and work experience should be prescribed for long-term courses where diplomas or degrees are granted so that the input made by the colleges is properly utilised. In regard to short-term functional courses, greater emphasis may be placed on work experience.

[§]This recommendation is reproduced in Annexe-I for ready reference.

Teaching Staff Compensation

5. It was generally felt that the cooperative colleges were not able to attract and retain properly qualified faculty members in view of the fact that the salaries offered by them were lower than those of universities and management training institutions. In view of this the salary scales and promotion prospects of the faculty members of the national cooperative colleges should be made to compare favourably with those of university teachers.

Faculty Development

6. The national cooperative colleges should have well-formulated faculty development programmes. The need of faculty development was felt in regard to the techniques of teaching, research methodology and subject-matter training. The member organisations of the ICA should ensure that teachers nominated to ICA Seminars and Courses continue to work in cooperative training institutions for a period of at least five years.

7. In regard to the techniques of teaching and research methodology, special courses for teachers of cooperative colleges would have to be organised. The Group expressed appreciation of the initiative taken by the ICA and the ILO in organising the Course in Training Methodology and Techniques for Cooperative Staff Training in Asia by the ICA ROEC for South-East Asia in collaboration with the ILO and the International Centre for Advanced Technical and Vocational Training, Turin, Italy, for the training of cooperative teachers in the Region. It also expressed its appreciation of the contribution which the Vaikunth Mehta National Institute of Cooperative Management, Poona, would be making for Part-I of this Course.

8. The Group noted with appreciation that the recommendation No.6[§] of the Regional Conference to Principals and Teachers of National Cooperative Training Institutions held by the ICA ROEC in Jakarta in 1974 in regard to the Teachers' Exchange Programme

[§] This recommendation is reproduced in Annexe-I for ready reference.

was being implemented through its Teachers' Development Programme. It was further suggested that the teachers from the Region should be enabled to undergo training programmes in advanced movements outside the Region.

Techniques of Teaching

9. The Group was of the opinion that the national cooperative colleges should increasingly adopt participative teaching techniques and in this matter emphasised the importance of training of teachers in such techniques. Among the various participative techniques, the relevance of group discussion, role play and case study were emphasised. Changes in the curriculum and the system of evaluating trainees would be required for a proper use of the participative teaching techniques.

10. The Group recommended that field studies of trainees should be carefully organised and should be more than observation tours. Such studies should be made on the basis of particular assignments such as the acquisition of practical skills, and preparation of case studies.

11. In order to enable the cooperative training colleges to use the case method increasingly in the training programmes, it was suggested that the teachers should be given training in the preparation and use of the case method. The Case Writing Workshop Manual produced by CEMAS/London will be very useful in this regard. The ICA was requested to arrange such workshops either on a regional or national basis.

Educational Materials

12. The Group emphasised that the participative teaching techniques are difficult to adopt without the production of relevant teaching material. The teachers working in the national cooperative colleges should be encouraged to produce such material as in the ultimate analysis it is the teacher who must produce the material to be used by him.

13. The Group suggested that the ICA Regional Office should collect case studies prepared by various cooperative training centres and other institutions and establish a bank of case studies. The ICA Regional Office should also produce a bibliography of case studies indicating for what purpose each case study can be used and giving evaluative comments. The national cooperative colleges should also exchange among themselves case studies produced by them.

14. The Group was highly appreciative of the work done by the CEMAS and complimented Mr. J. Bjårdsdal, Project Director of the Cooperative Education Materials Advisory Service (CEMAS), London, on bringing out several manuals and prototype materials in a short time. The Group suggested that there was still a need for producing further basic educational material on management and communication.

15. The Group noted with appreciation the Film Library Service started by the CEMAS Unit in New Delhi and suggested that CEMAS/London should prepare a short catalogue of films with evaluative annotations on each film to help the users of the catalogue to select appropriate films.

16. The Group also suggested that the ICA Regional Office should explore the ways in which the services of its Film Library could be made available to the cooperative colleges in other countries of the Region and that the national cooperative colleges themselves should build up small libraries of films relevant to their needs.

Audio-Visual Media

17. The meeting was of the opinion that at present teachers have been making a very limited use of audio-visual aids. In view of the fact that audio-visual aids greatly help in the learning process and thus make the task of the teacher easier, the Group recommended that an increased use of relevant audio-visual aids should be made. In this connection the Group emphasised

the importance of changing the attitudes of teachers with regard to the use of audio-visual aids and of imparting skills for the production and use of these aids. The ICA was requested to depute its specialist for short periods to the national cooperative training colleges for training their teachers in the preparation and use of audio-visual aids.

The meeting recommended that a teacher or a technician should be made responsible for the audio-visual aids acquired by the college so that the audio-visual equipment is kept in good order and is made proper use of. The colleges should also set apart some space for storing the audio-visual hardware and establishing a resource unit for the proper maintenance of various audio-visual aids. Wherever technicians such as artists-cum-photographers, are employed, the faculty members should feed such technicians with necessary material for the production of audio-visual aids. A proper collaboration between the teaching staff and the audio-visual technician was recommended by the Group,

19. The Group recommended that each college should have a minimum of audio-visual equipment, with necessary accessories, namely :-

- (i) Film Projector 16 mm
- (ii) Slide Projector
- (iii) Filmstrip Projector
- (iv) Overhead Projector
- (v) Tape Recorder (Cassette)
- (vi) Still Camera 35 mm

20. As several colleges in the Region did not have audio-visual equipment and needed assistance, the Group recommended that the ICA help them in acquiring the required audio-visual equipment, giving priority to those whose needs are most urgent.

C O N D O L E N C E S

The Group expressed its deepest condolence to the Government and people of India and the bereaved family on the sad demise of Shri Fakhruddin Ali Ahmed, the President of India. While expressing his condolence, Mr. P.E. Weeraman, Chairman, said that the late Shri Fakhruddin Ali Ahmed had been a great supporter of the Cooperative Movement of India and the ICA Regional Office for South-East Asia.

J.M. Rana

J.M. RANA
SECRETARY, SEASPECT.

sm.

Recommendation No.6

The ICA Teachers' Exchange Programme was found very useful and it was suggested that it should be continued and the following improvements may be introduced to make the Programme more effective :

- (a) The duration be lengthened to have more impact on the teachers and the sending institutions.
- (b) There should be direct exchanges between two training institutions.
- (c) Participants be given enough time to prepare before joining the receiving institution.
- (d) In view of the fact that almost all the training institutions in the Region mostly follow traditional methods there is little scope for teachers to learn in the field of techniques. Hence the Teachers Exchange Programme should be directed to the development of the teacher in the subject assigned to him.

Recommendation No.12

The ICA should initiate and coordinate research on common problems to be carried out by several national level training centres jointly and simultaneously. For this purpose, the researchers from the participating institutions, as far as possible, should use the same schedule/questionnaire, methods of sampling, analysis and presentation of results.

Reproduced from the Report of the Regional Conference of Principals and Teachers of National Cooperative Training Institutions held in Jakarta in June 1974.

4 February 1977.

International Cooperative Alliance
Regional Office and Education Centre
for South-East Asia, "Bonow House",
43 Friends Colony, New Delhi-110014.

FIRST MEETING OF THE
SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE TRAINING
(SEASPECT)

Programme of the Opening Session

Venue : ICA ROEC, New Delhi.

7th February 1977, Monday

10.00

- i. Welcome
by
Mr. J.M. Rana
Director (Education)
ICA Regional Office & Education Centre
for South-East Asia, New Delhi.
- ii. Address
by
Mr. M.M.K. Wali
Chief Executive
National Cooperative Union of India
and Vice President, AGITCOOP.
- iii. Vote of Thanks
by
Dr. Dharm Vir
Joint Director (Education)
ICA ROEC.

1100-1130

Tea

International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia, "Bonow House",
43 Friends Colony, New Delhi-110014.

FIRST MEETING
OF THE
SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE
TRAINING (SEASPECT).

New Delhi : 7th to 12th February 1977.

P R O G R A M M E

7th Feb 1977 Mon. Session
No.

- | | | | |
|-----------|---|-------|---|
| 1000-1100 | 1 | (i) | Welcome by Mr. J.M. Rana,
Director (Education) ICA Regional
Office & Education Centre for
South-East Asia. |
| | | (ii) | Address by Mr. M.M.K. Wali,
Chief Executive, National
Cooperative Union of India &
Vice President, AGITCOOP. |
| | | (iii) | Vote of thanks by Dr. Dharm Vir,
Joint Director (Education),
ICA ROEC. |
| | | | 1100-1130 : Tea break |
| 1130-1300 | 2 | (i) | Introduction of participants. |
| | | (ii) | Election of Chairman for the
meeting. |
| | | (iii) | Programme and working methods of
the first meeting of the SEASPECT.
Introduction by - Mr. J.M. Rana. |
| | | (iv) | Objectives of South-East Asian
Specialists' Group on Cooperative
Training (SEASPECT) and its
relationship with the Advisory
Group on International Training
of Cooperation (AGITCOOP).
Introduction by : Mr. J.M. Rana. |

7th Feb 1977 Mon. (contd.)

(v)

A brief report on the Regional Conference of Principals and Teachers of National Cooperative Training Institutions held in Jakarta, June 1974.
Introduction by : Dr. Dharm Vir.

1300-1430 : Lunch break

1430-1515

3

Adequacy of present training arrangements

(e.g. in quantitative and qualitative terms, gaps and needs, utilisation of training).

Presentation of a case study of Malaysian situation by :
Mr. M. Shah b. Che Man, Principal,
Cooperative College of Malaysia,
Petaling Jaya, Malaysia.

1515-1545 : Tea break

1545-1630

Presentation of a case study of Sri Lankan situation by -
Mr. W. U. Herath, Principal, School
of Cooperation, Polgolla, Sri Lanka.

1630-1730

Discussion on case studies.

8th Feb 1977 Tue.

0930-1100

4

Discussion on Session 3 continued.

1100-1300

5

Planning and progress of the work of Cooperative Education Materials Advisory Service (CEMAS).

Introductions by :

i. Mr. J. Bjarsdal
Project Director, CEMAS, London.

ii. Dr. Dharm Vir.

1300-1430 : Lunch break.

1430-1530

6

(i) Discussion on CEMAS activities.

1530-1600 : Tea break

1600-1700

(ii) Discussion on gaps and needs in respect of teaching material such as text books and the needed action programme.

9th Feb 1977 Wed.

0930-1100 7 Present position and possible improvements in using more effective training techniques (with special reference to case studies).

Introductions by :

i. Dr.V.U. Quintana,
Director, Agricultural Credit &
Cooperatives Institute,
College, Laguna, Philippines.

ii. Mr. J.M. Rana.

1100-1130 : Tea break

1130-1300 8 Discussion on preparation and use of case studies and the formulation of an action programme in this regard (bibliography of case studies, bank of case studies - inter college collaboration in preparation and exchange of case studies - role of CEMAS unit in ICA Office, New Delhi).

1300-1430 : Lunch break.

1430-1700 9 Discussion continued.

1530-1600 : Tea break.

10th Feb 1977 Thu.

0930-1100 10 Production and use of audio-visual aids.

Introductions by :

i. Prof. G.B. Kulkarni
Director
Vaikunth Mehta National Institute
of Cooperative Management, Poona.

ii. Mr. Daman Prakash
Education Officer (AVA)
ICA ROEC.

1100-1130 : Tea break

10th Feb 1977 Thu. (contd.)

- 1130-1300 11 Discussion on the above subject
(identification of aids which are
most feasible in the context of the
present situation - action programme
regarding preparation of feasible
aids - training programmes for
teachers in production and use of
audio-visual-aids - role of CEMAS.
1300-1430 : Lunch break.
- 1430-1700 12 Discussion continued.
1530-1600 : Tea break

11th Feb 1977 Fri.

- 10.30 A.M. Visit to National Council for
Cooperative Training, 34 South Patel
Nagar, New Delhi.
- 1430-1700 O P E N

12th Feb 1977 Sat.

- 0930-1300 13 Final Plenary
Consideration of a report of the
Meeting.
Venue and dates of the next meeting.
1100-1130 : Tea break
1300-1430 : Lunch break.
- 1430-1700 14 Final Plenary (continued)
1530-1600 : Tea break

13th Feb 1977 Sun Departure of participants.

3.2.1977

FIRST MEETING

OF THE

SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE TRAINING

List of Participants

- Bangladesh: 1. Mr. M. Muzakkir
Principal
Bangladesh Cooperative College,
Kotbari, Comilla
- India: 2. Prof. G.B. Kulkarni
Director,
Vaikunth Mehta National Institute of
Cooperative Management,
RBI Building, Ganeshkhind Road,
Poona-16.
- Indonesia: 3. Mr. Saudin
Director
Cooperative Training Centre
Jalan Jenderal Gatot Soebroto
Komplek Pusdikop
Jakarta, Indonesia.
- Japan 4. Mr. Fumiaki Aruga
Central Cooperative College
4771-Okita, Aihara cho
Machida-shi
Tokyo, Japan.
- Korea, Rep. of 5. Mr. Kyeun Kang
Director
Agricultural Cooperative College
38-29, Wondong-ki,
Won-Dang Myon, Ko-Yang Gun
Kyong-ki-Do
- Malaysia 6. Mr. Md. Shah b. Che Man
Principal
Cooperative College of Malaysia,
P.O. Box 60, Jalan Templer
Petaling Jaya.
- Nepal 7. Mrs. Urmila Shrestha
Principal
Cooperative Training Centre
Anniko Highway, Baneshwor
Kathmandu, Nepal.

- Philippines: 8. Dr. V.U. Quintana
Director
Agricultural Credit & Cooperatives
Institute
University of the Philippines
College, Laguna.
- Sri Lanka 9. Mr. W.U. Herath
Principal
School of Cooperation
Polgolla.
- Thailand 10. Mr. Opas Charernpakdi
Chief, Training Division,
Cooperative Promotion Department,
4, Pichai Road, Dusit
Bangkok.

SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE TRAINING

(SEASPECT)

C O N S T I T U T I O N

Preamble

Keeping in view the need to improve collaboration among national level cooperative training centres in the Region of South-East Asia served by the International Cooperative Alliance, the need to provide specialist advice to these centres; to enhance the effectiveness of their training programmes; to advise the ICA Regional Office in respect of its educational programmes for cooperative personnel and trainers and to serve as a link with the Advisory Group on International Training of Cooperators (AGITCOOP); the South-East Asian Specialists' Group on Cooperative Training (SEASPECT) is set up under the auspices of the ICA Regional Office and Education Centre for South-East Asia.

Article-1 : Objectives

The objectives of the Group shall be :

- 1.1 to make recommendations to the ICA Regional Office regarding training of cooperative personnel including trainers and regarding research;
- 1.2 to make recommendations to the member-organisations on training of cooperative personnel including trainers and conducting research especially with reference to the following :
 - (a) identifying the most important areas in cooperative training;
 - (b) preparing and, where need be, translating and adapting study material, text books and other teaching aids;
 - (c) selecting the most relevant teaching techniques and trying them out on a pilot basis, where necessary;
 - (d) formulating guidelines for the recruitment, training and career development of teaching staff including exchange of teachers;
 - (e) conducting evaluation of training programmes;
 - (f) carrying our research including collaborative research on cooperative training and important cooperative subjects such as the application of Cooperative Principles; and
 - (g) ensuring representation from the Region at AGITCOOP meetings and vice versa, and assisting AGITCOOP in cooperative training at the international level;

- 1.3 to recommend to the national level training centres on restructuring their organisational set-up for improving cooperative training; and
- 1.4 to assist national level cooperative training centres in facilitating collaboration on a regional and inter-institutional basis in other relevant areas in the field of training and research such as in organising study visits abroad, exchange of experiences and documentation.
- 1.5 The Group shall constitute sub-groups or task forces, as may be necessary, from time to time to deal with specific issues or problems, and such sub-groups shall meet as often as required.

Article-2 : Membership

- 2.1 Membership of the Group shall be open to all national level cooperative training centres in countries served by the ICA Regional Office for South-East Asia. The Director/Principal of the National Level Cooperative Training Centre shall be nominated to attend the meetings of the Group and in case where the Director/Principal is unable to attend any specific meeting, he may nominate a substitute from the teaching staff of his Centre.
- 2.2 The Regional Director and Director (Education) of the ICA Regional Office for South-East Asia shall be ex-officio members of the Group.

Article-3 : Office

- 3.1 The Office of the Group shall be at the premises of the ICA Regional Office.

Article-4 : Meetings

- 4.1 Meetings of the Group shall be held approximately once in two years. The meetings shall be convened by the Secretary who shall also furnish to the Group a report on activities carried out by it from time to time.
- 4.2 The Group shall conduct its meetings in English.
- 4.3 Only members mentioned in paragraph 2.1 of Article-2, shall be entitled to vote. The Chairman shall have the power to vote in case of a tie.

- 4.4 Representatives of certain specialised agencies, especially the Regional Offices of UNESCO, ILO, FAO and ADB may be invited to attend meetings of the Group.
- 4.5 Executive Officers responsible for cooperative training in the national cooperative unions and representatives of the universities having faculties of Cooperation in the Region may be invited to attend meetings of the Group as observers.
- 4.6 The Group shall have the powers to frame its own rules of procedure and conduct.

Article-5 : Officers

- 5.1 The Regional Director shall be the ex-Officio Chairman of the Group and in his absence the Group shall elect a Chairman for the meeting.
- 5.2 The Director (Education) Shall be the ex-Officio Secretary of the Group.

Article-6 : Finance

- 6.1 The work and meetings of the Group, sub-groups and task forces shall be self-financing. The National Training Centres and other sponsoring organisations shall cover travel and participation expenses of their representatives at the meetings of the Group.
- 6.2 The ICA Regional Office may provide and/or secure necessary financial assistance for holding the meetings of the Group and its other activities.
- 6.3 The ICA Regional Office shall be responsible for costs of administration and for travel of its officers in connection with the work of the Group.

Article-7 : Amendments

- 7.1 Any meeting where an amendment is proposed shall require three months' notice. Any amendment shall be carried out by a simple majority of the total membership of the Group. Amendments thus adopted by the Group shall come into force immediately after they are approved by the ICA authorities.

ADVISORY GROUP
ON
INTERNATIONAL TRAINING OF COOPERATORS (AGITCOOP)

C O N S T I T U T I O N

The Advisory Group on International Training of Cooperators (AGITCOOP) is set up in accordance with the conclusions and recommendations of the

- (a) ICA/UNESCO International Conference on Cooperative Education Leaders, Jongny-sur-Vevey, Switzerland, November/December 1970;
- (b) Third International Conference on Aid for Cooperatives in Developing Countries, Loughborough, U.K., April 1971;
- (c) 40th International Cooperative Seminar, Moscow, USSR, September 1971;
- (d) International Conference on Cooperative Education, Warsaw, 30th September 1972.

Article-1 * Objectives

The Group shall seek, under the auspices of the ICA and under the guidance of its Authorities, to :

- (a) advise the Authorities of the ICA on matters concerning education and training for cooperators in and from developing countries;
- (b) help member organisations to increase the effectiveness of their training programmes, especially by enabling them to avoid unnecessary duplication of efforts and expenditure in activities such as:
 - (i) working out study materials, text books and other teaching aids,
 - (ii) identifying the most important areas for cooperative training,
 - (iii) recruiting students for training,
 - (iv) the recruitment and training of teaching staff,
 - (v) directing student applicants to suitable courses,
 - (vi) follow-up work after training courses,

- (c) encourage mutual consultation among member organisations and their training institutions, with a view to achieving international collaboration in their respective training, programmes and activities;
- (d) assist member organisations in facilitating their international cooperation in the educational field in any other respects (e.g. in organising study visits abroad, exchanges of experience and documentation, etc.).

Article-2 : Membership

- (a) Membership of the Group will be open to all member organisations of the ICA. A maximum of two persons may be nominated from among those representing directly the relevant area of experience (e.g. principals or leading educationists of cooperative colleges and training centres, representatives of university institutes, education directors, etc.), in each national cooperative organisation, which :
 - (i) provides international cooperative training for developing countries, or operates in a country where such training is provided by another institution (university institute etc.),
 - (ii) operates in a developing country and intends to draw service from cooperative training facilities available abroad.
- (b) The President and the Director of the ICA shall be ex-officio members of the Group. The ICA shall be represented on the Group by its Secretary for Education,
- (c) Representatives of certain Specialised Agencies of the United Nations (especially UNESCO, ILO, and FAO) shall be invited to attend meetings of the Group.
- (d) Representatives of various national or international organisations or institutions actively engaged in the field of international cooperative training for developing countries may be invited either to attend individual meetings of the Group, or to nominate permanent observers.

Article-3 : Meetings

- (a) The Group shall be convened by the ICA Secretariat in London, at intervals of approximately two years.
- (b) Meetings of the Group shall normally be expected to last two days.

- (c) Initially, the Group shall conduct its meetings in English and French; this arrangement will be reviewed in the light of experience. Participants requiring interpretation in any other language must be accompanied by a personal interpreter at their own expense.
- (d) Only members mentioned in paragraph (a) of Article 2 shall be entitled to vote.

Article-4 : Officers

- (a) The Group shall have a Chairman and three Vice Chairmen, elected by its members for the period between Congresses. They will be eligible for re-election.
- (b) The Secretary and convener of the Group shall be the Secretary for Education of the ICA at its Headquarters.
- (c) The Chairman, the three Vice Chairmen and the Secretary shall constitute the Group's Executive Committee.

Article-5 : Finance

- (a) The work and meetings of the Group will be self-financing; each participant will be expected to cover his own travel and participation expenses.
- (b) The ICA shall be responsible for costs of direct administration.
- (c) A participation fee may be charged to help cover certain expenses, especially the cost of interpretation.

Article-6 : Amendments

Any amendments to this Constitution shall require the approval of the Executive Committee of the ICA.

WORKING PAPER

PRODUCTION AND USE OF AUDIO-VISUAL AIDS
IN COOPERATIVE TRAINING

Daman Prakash .
Education Officer-AVA
ICA/New Delhi

Presented at the
First Meeting of the South-East Asian Specialists Group
on Cooperative Training (SEASPECT)
New Delhi. February 7-12, 1977

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
Bonow House, 43 Friends Colony, New Delhi-14

Feb.4 1977

PRODUCTION AND USE OF AUDIO-VISUAL AIDS
IN COOPERATIVE TRAINING

Daman Prakash
Education Officer-AVA

Introduction

1. An efficient teacher, in order to communicate his ideas effectively, has to rely on the use of audio-visual media. Howsoever well-informed he may be and howsoever versatile his techniques of teaching may be, he would find it rather difficult to put his ideas accurately in the minds of his students if he shuns the use of audio-visual material (or say, educational material). The audio-visual material is the most trusted companion of a good teacher. The importance of the effectivity of audio-visual material cannot, therefore, be overemphasised. In the present day circumstances when educational technology has made rapid progress, it has often been said that in the Western world, the teacher has been reduced only to the level of operator of projectors and by becoming only an ornamental addition to the already equipment-stuffed classrooms. Lessons have been programmed in such a way that a majority of teaching profession has been taken over by audio-visual media or the teaching machines. This situation may be acceptable in affluent societies but in the context of the Asian conditions the teacher is still the "live wire" in the learning-teaching process. Technological advancement has unfortunately put the teacher out-of-focus in the Western society to some extent but his role as a communicator, guide, philosopher and a friend of the student has not diminished. Afterall, someone has to devise a programme or a syllabus or a system which enables the students to learn.

2. Audio-visual or visual sensory aids help our senses of hearing and seeing to enable us to learn effectively and efficiently. Through these aids the process of learning gains speed. They help in the process of communication. They stimulate the student to a certain action and generate a feed-back which is so very essential in a learning-teaching situation. Active participation by learners goes a long way in helping them to retain as much as 70% of what they learn. It is recognised fact that people retain an average of only 20% of what they hear, 30% of what they see, 50% of what they both see and hear and 70% of what they actually do for themselves.

3. The use of audio-visual aids is not a new concept.

These have been in constant use. The great paintings in caves, temples, churches, forts were created to achieve an effective communication with the masses. Another example of the use of teaching aids is the use of slates or sand-boards by the monks, priests and teachers in the educational institutions of the olden days. Even today some remnants of these aids are still in existence in primary schools. Happily the "slate", for instance, has survived the onslaught of modernisation and continues to be an effective teaching aid in the process of learning. Learning process, as said earlier, gains speed when the instructional media is simple, effectively and properly illustrated. It is said "One picture is worth a thousand words". Use of symbols is thus as important as the text itself.

4. Audio-visual aids, or educational material, are the channels of communication through which knowledge is transmitted from the source to the target audience. Communication is important for everyone and at every stage. Communication is employed in the process of learning and teaching. In order to satisfy our demands, we have to rely heavily on all available channels of communication.

5. According to Edgar Dale, "Communication is a two-way sharing process, not a movement along a one-way track. To communicate is to make an idea common to two or more persons." The statement, when analysed, will mean that i) the communicator himself should be thoroughly acquainted with what he is going to teach, ii) the receivers i.e. the target audience, should be equally interested in what is going to be taught to them, and iii) the process of stimulation should be heavily relied upon by the communicator. This situation is very appropriate and fitting when one communicator is involved with two or more receivers.

6. This is precisely the situation which we face in the training of cooperative employees at our cooperative training institutes and colleges. The teacher is involved with a number of students or trainees and he has to have all the best possible qualities of an ideal communicator.

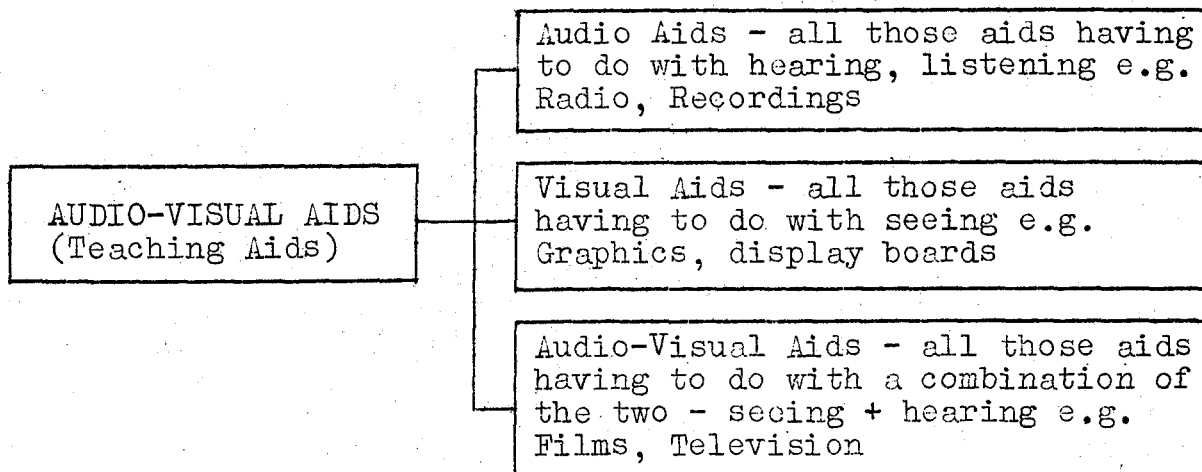
Types of Audio-visual Aids

7. The basic element of the visual aids is their pictorial content. They present the subject-matter mainly through the medium of pictures and sketches. Thus they facilitate the formation of mental image so basic to learning. When "audio" is added, the material further accelerates the process of learning. It becomes easier for the teacher to communicate effectively with his audience. Motion pictures, for instance, have a stronger appeal to the audience than the graphic material.

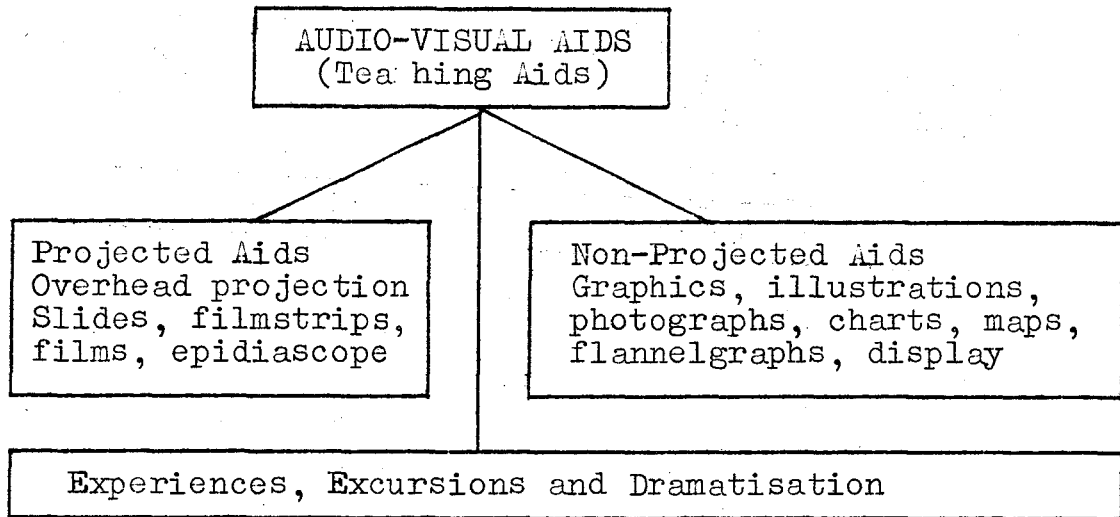
8. Audio-visual aids can be classified in several ways. One such classification, as shown below, is called the SPEED-way classification of educational material:

SPEED-WAY CLASSIFICATION		
Symbols (verbal)	S	Symbols (visual)
Pictures (still)	P	Pictures (movie, TV)
Experiences (direct, journeys)	E	Experiences (contrived through models etc.)
Exhibitions	E	Excursions
Demonstration	D	Dramatisation

9. Audio-visual aids can be classified in another manner. As compared with the Speed-way classification the following classification does not cover "experiences, excursions and dramatisation". The classification is strictly that of the audio-visual material.



10. As indicated earlier, the above classification takes into account only the audio-visual aids and the equipment. It is mainly equipment-based. The classification has taken away the human-interest and participation part out. Looking at the Speed-way classification the participation of the teacher and the student is self-evident. Modern educational technologists have reclassified the audio-visual aids in the following way. They have attempted to regard the human-relationship as the base.



11. It is important that a teacher should be fully acquainted with the types of audio-visual aids. Having a full knowledge of their classification, it would be easier for him to fish out the right aids from the resource centre or from a library where such aids are stored and loaned out.

Use of Audio-Visual Aids

12. Audio-visual aids have been in use, in varying degrees, in cooperative training colleges and centres all over the Region. Maps, charts, graphs, posters, illustrated material, display boards, chalk boards, bulletin boards, notice boards, flip-overs etc. have been in existence in all cooperative training institutions. Barring a few exceptions, the quality of educational material available and the audio-visual aids equipment in use has been, unfortunately, a part of a sad tale. Due to the higher level of technology and perhaps due to a proper appreciation of the use of audio-visual materials in cooperative training institutions in Japan and a few other countries, teachers have been making an increased use of educational material. In the training colleges and centres in Japan, for instance, teachers are quite enthusiastic about making use of overhead projectors, slide-cum-tape educational programmes, films, graphic aids (particularly the bar graphs, circular graphs, charts, maps), magnetic boards, study visits, demonstrations. In the Republic of Korea the use of slide-cum-tape synchronised programmes is quite a craze. In the Philippines, teachers make an extensive use of charts, graphs, films, and case studies. In India, use of chalk boards, posters, maps, graphs, charts, illustrated material, filmstrip is quite common with the teachers. Some of the national and regional level cooperative training centres in India have now shown a positive inclination towards the use of overhead projectors and flannelgraphs.

13. It is quite obvious that the use of audio-visual aids and equipment depends upon the soundness of the programme and its comfortable financial position. If the programme has no financial difficulties naturally it would be possible for the administrators of the programme to procure high-utility equipment and train its staff in its operation and use. Howsoever strong and positive the contents of the programme there may be, positive and quick results may not emerge if the people operating the programme are not properly trained. Another principal factor in the success of the programme is the adequate supply and availability of the right type of supporting educational material e.g. films, film-strips, graphic aids, overhead transparencies, recordings etc. This, of course, does not infer that only advanced economies can take advantage of the audio-visual equipments and materials. Developing economies can also equally benefit from the storehouse of educational material. They could perhaps lay a special emphasis on the use of simple visual aids e.g. illustrated material, maps, display boards, flannelgraphs, flip-overs, charts, case studies etc. Very little finances are involved in the production and procurement of these aids. There is, of course, the need of having trained teachers in the techniques of producing simple visual aids. They can use their own imagination in preparing their own aids and also by involving their students/trainees in undertaking a project of producing a set of visual aids.
14. In Sri Lanka the shortage of training material has been an acute problem throughout. The teachers there, therefore, have to make the maximum possible use of chalk board while delivering their lectures. Although the use of audio-visual aids has been an appropriate technique of adult education and management training, the School of Cooperation, Polgolla, does not possess films and slides prepared in the recent past. The School has to borrow them from various foreign missions and agencies though they cannot be directly used for training sessions.
15. The Bangladesh Cooperative College, to cite another instance, unfortunately does not possess any effective audio-visual equipment and material. Whatever little the College possessed got disorganised a few years ago. The College has, in the past, been engaged, in a modest way, in the production of simple educational material, that too mostly printed or mimeographed illustrated material. The College now has one camera and one projector. The College has a faculty of 8 persons and had trained 354 persons during the year 1975-76.
16. The Cooperative Training Centre in Nepal is yet another example which does not possess any audio-visual ~~equipment and~~ material. Educational materials, which are

mostly used there include manuals, charts, graphs, posters, maps and pamphlets. Visual aids e.g. slides and filmstrips are used sometimes and they are borrowed from external agencies. The Training Centre, however, hopes to introduce some more effective teaching aids and audio-visual equipment in the near future. The Training Centre has a faculty of 10 persons.

17. The Cooperative Training Centre in Thailand is a bit comfortably placed so far as the availability of educational material and equipment is concerned. The Centre has been able to produce a variety of graphic aids through its own production unit. The Centre has been able to supply quite a lot of effective and useful material to its mobile units, regional training centres and the Cooperative League of Thailand.

18. These are only a few instances to illustrate that the audio-visual aids and equipments have been in use, though in a varying degree, in the cooperative training colleges in the Region.

Possibility of Use of Educational Material

19. Keeping in view the different levels of economic development, national programmes, priorities and languages it becomes quite obvious that each training centre has to develop its own educational material.

20. Educational material, particularly projected aids e.g. overhead projection, slides and filmstrips are extremely useful in management training, book-keeping, salesmanship, layout of consumer stores, survey of historical development of a cooperative activity and the like. Films are another potent media of communicating management techniques, arousing interest and providing stimulation. Programmed learning is yet another technique which could be applied in the training of managers, executives and field workers like insurance agents. Illustrated material like pamphlets and brochures, are very useful in the training of store-keepers, agricultural extension workers, communicators, sales staff of fertiliser, automobile and production units, Flip charts, flannelgraphs, bulletin boards, display boards, magnetic boards can be very effective in the teaching of accounts, cooperative principles, cooperative law, salesmanship, farm guidance techniques and the like.

21. Audio-visual aids assist in motivating, simplifying the effort of learning, economising the cost of learning, and enriching the contents of the learning experiences. Since communication is a two-way process, the teacher is in a happy position to receive the feedback from his audience. If there

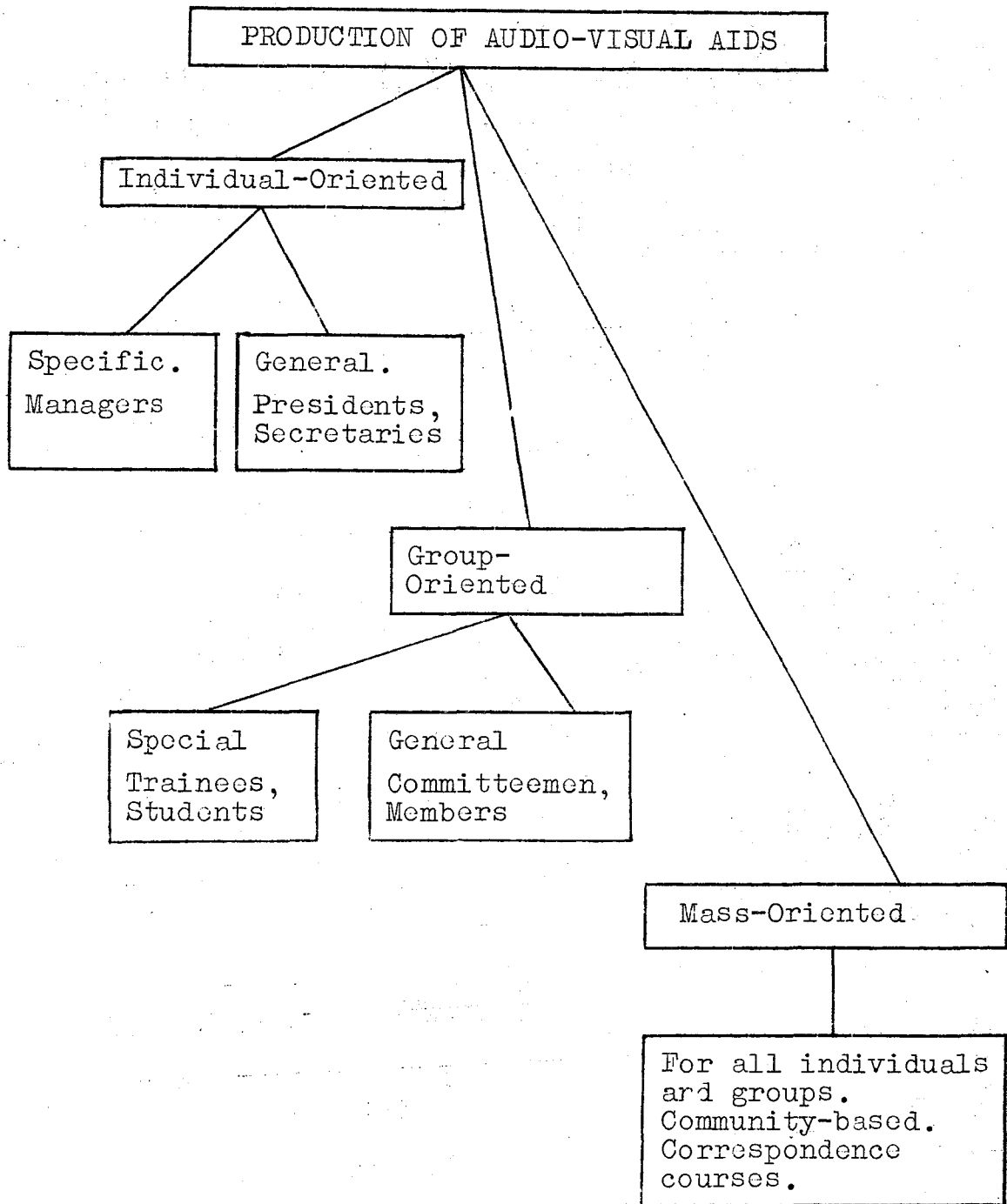
is any shortcoming in the visual aid that the teacher is using the audience will naturally react. The teacher, therefore, has the instant facility of correcting his aid and putting it in order for a subsequent use. Cooperative training institutions have, therefore, to be alive to the need of having more and more of audio-visual materials. With the educational material ready at hand training institutions will be able to make their training programmes more efficient, lasting and of a high quality.

Production of Audio-Visual Aids

22. Production of audio-visual aids is a technique in itself. It involves equipment, material and trained personnel and, of course, the money. When a complicated and a complex aid is to be produced it is normally done through the professionals or specialised production agencies. But when aids of a simple nature are to be produced these are normally done by the teachers and trainees themselves. In order to obtain best results it is often the simpler ones which do wonders. Production of audio-visual aids also depends on i) the attitudes of the teachers themselves, ii) financial resources available and the quantity in which they are available, and iii) environments which facilitate their production. It has been observed that a low priority is often given to this very important aspect of communication media. Wherever the heads of the training institutions had been positive towards the development of audio-visual aids and materials, the faculty members did involve themselves in this work, and whenever the positive attitude showed a downward trend the visual aids, equipments and the material found their way into store rooms to be covered with a thick layer of dust.

23. Where people with the right aptitude and training are available, cooperative training colleges and centres should undertake some modest programmes of production of supporting educational material. Even if the production is considered a bit hazardous, the training centres should actively locate the right types of educational material and procure them for the use of the faculty members.

24. Audio-visual aids are produced for various categories. These are produced for individual studies, group development and for mass communication purposes. The production of material is also to be correlated with the contents of various courses, level of audience etc. Before undertaking any production it becomes necessary that all aspects are carefully studied. The pattern of production of educational material for the various categories is shown below:



25. In the context of cooperative training, educational material is produced for i) members of faculty themselves, and ii) the trainees/students. Material for mass communication can also be produced where the cooperative training colleges are running correspondence courses. Colleges can make arrangements with the radio and TV authorities to put out regular educational broadcasts for students of correspondence courses.

26. Under the "individual-oriented" material we could include: programmed learning material, manuals, handbooks, guides, rules, pre-recorded tapes, slide-tape synchronised programmes. Under the "group-oriented" material we could include display boards, flip charts, flannelgraphs, illustrated material like pamphlets, folders, slide-tapes, filmstrips, case studies, study visits, demonstration, role play, overhead projection and a variety of other display material. Under the "mass-oriented" material we could include newspapers, specialised journals, handouts, radio programmes and television telecasts (specially directed at the students undergoing correspondence courses).
27. In the Western world and to a great extent in Japan, Close Circuit Educational Television (CCETV) has been used to conduct educational and training programmes. To what extent this technique has filtered into the cooperative world is yet to be discovered, but the possibilities do exist. Wire broadcasting is, however, quite in vogue in Japan and the Republic of Korea.
28. Looking at the existing situation in the Region and the way in which the cooperative training institutions operate, it looks that a majority of them will have to hurry up in setting up some sort of resource centres which could first, procure educational material, and secondly, work on the production of material.
29. It is, therefore, quite clear from the above that there has to be i) change in the attitudes of faculty members towards the use of audio-visual aids, ii) possibilities of allocation of more funds for the production and procurement of audio-visual aids, and iii) possibilities of providing training in educational techniques and production of educational materials.
30. Given a little push and assistance from outside coupled with the positive attitudes of the principals, faculty members can get to the task of producing their own educational material. Colleges can, therefore, develop relations with specialised and professional agencies who deal in communication media and production of material. Practically in all countries there is always organisations which look after the production of text books, educational aids, preparation of syllabus for schools and colleges. Cooperative training colleges could establish relations with such agencies. In India such agencies are the NCERT (National Council of Educational Research and Training), Indian Institute of Mass Communication, Adult Education Board, etc.
31. One very encouraging instance of collaboration which the Cooperative College of Malaysia had with the ICA in December 1975 can be cited here to support the contention

that with a slight push plus the right attitude on the part of the Principal, faculty members can involve themselves in the production of Material. A three-day workshop was organised at the Cooperative College with the assistance of the author. The faculty members can forward and produced some visual aids during these three days. One teacher was so enthusiastic about her aid that she decided to put that to use in her class. It was a flannelgraph which she produced in a day. Had that workshop continued for two weeks, some more visual aids could have been produced.

32. Faculty members can easily produce the following material without much bother, training, expenses and waste of time:

- i) Flannelgraph
- ii) Flip-overs
- iii) Posters
- iv) Bar graph, line graph, circular graph
- v) Overhead transparencies

33. Where facilities exist, faculty members can indulge themselves in the production of slides, filmstrips, radip programmes, cassette recordings and even slide-cum-tape programmes.

34. Two illustrations on the production of educational material are annexed to this paper. One is a filmstrip (Annexe I) and the other is a flannelgraph (Annexe II). While the production of a filmstrip involves more than one person and a variety of equipment, the production of a flannelgraph is just one-man show without the use of any special equipment or technique.

Development of Audio-Visual Aids

35. When the finances are available and the attitude of the Principals/Directors is positive, the production and/or procurement of audio-visual aids is easy and simple. It has often been noticed that the teachers, after using an aid for some time, tend to put it out of use. This is mainly due to the following factors: i) the teacher gets fed-up by using one aid over and over again, ii) he would expect a variety of aids to communicate effectively with his audience, and iii) he finds it very difficult to store the aid after use and retrieve the aid for use, as there is no resource centre or agency which could assist him in this work. If one lecture is to find a film, operate the projector himself, rewind the film, keep the film and the projector back and repair the film, if broken during the show, a big chunk of his time would be wasted and naturally no teacher would like to waste his time. If he has the facility of a film library or a resource centre at the college itself, he can simply ask for a film to be shown at a particular time and finish with it.

36. Here comes the question of setting up an agency or a unit within the national cooperative college which could take care of all audio-visual aids and equipments and make them available to the teacher when needed. Even if a college is unable to set up such an agency due to certain reasons it should have cordial and working relations with other agencies which could supply educational material when required.

37. This situation may not arise in countries like India where the cooperative training activities are undertaken by one organisation i.e. the National Council of Cooperative Training (NCCT). The NCCT could create a cell within its framework whose main task would be only to procure, produce and supply the audio-visual aids to the various cooperative training colleges and centres throughout the country. The NCCT, to go a step forward, could organise specialised training courses in audio-visual aids production and teaching techniques for the faculty members of its training outfit. A similar programme could be thought of in the case of Sri Lanka, Indonesia, Pakistan, Thailand and other countries of the Region. The National Agricultural Cooperative Federation (Republic of Korea) has already set up an audio-visual production unit which produces a variety of teaching aids for various training programmes. That only needs to be strengthened and coordinated with the training programmes of the National Agricultural Cooperative College.

38. In the Philippines, with the progress of the Samahang Nayan, a variety of audio-visual aids have come into existence which are being used in various training programmes. The Agricultural Credit and Cooperative Institute (ACCI) has been playing an important role in the development of audio-visual aids in the country. The educational material there only needs to be classified and put together at one resource centre exclusively for the use of cooperative trainers and educators. The Institute could involve itself intensively in the production of more educational material.

Problem Areas

39. Some of the problems which restrict the use of audio-visual aids in cooperative training in this Region can be the following:

i) Lack of relevant educational material: Barring a few exceptions no serious attempts were ever made by the cooperative training institutions in the Region to produce their own educational material. Some decades ago, the erstwhile Central Committee for Cooperative Training of the Reserve Bank of India, had, in collaboration with the Colombo Plan, produced some

16mm films and filmstrips. This material is still being used in the cooperative training colleges and centres in the country. Although the material then produced was of a high quality and related to the syllabus, it has now gone out of context due to the progress and development which the Indian Cooperative Movement has made since then. Some of the State Cooperative Unions in India have recently launched the production of 16mm films and other educational material. Their utility remains restricted because of their emphasis on the local situation. Not much attention was, however, paid towards the production of graphic aids and less-expensive projected aids like slides and filmstrips.

ii) Foreign exchange difficulties and import restrictions: Some of the countries which wish to procure suitable educational material from abroad find it extremely difficult to purchase due to foreign exchange difficulties and restrictions on their import.

iii) Although restrictions on imports can be a serious problem, yet the problem would have eased to some extent had the teachers been trained in the techniques of production. Very few teachers who receive training hold on to their jobs to take up production work on their return. The training input therefore remains unutilised or under-utilised.

iv) Nomination of wrong persons for training: Even when training opportunities are offered by international and other agencies, right people do not show up. The lure of foreign visits unfortunately keep the right people out.

v) Finances are always not the restrictive factor: A lot of work in the field of audio-visual aids production could have been done already by now, if the attitude of the teachers had been positive and if they had received the necessary encouragement from their heads. Encouragement plus the positive attitudes towards the development and use of audio-visual aids on the part of the heads of the training colleges is, therefore, essential.

CEMAS/Cooperative Education Materials Advisory Service

40. With the setting up of the CEMAS, the ICA has taken a bold step in the right direction. Under this service the cooperative training colleges and institutions are to receive all possible guidance and assistance in the shape of educational materials and techniques. The CEMAS, in brief, is: i) a clearing house for information about cooperative education materials and methods, and ii) a production centre for manuals, proto-types and other teaching aids.

41. CEMAS functions from three points: main office is in London, unit offices are located in New Delhi and Moshi at the ICA Regional Offices. The CEMAS New Delhi Unit, started a year ago, is quite active by now. Cooperative colleges in the Region have been in contact with the Service and several of them have already taken advantage of the services available at present. The success and the extent of CEMAS involvement depends on its maximum possible utilisation by the Cooperative Training Colleges in the Region. Even before the establishment of the CEMAS the ICA Education Centre has been alive to the need of audio-visual aids. Two special type regional seminars were conducted by the ICA Regional Office and Education Centre in the past i.e. i) Regional Workshop on Audio-Visual Aids in 1965 and ii) Regional Seminar on Cooperative Member Education and Communication in 1974, both held in Japan. Besides these regional activities officers of the ICA Education Centre have been involved in audio-visual education work at national level. Of special mention is the involvement in the conduct of national audio-visual aids production workshops at the National Centre for Cooperative Education (of the National Cooperative Union of India) and at the Cooperative Training College, Nagpur (of the National Council for Cooperative Training-India).
42. The Cooperative League of Thailand has also invited the ICA to assist them in the organisation and conduct of a national level audio-visual aids production workshop. The workshop was planned for January 1977 but had to be postponed until August 1977 due to certain practical difficulties.
43. A similar assistance, although of a brief nature, was extended to the Cooperative College of Malaysia in December 1975. A reference to this activity has already been made elsewhere in this paper.
44. The CEMAS New Delhi Unit has a variety of audio-visual equipment at present. This includes: i) two 16mm film projectors, ii) one automatic slides projector, iii) one overhead projector, iv) one reel-to-reel taperecorder, v) one cassette recorder, vi) one 35mm still camera, vii) one box type still camera, viii) one 16mm movie camera, ix) one top-illuminated desk, x) a number of 16mm films in its Film Library Service, xi) an assortment of slides and film-strips, and xii) one drawing board.
45. The CEMAS is at present capable of holding a 15-days audio-visual aids production workshop for 3-5 persons. Trained audio-visual education officer and projectionist are also available. CEMAS has its own resource services and a variety of material already produced by other agencies.

46. The ICA, with its modest resources available, can contribute to the extent possible in the development of educational material in the Region, by making its services and premises available for production of simple audio-visual aids and training of personnel. Through the medium of the CEMAS, the ICA hopes to launch a programme of production of some simple proto-types on various aspects of cooperative training and education programmes and make them available to its member-organisations and cooperative training colleges in the Region for further multiplication after necessary adaptations. It is naturally very difficult for the ICA to undertake this programme without the active support and collaboration of the member-organisations and the cooperative training colleges. Due to obvious reasons, it is not possible for the ICA to undertake mass production of educational material.

Conclusion

47. Production and use of audio-visual aids is an important aspect of educational technology particularly in the field of cooperative training. It is hoped that with the setting up of the South-East Asian Specialists' Group on Cooperative Training (SEASPECT) and the Cooperative Education Materials Advisory Service (CEMAS) it would be possible, in the near future, to help the cooperative training colleges improve their educational materials and personnel. Since the members of the SEASPECT happen to be the Principals and Directors of their respective institutions, they would help in building up the right kind of climate which would encourage the faculty members to use audio-visual aids more and more. Whatever limitations they may have they would be willing to encourage the faculty members to produce their own aids and also enable them to procure some from other sources. This would be the best investment in the field of cooperative training.

(Opinions expressed in this paper are those of the author and not necessarily those of the International Cooperative Alliance.)

SEASPECT 1st Meeting
February 10 1977.

PRODUCTION OF A FILM-STRIP

Introduction

A filmstrip is a series of still pictures in a related sequential order, on a 35mm film, from 2 to 6 ft long with sprocket holes on each side. The picture may be in colour or black & white, single or double-frame in size. A filmstrip can be easily rolled to fit into a small metal or plastic container. These are generally accompanied by recorded commentary on tapes or by a variety of text materials such as script, teaching notes, study guides etc. A filmstrip condenses graphic and pictorial materials and has often been called "A Headful in a Handfull". It can create visual impact equal to 100 charts, pictures, sketches, drawings, text cards etc.

A favourite proverb of the picture-and-diagram lovers is "one picture is worth more than a thousand words".

Filmstrips are very effective media of bringing home a point clearer to audience. For a particular type of audience an appropriate filmstrip would be necessary and desirable.

How to Produce

Basic stages of producing an instructional filmstrip are the following:

1. Purpose: Identify the purpose of the filmstrip. This has to be defined precisely and carefully and noted down in the production guide.
2. Audience: For whom the filmstrip is being produced. The target group be: children in slum areas, children in public schools, members of cooperative societies, managers of consumer cooperatives, cooperative inspectors, cooperative educational instructors, accountants, salesmen.
3. Content Outline: What is intended to be projected? Build one point which is the strongest around which the whole filmstrip will revolve. This outline could be regarded as a chapter in a series of filmstrip. Remember, each frame appearing on the screen is a full chapter in itself. The process of working out content outline is therefore very important. In practical terms and based on experiences, this stage needs the maximum energy of the producer or planner of the filmstrip. If the climax which is dependent on content outline is weak or flat, the results of the filmstrip would be unhappy and disappointing.
4. Length: Determine how many frames would be needed to cover the story. While determining the total number of frames, remember the type of audience. Too many frames with a weak message invite an adverse reaction. Too short a filmstrip is also ineffective.

5. Script, Visual Content and Narration/caption: Best visuals appearing on the screen may not convey the desired message unless they are accompanied by good and brief narrations. Each visual should have a caption. These captions will be best selected from the script which will ultimately build the story and rise upto the climax.

Script therefore plays an important role in the production of an effective film-strip. The script should be checked and discussed with the subject specialists. The script should also be discussed with the artists and photographers who will actually transform the words into visuals.

Narration or captions should appear in such a way that they form a link with each other. There should not appear too much of a contrast between the first frame and the second frame. The caption should be brief and meaningful.

6. Rough Visuals: An effort should now be made to work on the type of visuals which will be included in the final production. These could be photographs, sketches, cartoons and so on.
7. Treatment: After reaching this stage, steps should be taken to bring the entire lot into one shape so that the final artwork could be undertaken. The treatment or the dress-up would be undertaken in the following manner:

T R E A T M E N T I N D E X

Name of the Filmstrip _____

Frame No.	Outline	Caption	Visual	Nature
	Brief description of what is intended to be projected.	Appropriate caption which is to go with the visual.	If it is going to be a photo or art-work or cartoon.	Long-shot or a close-up, or copy-photo or other visual.

This list can run upto 20 or 30 frames. Maximum possible information and detail must be given in this index. Additional frames, information on alternative frames, or other suggestions must be entered into this index. This will be the final and authoritative index on the basis of which the production work would commence. This index would be discussed with the programmer, artist, photographer etc. before the actual production work begins.

8. Preparation of Treatment Card: At this stage all the information collected on the Treatment Index would be distributed or transferred on individual Treatment Cards. Editing, corrections and suggestions etc. are generally made on these cards, because these cards would be the actual frames of the filmstrip. Each frame will have one card. The card will be something like the one shown below:

These cards should appear in the same sequence in which they are intended in the final production.

TREATMENT CARD		
Name of the filmstrip _____		
This portion is reserved for writing out contents and captions.	<table border="1"> <tr> <td style="text-align: center;">This space is reserved for visuals</td> </tr> </table>	This space is reserved for visuals
This space is reserved for visuals		
Artist/Photographer _____	Colour/B&W Frame No. _____	

The Treatment Cards are minutely examined by the subject specialists, programme coordinator, photographer and the artist. Spellings and layout etc. are checked carefully.

The coordinator may now assign jobs to photographers, artists so that they prepare the desired photographs and visuals.

After all the desired visuals and photographs are complete and available with the coordinator, they should be mounted on flat mount-boards.

Final captions and frame numbers should be written on these flat cards. The frame number will appear on the bottom right hand corner while the captions appear just below the visual.

These flat cards will now be ready for copying work. Before they are placed under the copying camera, it is absolutely essential to have a close look at all the frames, spellings and correctness of photographs and visuals.

9. Photography: Obtain the approval of the Coordinator on each frame (on the back side) and pass these on for copying work.
10. Master Negative: The film, after development is called the Master Negative. The master negative must be stored carefully. Negative film is used as on subsequent occasions additional copies of the filmstrip may be needed. In case only one filmstrip is to be produced, a reversal or slide film can be used.

11. Positive Prints: With the help of filmstrip printer, any number of positive prints can be produced.
12. Introduction Guide: Each film-strip should be accompanied by some teaching notes for the help of the teacher. These notes are made on the basis of Content Outlines. These notes can be printed or mimeographed. Each filmstrip while leaving the issue office must have this guide or teaching notes.

Evaluation

In order to evaluate the effectiveness of the filmstrip the programme coordinator or the person responsible for the production of the filmstrip should himself go out in the field and test the material with the target audience. The filmstrip can also be sent out to some independent sources for field testing and evaluation. Results obtained should be reflected in subsequent prints of the filmstrip.

PRODUCTION OF A FLANNELGRAPH

Introduction

Flannelgraph helps the teacher to present a vivid and meaningful association pictures to the audience. This aid has a number of names e.g. visual board, flick board, slap board, felt board, plastigraph, khadigraph etc. etc. The name actually depends on the material that is used in its construction.

It is the most versatile teaching aid which can be prepared without much bother and finance. Some of its advantages are:

- i) Any topic can be adapted to suit the needs of any level of ability or age group,
- ii) Step-by-step presentation of the main points of a lesson or lecture can be given,
- iii) Group participation: can be encouraged thus stimulating both thought and action,
- iv) Items can be used singly or in groups, and if desired, gradually built up to form a diagram or scene,
- v) A good way for introducing new information or revising certain facts,
- vi) It can often be used in conjunction with audio-aids such as tape-recorder or radio.

It is inexpensive, easy to make, simple and easy to present, convenient to transport, able to hold attention and quite flexible to meet the demands of the teacher.

A simple story can be reduced into visuals. These visuals are then cut out and backed with sandpaper or flocked paper. These cut outs are numbered in a serial order. A flannelgraph needs a slightly inclined flat surface. A flannel cloth or a rough khadi cloth is then spread on this flat surface. These cut outs are then displayed on this cloth in a serial order by the teacher. While displaying these cut outs the teacher gives out a commentary or steps of his lesson. The commentary is prepared by the teacher beforehand. By the time the teacher puts all the cut-outs on the cloth, the entire story is in front of the audience and the teacher is then ready to summarise his lesson.

Ordinary thick file covers from the discarded files or a mount board can be used for purposes of making cut-outs.

Sandpaper (rough type) is used on the back of each cut-out. Flannel cloth is easily available and one meter length should be sufficient for a class-room of about 25 persons. Some ink, brushes, gum are needed in the construction of this very useful aid. Illustrations on the cut-outs have, however, to be rather bold so that they can be easily seen from a distance of say 5-8 meters. This aid can be used without much preparation either in the class room or outside the room.

CASE STUDY ON
THE COOPERATIVE COLLEGE OF MALAYSIA

By

Mohd. Shah bin Che Man,
Principal,
Cooperative College of Malaysia,
Petaling Jaya,
Malaysia

Presented at

THE FIRST MEETING OF THE
SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE TRAINING

INTERNATIONAL COOPERATIVE ALLIANCE
Regional office & Education Centre for South-East Asia
"Bonow House" 43, Friends Colony, New Delhi -110-014

Adequacy of Training Arrangements
in Malaysia With Special Reference
To The Cooperative College

By

Mohd. Shah bin Che Man,
Principal,
Cooperative College of Malaysia,
Petaling Jaya,
Malaysia

1. A BRIEF HISTORY OF THE COLLEGE

1.1 Background & Physical Development

The idea of scientific cooperation was first introduced in Malaysia in the latter part of the 19th century. However it was only in 1922 when the idea was accepted by the people. From then until 1948 there was no 'felt needs' for cooperative education and training. Almost all of the cooperatives existing then was the thrift and loan societies. As such the methods of getting deposits and extending loans to others are just simple processes and need no specific training. However with the advancement of private enterprise the loyalty of the members were at stake. There was then the 'felt needs' to really have a systematic and vigorous programme for cooperative education and training. It was not until 1956 that any fruitful attempt was made towards this.

The Cooperative College of Malaysia was established in November 1956 with the help of the 'Colonial Development and Welfare Fund'. The building consists of the followings:-

- a) 3 lecture rooms
- b) a hostel accomodating 36 students
- c) a dining hall
- d) a library.

The government was convinced of its role and the response was encouraging so much so that in 1959 the government built another building consisting of :

- a) 2 lecture rooms
- b) a meeting room
- c) a hostel for 30 students.

The progress was encouraging and in 1964 the government again added up another building consisting of the followings:

- a) a hostel consisting of 30 students
- b) an assembly hall
- c) an extension of the library
- d) an office space

Eversince then there has been no more addition to the present complex.

1.2 Finance & Administration

From the very outset the running of the College has been from the Cooperative Education Trust Fund where 2% of the net profit obtained by cooperatives are to be put into the fund. This was at first voluntary but in 1968 it was made compulsory by law to ensure more and constant flow of funds. In the same year in order to speed up the development of the College, it was made into a Statutory Body having a Council consisting of 18 members. Before that it was governed by an Advisory Council.

1.3 Past Courses Conducted by the College

The courses conducted before and after the College became a statutory body was distinctively different. Basically the types of courses conducted between 1956-1969 are:

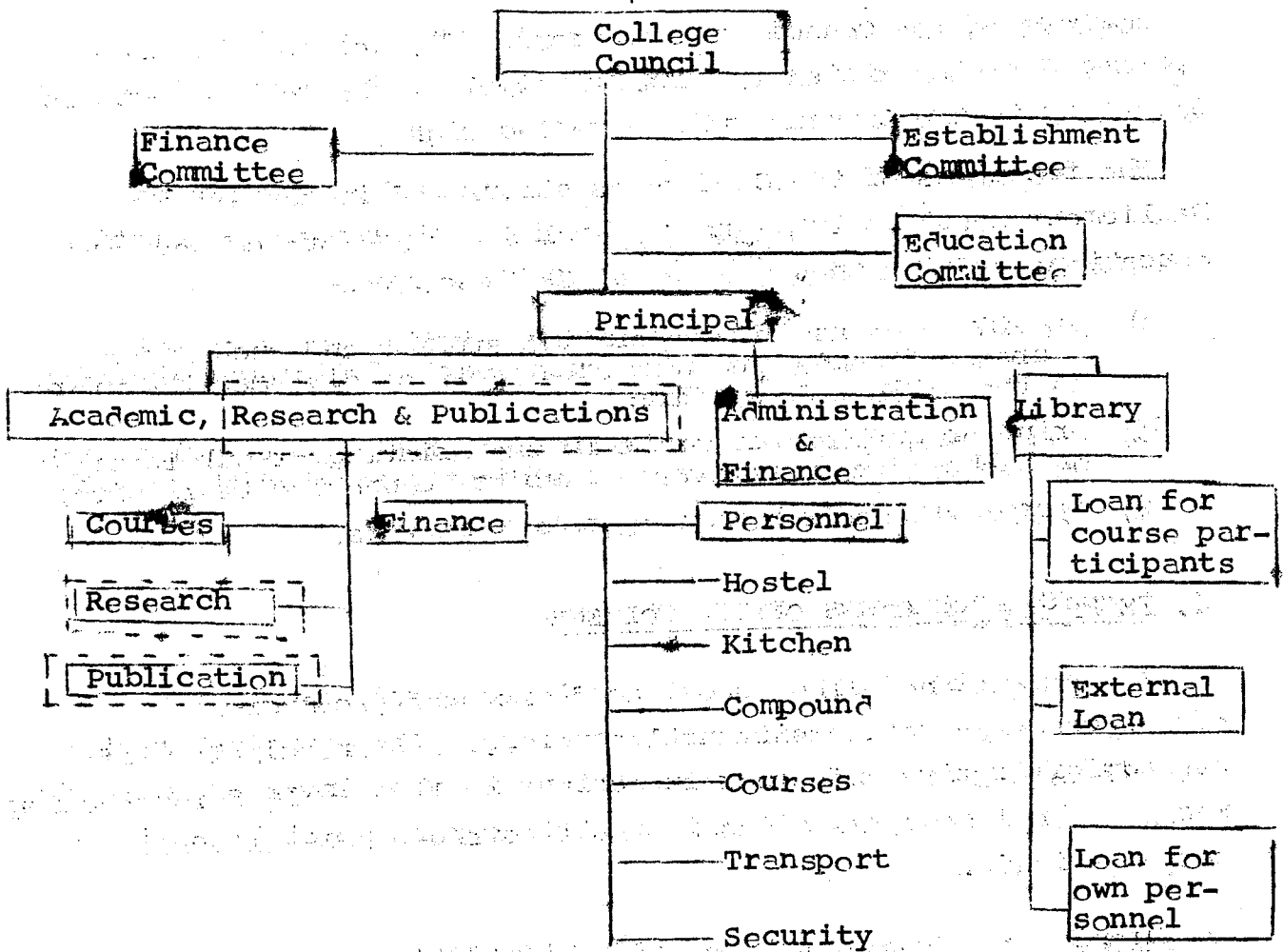
- a) Courses for officers of the Cooperative Department.
- b) Courses for rural leaders.
- c) Courses for government officers who are involved with the rural people.
- d) Basic Courses for cooperators.

The following are the courses conducted between 1970-1976.

- a) Basic Course
- b) Advance Course
- c) Specialised Courses
- d) Diploma in Cooperative Management Course
- e) Course jointly conducted between the College and the Institute for International Partnership, Bonn, Germany.
- f) Member education course.

2. PRESENT STRUCTURE OF THE COLLEGE

The present structure of the College is as shown below :-



☐ To be done as from 1977.

3. COLLEGE COUNCIL

The College Council consist of 18 members whose tenure of office is for 3 years. They could be reappointed again. The members are :-

- a) Chief Secretary, Ministry of Agriculture as Chairman;
- b) Director General for Cooperative Development as Deputy Chairman;
- c) a representative of the Treasury;
- d) 4 persons representing rural cooperative movements;
- e) 4 persons representing urban cooperative movements;
- f) 2 representative of the Ministry of Agriculture;
- g) 4 others.

Members of the Council as paragraphs (d), (e) and (g) are appointed by the Minister. The Principal of the College acts as Secretary to the Council with no voting right.

The functions of the College as stipulated in the Act of Parliament No: 35 of 1968 are to develop and promote cooperative education; and for the purpose the College may -

- a) provide a course in cooperative studies and such other courses of study and make such award of diplomas therefore as the College deems fit;
- b) print or publish or assist in the printing or publication of books on cooperatives or subject connected there with;
- c) carry out research on cooperative matters.

4. TECHNICAL EMPLOYEES OF THE COLLEGE

At present the College has 7 academic staff, comprising of 5 lecturers and 2 assistant lecturers. The Principal besides his administrative and other functions is also involved in teaching. Each of the lecturers and assistant lecturers specialises in certain fields.

Lecturer1 : on cooperative and related laws; organisation and administration of cooperatives.

Lecturer2 : on cooperation & salesmanship

- Lecturer 3 : on auditing, public relations and business subjects.
- Lecturer 4 : on marketing, management and business subjects.
- Lecturer 5 : on accounting, statistics and business subjects.
- Assistant Lecturer 1 : on book-keeping and retailing.
- Assistant Lecturer 2 : on book-keeping and business subjects.
- Principal : Economics, management and business subjects.

Besides the above teaching staff, the College also employs part time lecturers to help in the training programme. The College also has a qualified librarian to take charge of the library.

5. NATURE OF TRAINING PROGRAMME

The College is providing both an in-service as well as pre-service training. Being the only cooperative training institution it has to conduct a number of courses for the entire movement ranging from member education to specialised and Diploma courses. The kinds of courses conducted are as follows :-

- a) member education
- b) basic course
- c) advance course
- d) specialised courses comprising the following
 - (i) book-keeping
 - (ii) internal auditing
 - (iii) retailing
 - (iv) salesmanship
 - (v) general management
- e) trainers course
- f) Diploma course in Cooperative Management.

For comprehensive understanding of the courses see (Annexe I).

Besides lectures, group discussions, tutorials, case studies, visits and attachment to societies are utilised. In lectures, beside chalk board, overhead, slide and sometimes film projectors are used. Charts and flannel board are also used.

The teaching problems are as follows :-

- a) The participants of the courses have different background, academic standards and experiences.
- b) Student enrolment for some courses is not encouraging.
- c) Lack of suitable case studies, slides and films to be used.
- d) Charts and other audio visual aids are lacking due to the fact that the lecturers themselves are not trained to produce them.
- e) Trying to fix up the course content of courses is also a problem.
- f) The duration of the course is also a problem; if it is too short it is not economic and not much is being learnt, if it is too long it is not possible for many to come for such courses due to difficulty to get leave and work load at their working place.

6. EXAMINATIONS & FOLLOW-UP ACTIONS

At the end of every course the participants have to sit for examinations. There are 3 kinds of certificates issued by the College. Those who follows the basic and advance courses if they get through in 3 or more papers would be given a certificate stating the subjects passed. Those following the specialised courses are being issued certificates of attendance while those following Diploma Course are being issued with Diplomas if they get through all their examinations. In the Diploma course the students besides having sit their termly examinations have also tests and assignments to complete like essays, attachment reports and Diploma Exercise. They form part and parcel of the whole course.

Evaluations on the courses conducted are done every end of course. This acts as feed-back for the College to improve on similar future courses. Those who have done well in their basic course are being offered to follow the advance course. Whenever possible College lecturers would drop by societies to see how past students of the College are doing and to check what progress they have made for the societies. For the Diploma students after completing their course successfully are being offered more responsible jobs in the societies. The College also helps the successful candidates to get better jobs.

7. TEACHER DEVELOPMENT

Because of the limited number of teaching staff at the College and due to limited financial resources the College could not embark on a vigorous teacher development programme. off and on whenever possible College lecturers are being sent for further training inside and outside the country for post diplomas and short courses. Besides the teaching staff are often exposed to seminars, symposiums and conferences inside and outside the country. Some of them have attended courses conducted by the Turin Centre, International Institute of Partnership, Germany, Loughborough College, IDACA and seminars and programmes conducted by ICA New Delhi, SIDA and SCC.

Although the difficulties are great, as mentioned above, the College has often voiced its need for teacher development. And it is hoped that our teaching staff would have a better teacher development programme in the future. All these would depend whether the College could afford to employ more staff in the future or not and whether enough money would be made available to the college.

8. FUTURE DEVELOPMENT

It has been felt by the College Council that the financial resources made available to the College has not been sufficient. The College could not depend solely on the Cooperative

Education Trust Fund Account to finance its activities. Other financial resources ought to be sought. The College has to seek the help of the government for its future development. A working paper has been sent to the government indicating the needs of the College for the next 4 years. It is hoped that aid would be forthcoming so that whatever has been planned for the College could be carried out. The following are the development plan of the College for the next 4 years, upto 1980.

- a) Parts of the existing buildings are to be renovated and at the same time a new site for the College is being sought. This is necessary because the present site is too small to permit any form of expansion. A bigger site would also permit more recreational facilities to be constructed.
- b) The present library is to be extended and to be equipped with more cooperative books and literature. It is hoped to make it the best cooperative library in this part of the region.
- c) Research and publication activities are to be started this year and is to be followed later by consultancy work and services.
- d) The number of teaching personnel is to be increased from the present 8 to 18 by 1980.
- e) The Diploma course conducted by the College is being reviewed. It is going to be turned to a 3 year programme and conducted through the modular system.

All these could only be done if the money sought for the next four years is made available to the College.

9. INTERNATIONAL ASSISTANCE NEEDED

The following are the assistance needed during the Third Malaysia Plan from international agencies.

- a) Consultants to programme courses and to fix syllabus.
- b) Scholarships for teacher training and development outside the country.
- c) Scholarships to enable the principal to see cooperative colleges in Asia and Europe.
- d) Audio visual aids.

10. CONCLUSION

The paper is not meant to be completed. If necessary certain details could be expanded and discussed in the meeting itself.

TRAINING PROGRAMME
1977

1. DIPLOMA IN COOPERATIVE MANAGEMENT

Medium of Instruction: Malay & English

Duration : 1 year

Course Content : First Term

1. Cooperative Principles, Practices and History
2. Accounting I
3. Principles of Economics
4. Business Law
5. Principles of Management

Second Term

1. Cooperative organisation & Administration
2. Accounting II
3. Malaysian Economics
4. Marketing
5. Public Relation

Third Term

1. Cooperative Law
2. Auditing
3. Personnel Management
4. Financial Management
5. Statistic

Course Participants : Those having School Certificate or its equivalent with credits in Malay or English and Mathematics.

2. INTRODUCTORY COURSE ON COOPERATION

Medium of Instruction : Malay & English

Duration : 1 week

Course Content : Introduction to cooperation & cooperative law; cooperative administration; the role, rights and obligations of members to cooperatives.

Course Participants : The prospective members.

3. COOPERATIVE ADMINISTRATION COURSE (BASIC)

Medium of Instruction : Malay & English
 Duration : 4 weeks
 Course Content : Cooperation; Cooperative Law; Basic Economics; Introduction to Business; Book-Keeping.
 Course Participants : Committee members of Cooperatives.

4. COOPERATIVE ADMINISTRATION COURSE (ADVANCE)

Medium of Instruction : Malay & English
 Duration : 4 weeks
 Course Content : Cooperative organisation & Administration; Business & Business Law; Decision Making; Economics of Cooperation; Book-Keeping.
 Course Participants : Those who have completed well the Basic Course.

5. MANAGEMENT COURSE

Medium of Instruction : English
 Duration : 4 weeks
 Course Content : Management Process; Management Control; Decision Making; Authority & Responsibility; Inventory Management; Depreciation of Plant Assets; Budgeting; Cash Flow and Cash Study; Interpretation of Financial Statements; Wholesale & Retail Management; Industrial Relation & Labour Laws; Settlement of industrial Disputes; Costing i.e. Marginal Costing and Break Even Analysis; Critical Path Analysis; Incentive Schemes; Introduction to organisation & Method.
 Course Participants : Managers of cooperative societies.

6. DECISION MAKING COURSE

Medium of Instruction : English
 Duration : 2 weeks
 Course Content : Management & Decision Making, Interpretation & Analysis of Financial Statements.
 Course Participants : Managers of cooperative societies and those who are involved in decision making.

7. BOOK-KEEPING COURSE

- Medium of Instruction : Malay and English
- Duration : 4 weeks
- Course Content : Principles of Book-keeping, types of accounts till financial statements, books of account, adjustments, law regarding the distribution of profits, depreciation, accounting policies of the Department of Cooperative Development.
- Course Participants : Book-Keepers and internal auditors.

8. INTERNAL AUDITING

- Medium of Instruction : Malay & English
- Duration : 2 weeks
- Course Content : Introduction to auditing, Internal Control, Auditing techniques, Practical Auditing.
- Course Participants : Internal auditors.

9. SALESMANSHIP COURSE

- Medium of Instruction : Malay
- Duration : 2 weeks
- Course Content : Qualities and Responsibilities, Shop layout and arrangement of goods, Entertaining Customers, Studying Consumer Habits, AIDA, Ways of entertaining and overcoming complaints, credit control, planned sales,
- Course Participants : Those who are involved in selling activities.

10. RETAIL MANAGEMENT COURSE

- Medium of Instruction : Malay
- Duration : 2 weeks
- Course Content : Role of retailing in business, development in retail business, Communication between employees and customers, Stock order & Control, Selling & Buying, Budgeting, Related books.
- Course Participants : Managers of consumer cooperatives.

11. COOPERATIVE TRAINERS COURSE

Medium of Instruction : Malay

Duration : 4 weeks

Course Content : (i) Training Management; Psychology of Education; Training Techniques; Role, rights and responsibilities of members, cooperation and cooperative organisation and administration.

Course Participants : Those who are involved in member education.

12. MEMBER EDUCATION

Medium of Instruction : Malay

Duration : 2 days

Course Content : Cooperation, administrative structure and organisation of cooperatives, role, rights and responsibilities of members.

Course Participants : Members

PRESENT POSITION AND POSSIBLE
IMPROVEMENTS IN USING MORE EFFECTIVE TRAINING TECHNIQUES^{1/}
(with Special References to Case Studies)

V. U. QUINTANA^{2/}

I. Introduction

The Cooperative Movements in the Region have increasingly given so much importance to cooperative education and training in the over-all cooperative schemes. This concern is a recognition of the increasing need of manpower who are well equipped with the principles, theories and techniques of cooperation and with the skills so essential in the management of cooperative societies. The rapid expansion of the cooperative movements has really put a stress on the limited available manpower. This problem is brought about by the policy of some governments to make the cooperative movements the instruments of carrying out the governments programs. Unfortunately, the resources allocated to manpower development for the movement are not usually commensurate to the expected trained manpower.

II. Present Position of Training Facilities and Programs

With the rapid growth of cooperative movements, the facilities for training have also increased. However, it is observed that the existing facilities are inadequately meeting the requirements of the movement. Although a number of these centers cooperative programs are for the education of members and office-bearers a good number of their courses are for management employees. In many instances, the nature of the training is such that it is not effective in equipping employees for specific practical jobs. For some reasons, the course contents are more biased to principles and techniques of cooperative than to the development of management skills of the participants. The courses are not job-oriented. In some cases the training provided does not benefit the movement because some trainees, upon completion, are assigned to positions not related to the one for

^{1/} Discussion Paper prepared for the First Meeting of the South-East Asian Specialists Group on Cooperative Training (SEASPECT) from February 7-14, 1977 in New Delhi, India.

^{2/} Professor and Director, Agricultural Credit and Cooperatives Institute, University of the Philippines at Los Baños, College, Laguna, Philippines.

which he had been trained. Also some participants left the movement after the training. In such case, the training is wasted. However, others try to justify this phenomena by saying that what the cooperative movement lost is gained by the other sectors of the national economy.

The success of any cooperative training programs depends to a large extent upon the availability of qualified and competent staff. In general, the staff of the training centers have been recruited from universities and colleges and co-operatives departments of the governments. More often than not, the staff are well equipped with the knowledge of principles and theories of cooperatives and management but practically no experience in managing cooperatives. This is a serious handicap of the staff in some training centers. To be an effective teacher in cooperative one should possess good academic qualifications and adequate practical experiences in cooperative promotion, organization, supervision and management. He should have the ability to communicate effectively. An open and inquisitive mind and a good public relations are also desired.

The inadequacy of some existing training programs can also be explained by the lack of library materials and laboratory facilities for practical exercises. By and large, the resources devoted to cooperative education and training are way below the required level.

III. Training Approaches

The main approaches that are adopted in the training centers are the class-room, individual and field visit approaches. A sub-approach of the class-room approach is the small group approach which is the most suitable for giving intensive and specialized training to cooperative employees such as managers, treasurers, accountants, warehousemen and even salesmen. The group is highly homogenous which makes the administration and management of the course relatively easier. In general this approach is relatively inexpensive.

The individual approach is also used for highly specialized types of training, the objective of which is to provide the knowledge and skills to the participant in consonance with the background and the nature of the job the individual is expected to handle after the training. This approach is used when the members of the group have to be trained along different lines. Reading assignments, essay writing and individual reports are some of the activities undertaken by the students. The students individually discuss with the teacher their reports. In a way a

teacher in this approach acts as a tutor. This course is not only time-consuming but also relatively expensive. However, it is the most effective of all the approaches.

IV. Methods and Techniques of Teaching

Almost without exception, the most common method of teaching used by the staff in the training institutions is the lecture method more often supplemented by class discussion. Aside from the fact that the lecture method is the least effective, it easily bores the students. To make the lecture method more effective, it is supplemented by methods which do not only allow students to participate but to be more involved in the teaching-learning process. Whatever technique(s) is used, the objective of the teacher is to enable the participants to understand thoroughly the concepts, theories and problems and provide them the skills necessary to make them more effective in their jobs. Other than the lecture method, cooperative teachers used at varying degrees the methods of group discussion, workshops, demonstrations, study circles, correspondence courses and case studies. The suitability of such methods depends on the subjects.

Another method is the field visits. This makes training more practical and useful. At present most of the training courses include observation tours, attachment to societies and/or on-the-job training. To make the field visits more useful, the teacher should plan well in advance the visits. The necessary arrangements with the prospective hosts should be made several weeks before the participants go to the field. Also the hosts should be briefed of the objectives of this particular exercise. Written instructions about the field trip should be given to the students. This will include purpose of the trip, the places (including persons) to be visited, the information to be solicited, the format and deadline of the submission of the report. The report should be discussed in the class. These are some of the proven ways of making the field visits a success. However, it has been observed that a few of the training institutions do not include field visits in the program because of the reluctance of some societies to receive participants, the lack of successful cooperatives and the lack of employees to entertain the students. In some more developed cooperative movements, the lack of good societies is partly solved by establishing cooperative laboratories or dummy societies.

The use of the different methods and techniques by staff depends on the training of the staff, the subjects being taught, resources available and the background of the participants.

After giving a brief exposition of the methods and techniques of teaching I may now discuss the case study method.

VI. Case Study Method

What is a case study method? A case study is a method used in teaching or research to exemplify and show a problem. The term "case study" has come to be applied to a variety of written descriptions of actual experiences which are used for various teaching and research purposes. A case study may be anything from a one- or two-page anecdotal observation to a book-length dissertation. The amount of details deemed necessary may vary with the kind of teaching or research purpose that is to be served.

How is it used? Group study of written cases will put each student into equal starting position with the same amount of information as the others in the group. The teacher using the case study method may raise questions based on the materials and then the students are asked to make decision and support them with the information given in the case. For participants of cooperative courses, this practice in raising relevant questions about the case and making decisions is regarded as quite valuable training for future work. The confidence that each student develops by using this method is difficult to measure but it is definitely useful in cooperative business transactions. This will help develop the minds of the students to be analytical in solving problems.

Style of the Case Study. The way a case study is written may depend on its intended use. For teaching purposes, where a group study and decision techniques is being used, a straightforward presentation of facts of the situations being studied seems ideal. Objective description is most desirable. If the use is to be presented as a result of research, critical analysis is included sometimes throughout the presentation and sometimes separately from it. This sort of presentation may also be best for the individual who is using case studies for individual private study rather than group decision.

In other words, a study should be a "photographic" and systematic description of facts. The author's opinion should not be mixed with the facts. Opinions of relevant persons appearing in the case may be cited and it should be so stated. If possible, photographs should be attached to the case studies. In order to provide sufficient information for the analysis of the case, factual

figures and statistics and relevant rules and regulations and any other useful information should be provided. As the case study is a description of what happened in the past it should be written in the past tense.

Collection of Case Study Data and Information. The methods of collecting data for case study vary from the simplest to the most sophisticated method. A case study writer may get his information from individuals or organizations by means of interview using a set of questionnaires. He may use a schedule to record the needed information from the secondary sources such as minutes of meetings, books of accounts or financial statements. If the case study requires primary field data, then surveys using questionnaire will have to be undertaken. If large observations are required then sampling will have to be done. For instance, in our Institute we are presently engaged in the preparation of 15 case studies of Barrio Associations which were considered outstanding two years ago. Reports to the Bureau of Cooperatives Development show that some of these associations are encountering problems of varying degrees and some have already failed. The primary objective of the case study is to find the incidents, causes and factors responsible for the sustaining stability of the associations or the reasons for failure. Appendix 1 is the content of the case studies that our Institute is currently undertaking.

Development of a Specific Situation. This is the most important part of a case study for group discussion. Identification of incidents, actions, problems or programs which are important to the success or failure of an activity should be undertaken. For instance, a case could be an innovative farmer who succeeded in increasing his farming activities by efficient utilization of cooperative credit or it could be a case of a cooperative that succeeded in mobilizing small farmers in certain village to increase their production through the use of cooperative credit or it could be a story of "failures". The usual sequence of the description in this section is as follows:

- a) Initial environmental situation
- b) Problems encountered
- c) Program direction, planning and decision
- d) Implementation activities and
- e) Consequences and their repercussions.

VII. Possible Improvements in the Use of Training Techniques

As pointed out, the training programs in many institutes are still inadequate both in extent and quality. Some of these institutes are in need of external as well as internal assistance for the strengthening of the programs. Some of the ways of possibly improving the approaches, methods and techniques of training are the following:

1. There should be an "honest-to-goodness" inter-cooperative institutes exchange of syllabi, textbooks, handbooks, manuals, and other teaching materials, results of research and evaluation of teaching methods and aids.
2. The International Cooperative Alliance should give all the necessary support to the Cooperative Education Materials Advisory Service (CEMAS) so that it will be able to carry out its functions. All training institutes and other sources of teaching materials should cooperate with CEMAS.
3. ICA should expand the teachers-exchange programme. If possible, the length of stay should be increased to a period of not more than two years. International agencies may be requested to support the project.
4. If possible correspondence courses in the Institute of a country can be opened to teachers of institutes in other countries; and
5. ICA should find a means of giving continued support to SEASPECT which may undertake in-depth studies of specific problems in cooperative training.

CASE STUDY

GUIDE AREAS FOR PARTICIPANT-OBSERVATION

A. BARANGAY (Barrio Government)

1. Write the history of the barangay
2. Describe the barangay profile (same information as SN membership profile)
3. Prepare a base map of the barangay reflecting the different features, sources, crops raised, etc.
4. Note down the distance (accessibility of the community from the community from the municipal center/market).
5. Describe the life-styles and work patterns (Farm and non-farm) of major occupations in the community)
6. Describe the practices of local cooperation (type of participants, its nature and specific features)
7. Describe the landlord-tenant relationship, past and present practices
8. Describe the communication patterns
9. Describe the practices of marketing farm products and on purchasing farm inputs in the community.

B. SAMAHANG NAYON (Barrio Association)

1. Write the history of the Samahang Nayon
2. Describe the membership profile
3. Describe the leadership/membership turn over
4. Describe the yearly financial status
(Barrio Guarantee Fund, Barrio Savings Fund and General Fund)
5. Describe the practices as regards the SN savings program
(BSF, BGF, GF)
6. Review the accounting system in terms of adequacy, deficiency, etc.
7. Describe the sanction mechanism in terms of disciplinary measures
8. Lessons completed (education) program of SN

9. Describe how the Board of Directors/Standing Committees/
General Assembly participate in the SN operations/activities:

- marketing farm products
- purchasing farm inputs
- collection of funds
- membership expansion campaign
- imposition of discipline
- SN-sponsored projects
- and others.

10. Describe the communication patterns and practices in the SN

11. Describe the marketing practices and purchasing of farm products in the SN

12. Review all the minutes/resolutions of the BD/SC/GA meetings.
Note down salient highlights/messages contained thereon.

13. Identify and describe the unique practices in the SN which deviate from the SN policies, DLGCD circulars/memoranda. (e.g., screening committee in Looc, and non-imposition of BGF in times of calamity)

C. BARANGAY/SAMAHANG NAYON

1. Describe/note down the geographical-agronomic conditions directly or indirectly affecting the SN
2. Note down presence or absence of basic infrastructures, services (roads, mass media, transportation) in the community. Relate the observations with the workings of the SN.
3. Describe the leadership styles and patterns of the formal (SN officers) and informal leaders in the community.
4. Observe the interplay of forces (factionalism, hiya, sir; pakikisama, utang na loob, chismis, favoritism, kanya-kanya, etc.) Relate the observations with the workings of the SN.
5. Describe the functional relationship between Barangay Council (B/C) and SN Board of Directors/Standing Committees.

D. PRIVATE AND GOVERNMENT AGENCIES/SN

1. Describe the involvement of government services, provincial-municipal services in the affairs of the SN (e.g., Masagana Program, Operation Land Transfer)
2. Describe the role of women/civic associations in the affairs of the SN
3. Describe the involvement of other farmers association (e.g. Federation of Free Farmers (FFF), Irrigators Association) in the affairs of the SN.
4. Describe the attitudes of the SN members/officers towards Cooperative Insurance System of the Philippines (CISP) policies on insuring members (age limits and extent of coverage).
5. Note down private agencies-sponsored projects and its effects (direct or indirect) on the SN (e.g., Robina Experiment in Looc)

E. O T H E R S

1. Note down members/officers' perception on whether SN is a problem-solver or a social problem in itself.
2. Note down all available information under the sun related to SN.

CASE STUDY ON
THE SCHOOL OF COOPERATION, SRI LANKA

by

W. U. Herath
Principal
School of Cooperation
Polgolla,
Sri Lanka

Presented at

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Polgolla, Sri Lanka

(I) The importance of the training of officials of the Cooperative Sector was felt with the expansion of the Cooperative Movement in the Nineteen Twenties. These officers were given a training at Madras Presidency and the Training Institute in Punjab. This scheme was terminated in 1928 and the new recruits were made understudy to the senior officers. Annual seminars too were held for their benefit.

When the Cooperative Movement started to diversify its activities with the emergence of the 2nd World War, a comprehensive training had to be given to the Cooperative officials and the employees of Cooperative Societies. Therefore, the present School of Cooperation was inaugurated in 1943 as a part of the Cooperative Department in Kandy with an Assistant Commissioner in charge as its Principal. He functioned as the authority on education, extension and propaganda activities in addition to his duties as the Principal.

The objectives of the School were :-

1. To give further training to field officers already in the service of the Department,
2. To train new entrants,
3. To hold refresher courses,
4. To train officers of the societies,
5. To arrange for courses of lectures for the public,
6. To conduct all departmental examinations, and
7. To do intensive propaganda.

It appears that all the activities in connection with the education of officers, employees, leaders and members were centralised with the School. It started its training programmes by organizing short-term intensive courses for officials. There were other special training programmes for Managers of Cooperative Societies. Main subjects were, Book-keeping, Accounts and Theory of Cooperation. A long-term course of one year's duration was introduced in 1954, for employees and prospective employees of the Cooperative Unions, Secondary Societies and Apex Organisations.

In addition to these courses, Study Circles were organised to train leaders and members of Cooperative Societies. Many publications were undertaken in connection with this programme.

A correspondence course for cooperative employees was organised in 1952 as it was found that most of the small societies with one Manager as the only employee could not afford to send him for residential training.

By 1955 the 22 District Unions joined together to organise the Cooperative Federation of Ceylon. After a few years the School of Cooperation assisted the Federation to set-up District Education Centres to undertake Cooperative Employees' Ordinary Level Course Training.

One of the special features of the School was training of foreign students who were sent through aid programmes. Students from Sarawak, Indonesia, Malaya, Nepal and Thailand attended these courses. Recently this was abandoned due to non-availability of foreign aid.

By 1966 with the quantitative and qualitative development of Cooperative Employees, the training programmes were standardised.

With the increase of educational activities of the School in the Cooperative Employees Sector, the Principal was relieved of the responsibilities in extension and publicity activities. These activities were organised as a separate division under a separate Assistant Commissioner of Cooperative Development in the Department.

The School had a lecturing staff of five including a Lecturer in Economics, 2 Inspector Lecturers and 2 visiting Lecturers at the inception. Now the lecturing staff has increased to 17.

An Audio-Visual section which assists in conducting training programmes was organised in 1973, with a permanent audio-visual assistant in charge of that section.

Formally the School was conducting refresher courses and ad-hoc courses for cooperative employees and Government officers in the Cooperative Sector. After 1976 emphasis has been given to organising specialised Management Development Courses.

(II) The School is administered by a full-time Principal. He is responsible to the Commissioner of Cooperative Development on matters pertaining to cooperative education. He is delegated with powers to supervise the work of the staff of the School in addition to his duties in curriculum development and organisation of various courses on the basis of the annual programme of activities (calendar). He represents the Department in other institutions on matters relating to Cooperative Education. He maintains relations with the National Cooperative Council and other institutions; He is responsible for arranging Cooperative Teacher Development Programmes and Research Programmes and is given a free hand to implement Cooperative educational development programmes as far as the Cooperative Officials and Cooperative Employees are concerned.

Funds for the School are allocated by the Government and from the Cooperative Fund.

Today the School has residential facilities for 120 trainees, and quarters are provided for the staff including the Principal, Lecturers, Librarian and minor employees.

The school is located in a 40 acre campus. It is equipped with several lecture halls, recreation rooms, common room facilities and a Library with 10,000 volumes. The Library provides lending and reference services to the members and the trainees.

The School is benefited by its own shopping centres, run by a Cooperative Society formed by the staff with the assistance of the neighbouring government teachers training schools. Recently a school building was handed over to the National Cooperative Council to run one of its education centres. The School is expected to carry out surveys of Cooperative Employee Trainees there.

The objectives of the school of Cooperation are :-

- i. To provide, educational and other facilities for training officials of several grades in the Department of Cooperative Development for their career development.
- ii. To inculcate correct attitudes of the officers of the other government Departments and Corporations which are involved in cooperative activities.
- iii. To provide educational and other facilities for training cooperative employees and prospective employees for their career development.
- iv. To conduct Cooperative Certificate Examination.
- v. To provide facilities for training and research for the teachers and research workers in the Cooperative Sector.
- vi. To assist the Movement by undertaking surveys and research.

With the objectives several regular institutional training programmes are undertaken by the School. The School provides training facilities for following categories of training:-

- (a) Cooperative Development Officers and the Assistant Commissioners of Cooperative Development.
- (b) Cooperative Employees .
- (c) Officers in other Government Departments and Statutory bodies.
- (d) Teaching staff of the National Cooperative Council.
- (c) Cooperative Leaders.

In addition to these activities it lends its expertise to the other educational centres, public schools and cooperative societies to conduct training programmes, seminars and field studies. The School assists public school teachers who come for cooperative training to the School twice a year to organise and develop School Cooperatives in public schools.

The School undertakes to assist other institutions such as Cooperative Management Services Centre and National Cooperative Council to implement pilot programmes in the field of member education. It provides audio-visual facilities in a limited way.

The consultancy services of the School is still limited to the Divisional Offices of the Cooperative Department and a few Cooperative Societies. Sometimes trainees who had undergone courses in the School request for consultation on various problems in the field.

The School has not yet been able to organise a separate research section due to financial and staff problems. However, the lecturers are given facilities to conduct field programmes whenever they find the time. An attempt is being made to publish these research papers submitted by them. This programme has been very useful to update their field experience and revise course contents.

The lecturers have published many books. The School has been able to publish an annual journal from 1975 and a few books which are used as text books by the School during these 2 years.

A recent attempt has been made to prepare proto-type teaching materials. Few case studies have been prepared and distributed for the benefit of the teachers in the Cooperative Sector. The lack of expertise in this field has resulted in its setback.

The School is now negotiating with the National Cooperative Council to translate text books on various subjects by the School staff and publish them through the National Cooperative Council.

(III) Number and types of teachers and other technical employees available in the School are as follows :-

<u>Areas of Specialisation</u>	<u>No. of Lecturers</u>
Cooperation, Theory and History Management	04
Law and Secretarial Practice	08
Book-keeping and Accounts	04
Auditing	06
Sociology	03
Economics	01
Teaching techniques and Methods	03
	02

(Some Lecturers are qualified in 2 disciplines.)

Total Number of Lecturers: 17

Other Staff

Librarian	01
Audio-visual Assistant..	01
Warden	01
Assistant Warden	01
Chief Clerk and Clerical staff	05
Typists and Stenographer	03
Record Keeper (Binder)	01
Peons	02
Watchers	05
Drivers	01
Cleaners	01
Labourers	16
Cooks	03
Sanitary Labourers ..	03

(IV) The School provides residential training for government officers and Cooperative Executives at various levels on the basis of the objectives given above. About 2 or 3 different courses are being conducted at a time in the School.

Regular courses that are being conducted by the school can be described as follows :

Programme Course No.	Duration	Objectives	Nature of participants	Contents	Method & Techniques
1.	Cooperative Development Officers' First Examination Course. 5 months	The aim of this course is to provide the officers with both Theoretical and Practical competent to perform the task which would be normally assigned to them. The skills which the officers following this course are expected to acquire are the following: i. Competency in auditing the accounts of small cooperative societies, ii. ability to organise new societies, iii. ability to acquire management skills, iv. ability to promote public relations, v. ability to acquire the art of public speech, vi. ability to acquire knowledge relating to matters of procedure, vii. ability to conduct meetings, viii. ability to promote team-spirit & community living, ix. ability to make a fair report. x. ability to undertake simple sampling surveys and feasibility studies.	New recruits as Cooperative Development Officers of the Department of Cooperative Development.	1. Cooperation Theory. 2. Cooperation Practice. 3. Book keeping 4. Auditing 5. Economics 6. Sociology 7. Cooperative and General Law.	Lectures - Tutorials - Exercises - Discussions - Case studies - Role play - Field Projects.

Prog- ramme Course No.	Duration	Objectives	Nature of participants	Contents	Methods & Techniques
2.	5 months	<p>The purpose of this course is to improve the skills already acquired by an officer so as to enable him to undertake more responsible work. He should be able to perform such functions as the following independently :-</p> <ol style="list-style-type: none"> i. To do an Audit of a MPCS Society, ii. To advise a society on Management problems, iii. To advise a society on procedural matter, iv. To act as a Leader of a team & coordinate work of the team, v. To make a comprehensive report and offer suggestions, vi. To undertake surveys and field studies. 	<p>Officers of the Department of Cooperative Development, who have passed the Cooperatives Inspectors' First Examination and completed atleast 4 year serve there-after.</p>	<ol style="list-style-type: none"> 1. Cooperation 2. Management 3. Accountancy 4. Auditing 5. Economics 6. Cooperative & General Law. 7. Sociology. 	<p>Lectures - Case Study - Field Studies - Exercises - Role Play -</p>
3.	9 months	<ol style="list-style-type: none"> 1. To develop general aptitudes and create correct attitudes in the present and prospective employees of the Cooperative Sector to undertake job opportunities in Middle Management & Top Management Level Grades. 2. To orient present and prospective employees of the Cooperative Sector towards the ideals of the Cooperative Movement. 	<ol style="list-style-type: none"> 1. Cooperative Employees preparing for promotion to Middle & Top Management Level Posts. 2. Prospective Cooperative Society Executives. 	<ol style="list-style-type: none"> 1. Cooperation 2. Management 3. Accountancy 4. Auditing 5. Cooperative & General Law 6. Economics 	<p>Lectures - Case Studies - Group discussions - Exercises - Project work - Study Tours.</p>

Programme No.	Course	Duration	Objectives	Nature of participants	Contents	Method and Techniques.
4.	Fisheries Inspectors Training Programme	1 month	To provide induction training on the working of the Fisheries Department.	Inspectors of the Fisheries Department.	<ol style="list-style-type: none"> 1. Cooperation 2. Book-keeping 3. Cooperative Law 4. Auditing 5. Economics. 	<p>Lectures -</p> <p>Discussions -</p> <p>Case studies.</p>
5.	Public School Teachers' Training Programme	1 week	<ol style="list-style-type: none"> 1. To orient the teachers towards the ideals of the Cooperative Movement. 2. To build up skills to teach Co-operation as a subject in public schools. 	Teachers of the Education Department.	<ol style="list-style-type: none"> 1. Cooperation 2. Elementary Book keeping with special reference to school cooperatives. 3. Cooperative Law 4. Management. 	<p>Lectures -</p> <p>Group discussions -</p> <p>Case studies -</p> <p>Audio-visual-Aids.</p>
6.	Financial Management Course.	7 weeks	<ol style="list-style-type: none"> 1. To provide an opportunity for the trainees to acquire the necessary background knowledge, technical knowledge and technical skill to discharge their responsibilities. 2. To create awareness in respect of problems and developments in various fields covering the Finance Manager and Accountants. 3. To provide an opportunity to the trainees to liaise with various agents such as Insurer, Banker, Tax Authority, Suppliers, Auditors and Experts and to exchange experiences with counterparts in other societies. 	Finance Managers/Accountants of the Cooperative Societies.	<ol style="list-style-type: none"> 1. Theory & Practice of Cooperation. 2. Management efficiency in Cooperatives. 3. Legal Aspects 4. Statistics 5. Taxation 6. Quantitative Techniques 7. Insurance 8. Banking 9. Organization of Finance Dept. 10. Planning in General 11. Financial techniques and Evaluation 12. Developing Standards 13. Raising Funds 14. Comprehensive Budgeting 15. Integrated Accountach System 16. Interpretation of Accounts 	<p>Lectures</p> <p>Discussion</p> <p>Exercises</p> <p>Case Studies</p> <p>Syndicate-Workshop</p> <p>Panel-Discussion</p> <p>Work Project</p> <p>Pre-Course</p> <p>Training</p> <p>Evaluation.</p>

Prog- ramme No.	Course	Duration	Objectives	Nature of participants	Contents	Methods and Techniques.
7.	Personnel Management Course.	4 weeks	To provide an opportunity for the trainees to acquire necessary technical knowledge and technical skill to discharge their responsibi- lities as Personnel Manager.	Personnel Managers of the Coopera- tive Societies.	<ol style="list-style-type: none"> 1. Principles & Practice of Cooperation. 2. Organisation of the Personnel Department. 3. Functions of Personnel Department. 4. Legal structure cover- ing the employees. 5. Manpower Forecast. 6. Selection & Recruitment 7. Training & Development. 8. Performance, Effective- ness & Productivity. 9. Performance Appraisal 10. Merit rating 11. Promotion & Transfers 12. Remuneration 13. Disciplinary Control & Grievance Procedure. 14. Human Behaviour 15. Trade Unionism 16. Termination of Service. 	<p>Lectures - Discussions - Workshop - Exercises - Role Play Audio-Visual- Aids.</p>
8.	Secretaries' 3 weeks Training Programme.	3 weeks	To develop skills among the participants to perform secretarial and office functions effectively.	Secretary/ Chief Clerks of the Coope- rative Societies.	<ol style="list-style-type: none"> 1. Role of a Secretary in a Cooperative Society. 2. Theory & Practice of Cooperation. 3. Office Management. 4. Cooperative Law. 5. Commercial Law. 6. Administrative Law. 7. Secretarial Procedure. 8. Correspondence 9. Public Relations. 	<p>Lectures - Group- Discussions Workshop Role Play Audio-Visual- Aids.</p>

Programme No.	Course	Duration	Objectives	Nature of participants	Contents	Methods and Techniques.
9.	Consumer Management Course.	4 weeks	To provide facilities to develop skills in the Consumer Manager to perform their functions efficiently. To provide facilities to Consumer Managers to acquaint with recent trends in Cooperative trade and new demands placed on them.	Consumer Managers of Cooperatives Societies.	<ol style="list-style-type: none"> 1. Cooperative Ideology and Consumer Management. 2. Purchasing Management. 3. Sales Management. 4. Financial Management. 5. Personnel function of a Consumer Manager. 6. Legal Aspects of Consumer Management. 	Lectures - Group-Discussions - Business Game - Case Studies - Role Play - Audio-Visual-Aids.
10.	Credit Managers' Training Programme.	4 weeks	To develop skills among the trainees to function as Managers in Comprehensive Credit and Agro-business.	Credit Managers of Cooperatives Societies.	<ol style="list-style-type: none"> 1. Theory and Practice of Cooperation. 2. Rural Credit & Agricultural Development. 3. Principles of Rural Banking. 4. Production Management in relation to Agricultural Development and Agro-Industries. 5. Farm Guidance and Member Relations. 6. Personnel functions of a Credit Manager. 7. Coordinating society activities with other agencies. 	Lectures - Group-Discussions - Demonstration - Exercises - Case Studies.

Programme No.	Course	Duration	Objectives	Nature of Participants	Contents	Methods and Techniques.
11.	Marketing Management Course.	4 weeks	To develop skills of the trainees to acquire technical skills, to perform their activities as Marketing Managers efficiently.	Marketing Managers of Cooperative Societies.	<ol style="list-style-type: none"> 1. Theory & Practice of Cooperation. 2. Principles of Cooperative Marketing. 3. Procurement, Transport, Storage, Processing and Sale of Agricultural & Industrial Products from the members. 4. Guaranteed Price Scheme and Government Subsidies. 5. Personnel functions of a Marketing Manager. 6. Public Relations. 	<p>Lectures -</p> <p>Group-Discussions -</p> <p>Case Studies -</p> <p>Demonstrations -</p> <p>Audio-Visual-Aids.</p>

Problems of the Present Training Programmes

The School had to undertake Management skill oriented training programmes after 1976 on the basis of the increasing demand for such courses by the expanding cooperative business organisations. These societies are lagging behind for want of specialised managers. Although these courses have been designed and implemented we have still not been able to develop our own specialised teachers. Therefore, the School is compelled to hire private and government specialists to run these courses as no expertises are available in the Cooperative Sector.

Shortage of training materials has been an acute problem throughout. Therefore the teachers are in the habit of using the Lecture Method mainly. They are not trained in teaching methodology either, as such they are unable to prepare these materials of good quality.

Although the use of audio-visual aid has been an appropriate technique of adult education and management training especially, the School does not possess films and slides prepared in the recent past. The School has to borrow them from various Embassies and Agencies though they cannot be directly used for training sessions. Therefore the impact of the training programmes has not been very satisfactory.

Scarcity of books in local languages has been one of the acute problems, an average cooperative student has to face. The School has not been able to undertake any translation or publication of text books due to financial problems. The student has to depend on the materials given by the teacher in the mother tongue.

Follow-up evaluation and development of trainees has not been undertaken due to financial difficulties. An attempt made by the School to get an assessment by the employers of trainees themselves have not been successful due to lack of response and follow-up action. Considerable amount of field work and documentation is necessary to enable the School to assess the quality and the practicability of the training programmes.

The continuous research on various aspects of Cooperatives which is a part and parcel of teaching and learning process, this area has unfortunately been ignored by the relevant institutions. It is difficult even for an outsider to undertake any research without getting familiar with the Cooperative field. Teachers in the Cooperative Sector lack knowledge in research methodology as well as other facilities. Therefore they are unable to update their course material on a scientific basis.

(V) The certificate examinations conducted by the School are recognised by the State for job opportunities in the Cooperative and State Sectors. Therefore these courses are standardised and revised by the School as necessity arise. Considerable number of successful candidates in the Cooperative Employees Ordinary Level and Advanced Level Examinations have left the Cooperative Service for outside employment with more career prospects. Recently Cooperative Employees Commission stipulated rigid rules, binding Cooperative Employees who are getting admitted for these courses with the employing Cooperative Societies.

The final examination of the Cooperative courses are held twice a year. The candidates are required to answer question papers of 3 hours duration. The question papers are set by a panel of examiners who are specialists in the respective fields and conversant with the syllabi, subjects, standards and the objectives of each course. A teachers' conference is summoned prior to the preparation of question papers to discuss the progress made and problems faced by them.

Final assessment of a candidate is done after making of answerscripts and also considering the performance by the candidate in the class. Monthly assessment of students are done by the teacher himself and the reports are sent to the School.

As mentioned earlier there is no organizational arrangement to follow-up the progress of the trainees.

(VI) The only regular arrangement for teacher development is the field programmes permitted twice a year. Formally the Loughborough College provided training facilities for trainees from the School which has now been terminated.

In addition to the field surveys the teachers are given opportunities to attend National Seminars conducted by other training institutions.

Teachers in the School are not benefited by any annual award programmes by any international agency. Some of the present teachers have undergone Loughborough training. Sometimes they are offered awards for short-term foreign training programmes that come to the National Cooperative Council. There is no proper system of allocating scholarships to the Cooperative Sector which are donated to the Government by other countries. Therefore the picture of the development for Cooperative teachers is somewhat gloomy.

There is no grading system which leads for promotions of the Lecturers in the School. Therefore many lecturers have left the School for other jobs with better prospects.

(VII) There is an attempt made by the School to organise a post-graduate Diploma Course which is a research oriented programme. It is expected to utilise the project to build up specialised skills among the Cooperative Executives and teachers by undertaking studies in depth on various aspects of Cooperation. This will serve a secondary purpose of evaluating policy decisions and development programmes implemented by the Government and also explore creative abilities of intellectuals in the Cooperative Sector. However it is difficult to find experts with specialized qualifications to supervise the candidates.

There is no likelihood of a change in the present administrative structure in the near future.

It has been decided to develop the audio-visual section in the School to undertake making slides for training sessions. A post of photographer has been approved by the Department.

Applications have been invited for the posts of Lecturers in Economics, Sociology and Business Management - which have become vacant at the moment. Lecturing staff has been increased by 3 more lecturers in the recent past. There will be 17 lecturers with the new-comers.

Moneys have been allocated for the construction of a fully-equipped auditorium and 3 Lecture Halls this year.

(VIII) The urgent problem of teacher development can be solved if a scholarship programme is formulated for the Lecturers. There is no teacher available in the country who possesses any post-graduate qualification in Cooperation. The University of Sri Lanka does not offer any post degree in the field of Cooperation. In addition to this newly recruited lecturers have to face the challenge of obtaining knowledge in various aspects of Cooperation.

International assistance is vital factor in developing teaching aids including audio-visual equipment. Films on Current trends in Management and other allied fields will be of immense use in the training programmes. This will be a guide for the teacher who is unable to study developments in other developed countries.

Foreign exchange problem has been a hazard for obtaining foreign literature on various subjects. Specially books on Management are in short supply in the country. It is necessary to note with gratitude that the ICA has been helpful to a very great extent to obtain books and periodicals from other countries.

The international assistance is essential to organise and conduct new management development programmes and the Diploma Course. Experts on teaching methodology and teachers with multi-disciplinary approach in the Cooperative Field are a vital factor for the success of these new areas of training and curriculum development.

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BACKGROUND PAPER

COOPERATIVE TRAINING ACTIVITIES OF BANGLADESH

by

M. Muzakkir
Principal
Bangladesh Cooperative College
Kotbari, Comilla, Bangladesh.

Presented at

THE FIRST MEETING OF THE

SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE TRAINING

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia,
"Bonow House", 43 Friends Colony, New Delhi-110014.

COOPERATIVE TRAINING ACTIVITIES OF BANGLADESH

M. Muzakkir
Principal
Bangladesh Cooperative College
Kotbari, Comilla, Bangladesh

1. Number and types of Cooperative Societies & their Federation:

Cooperatives started in Bangladesh in the year 1904 and for various reasons it could not gain its ground as the peoples movement as an instrument of Socio-Economic Development until 1971. After liberation of the country in 1971, the people irrespective of their profession are coming under the fold of Cooperatives in their respective fields and the Government is also encouraging the people to develop the country through Cooperative.

The existing set-up of Cooperative is divided into three tiers namely Apex, secondary and primary for smooth running and efficient supervision of the movement. These tiers are working in all sectors of the movement which are shown below sector-wise.

A. Agricultural Credit:

The Bangladesh Jatiya Samabai Bank, Central Cooperative Banks, Union Coop. Multipurpose Society and Village based agricultural Societies.

B. Agricultural Marketing Sector :

The Bangladesh Cooperative Marketing Society, Central Coop. Multipurpose Society, Union Cooperative Multipurpose Society.

C. Industrial Sector :

The Bangladesh Samabaya Silpa Somity Ltd., Industrial Union, Weavers & Artisans primary Society.

D. Sugarcane Sector:

Sugarcane Federation, Central Sugarcane Society, Primary Sugarcane Society.

E. Fishermen Sector :

The Bangladesh Fishermen's Coop.Society, Central Fishermen's Coop.Society, Primary Fishermen's Coop.Society.

In the agriculture credit sector, the Bangladesh Cooperative Bank is the Apex organisation, the jurisdiction of which is the whole of Bangladesh - below it is the Central Bank at the secondary level which serves as a link between the Apex & primary society at the grassroot level. Next to it is the agriculture Coop. Marketing sector, the Apex organisation of which is the Bangladesh Coop. Marketing Society. The main activities of the Society consist in arranging Marketing of Agricultural produce of the members of primary society. The Central Coop. Multipurpose Society works at the secondary stage.

The Bangladesh Samabaya Silpa Somity has been functioning at the Apex level of the Industrial Sector. The Industrial Union serves as a link between the Apex organisation and the Primary Societies.

The Bangladesh Fishermen's Coop. Society is the Apex organisation of Fishermen's Coops. The Central Fishermen's Coop. Society which keeps the link between the Apex and Primary Coop. Societies.

The number & types of different kind of societies are stated below :

<u>Sl. No.</u>	<u>Type of Society</u>	<u>Number of Societies</u>	<u>Number of Members.</u>
1.	National Society	10	2,290
2.	Secondary Society	448	50,915
3.	Primary Agricultural Credit	50,247	30,76,391
4.	Primary Agril. Non Credit	418	31,302
5.	Primary Non-Agril. Credit	1,196	1,85,621
6.	Primary Non, Agril. Non-credit	2,577	2,15,815
7.	Primary Commercial Society	2,910	1,91,731
8.	Primary Industrial Societies	3,336	8,53,801
	Total :	<u>61,142</u>	<u>46,07,866</u>

Different types of societies mentioned above include the societies under IRDP organised under two tier system introduced by the Bangladesh Academy for Rural Development.

2. Number and types of employees working in Cooperative Institutions:

Various kinds of employees are working in Cooperative Societies in different positions. But no accurate record is maintained in respect of different kinds of employees engaged in the services of cooperative societies. However, the number of different kinds of employees recorded in the report of the Inter-Governmental Unit and the Project preparation Committee are given below :

Sl. No.	Kinds of Societies	Number of different categories of employees							
		Mana-ger	Acctt.	Asstt. Acctt.	Super visor	Acctts Clerks	Sales man	Sto re-keeper	Tot-al
(1)	National Coop. Union	-	20	-	-	20	-	-	40
(2)	Central Bank	60	60	60	300	200	-	-	680
(3)	Other Secondary Socs.	300	300	100	100	500	300	300	1900
(4)	Union Multipurpose Coop. Societies.	500	-	-	-	-	-	-	500
(5)	Milk Producers Coop.	120	-	-	-	120	-	-	240
(6)	Other Agril. Coops.	200	100	-	-	100	-	-	400
(7)	Fishermen's Coops.	300	100	-	-	400	-	-	800
(8)	Weavers Coops.	500	500	-	-	500	300	300	2100
Total :		1980	1080	160	400	1840	600	600	6660

Number of employees engaged in IRDP Cooperative Societies but trained in Cooperative College & Zonal Institutes are given below :

Thana Project Officers	160
Thana Dy. Project Officers	160
Thana Acctts	160
Chief Inspectors	80
Inspectors	200
Asstt. Inspectors	940
Village Acctts.	1100
Total :	<u>2640</u>

Besides the employees of Cooperative Societies the number of cooperative officers employed by the People's Republic of Bangladesh for audit and inspection of cooperative societies, but trained in cooperative college and zonal institutes are furnished below :

(1) Asstt. Registrars	60
(2) District Auditors	65
(3) Marketing officers	63
(4) Lady Organisers	3
(5) Inspectors	557
(6) Asstt. Inspectors	1486
(7) Research & Field Investigators	30
(8) Peripatetic Instructors	55
(9) Peripatetic Asstt "	55

Total : 2374

3.1 Existing Institutional Frame Work for employee's training and changes needed therein :

Employees of the cooperative societies receive their practical training in the society concerned and there is no hard and fast rule to obtain prior training in cooperative college or cooperative zonal institutes. Societies feel reluctant in sending their employees for training to the institutes for receiving practical and theoretical training. Even the allowance granted by the Government to the employees could not attract them for training. It is considered that some laws should be enacted for receiving cooperative training prior to joining in a cooperative institute like the officers of the Cooperative Department.

3.2 Number and types of training institutes for employees training, Bangladesh Cooperative College and 8 Cooperative Zonal Institutes (which are located two in each division) are at present engaged in training of employees of cooperative societies as well as officers and staff of the Cooperative Department.

The Cooperative College

The Bangladesh Cooperative College usually provides training to the following categories of trainees :

1. Officers & Field Staff of the Cooperative Department.
2. Field Officer (Project Officer, Dy. Project Officer) of IRDP jointly with BARD.
3. Officers & Employees of important Coop. Societies.
4. Office bearers of Apex, Central & other important cooperative organisation.

The College has got a Hostel to accommodate 72 participants at a time and the college can entertain three different groups in maximum simultaneously. The college has at present the following faculties only.

1. Cooperation-I (Theory principles and History).
2. Cooperation-II (Law practice and procedure.).
3. Audit.
4. Rural Economics & Banking.
5. Book-keeping & Accountancy.
6. Cooperative Management.

At present the Cooperative College has got the following sanctioned strength of teaching staff :

(1) Principal	= 1	
(2) Vice-Principal	= 1	
(3) Professors	= 4	(Two posts of Professors are lying vacant because the candidates with requisite qualification are not available.)
(4) Lecturers	= 2	
Total :	<u>= 8</u>	

The College's only transport for carrying the trainees to the important cooperative societies for practical training is in a delapidated co-ordination.

4. Man Power Plan :

A tentative plan has been drawn up for training of the personnel of Cooperative Department, officers of the IRDP, employees of the Cooperative societies and office bearers of Apex and Central Coop. Organisation for the period upto 1980-81. The plan is enclosed in Appendix A & B. The feasibility of the plan depends entirely on acceptance of the scheme submitted by the Coop. Department to the Government of Bangladesh.

The outturn of society's employees training both in the college and zonal institutes were satisfactory and the training of employees shall not be possible unless the apex societies and their affiliate societies cooperate whole heartedly. The Jatiya Samabai Union which claims to be the mouth piece of all cooperative societies in the country may play a vital role to motivate the societies for obtaining training arranged for employees in different institutes.

5. Duration and Contents of Training Programme for various categories of Employees :

Duration and contents of training programme conducted by the Cooperative College and Cooperative Zonal Institutes various categories of employees and Cooperators are shown below :

A. Cooperative College

<u>Courses</u>	<u>Duration</u>	<u>For whom designed</u>	<u>Course contents</u>
1. Basic Training Course	20 weeks	For Inspectors & Asstt. Inspectors of Coop. Deptt.	All subjects taught in the college.
	10 " (condensed)	For Asstt. Inspectors who have completed 5 years of service.	All subjects taught in the college with suitable adjustment according to needs.
2. Short & medium term course for officers & employees of Coop Societies.	2 to 4 weeks.	For Inspectors promoted (In-service)	Course contents are drawn according to spl. need of the group of trainees.
3. Basic Training of IRDP Officers.	4 weeks	T.P.O. & D.P.O. & Accountant	All the subjects taught in the College except Rural Economics & Business Management.

<u>Courses</u>	<u>Duration</u>	<u>For whom designed</u>	<u>Course Contents</u>
4. Induction Course	2 to 3 weeks	For all categories of new entrances to the Coop. Deptt. (Course held as and when needed.)	Introductory course contents according to needs of the group.
5. Orientation course	2 weeks	Office bearers of Apex & Central Societies.	Course contents are prepared according to needs.
6. Refresher Course	1 to 2 weeks.	Officers of the Coop. Deptt.	A Fresher Course

B. Cooperative Zonal Institutes

<u>Courses</u>	<u>Duration</u>	<u>For whom designed</u>	<u>Course contents</u>
1. Basic Training	10 weeks	Asstt. Inspectors who completed 5 years service.	All subjects taught in the Zonal Institute.
2. Cooperative Management Course	10 weeks	Supervisory personnel of central Socs.	All subjects taught in the Zonal Institutes with spl. emphasis on management of Coop. Societies.
3. Coop. Management Course.	4 weeks.	Manager/Acctt. of Primary Coop. Societies.	All subjects taught in the Zonal Institutes with slight adjustment according to needs.
4. Accountant Course	8 to 10 weeks	Acctts. & Asstt. Accountants of Central Socs.	Accountancy and Book-keeping course.
5. Refresher Course	1 to 1½ weeks.	Asstt. Inspectors of Coop. Socs. Employees of Central Coop. Societies.	Refresher course.

6. Methods and Techniques of Training :

Training methods applied by the Cooperative College and the Zonal Institutes, comprises class room lectures, demonstration, group discussion, debates, dummy meetings, practice speaking book reviews and case studies. The College & Zonal Institutes do not have adequate audio-visual aids. Some of the audio-visual equipments of the College have been lost during War of Liberation. College & Zonal Institutes need modern audio-visual Aids and

equipment. At present it is difficult to procure foreign equipment in Bangladesh because of import and other restrictions.

7. Educational Materials including audio-visual Aids in use and needs in future :

Educational materials, lectures precis, lesson sheets etc. used in the College and in the Zonal Institutes have been developed in the College over the years and these are revised and re-written from time to time to keep them upto date. No fixed text books are followed in the College & Zonal institutes though the trainees are expected to use a large number of reference books.

At present the College has got a Camera and a Projector. The arrangement for developing the films no longer exists because the Enlarger has been lost during last liberation. Need for an enlarger is greatly felt for developing the films and photo for showing the film through Projector possessed by the Cooperative College. The Zonal Institutes have got no audio-visual aids, so the institutes are not in a position to utilise audio-visual aids in their training course.

8.1 Present & future plans for teachers training and development:

There is no specific plans for training of teachers of the Cooperative College & Cooperative Zonal Institutes under it. The Cooperative College and Zonal Institutes being part of the Cooperative Department, their training needs form part of the total needs of the Department for training. The Department has however drawn up a programme for training of the teachers in the Bangladesh Academy for Rural Development and this is furnished below:

Training programme of Cooperative Teachers of Cooperative College and Zonal Institutes in BARD & RARD:

Staff category	Course	Duration (weeks)	Participants		Participants		Participants		Participants		Participants		Total	
			No.	weeks	No.	weeks	No.	weeks	No.	weeks	No.	weeks	No.	weeks
Teachers Cooperative College & Zonal Institutes	-	2	60	120	60	120	60	120	60	120	60	120	300	600

Very recently the Cooperative Education Centre of ICA in New Delhi asked the Jatiya Samabai Union to nominate two teachers of training at Poona and Turin. Jatiya Samabai Union considers that only one person should be nominated by the Cooperative College for training at Poona and the other person should be selected from the Officers of Cooperative Societies who have got no teaching experience. The teachers of the Cooperative College & Zonal Institutes are not therefore getting facilities for training which are offered by the ICA or other foreign agency. The ICA when offers facility for training should clearly state that teachers trained in foreign countries should invariably be utilised as teachers if this is not complied with, the expenditure incurred for training of the teachers must be re-imbursed.

8.2 Arrangements for training of Teachers abroad:

The matters of foreign training are handled by the Cooperative Department and National Cooperative Union. The Union is more interested for training of their Cooperative Leaders than the teachers of the Cooperative College and Zonal Institutes and the Coop. Deptt. is interested for training of the officers of the Department including the teachers. The officers of Coop. Department are generally interested to work as field officers and so the officers having received the teachers training hardly feel interested in serving as teachers. It is therefore considered necessary to arrange training of teachers abroad and selected agency must give an undertaking to the effect that the teachers who will receive training abroad shall serve as teacher for 10 years. It is not good to train teacher to be an administrator or field officer.

9. Assistance needed from abroad, especially ICA during seventies:

Assistance for Cooperative Education and Training Sector is needed from the ICA, ILO and FAO etc. for the following purpose :

- i) Training and Development of teachers.
- ii) Advisory service for developing Coop. College and Zonal Institutes.
- iii) Developing audio-visual aids and communication and other equipments.
- iv) Grant of transport of the College and the Zonal Institutes for field demonstration.

Training Programme of Cooperative Zonal Institutes.

Staff Category	Course	Duration (weeks)	1976-77		1977-78		1978-79		1979-80		1980-81		Total	
			No. weeks	Participants	No. weeks	Participants	No. weeks	Participants	No. weeks	Participants	No. weeks	Participants		
Asstt. Inspector (untrained) In-service		10	250	2500	250	2500	-	-	-	-	-	-	500	5000
Asstt. Inspector/Asstt. Instructor	Refresher & Special.	1½ to 2	600	900	800	1200	1100	2200	1200	2400	1200	2400	4900	9100
Managers & other Supervisory Personnel of Central Societies	Coop. Management Course	10	150	1500	180	1800	300	3000	300	3000	300	3000	1230	12300
Accountants of Central Societies.	Course	10	150	1500	180	1800	300	3000	300	3000	360	3600	1350	13500
Managers/Accountants of Primary Societies	Coop. Management course	4	200	800	400	1600	720	2880	900	3600	900	3600	3120	12480
All categories of employees of Coops. at Central & Primary level	Refresher & Special.	1	280	280	480	480	600	600	800	800	800	800	2960	2960
Office bearers & members of Central/Primary Soc.	Orientation course	1½	400	600	480	720	800	1200	1280	1920	1280	1920	4240	6360
Total:			2030	8080	2770	10100	3820	12880	4860	15320	4860	15320	18300	61700
Managers/Asstt. Managers of TCCAs.	Coops. Management course	8	60	480	60	480	60	480	70	560	70	560	320	2560
Accountants of TCCAs.	Accts. Course	8	40	320	40	320	40	320	70	560	70	560	260	2080
Chief Instructor	--	8	60	480	100	800	150	1200	200	1600	200	1600	710	5680
Asstt. Inspector of TCCAs, Vill.	--	6	100	600	100	600	150	900	250	1500	250	1500	850	5100
Accts of TCCAs	Course.	1	120	120	300	300	600	600	620	620	620	620	2260	2260
All categories of IRDP Personnel.	Refresher Course	1	380	2000	600	2500	1000	3500	1210	4880	1210	4820	4400	17680
..Total:			2410	10080	3370	12600	4820	16380	6070	20160	6070	20160	22700	78380

Grand Total: 22700 78380

EDUCATION AND TRAINING ON COOPERATIVE IN INDONESIA

by

Saudin

1. Foreword.

The ultimate goal of cooperative development is to fill economic and social order as stipulated in article 33 - provision (1) of the 1945 constitution. For this reason the policy on cooperatives is geared towards the efforts of materializing cooperative as a supporting pillar of economic democracy and the backbone of the people's economy in conformity with the spirit of the constitution. The objective of cooperative development is to increase production and employment opportunity, a just income distribution among the members in particular and among the community in general. The success of this endeavour will be determined by the ability of the cooperative in playing its role. Approaches have been made in order that the community will actively participate to achieve its maximum of goal. The many dimensions of cooperative development made different ways of approach :

- regional approach extensively;
- sectoral approach intensively;
- extensively covering community groups;
- efforts of increasing standard of living.

The role of cooperative cannot be separated from the conditioning and development atmosphere of the community so that it can have its substantial share to maintain security and order of the people. It is therefore essential of the promotion of cooperative to be handled seriously and with the perseverance of the promoters who have to carry out their duty regularly and directly.

2. Stages of Cooperative Development.

2.1 The Survival Stage.

The political, social and economic situation has its dominant influence in the development of cooperative. When the New Order came into being, during which there was no stability of political, social and economic situation the cooperative was in its survival period. For the efforts to survive the cooperative required a "platform" to take off. The enactment of the Law on the Basic Regulations for cooperatives (Law Number 12 : year 1967) during the survival period had saved the life of the cooperative and had given a platform for further development. Out of the 64,000 cooperative societies in existence only about 15,000 were hoped to continue their lives. But in the end only 12,348 were able to adjust themselves with Law Number 12, year 1967 while the other 3,000 failed to survive.

2.2 The Rehabilitation Stage.

When the First Five Year Development Plan was started after political and economic situation was stabilised the government was able to give better attention to the development of cooperative. During the rehabilitation period, education, training and extension programmes were planned supported with the budget plan. The implementation of the social programmes had enabled the government to:

- set up training centres for Cooperative Development in every province, except Irian Jaya and Yogyakarta.
- run training courses for cooperative cadres.
- run training courses for Government cooperative officers.
- carry out more intensive information and extension activities.
- carry out other activities in conjunction with the development of cooperatives.

The awareness of the cooperative to perform its economic function has always been encouraged and backed with the promotion of organisation efficiency. Small societies amalgamate to make bigger organisations. Professional manager system was introduced and developed. The maintenance of administration and book keeping as well as the technical know how and organisational and managerial skill have been regularly and directly promoted.

Capitalisation which at that time was a very complicated problem for the development of the business of cooperative was dealt with by the Government through establishing the Institution ^{OF} Credit Guarantee. Funds were provided for functional cooperatives, civil servants' cooperatives and armed forces cooperatives through Presidential decrees No.36 of 1969 and No.22 of 1970. Special credit was also provided for food supply programme.

The setting up of Training Centres for Cooperative Development and the Institution of Credit Guarantee makes them a historical "milestone" in the history of cooperative development.

As the third historical milestone in cooperative development during the rehabilitation period was the establishment of the so called Badan Usaha Unit Desa (BUUD=village Unit Enterprise) and later the Koperasi Unit Desa (KUD=village Unit Cooperative) which was integrated in the programme of food production and marketing which at the same moment had secured the role of cooperative in the field of economy. The system of BUUD/KUD has been chosen to renew the system and structure of agricultural cooperatives and later on the whole cooperative system and structure in Indonesia.

2.3 The Consolidation Stage.

The progress achieved in the economic field brings about new problems in cooperative development. Economic progress often causes the social function to stagger and tend to show the characteristics of a business enterprise which only pursue profit as much as possible disregarding the identity

of a cooperative. This endangering development must be prevented and the cooperative should be able to return to its balance between the economic and social developments. Realising this matter the Government implemented a consolidation programme as an effort to "heal" the cooperative, strengthening its organization and management as well as improving education training, information and extension work so that the cooperative might create good cooperative effects.

3. The Development of Cooperatives.

3.1 The cooperative development reflected in the programmes and their projects are tuned to the 1945 Constitution, the National Guide Lines No.IV of the People's Consultative Assembly and the Five Year Development Plan. These may serve as a platform so as to reach the maximum goals and that there is no difference of approach among the various sectors in the development concerned. It is therefore to be kept in mind that pursuant to this base and platform, the cooperative development will go along and in harmony with the national development.

3.2 The second Five Year Development Plan focusses on the main goals such as :

- increasing production :
- increasing employment opportunity:
- spreading production evenly.

This means that cooperative development should never be separated from the three main goals and in order that the development to be a success efforts in mobilising all resources should always be promoted as to make the people actively participate in the development.

3.3 The main function of the cooperative in Indonesia in the economic development at present is taking part in solving the problems which arise in the regions particularly in these regions with dense population. In solving those problems in accordance with the correct policy, this is always related to the economic growth of the region in question.

3.4 Taking part in solving the problems above, the development of the cooperative should be done in stages. Therefore the objective of development should be brought into agreement with the Selective Strategic Objectives which are based on 3(three) criteria :

- 3.4.1 People business sector which forms the main source of income.
- 3.4.2 Business activity sector which form a priority within the Government policy.
- 3.4.3 The group of people who are responsive towards the Cooperative.

3.5 In order to back up the role of the cooperative more strongly, it is necessary to carry out a restructuring of the existing cooperatives, whether horizontally and vertically. Therefore, the number of 58,000 villages available will be divided entirely in village units which combine several villages into an economic unit which is fairly feasible and viable.

3.6 In restructuring the structural organization mentioned above, the whole activity which exist within regional unit will be handled by a business body of the village unit having a form of body corporate as Cooperative Village Unit. This matter is the result of perfection of the current BUUD/KUD in which the function of distribution of production inputs, production and marketing of food could be considered being successful and furtheron added by the function of loan. Therefore, small loan credit (credit candak kulak) shall be handled by the BUUD/KUD. In the long run the loan function which is being carried out by the R.B.I. (Government People's Bank Village Unit) should also be carried out by the BUUD/KUD.

3.7 Therefore a programme should be formulated which could be specified as follows :

- 3.7.1 Organization and Management Sector.
- 3.7.2 Business Sector.
- 3.7.3 Loan Sector.
- 3.7.4 Education Sector
- 3.7.5 Infrastructure Sector.
- 3.7.6 Planning and Programming Sector.

II. EDUCATION AND TRAINING ON COOPERATIVE.

A.1 Within the scope of the development and progress programme of the Cooperative in Indonesia in the preceding period many activities in the field of education and training has been done. The activities which were already done among others were :

- education/training, courses, seminars and publication by several means of media.

The results of those education and training courses in the preceding years appeared to be far than expected due to the expanding development of the cooperative in particular in the sector of organization, management and business. Therefore, in the future the activities on the field of education and training need to be increased and more intensive and directly.

2. Making Use of the PUSDIKOP

2.1 Within the scope of development of the cooperative both on theory and cooperative techniques the Cooperative Education and Training Centre (PUSDIKOP) is applied in the Central and the Regional level as well to provide activities in the field of education and training, information, discussion, seminar and lectures.

2.2 Those activities are provided for the Ditjen apparatus and people of the Cooperative/BUUD/KUD who are to be trained being cadres of the cooperatives.

3. Application of Educational Cluster Curriculum.

3.1 In order to increase the quality and quantity of the cooperative cadres of different level and task, an intensive and oriented education system is needed with different subject of instruction according to need (not uniformed).

3.2 Cooperative subject of instruction for Cooperative education/training whether for Ditjenkop and cooperatives should be formulated into a guide for Educational Cluster Curriculum as a means which is important in a Cooperative Education/ Training system.

3.3 : In accordance with the existing condition the application of the Cooperative Education/Training Guide Cluster Curriculum at stage one should be brought into agreement being a transition period for each type and level of qualification in education and training.

4. Re-Activation of AKOPNAS (National Academy of Cooperative).

4.1 Purpose.

4.1.1 In order to obtain technical cadres of cooperative who are qualified and have personality in the development of cooperative.

4.1.2 Developing and continuing the ideology of cooperative and knowledge of cooperative.

4.1.3 Open the opportunity for employees of the Directorate General of Cooperatives who are able to fulfil the requirements in order to increase the level of education and have the ability to reach the educational level of Bachelors.

4.2 Selection

4.2.1 Requirements to become a student candidate :

- In the possession of a S.L.A. Negeri (Secondary School) diploma; in particular S.M.A.E/SKOPMA (Economic/ Cooperative Secondary School).
- Three years work experience within the Directorate General of Cooperative.
- Unmarried.
- Age not more than 30 years.
- Good conduct
- Healthy which should be proven by a medical attest.
- Passed the preliminary test.

4.3 Preliminary Test.

In order to follow the lectures in the National Academy of Cooperative in Jakarta, all participants should be passed

the preliminary test which covers the following subjects :

- Knowledge of Cooperative.
- Management.
- English language.
- Basis of Statistics.
- Economic knowledge.

4.4 Statement.

Before becoming a student the candidate should sign a Statement, that :

- During the study he shall not marry.
- Willing to be returned to his original region if he fails to climb a higher level/class for the second time.
- To behave in accordance with the Academic Regulations.

4.5 The lecture to be started during the budget year 1977/1978.

B. P R O G R A M M E

1. Education and Training

Within the budget year 1977/1978 the educational activities will be oriented toward :

1.1 To support the implementation of the consolidation programme. For this implementation education and training activities will be provided in the PAU (Pusat Administrasi Usaha = Centre of Business Administration) regions in the 16 Kabupaten of the 13 provinces as follows :

1.1.1 Training for employees.

1.1.1.1 P.K.P. (Special Extension Officer) total 30 persons.

1.1.1.2 P.K.L. (Field Extension Officer) total 225 persons.

1.1.2 Training for Cooperative Activity.

1.1.2.1 P.A.U. leaders 16 persons.

1.1.2.2 P.A.U. Executives 80 persons.

1.1.3 Education and Cadres Trainers.

1.1.3.1 Cadres training 1,625 persons.

1.1.3.2 Monthly discussion carried out by P.K.L. with 1,625 Cadres.

1.2 Preparation of Candak-Kulak (Small Revans) realization people.

1.2.1 Training for employees.

1.2.1.1 Officers in Provincial levels 72 persons.

1.2.1.2 Officer in Regencies levels 190 persons.

1.2.2 Training for Cooperative Societies.

1.2.2.1 Head of the Loan Section 533 persons.

1.2.2.2 Training for book keepers 533 persons.

1.2.2.3 Training for Loan Inspectors 533 persons.

1.2.2.4 Training for BUUD/KUD Board members who will realise the Candak-Kulak Programme 533 persons in total.

1.3 Increasing the capability of the officers of the Cooperative Directorate General.

1.3.1 Administrative courses for employees of the Kabupaten (Regencies) who has not followed these courses in the preceding years in total 94 persons.

1.3.2 Technical courses for employees in the Kabupaten level who has not followed these courses in the preceding years in total 150 persons.

1.3.3 Training for Section Heads in the Kabupaten level in total 229 persons.

1.3.4 Upgrading courses for Information Section Heads in the level of the Province in total 30 persons.

1.3.5 Training of L.J.K.K. officers in the level of Kabupaten who have not followed these courses in the preceding years in total 94 persons.

1.3.6 Training for Heads of the Planning Section in the Provincial level 30 persons in total.

1.3.7 Training for Consultants in the Provincial level and Central level 20 persons in total.

- 1.4 Increasing the capability of the cooperative societies.
 - 1.4.1 Training course for Cooperative/BUUD/KUD board members in total 750 persons.
 - 1.4.2 Training course for Cooperative/BUUD/KUD inspection in total 430 persons.
 - 1.4.3 Training course for Cooperative/BUUD/KUD Book keepers in total 670 persons.
 - 1.4.4 Training course for Cooperative/BUUD/KUD Shop/Warehouse keepers in total 130 persons.
 - 1.4.5 Training course for Cooperative/BUUD/KUD Fertiliser/Insecticide employees in total 180 persons.
 - 1.4.6 Training course for People Cane Sugar Cooperative Executives in total 100 persons.
 - 1.4.7 Training course for Cooperative/BUUD/KUD Managers.
 - 1.4.8 Training course for Apparatus of 27 BUUD/KUD in the Jakarta environment (West Java) consisting of Board Members, Managers, Book Keepers.
 - 1.4.9 Training course for the B.K.I. Jakarta Raya Cooperatives in total 30 persons.
- 1.5 Education and Training for Cooperative Cadres of Special Group.
 - 1.5.1 Consultation on Cooperative Pondok Pesantren (Islam Seminaries) for Sulawesi in total 40 persons.
 - 1.5.2 Education for Scouts Cooperative Cadres in total 30 persons.
 - 1.5.3 Education for Scouts Cooperative Cadres Pondok Pesantren in total 30 persons.
 - 1.5.4 Education for High school Teachers for whole Java in total 30 persons.
 - 1.5.5 Education for all Teachers in whole Jakarta in total 30 persons.
2. Information/Extension.

Within the scope of consolidating the organization of Cooperative Management information and extension service should be increased particularly in order to reach the lowest level which is covered by the Cooperative, i.e. members and potential members including the society. Therefore, information and extension should be carried out more active and intensive.

What is meant by active and intensive extension are the following :

2.1 To set in motion information and extension directly toward all members, potential members and the society in such that information gives the impression of understanding concerning the purpose of the Cooperative. This kind of extension can be said to be successful when it result in :

2.1.1 The increase of members number.

2.1.2 The increase of cooperative number.

2.1.3 The increase of business volume.

2.1.4 The increase of service toward the members/public.

2.2 To set in motion information and extension by applying effectively objective between :

2.2.1 All employees of the Information Department.

2.2.2 Strategical groups within the society, among others people plays groups (lonong, ludrug, etc.) prominent people etc.

2.2.3 Press, T.V. and RRI including non RRI.

2.3 Using the Nucleus member system in the regions of of PAU Projects with multiplying effect.

2.4 Using the PKL-system in the PAU region and set in motion Cooperative Guidance in the PAU region in order to carry out the P.K.L function.

2.5 Distributing written matters and printed to be placed in the BUUD/KUD District and village Offices on strategical places to be read and to be seen easily.

2.6 To order every cooperative guide using educational equipment such as : organisation charts, flip charts, posters, by using information materials which directly support the implomention of the cooperative development programme by using simple materials. It would be better to use the local dialect.

2.7 In order to obtain the greatest success all workers in the field of information and extension on Cooperative, it is necessary to increase their skill by giving them a practical training such as :

2.7.1 Upgrading for employees in the information department in the Kecamatan level concerning the Cooperative programme in the village level.

2.7.2 Upgrading for Ditjenkop employees concerning the technique of information and extension.

2.7.3 To provide special guidance on Cooperative for contact farmers who are members of the KUD already in order to prepare them to become nucleus members.

2.7.4 To provide guidance on art groups within the scope of spreading out the idea of cooperative.

2.8 The cooperative bulletin issued by the Ditjenkop with an circulation sufficient in number form a written media which can be distributed in the entire area.

This bulletins are sent directly to KKOPS (Chief of the the Dijenkop Provincial office) in whole Indonesia and it is necessary to send it further for distribution to parties and people who really need them in the entire area. This bulletin has two functions:

2.8.1 As an information and guiding media concerning cooperative matters for all members of the society from high to low.

Therefore this bulletin contains the following :

- information concerning the policy connected to the cooperative.
- presenting facts which are connected to the activities of the Cooperative.

2.9 In order to obtain a more productive results in the implementation of the guidance, it is necessary to have guiding means and educational equipment.

2.9.1 In the Kabupaten/Municipal level to be provided with one camera for taking pictures/events on cooperative matters which are important in nature and for documentation.

2.9.2 Especially for the PAU region (in 16 Kabupaten within the 13 Provinces to be provided with one set education instruments for each Kabupaten which is assigned as a PAU region and each set consists of :

- 1 slide projector
- 1 tape recorder
- 1 diesel generating set
- 1 camera and blitz.
- 2 loud speakers, 3 mikes and 1 amplifier.

2.9.3 Those instruments should be used according its purpose and should be maintained in order to keep them in good order.

C. ACTIVITIES IMPLEMENTATION

The programmed activities have been implemented as follows :

A. EDUCATION AND TRAINING.

Education and training have been carried out successively according the programme and its realization done as shown in the following pages.

TARGET AND REALIZATION OF DITJENKOP EMPLOYEES TRAINING
CENTRAL AND REGIONAL WHICH ARE CARRIED OUT IN JAKARTA.

NO.	KIND OF TRAINING	NUMBER OF TIME				REMARKS			
		T	:	R	:		T	:	R
1.	Appraisal course & training central regional officer LJKK.	36	:	36	:	Tw.I	:	Tw.I	26 persons Region 10 persons Central
2.	Special Inspector Course	30	:	30	:	Tw.I	:	Tw.I	29 persons Region 1 person Central
3.	Upgrading Head of Information Sector	30	:	30	:	Tw.I	:	Tw.II	26 persons Region 4 persons Central
4.	Candak-Kulak Loan Course Provincial level.	72	:	71	:	T	:	Tw.II	71 persons Region Prov. & Kab.
5.	Special Cooperative/30 PKP Guidance Course		:	30	:	Tw.I	:	Tw.III	13 persons Prov. PAU 16 Bab. PAU 1 central
6.	Head Planning Sector Course	30	:	30	:	Tw.II	:	Tw.II	26 persons Region 4 persons Central
7.	Bookkeeper Course BUUD/KUD Project West Jawa.	30	:	30	:	Tw.I	:	Tw.II	25 person Activists
8.	Manager Course KUD Project West Jawa	30	:	30	:	Tw.I	:	Tw.III	25 person Activists 5 persons Staff KKOPD
9.	Administrative Course	16	:	16	:	Tw.II	:	Tw.III	15 persons Region 5 persons Central
10.	Consultant Course Regional/Central	20	:	20	:	Tw.I+ IV	:	Tw.III	15 persons Region 5 persons Central
Total Number		319	:	318					

REMARKS : 1. (one not present)

T. (Target)

R. (Realisation)

D. SEMINAR/WORKSHOP

1. What has been carried out.

1.1 Workshop on increasing the role of manager in Cooperative Management within the scope of cooperation with Y.T.K.I./F.E.S.

1.1.1 This workshop was held in Sola on 27 up to 31 March 1976.

1.1.2 This workshop produced the following formulas :

- Work relationship between the Manager and Board Members and others.
- Rights which should be tackled by the Manager in marketing.

The role of the Manager in Cooperative budget :

- The role of the Manager in the cooperative Personnel Management.

1.2 Workshop on the Method of handling various problems after harvest time (Post Harvest Technology) within the scope of cooperation with the YTKI/FES.

1.2.1 The workshop is held in Cisarua, Bogor on 21 up to 24 August.

1.2.2 This workshop discussed the following problems :

- The method of harvest and padi transportation.
- Drying and Warehousing.
- Processing.
- Costs to be borne by the farmer/Cooperative in relation to the sales of the production.

1.3 Workshop on the Method of evaluation toward the Cooperative within the scope of guiding and development.

1.3.1 This workshop is held in Pelabuhan Ratu, Sukabumi on 23 up to 26 November 1976.

1.3.2 This workshop served for the perfection of the evaluation system toward the Cooperative which is based on the classification method with the "Tiga Sehat" criteria.

The elements to be evaluated are :

- Organisation
- Administration and Management
- Business.

1.3.3 From the workshop many inputs were derived both for criteria and methods. However, it still need to be perfected in order to become a guidance for the Distjenkop Officials.

1.4 Seminar on the establishment of Village Electricity in the form of Cooperative within the scope of cooperation with the PLN and USAID.

1.4.1 This seminar is held on 6 upto 8 December 1976 in Hotel Sahid Jaya, Jakarta.

1.4.2 This seminar produced the following formulas of opinion and suggestions :

The role of cooperative in the development of electricity in the villages.

Experience in managing the Village Electricity in Foreign Countries.

Experience in managing village electricity - cooperatively locally.

Recommendation.

2. What should be carried out.

2.1 The seminar which will be held immediately is a seminar on distribution and application of fertilizer on 22 up to 25 February 1977 in Semarang, in cooperation with ESCAP/FAO.

2.2 This seminar will be preceded by a range of survey - activities in 9 regions village units, 2 retailer and 1 wholesaler. The survey has been carried out in December 1976.

3. Work Programme Cooperative Seminar in 1977.

Cooperative Seminar/Workshop for 1977 in cooperation with the YTKI/FES and to be planned as follows :

3.1 Consolidation and Development of BAW of cooperatives.

From 15 up to 29 March 1977.

From 1 up to 25 August 1977.

- 3.2 Control and supervising cooperative loans from 5 up to 9 April 1977.
- 3.3 Teachers/Education of Cooperatives.
From 28 June up to 5 July 1977.
From 15 up to 22 November 1977.
- 3.4 Of the implementation method of cooperative effects in practice.
From 8 October 1977.

E. Team of Consultants of the Directorate-General of Cooperative (Central).

- 1. The Directorate General of Cooperative has a Team of Consultants with 20 members consisting of Officials of the Directorate General of Cooperative who groupwise will be increased and this number will be extended to the regions.
 - 2. Six members of the Team have been assigned to accompany ILO/UNDP experts within the scope of the implementation of the Cooperative Development Programme and Training under the coordination of the Pusdikop Director. The 6 members of the Team mentioned above have and are still handling the courses for Board Members, Managers and Book keepers of the 27 KUD Project in West Java.
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1. Number of primary agricultural cooperatives and federations

There were 11,030 primary agricultural cooperatives at the end of March 1976, which consist of 4,803 multi-purpose societies and 6,227 single-purpose societies. These societies have their corresponding federations at the prefectural level, which number 799, and 24 national federations. Each of the 47 prefectures of Japan has a prefectural union of agricultural cooperatives and at the national level there is the Central Union of Agricultural Cooperatives as an apex organization of whole agricultural cooperatives.

2. Number of employees

Total number of employees of primary societies and federations at the end of March 1974 is as follows;

Primary societies:	276,461	(Out of which 267,294 are those
Prefectural federations:	59,999	of multi-purpose societies)
National federations:	6,336	
Total	<u>342,796</u>	

Out of employees of multi-purpose societies 3,409 are general managers, 15,963 are farm advisers, 1,958 are advisers for better living and 245,964 are other general staffs.

3. Training institutions for employees

Unions are primarily responsible for training of employees. Thirty-six prefectural unions have their own training facilities, while in five prefectures training facilities are owned by prefectural governments. Five prefectural unions do not have any training facilities. The tendency in recent years is that the unions establish facilities by themselves or prefectural governments transfer their ownership to the unions.

At the national level the Central Union of Agricultural Cooperatives has a cooperative college (The Central Cooperative College), while other national organizations such as National Federation of Agricultural Cooperatives, National Mutual-insurance Federation of Agricultural Cooperatives and Central Cooperative Bank, have their own training facilities for their employees since they have large number of employees.

Our future tasks are to establish training facilities in every prefectures; to develop training programmes which may meet more effectively the needs of agricultural cooperatives and to improve teaching techniques.

4. Teaching staffs

Each training institute owned by prefectural union has 5 - 10 teaching staffs who are composed of union's staffs and those deputed from federations. In addition, there are part-time lecturers for specialized subjects consisting of prefectural government officers, university professors and specialists of federations.

5. Duration and contents of training courses

Employees training organized by unions consists of the followings;

(1) Pre-service training

This is to give general training on agricultural cooperative for senior high school graduates who want to work in agricultural cooperatives for the period of 6 months to one year. Number of students for each course is from 30 to 50. Such training courses are organized by 19 prefectural unions and the Central Cooperative College. In case of the latter duration of the course is 3 years.

(2) Basic training for different categories of employees

This training course is organized for junior staffs, staffs of medium standing and senior staffs and the programme covers the most basic subjects of agricultural cooperative operations, such as cooperation, agriculture, social and economic trends, mental attitudes, etc. This is an area of education which are most emphasized by prefectural unions, and most of the unions organize this training course for the period of 3 to 7 days.

(3) Vocational training

To improve the vocational knowledge and techniques required for different business operations, this training is organized for those in charge of credit, insurance, marketing and supply businesses, farm advisers, advisers for better living, trainers of primary societies, those in charge of accounting, tax, auditing, labour management, computer operation, etc. Further advanced courses are organized by prefectural federations, National Federation of Agricultural Cooperatives, National Mutual-insurance federation and Central Cooperative Bank. Duration of courses are generally from 7 to 10 days. Some technical training course organized by National Federation of Agricultural Cooperatives may last more than one month.

(4) Training of full-time board members

Most of the unions organize training course of one or two days for newly elected members of board of directors and board of auditors but not much of training programme is organized for full-time members of the board of directors. Especially none for those of federations. The reason why is that they are too busy and most of them were elected from senior employees of their societies. It is a task to develop effective training programme for those full-time board members.

6. Teaching method

Lecture method are widely practiced but introduction of group discussion, group works, sports, etc. are increasing. In some cases, the case method and training techniques to develop human relations and leadership, which were specially developed for the use in general enterprise by business consultant, have been adopted for training of departmental and sectional managers but they are not so popular yet in training courses organized by the unions. Most of the training institutions have boarding facilities so that participants are all accommodated. Our future task in this respect is how to combine lecture method with other teaching methods.

7. Teaching materials

Because of the wide practice of lecture method, teaching materials- especially audio-visual aids- have not been so developed. So far as the texts of training are concerned, the Central Union of Agricultural Cooperatives, Ie-Ho-Hikari Publishing Association and agricultural cooperative publishing houses produce them. In addition prefectural unions produce for each of their own courses. Training facilities established recently are equipped with audio-visual facilities for TV, Video-tape, slides, cassette tape but they are not sufficiently utilized by teaching staffs.

8. Training of trainers

Training of trainers is looked after by the Education Department of the Central Union of Agricultural Cooperatives and the Central Cooperative College. Several courses/on training method and contents of each subject have been organized but it is rather difficult to expect good effect since trainers are often transferred after about 3 years of service.

With regard to over-sea training, chances are made available to the Central Cooperative College but it is very limited for teaching staffs of the prefectural unions. Increasing contacts between cooperatives in various countries and increasing members who have travelled abroad to see cooperative movements in other countries necessitate over-sea training of teaching staffs to widen their knowledge.

9. Request to the ICA

To prepare and distribute the up-to-date materials regularly -- once a year or once in two year -- containing the followings;

Organizational set-up, membership, volume of businesses, membership coverage, cooperatives' share in total economic activities of each country, problems and trends, etc. of South-East Asia.

10. Cooperation with training centres in other countries

Mutual-exchange of teaching staffs have been organized between the Central Cooperative College and the Cooperative College in Korea but it will be difficult to expand cooperation with training centres in other countries because of language barrier.

BACKGROUND PAPER

COOPERATIVE TRAINING ACTIVITIES IN MALAYSIA

by

Mohd. Shah bin Che Man
Principal
Cooperative College of Malaysia
Petaling Jaya, Malaysia

Presented at

THE FIRST MEETING OF THE
SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE
TRAINING (SEASPECT)

7 - 12 February, 1977

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia,
"Bonow House", 43 Friends Colony, New Delhi-110014

BACKGROUND PAPER

COOPERATIVE TRAINING ACTIVITIES IN MALAYSIA

by

Mohd. Shah bin Che Man

Background and History

The history of the cooperative movement in Malaysia has been very interesting. Prior to 1971 all the cooperative societies were under the supervision and control of the Department of Cooperative Development. However due to difficulties arising from the existence of other organisations functioning side by side with the rural cooperatives, new bodies/institutions were formed to control and supervise them. The Farmers Organisation Authority (FOA) was formed to control and supervise Farmers' Associations (FA) and Agro-based Cooperatives. The ultimate objective of the FOA is to integrate the FA and the Agro-based cooperatives to form Farmers' Cooperatives. Likewise, the Fisheries Development Authority (FDA) was formed to control and supervise the Fishermen's Associations (FA) and the Fishing Cooperatives (FC). It is hoped that FDA would be able to integrate these two organisations and form Fishermen's Cooperatives.

The rest of the cooperatives are still under the control and supervision of the Department of Cooperative Development and the major part consists of societies from the urban areas. There are now approximately about 1,300 societies under the Department, 1500 societies under FOA and 70 under FDA. The types of societies under the Department of Cooperative Development consists of the following :

- | | |
|------------------------|----------------|
| (a) Banking and Credit | (e) Housing |
| (b) Multipurpose | (f) Insurance |
| (c) Transport | (g) Industrial |
| (d) Land Development | (h) Commerce |

PRESENT SET-UP

The apex or tertiary organisation of the movement is the National Cooperative Council of Malaysia (ANGKASA). It is recognised by the government as the national body representing the Cooperative Movement in the country. ANGKASA was formed by the Cooperative Societies of Malaysia. There are now almost 800 cooperative societies affiliated with ANGKASA. They have more than 500,000 individual members with more than M\$300 million in paid-up capital. Any cooperative society registered either with the Registrar, Department of Cooperative Development or Registrar, Farmers' Organisation Authority or Registrar, Fisheries Development Authority may become a member of ANGKASA. Most of the societies in the rural areas, where the societies are small, are being run by the cooperators themselves. They are being paid honorarium. The bigger societies especially in the urban areas employ professional people to manage their activities. Eversince 1967 it is the stated policy of the Department of Cooperative Development to slow down the registration of societies and to strengthen and consolidate the existing ones. In this respect the Department encourages single purpose societies to turn into multipurpose doing multi functions. Indirectly it tantamount to the small societies having single purpose joining hands to form bigger ones with multi activities. This has gone on very smoothly and thus the idea of professionalism has fast caught up with them. It is a known fact that for a cooperative to be strong and viable 3 factors should prevail. They are:-

- (a) great membership
- (b) big capital
- (c) good management

The Farmers' and Fishermen's Cooperatives, however, are being managed by paid officials of the government who have been trained prior to their appointment and who have been attending in-service courses afterwards. As such they are going on fine. However, this is just a stop-gap. Finally, not long in the

for their officers and in some cases they have been solely conducted by the College. However there is still the need to educate and train the members of cooperatives under FOA and FDC not only in specialised fields but also on cooperatives and its related subjects. This is to be very useful in order to maintain loyalty of the members. One of the reasons as to why some of the programmes of these organisations have not been very successful is that the members are not very much aware what cooperation is and what is expected of them. On the contrary the DCD have all this while depended very much on the College to train their officers and cooperators under their control. And this is how cooperative training should be done.

Besides, the quality of the training programme should also be reviewed constantly to ensure that the training programmes are being adapted constantly to the needs of the movement. The experience is that the movement has been expanding too fast compared to the ability of the College to make adjustments to the existing training programme. To ensure there is no dislocation as a result of the expansion of the movement adjustments have to be made fast enough in order not to impede further development. In this way the movement could be expected to play a greater role in the National Development Plan.

MANPOWER PLAN

With the expansion programme envisaged for the movement in the Third Malaysia Plan the College has to be extended. By 1980 plan has been made to increase the teaching staff of the College from the present 8 to 18. The other cooperative agencies of course have their own manpower plan. In this respect FAO and FDA would be taking more personnel to ensure the objectives and policies laid down for them could be implemented and enforced.

TRAINING PROGRAMME FOR COOPERATIVE PERSONNEL:

As has been mentioned training programme for cooperative employees are not only undertaken by the College. Other institutions also offer courses suited for them especially in management and accounting. However the College offers a number of different courses this year. All are done to suit the various categories of employees of the cooperatives. This includes the courses offered to executive personnel like the Management and Diploma in Cooperative Management courses. Annaxe I indicates the various courses conducted by the College.

METHODS AND TRAINING TECHNIQUES

As far as the College is concerned there are various techniques needed in the process of education and training. The main technique is of course the lecture method. However other techniques like group discussions, tutorials, case studies, film shows, attachment to societies and visits are some of the techniques used. Of course the more techniques are used the better a course would become if they are being used properly. In this respect the present arrangement is not enough. My feeling is that the College should be using other techniques as well like programme text technique, management games and other modern techniques. The inability to do so is mainly due to lack of knowledge on how to construct them. If the lecturers of the College are being exposed to the techniques of constructing them, I think we should be able to try on the more modern ones. The lack of materials like case studies, films and slides appropriate for each course is also another factor.

AUDIO VISUAL AIDS USED IN COOPERATIVE TRAINING

At present besides the blackboard, flannel board, overhead projector, slide projector and film projector are used. It is felt that more charts should be used. The difficulty in this respect is in trying to produce these items. The lecturers are not trained to produce them. As such they need the necessary training. My personal view is that we have not reached a stage yet as to use very sophisticated aids for teaching, like magnetic tapes and close circuit television. Aid is not used for its own sake. But it is used when and wherever it could serve a particular purpose well. They should be used sparingly as some of these aids are very expensive and thus beyond the means of most teaching institutions. But whenever and wherever they could serve some purposes more effectively they should be encouraged to be used.

Besides audio visual aids prepared notes for specific training courses and text books should be made available. The present situation is that not enough of these educational and training materials are available. The reasons are obvious to everyone. The application and use of overhead, slide and films

BACKGROUND PAPER

TRAINING OF COOPERATIVE PERSONNEL

by
Mrs. Urmila Shrestha
Principal
Cooperative Training Centre
Arniko Highway, Baneshwor
Kathmandu, Nepal.

Presented at

THE FIRST MEETING OF THE
SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE
TRAINING (SEASPECT)

INTERNATIONAL COOPERATIVE ALLIANCE
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BACKGROUND PAPER ON TRAINING OF COOPERATIVE PERSONNEL

Number and types of cooperative societies and their federation.

Cooperative movement in Nepal has been basically designed for the agricultural development of Nepal. Agriculture being the major source of livelihood for more than 90% of the total population and it is also an important source in contributing the national income which comprises 65% of the total national income of the country. Besides this agriculture plays an important role in earning foreign exchange which shares 80% of the total export of the Nepal. The economic development of the country can therefore be achieved by accelerating the pace of agricultural development. Realising this fact the Government has always given top most priority to agricultural development in national development plans.

Cooperative movement in Nepal is a government sponsored movement. Considering the fact that it is only the cooperative movement that can be the best media for the agricultural development, and the cooperative societies are considered as the important source to extend facilities to the farmers for the development of agriculture at its grass root level. So the majorities of the cooperatives organised are designed to facilitate the agricultural development. Of course, there are industrial and consumers cooperatives also, but their numbers are limited and besides these there are few other types of cooperatives such as transport, saving cooperatives and publication cooperatives, etc.

Number and types of cooperatives that are existing at present in Nepal are as follows :-

1.	Multipurpose primary cooperatives (sajha societies)	:	1098
2.	District cooperative union (secondary level)	:	19
3.	Sajha (cooperative) consumers store Ltd.	:	1

training. The total number of such personnels working in the societies through out the country are tentatively as follows :

Managers	:	1164
Salesmen	:	500
Accountants	:	200

Total	:	1864

Cooperative training institute

The cooperative training centre which is functioning under the cooperative department is the only institution at the national level in Nepal which imparts training of all the categories of cooperative personnels in the country. It was established in 1962 and was started with the strength of three instructors including one in-charge, one account clerk and a penon. At present this training centre has been strengthened and enlarged with the following staffs :

1.	Principal	:	1
2.	(a) Cooperative instructor	:	6
	(b) Agricultural instructor	:	1
3.	Hostel superintendent	:	1
4.	Librarian	:	1
5.	Movie operator (audio-visual-technician)	:	1
6.	Accounts and administrative staffs	:	5
7.	Driver	:	1
8.	Peons and Chaukidar	:	4

The principal is the head of the institute and he is responsible for planning, organizing, and conducting the different courses according to the need of the supervisory and executive personnels requirement for the movement. The principal conducts the training programme with the help of

the instructors, some of them are specialized in Accounting, Auditing, Management, Marketing and Agricultural sciences and some of them are generalists.

This institute is a residential centre having its own building, twelve rooms for the office staffs including instructors and Principal, four class rooms, a library and a multipurpose auditorium. The library is equipped with about 4000 books and a good collection of magazines and number of daily newspapers. Hostel building which is a rented building has the capacity of accommodating about 60 persons and it is situated in the vicinity of main office building. It has its own mess which is managed by a committee of few members who are elected from among the trainees residing in the hostel and is guided by the hostel superintendent. All the trainees, whether government or society employees receive an allowance for maintenance and to cover the travel expenses to and from according to their post and status. There is a plan to construct one hostel building with the capacity to accommodate 100 trainees and quarters for teaching staffs.

Man Power Plan, if any

To make the training programme more effective more number of the specialized instructors will be appointed. One vice principal will be added from the current year to help the principal and to promote the research work on education. The hostel superintendent, librarian and the audio-visual technical will be upgraded. The future strength of the staff of this training centre will be as follows :

1.	Principal	:	1
2.	Vice Principal	:	1
3.	Instructors	:	8
4.	Hostel Superintendent	:	1
5.	Librarian	:	1

6.	Audio-visual technical	:	1
7.	Administrative and accounts personnel	:	6
8.	Helpers and Chaukidars	:	5

At present most of the training programmes except member education camps are conducted at the centre. During 1976, a short duration training for the managers of the primary cooperative (Sajha) societies under the new sajha programme, was conducted at different centres of the country by the Agricultural Development Bank in collaboration with this training centre.

Number and types of training institutions engaged in employee training and quantitative and qualitative aspects of present training programme with reference to adequacy:

All the required training programme is being conducted by this training centre. So far as the quantity is concerned, this institution has been successfully satisfying all the needs. But regarding the qualitative aspects, the research programme needs to be introduced in order to make the training programme more effective and to make field oriented programme suitable to the local condition.

Duration and the content of the programmes for various categories of employees with special reference to executive personnel.

The centre receives trainees from among the persons who have completed successfully Nepal Public Service Commission examination or the examination given by the Agricultural Development Bank. Sometimes, it provides training also at the request of cooperatives.

Besides conducting training for the government and cooperative personnel-at national level, training programmes for the members of cooperatives-are also organized at district or village level. The centre conducts regular courses as well as adhoc ones. The training programmes such as those for cooperative Sub-Inspectors, Inspectors and Officers are regular and other trainings like Auditors' or Managers' courses are of adhoc nature.

This-training centre offers training to all categories of the employees engaged in cooperative development-programme of the country. At present most of the training programmes except member education mobile camps are conducted at the centre. This year this training institution has the programme to conduct mobile education camps in 30 districts of the country.

The centre conducts-the following types of pre-service, in-service-and-refresher courses with varied duration. But there is no provision for advance course in the centre, so far.

Cooperative officers training : This programme has got six month duration including fifteen-days practical training - in the field. Subjects offered to them includes cooperation, management, accounting, auditing, agricultural marketing, rural economics, -banking and agricultural science. Besides these, a course on administration is also being offered in collaboration with the Administrative Management Department of H.M.G. Candidates for cooperative officers are recommended by the public service-commission. The minimum qualification required for them is of bachelor degree.

The centre conducts-the following types of pre-service, inservice and refresher courses with varied duration. But

there is no provision for advance course in the centre so far.

S.No.	Types of training	Types of courses	Duration (working days)
1.	Coop Inspectors Training	Pre-service	24 weeks
2.	Coop Auditors Training	"	12 weeks
3.	Coop Managers Training	"	12 weeks
4.	Coop Managers Training	Refresher	4 weeks
5.	Coop Sub-Inspector training	Inservice	24 weeks
6.	" " " "	Refresher	8 weeks
7.	Assistant Loan Ins. Training	Pre-service	12 weeks
8.	" " " "	Refresher	4 weeks

All trainings are conducted on full-time basis. - To be more specific, each day is allotted for 5 classes of one hour each. - The classes are conducted daily except on gazetted holidays which are included in total training period.

Two levels of training has been maintained : senior and junior. Accordingly separate contents have been fixed for different courses. The courses cover theoretical as well as practical aspect. While theoretical aspect is covered by lectures and discussions, a 15 days work-programme is organised to impart practical insight. During the practical training the trainees are assigned duties in the cooperatives. After the completion of the training period the trainees are required to appear at the examination given by the centre. The successful trainees, as evaluated by the examination, are awarded certificates of achievement. Immediately after the successful completion of the training the graduates are appointed to a position that commensurates with the nature of training received.

Methods and techniques of training :

Among the teaching methods and techniques adopted at present by this institute are the lectures, group discussion, assignments, role play and teaching aids used are pictures, books, leaflets and library-references. -Field visits and preparation of the reports of the field observation followed by the group discussion on field experiences is the process adopted for the practical purpose. Besides these, film shows on related aspects are also conducted in this centre. In order to make the training programme more effective this training centre hopes to introduce some more teaching methods like case study, simulation and flannel graphs. If it will be possible the centre hopes to try to secure film strips, slides and other audio-visual-aids from external agencies.

Educational material including audio-visual-aids in use and needed in future.

The educational materials which are mostly used at present are the books, manuals, charts, graphs, poster and pamphlets, etc. Visual aids that are sometimes used are the film strips and slides, but such materials are not easily available. This training centre hopes to introduce some more effective teaching aids and audio-visual-aids like flip charts, flannel graph, puppets and also hopes to secure film slides strips and other education materials in the near future.

Present and future place for teacher training.

Though the training centre strongly feels that there should be plan and programme for the teacher training of its own, this institution at present does not have its own plan and programme for teachers training. Casually it gets some

general type of training scholarships from H.M.G. and foreign assistance. But it is not adequate to fulfil the need of the training centre. All instructors are of the same category and work full time. Before joining the centre as a member of its teaching staff, there is no provision of formal training to the instructors. So the training centre feels that it is essential to make plan and programme to give the orientation to the new instructors on teaching methods and techniques. And besides that after working few years as an instructor in training centre they must be provided the advance course on their respective subjects and teaching methods and techniques.

Arrangements for training of your teachers abroad (present arrangements, along with your views).

Realising the felt need of teacher training for this institution ICA has provided one scholarship for the training on Training Technique and Methodology. One instructor is already nominated for that training programme and the principal is also already nominated to attend the staff training course in Australia under Colombo Plan. Upto now this institute is not being able to apply the training methods and techniques adequately and satisfactorily. It is being a serious problem in the effectiveness of training programme. So we are sure that these scholarships will help greatly to promote the training activity of the training centre.

Assistance needed from abroad, especially the ICA during seventies.

For the development of the cooperative movement in developing countries like ours, any kind of unstringed assistance will be helpful for its sound development.

At present it will be very helpful, if this institution receives technical and material assistance for the production of education material. Besides that some more scholarships on the subjects such as training technique and evaluation, training methodology, training administration, training research and communication technique will be more appreciable.

Besides that though the present premises is quite sufficient for further extension of the training activities, the centre desperately needs vans for the movement to the trainees to other sites for practical training and for the mobile member-education-camp. The centre has got to improve in the areas of text books, audio-visual-aids, research, publication and the library equipment. So as regards the assistance from ICA it will ^{be} highly appreciable if ICA can provide the technical and material assistance for above mentioned field.

Mutual collaboration among training centres in the region.

At present this institute has not yet entered into any agreement with any other training centres of this region to collaborate in any activities. But in near future it is hoped to be very useful to collaborate in such activities as :

- a. teachers'-exchange programme.
- b. exchange of training materials.
- c. exchange of training equipments.
- d. exchange of training information.
- e. to make training programme more effective, the seminars, conferences and meetings of the training administrators and instructors of the region should be organised.

Areas of the research important for the development
of cooperative education.

It has been realised that for the development of the cooperative education research plays most important role. But unfortunately very little is done by our institution due to the lack of personnel and lack of facilities required for such research work. So far, we have conducted few feasibility surveys and we are doing some preliminary works about the evaluation of training programme as a whole. After completion of this research work the institute is thinking to promote the training programme on the basis of its result. In near future, one vice principal will be added and he will mainly be responsible for the research activities. In this way the institute hopes that after having enough man power and required facilities in near future we may be able to develop certain programmes for effective research in order to promote the cooperative education and to make the cooperative educational suitable to the country's need.

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BACKGROUND PAPER ON TRAINING OF COOPERATIVE PERSONNEL IN THE PHILIPPINES ^{1/}

By Vicente U. Quintana ^{2/}

I. Introduction

Since there has been no radical changes in the cooperative personnel training situation in the Philippines from the time we met in Jakarta, Indonesia in 1974 to the present, the substance of this paper is not very different from the background paper I prepared for that meeting. Changes are mainly updating of figures and few institutional changes. The present efforts of the Government in training are directed to the strengthening of the barrio associations, few area marketing cooperatives, cooperative rural banks and supermarkets.

During the last four years cooperative education and training has been given very special place in the cooperative development program. Pre-membership education is required for every prospective member before his application for membership is approved. All cooperatives which have been re-registered under P.D. 175 had to comply with a membership education requirement. Cooperative training for personnel is also required. Hopefully, with the implementation of all these cooperative education and training activities of the Bureau of Cooperatives Development with the help of some private and public agencies, the Philippines will have a strong cooperative movement which can really promote social justice and economic equality which are also the primary goals of the New Society.

II. Number and Types of Cooperatives including their Federations

Prior to the advent of the New Society, there were 7,046 cooperatives of all types, of which 6,274 were non-agricultural and 772 were agricultural cooperatives. Among the non-agricultural, credit unions (3,041) were the most numerous, followed by 2,566 consumers' cooperatives. The rest were industrial,

^{1/} Prepared for the first meeting of the South-East Asian Specialists' Group on Cooperative Training (SEASPECT) February 7-14, 1977.

^{2/} Professor and Director, Agricultural Credit and Cooperatives Institute, University of the Philippines at Los Baños, College, Laguna, Philippines.

service electric and multi-purpose cooperatives. By and large, the non-agricultural cooperatives were institutionally organized while the agricultural cooperatives were municipality-wide in coverage.

By virtue of a provision in a new cooperative law (P.D. 175) all cooperatives which were registered before April 14, 1973 were converted into pre-cooperatives. Legally, there were no registered full-fledged cooperatives on April 15, 1973. However, every registered cooperative was given a chance to get back its full-fledged cooperative status by applying for re-registration within a period of 6 months from the issuance of the decree and by complying with the new standard requirements within a period of 2 years from the date of the filing of application. The purpose of this policy is to have in the cooperative movement only true, genuine and viable full-fledged cooperatives. As of December 31, 1976, there were only 2,940 re-registered applicant cooperatives, of which 998 are re-registered. This implies that 4,106 cooperatives before 1973 have not applied for re-registration. It is a very high percentage of casualty.

In the light of the causes of cooperative failures in the past, the new cooperative law provides for the organization of barrio association which is pre-cooperative. Its functions are primarily cooperative education, capital formation and savings, and developing discipline among its members. The barrio association is envisaged to be the foundation of the Philippine Cooperative Movement. As of December 31, 1976 there were already 20,590 promoted of which 16,141 were fully organized and registered barrio associations. DLGCD projected that in 1981 there will be 29,901 barrio associations in operation. These barrio associations are federated at the municipality level and as of December 31, 1976, there were 1,543 federated barrio associations at the municipal level and 135 at the provincial/city level.

The Bureau of Cooperatives Development (BCOD) has also pursued vigorously the Area Marketing Cooperatives (AMC) Development Program. As of December 31, 1976, there were already 27 AMC's organized and developed. However, only 11 are in operation.

A new type of cooperative in the Philippines is the cooperative rural bank. As of December 1976, there were already 17 cooperative rural banks organized and developed. In view of some technical as well as legal problems, only one cooperative rural bank is in operation.

In the development of the Kilusang Bayan (all types of cooperatives), the BCOD was able to organize and develop 108 cooperatives (Kilusang Bayan). The projected number for 1981 is 3,227 kilusang bayans.

III. Number and Types of Cooperatives Employees

The number of employees working in cooperatives depends on the type and size of the cooperative organizations. A small consumers cooperative may operate with two employees. However, a cooperative supermarket like the Super Palengke may have 50 or more employees. A typical consumers cooperative may have at least a manager, bookkeeper-accountant, treasurer, one or more salesgirl or boy who is either on a part-time or full-time employees of a cooperative. In agriculture, a typical area marketing cooperative has a manager, secretary-treasurer, bookkeeper, accountant, warehouseman and driver together with one or two helpers. With the increasing number of cooperatives registered, the estimated number of personnel to be trained will be less than 5,000 excluding the personnel (bookkeeper) of barrio associations, ^{who} are also badly in need of training. If the BCOD will succeed in organizing the barrio associations into cooperatives then the employees of these cooperatives will have also to undergo training.

IV. Present Cooperative Education and Training Institutions

Cooperative training facilities for employees are not adequate to meet the requirements of the expanding movement. While it is true that there are many government, private and religious organizations involved in varying degrees in the promotion, organization and development of cooperatives, these institutions do very little activities in the training of employees. They do more in the promotion and cooperative education of prospective members, members and officers of cooperatives.

Since the issuance of P.D. No. 175, government efforts in cooperative education and training have been primarily undertaken by the BCOD and the National Electrification Administration for electric cooperatives. Assisting them are the Department of Education and Culture, the Agricultural Credit and Cooperatives Institute of the University of the Philippines at Los Baños, the State Universities and Colleges.

In addition to the above institutions there are also federations of cooperatives which carry out their training programs notable of which are the Philippine

to meet their objectives and development schemes. In setting their own directions and building up their own resources and programs there has been wasteful duplication of efforts, neglect in other fields, and wide differences in the quality of educational activities conducted.

V. Present Training Programs for Government Coop Personnel

The present training programs are almost geared towards the development of the barrio associations and the cooperatives (Kilusang Bayan). The Bureau of Cooperative Development is in fact deputizing cooperative volunteers to undertake trainers training. In 1977 the BCOD-DLGCD plans to implement the following:

<u>Courses</u>	<u>No. of Participants</u>
1. DLGCD Cooperative Trainers Training	72
2. Non-DLGCD Cooperatives Trainers Training	100
3. Private Sector Coop Trainers Training	100
4. DLGCD Field Supervisors Reorientation Seminar	184
5. Non-DLGCD Officials Reorientation Seminar	50
6. Private Sector Coop Reorientation Seminar	50
7. Monthly CDP Performance Conference	216
8. Annual CDP Evaluation Conference	93

In addition, the Agricultural Credit and Cooperatives Institute will conduct a training course for Agricultural Cooperative Development Officers of the BCOD as it had done in the past.

VI. Present Training Programs for Cooperative Employees

The Bureau of Cooperatives Development in cooperation with the Economic Development Foundation has undertaken training courses for management employees of cooperatives under the Management Training Assistance Program of the government. Among those who were trained are professional managers who have been hired to manage area marketing cooperatives, cooperative rural banks, cooperative insurance and supermarket. These managers are highly paid by the government at the start with the condition that the cooperatives will take over the payment of their salaries over a period of five years. This is based on the assumption that the managed cooperatives will gradually be able to generate

sufficient income to meet the operating expenses including the salaries of the managers. Based on my cursory examination of the situation the Management Training Assistance Program is not adequate to meet the requirements of the cooperative movement. Not one of the cooperatives included in the program has started paying the salary of the manager. The scheme needs some radical changes to cope with the situation. Furthermore it does not give enough attention to the training of treasurers, bookkeepers, warehousemen; and rice mill operators who are also in need of training.

VII. Manpower Plan and Future Training Programs

A. Formal Training in Colleges and Universities

In cooperation with the Department of Education and Culture, BCOD has already gone ahead in the integration of cooperatives in subjects offered in the primary and secondary schools. Initially, a joint committee of the Department of Education and Culture and the DLGCD was constituted to plan and prepare the cooperative syllabi for inclusion in the subjects. After the syllabi and manuals were prepared they were tested in selected schools. To continue the process of integrating cooperative subjects in the primary and secondary levels, the BCOD plans to do the following (1977):

1. Revision of previously compiled teaching materials
2. Preparation of enrichment materials
3. Try-out of enrichment materials
4. Revision of enrichment materials
5. Training of Department of Education and Culture (DEC) Primary School level personnel
6. Training of DEC Secondary School level personnel

At present, there is a growing interest in the offering of undergraduate subjects and courses in cooperatives. This increase is encouraged by the policy of the New Society of utilizing cooperatives as institutions for national development and implementing social and economic reforms. Several colleges and universities are at present offering four-year courses leading to a baccalaureat in cooperatives. In some universities such as the University of Sto. Tomas, Far Eastern University and the University of the East, cooperative is a major field of study in some baccalaureat courses.

In line with the over-all cooperative development program, the Agricultural Credit and Cooperatives Institute has submitted to appropriate University committees a proposed Diploma Course in Cooperatives. This is an initial step to satisfy the demand for trained manpower to teach cooperatives. This course is proposed as an inter-unit and multi-disciplinary undertaking. Appendix I is the detailed description of the course.

B. Informal and Specialized Training Programs

Specialized training programs for cooperative management personnel and officials of cooperatives have in the past been handled by various organizations involved in cooperative education and training. The Agricultural Credit and Cooperatives Institute of the University of the Philippines at Los Baños has the largest number of cooperative training courses which are either residential or non-residential. See Appendix II for the courses offered by ACCI.

Training centers initiated by the cooperative movement in a regional basis have been active in the conduct of such courses. Most notable of these are the Southern Philippines Educational Center for Cooperatives in Northern Mindanao, the Visayas Information and Cooperative Training Office for Eastern Visayas, and Cooperative Center of the Rizal Federation of Cooperatives. They are all supported by the Friedrich Ebert Stiftung.

VIII. Methods and Techniques of Training

The ACCI has been using almost every conceivable methods and techniques of training whenever they are appropriate. The most common methods used are the traditional class-discussion-lecture methods, supplemented by laboratory exercises, field demonstrations, case studies, field demonstrations, study tours and group dynamics. Some assignments are from time to time given to participants. Term papers on assigned topics are also required of students in certain courses.

Efficiency in teaching is also enhanced by the use of teaching aids. Textbooks, handbooks and manuals are very common and important teaching aids. They help the participants to understand the subject as well as provide the teacher with a basic document in dealing with the subject. Very few textbooks on cooperatives have been published especially in this region. Lack of textbook in

the local language is even more serious since most of the training centres like the ACCI use teaching materials written in English.

Other teaching aids when appropriate are also used by teachers in the teaching of their respective subjects. Some of the non-projection types of visual aids used in the training includes chalkboards, chart-graphs, pictures, flannelboard graphs, models, bulletin boards, flashcards, etc. The projection types include slides, film-strips and opaque projectors. The audio aids include tape recorders, phonographs and radio. The most modern and highly sophisticated are motion pictures and televisions (not used in the cooperative movement).

IX. Assistance Needed from Abroad

The cooperative training institutions in the Philippines are in need of financial, material as well as technical assistance from abroad especially from well developed cooperative movements. The ACCI as a developing institution has been seeking support for staff development. Some of its staff members should study abroad to pursue graduate study in the United States or in Europe leading to M.S. or Ph.D, specializing in cooperatives. ACCI needs also the assistance of cooperative experts for a period of two to four years in the development and implementation of its cooperative management training programs. The experts needed are in the field of marketing, supply, financing and accounting. They will be responsible in the training of their counterparts and in developing syllabi or teaching materials in their respective field of specialization. The Institute is also seeking for donors of library materials to enrich library collections and equipment for the audio-visual section. If possible, assistance from ICA to ACCI can be in the form of library materials, lecturers and scholarships for staff members who may go abroad for further study. Three of the ACCI staff who are pursuing their Ph.D. program are sponsored by the Agricultural Development Council of U.S.A., World Bank (IBRD) and the U.S. Agency for International Development.

X. Mutual Collaboration Among Training Centres in the Region

An increase in the number of cooperative and training institutions in most countries in the Region has been registered. Cooperative colleges/centres/institutes exist in India, Japan, Pakistan, Bangladesh, Ceylon, Malaysia, Re-

public of Korea, etc. While these institutes differ in their origin, arrangements and background their main objectives are more or less the same - to train their participants to be well equipped with cooperative theory and practice and to supply the movement with competent leaders.

For the development of mutual collaboration among the training centres, some suitable fields of activity to be used as basis for exchange by the training institutions may include the following:

1. Research and evaluation materials
2. Materials related to teaching methods and aids
3. Syllabi, handbooks, manuals, etc.

All institutes through their librarians should prepare and update mailing list for the purpose of exchanging materials.

#

THE PROPOSED DIPLOMA DEGREE IN COOPERATIVES

1. Objectives

- a) To equip the participant with the basic understanding of cooperatives as social and economic institutions;
- b) To improve or to enhance the professional competence of cooperative managers and practitioners;
- c) To provide training in the conceptualization, operation and evaluation of cooperative programs;
- d) To develop skills in cooperative education and management.

2. Admission Requirements

The course is intended for personnel of both public and private institutions involved in the organization and management of cooperatives.

Who may be admitted:

The candidate for the program should:

- a) Be at least a bachelor's degree holder from a recognized school, college or university; background in business, economics, and in other related social science will be of help to the candidate in meeting the requirements of the course.
- b) Be at least 21 but not more than 40 years old. (Age requirement may be waived for nominees whose experience in the cooperative business exceeds 2 years or apparent potential involvement in cooperative education and management).
- c) Be of good health as certified by the U.P. Health Service, or by a reputed health service.

3. Diploma Requirements

The diploma program shall be administered by the Graduate School of the University of the Philippines at Los Baños, and shall require:

Program of Study. A total of 26 units of course work and two months of practicum are required for the degree, 56 % of which are at the 200 level. To complete the degree in one schoolyear and one summer, the student will

be allowed to enroll a maximum load of 13 units per semester with not more than six (6) units at the undergraduate level.

Grade Requirement. To earn graduate credit for a course taken, a student must obtain a grade of 2.0 and to qualify for the degree, a student must have at least a weighted average grade of 2.0 for all courses taken under the plan of study. Deficiency in grade requirement may, however, be satisfied by taking as many courses as necessary to obtain a weighted average grade of "2.0", provided that the plan of study is revised accordingly. In no case, shall a student be allowed to enroll undergraduate courses more than 50% of the total courses enrolled.

Comprehensive Examination. A comprehensive oral examination is required after satisfactory completion of the plan of study. This shall be taken after the end of the second semester or prior to the conduct of the field practicum. A written examination shall be given to a student with unsatisfactory performance in the oral examination. In no case, however, shall a student be allowed to take more than two oral examinations. Failure to pass the second examination shall bar the student from earning the degree.

Time Limit. Students are expected to satisfy the degree requirements in one schoolyear and one summer. However, an extension of residence for another year to earn the degree may be allowed upon the recommendation of the program study committee. Leave of absences shall be included in counting the time of completing the degree requirements.

4. Course Description

The courses are designed to provide the candidates with a good grasp of cooperative thought, business and economic principles, as well as the social and economic implications of cooperatives. Since it is a social institution, a business unit, and a means to promote social and economic progress, emphasis is placed on the social and economic courses of study.

Cooperatives 201. Cooperative Theory and Comparative Cooperatives Development

Philosophical foundation and evolution of cooperative principles and practices, their application to the different types of cooperatives in a free enterprise economy; analysis of various approaches to cooperatives development in developed and developing economies with emphasis on the Philippine experience.

Cooperatives 202. Cooperatives Legislation

Analysis of cooperative laws both here and abroad; other laws affecting cooperative enterprises.

Cooperatives 211. Cooperatives Management

Analysis of elements of management, problems of cooperative enterprises, techniques and approaches in the promotion of cooperative ideals; membership relations, and relation of cooperatives with other organizations; case studies in cooperative management.

Agribusiness Management 113. Managerial Accounting

The analysis and use of accounting and financial data for purposes of planning, directing, and control of the enterprise. Emphasis is on cost analysis.

Agrarian Studies 231. Social Dynamics in Agrarian Reform

The impact of agrarian reform programs on social structures and the dynamic role of peasant organizations, interest groups and related sodalities in agrarian reform.

Cooperatives 221. Cooperative Marketing

Analysis of elements, functions, and types of market; approaches and strategies in cooperative marketing here and abroad; case studies in marketing.

Cooperatives 231. Cooperative Finance

Methods of financing cooperative enterprises; planning and management of financial resources of cooperatives.

Cooperatives 241. Cooperative Education

Concepts, design, strategies, and operations, of effective programs and services for cooperative education and communication; management of training centres and evaluation of training programs.

Agricultural Education 120. Rural Sociology

Analysis of rural communities and rural institutions as they respond to and are affected by technological, social, economic and environmental policies and factors both within and outside the rural sector.

Economics 102. Intermediate Microeconomic Theory

Analysis of microeconomic principles relating to behavior of consumer, firm and industry, products allocation of resources, and product market.

Business Administration 265. Introduction to Agribusiness Management.

A survey of Philippine agribusiness industries with emphasis on major agricultural commodity systems. The determination and appraisal of agribusiness problems, and opportunities.

Cooperatives 299. Seminar in Cooperatives.

Research papers covering issues and related matters affecting Cooperatives development here and abroad.

Practicum

After completion of two (2) semesters of course work and passing the comprehensive examination, the participant will undertake two (2) months of full-time exposure to the operations of a cooperative enterprise or institution. Arrangement for the attachment of a student to a cooperative will be done by the Institute and an outline of activities shall be prepared for each participant's guidance. At the end of summer term, the participant shall submit a written report on the progress of his field practicum and shall present the report in a seminar.

6. The Proposed Curriculum

First Semester

<u>Course Number</u>	<u>Course Description</u>	<u>Credit (Units)</u>
Cooperatives 201	Cooperative Theory and Comparative Cooperative Development	2
Cooperatives 202	Cooperatives Legislations	2
Cooperatives 211	Cooperatives Management	2
Business Administration 265	Introduction to Agribusiness	2
Agrarian Studies 231	Social Dynamics in Agrarian Reform	3
Agribusiness Management 113	Managerial Accounting	2

Second Semester

Cooperatives 221	Cooperative Marketing	2
Cooperatives 231	Cooperatives Finance	2
Cooperatives 241	Cooperatives Education	2
Agricultural Education 120	Rural Sociology	3
Economics 102	Intermediate Microeconomic Theory	3
Cooperatives 299	Seminar in Cooperatives	1

Summer

Cooperative 200	Practicum	
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(over)

**TRAINING COURSES OFFERED
IN THE AGRICULTURAL CREDIT & COOPERATIVES INSTITUTE, UPLB**

I. Cooperatives - Training Courses :

1) Managers	8-12 weeks
2) Secretary-Treasurers	2-4 weeks
3) Bookkeepers	2-3 weeks
4) Warehousemen	3 weeks
5) Directors	1-2 weeks
6) Committee Members	1-2 weeks
7) Voluntary Leaders	1-4 weeks

II. Government Officials - Training Courses for:

1) Agricultural Coop Development Officers	6 months
2) Philippine National Bank Farm Credit Supervisors	1 month
3) Central Bank Farm Technicians	1 month
4) Development Bank of the Philippines Project Evaluators	2 months
5) Development Bank of the Philippines Loan Appraisers	2 months
6) Department of Education and Culture Credit Supervisors	1 month

III. Other Institutions - Training Courses:

1) Rural Bankers	1 week
2) Sugar Institute Foundation, Inc. (SIFI) Treasurers	2 weeks
3) Samahang Nayon (SN) Trainors	2 weeks

BACKGROUND PAPER

TRAINING OF COOPERATIVE PERSONNEL IN SRI LANKA

By

W.U. Herath,
Principal,
School of Cooperation,
Polgolla (Sri Lanka)

Presented at

THE FIRST MEETING OF THE
SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE TRAINING

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
"Bonow House" 43, Fields Colony, New Delhi- 110-014

TRAINING OF COOPERATIVE PERSONNEL IN SRI LANKA

By

Mr.W.U. Herath,
Principal,
School of Cooperation,
Polgolla (Sri Lanka)

1. No. and Types of Cooperative Societies and their Federations (Sector-wise)

The Cooperative Movement of Sri Lanka (formerly Ceylon) emerged with the Credit Societies Movement in 1906. Cooperative Consumer Societies and Agricultural Societies came to exist during the 2nd World War. There were other cooperative societies such as better living societies, welfare and hospital societies and labour societies with little influence over the economy.

Major re-organisations took place in 1957 and 1971. Multi-purpose idea was advocated by the policy makers and implemented by the Government. In the light of this background, the present position of the Movement as at 1976 is as follows :-

<u>TYPE</u>	<u>NUMBER</u>
Multipurpose	315
Credit (Unlimited)	2,380
Credit (Limited)	391
Thrift and Welfare	283
Stores	102
Agricultural Cooperatives	763
Livestock Farms	70
Fisheries	53

<u>Type</u>	<u>Number</u>
Textile	30
Other Industrial Cooperatives	694
Other Primary Societies	2,801
Apex Unions	12
Credit Unions	28
Other Unions	16
	<hr/>
	7,918
	<hr/> <hr/>

Total membership of the Cooperatives was - 1,538,000.

2. Number and Types of Employees Working in Cooperative Institutions

<u>TYPE</u>	<u>No. of Employees</u>
Multi-purpose	33,894
Stores	418
Industrial Cooperatives	1,543
Cooperative Hospitals	317
Others	1,961
	<hr/>
	38,133
	<hr/> <hr/>

The annual increase of employees can be projected by 10%. The employees of Multipurpose Cooperative Societies are of a special significance as far as the training is concerned. The number of employees in other societies are very much lesser except in the Industrial Cooperatives. We have to pay special attention to the employees of the Multi-purpose Cooperative Societies (MPCS), when we think in terms of specialized training its due to two reasons :-

Firstly they are playing an important role in the socio-economic development in the country. Secondly they need specialized training in developing their job-skills.

A recent survey has revealed the approximate number of employees on various levels in the following manner :-

<u>LEVEL</u>	<u>No. of Employees</u>
1. Senior Level Manager	1,500
2. Middle Level Manager	2,000
3. Lower Level Manager	8,500
4. Salesmen/Bill Clerks and other sales	14,000
5. Clerks/Cashiers	5,000
6. other staff	4,000
	<hr/>
	35,000
	<hr/> <hr/>

3. Review of the Existing Institutional Framework for Employee Training, Quantitative and Qualitative Aspects of Present Programmes

There are three major institutions which provide training facilities to cooperative employees :-

1. School of Cooperation, Sri Lanka
2. National Cooperative Council of Sri Lanka
3. Cooperative Management Services Centre.

In addition to these institutions, Vidyodaya Campus of the University of Sri Lanka has organised a Degree Course on development studies in which the subject of Cooperation is a major area of study. This is purely an academic course meant for undergraduates of the University.

The School of Cooperation started its educational activities in 1943. It functions under a full-time Principal who is an officer of the Department of Cooperative Development. The School organises all the Certificate Courses. It decides on the objectives, standards and contents of the courses. Revision of these courses are also done by the School occasionally with the assistance of the teachers of the District Centres. The School provides institutional training for two categories of employees :-

1. Cooperative Development officer and other Govt. officials.
2. Cooperative Employees.

The School conducts certificated courses for Cooperative Employees Advanced Level trainees. In addition there are four other Centres administered by the N.C.C. (National Cooperative Council) which conducts advanced level classes.

The School was organising ad-hoc courses for Cooperative Employees and the Cooperative Inspectors in the past. Now it has been switched over to develop a Management Development Programme for Managers of various levels of cooperative societies. It intends to prepare proto-type teaching materials and train teachers for organising job oriented training programmes for other categories of employees too. These programmes will be conducted at the District Centres and Societies itself. This will be undertaken by the completion of first stage of Management Development Programme at the School. The objectives of the School of Cooperation are :-

- i. To provide educational and other facilities for training officers of several grades in the Department of Cooperative Development for their career development.
- ii. To inculcate correct attitudes of the officials of the other Government Departments and Corporations which are involved in Cooperative activities.
- iii. To provide educational and other facilities for training employees and prospective employees for their career development.
- iv. To conduct Cooperative Certificate Examinations.
- v. To provide facilities for training and research for the teachers and research workers in the Cooperative Sector.
- vi. To assist the Movement by undertaking surveys and research.

(Prospectus)

The National Cooperative Council (NCC) is a registered Cooperative Apex organisation which started its activities in 1955. The President is a part-time cooperative representative elected from the member societies.

The objectives of the National Cooperative Council are :-

- (a) To promote and develop the Cooperative Movement of Sri Lanka,
- (b) To educate, guide and assist the people in their efforts to develop, expand and strengthen the Cooperative Movement in Sri Lanka,
- (c) To serve as an exponent of Cooperative opinion and to express views on behalf of the Cooperative Movement in Sri Lanka.

(Articles Nos.4 & 5 of the Bye-law)

The School of Cooperation in which the Ordinary Level Courses was started handed over the training of employees for ordinary Level Course after the establishment of the National Cooperative Council Education Centres. There are 26 such Education Centres administered by the N.C.C. at the moment. The supervision and guidance of the employees training courses at the Centres has been undertaken by the School. There are 5 Centres in the Island including a class at the School itself which provide facilities for Advanced Level Courses.

The teachers of the Education Centres are recruited by the N.C.C. and trained by the School and other institutions who offer training facilities to the N.C.C. These centres function as District offices of the N.C.C. as well, which were given other duties as extension and District Committee activities. A District Secretary is in-charge of this office and the Education Centres.

The Ordinary Level Courses are held twice a year. The duration of the Advanced Level Course is 9 months. The capacity of the trainees of each class is 40.

The objective of the Cooperative Management Services Centre are :

- (a) To render consultation on Management to Cooperative Societies based upon reviews and analysis of the business structure and operation of the individual enterprises.
- (b) To render follow-up services to guide the application of such advice as has been adopted or authorized for implementation in the individual enterprises,
- (c) To render advice and guidance on implementation to initiate the operation of new commercial services and industrial ventures of Cooperative Societies,
- (d) To render assistance to Cooperative Education and training institutions at National and District Levels to their programmes of Management training to staff, Board Members and employees of societies by :-
 - (1) the production and issue of teaching aids such as case studies, manuals, model instructions, model job descriptions and other management communication documents.
 - (2) the secondment from the Cooperative Management Services Centre or professional staff, international or national, to courses, seminars, conferences and similar arrangements.
 - (3) the arrangement of internships of a suitable duration in the Cooperative Management Services Centre or for members of Cooperative institutions to induct them in the methods of better management,
 - (4) the planning and conduct of courses on selected subjects,
- (e) to render assistance to such schemes as may be devised to re-orientate the supervisory, administrative, developmental and audit staff in the discipline of modern management,

- (f) to study methods and costs of physical operation and gradually develop and publish a body of standards to guide the employees and executives towards useful assessment of performance.
- (g) to assess the potential and propose measures for the expansion of cooperative activities after analysis of sales, marketing and industrial operations of cooperative organisations,
- (h) to undertake research and compile statistics with a view to establishing costs and performance standards,
- (i) to render such specialized and ad-hoc advisory services as may be required by Cooperative Societies.

(The Gazette of the Republic of Sri Lanka Extra-ordinary
12.04.1973)

The Cooperative Management Services Centre (CMSC) was inaugurated in 1973 as a State Corporation under the provisions of the State Trading Corporation Act. A full-time Chairman functions as the Chief Executive of the organisation. Each organisation gives attention to the training of cooperative personnel within their object emphasis and physical resources. The following regular training programmes are conducted by the School and the N.C.C.

School of Cooperation	N.C.C.	Nature of Participants
1. Cooperative Development officers' 1st Examination Course	-	C.D.O.s of the Cooperative Dept.
2. Cooperative Development officers' 2nd Examination Course	-	- do -
3. Cooperative Employees Advanced Level Course	Cooperative Employees Advanced Level Course (4 Centres)	Cooperative Employees
4. - -	Coop. Employees Ordinary Level Course (26 centres)	Coop. Employees and prospective Employees

School of Cooperation	N.C.C.	Nature of Participants
5. Financial Management Training Programme	-	Cooperative Employees
6. Personnel Management "	-	-do-
7. Consumer Management "	-	-do-
8. Marketing Management "	-	-do-
9. Credit Managers' Training "	-	-do-
10. Secretaries Training Programme	-	-do-

In addition to these courses, ad-hoc courses are organised by the School for Cooperative officials and employees on request.

The main area of activities so far undertaken by the C.M.S.C. is consultancy and publication. They conduct surveys on request by the Government as problems faced by the societies in carrying out their business activities where the State is involved. The CMSC has carried out surveys on queue problem, Regional Warehousing System and implemented pilot projects on members education, fertilizer distribution and export marketing. Sometimes, training programmes on the basis of the findings and model projects are also undertaken on ad-hoc basis. Therefore, it appears that the School of Cooperation and the N.C.C. Education Centres are the institutions which engage in full-time employee training.

These institutions are able to undertake training all employees at Management and Supervisory Grades as far as their foundation courses are concerned. Training facilities have to be expanded to society level if all categories of employees will have to be covered.

The quality of the materials used by the District Education Centres are generally unsatisfactory. As a result of this drawback there had been a decline in the number of successful candidates at final tests. This situation arose due to several factors. The NCC had recruited graduates who do not possess cooperative experience as teachers in the Education Centres. Their knowledge in the Cooperative subjects had been poor; most of them did not have experience in teaching. The orientation programme conducted by the School for them was inadequate. In the meantime there had been a shift of emphasis in the examination papers towards a practical approach while the teachers were unable to get themselves experienced in the current development in the cooperative field.

Inadequacy of the number of teachers in Education Centres led to use one teacher for several subjects. This has not been a very good arrangement in terms of the impact on the students and the teacher. The standard of teaching had been qualitatively poor. In addition to this some of the teachers were used for extension and educational programmes outside the Centre.

There had not been any systematic teachers' development in the recent past. Even the School was thinking in terms of hiring a teacher of a general aptitudes who can teach many subjects, instead of building up specialised skills limited to their abilities and qualifications. This situation was rectified during the last year and now we are faced with the problem of them with facilities for their specialization in respective fields. The supervisory grades and the junior employees grades should also be covered by the job-specific training programmes. Field studies will have to be undertaken by the School and identify the training needs. Anyway, a problem will arise with regard to the institutional arrangements as there is no established training centres at the society level.

Training of employees is a continuous process within the perview of the society concerned. Unfortunately most of the societies are still unable to organise their own training department.

The School is now trying to develop pre-course material for this type of training programmes with the help of the N.C.C. and train the prospective trainees of the societies.

4. Manpower Planning of Cooperative Societies

The Cooperative Societies do not have any manpower planning for the future. Therefore one cannot forecast the work load of the trainees at various levels. Anyway past increase rate has been a guide for future training arrangement. It appears that the present training institutions will be able to cope up with the increase provided they are equipped with facilities and trained staff.

5. Duration and Contents of training programmes for various categories of employees with special reference to Executive Personnel

Level	Course	Duration	Contents
Junior Management	Coop. Employees' Ordinary Level Course	5 months	Cooperation - Salesmanship II Elementary Management Secretarial Practice Book-keeping
Middle & Top Management	Cooperative Employees' Advanced Level Course	9 months	1. <u>Cooperation</u> - Theory & Practice of Cooperation - Sectors of Cooperation - Cooperation in various countries. 2. <u>Management</u> - Areas of general Management - Marketing - Personnel - Financial - Production & Purchasing Management. 3. <u>Accountancy</u> - Areas of double-entry system - books of accounts management Accountancy - Financial Accountancy. 4. <u>Audit</u> - Aspects of Cooperative auditing in relation to local conditions. 5. <u>Economics</u> - Business and applied economics - Public Finance - Agricultural and Rural Economics.

Level	Course	Duration	Contents
			6. <u>General And Coop. Law</u> - Constitutional Law - Administrative Law - Contracts & Cooperative Law.
Middle Management	Financial Management	7 weeks	Theory and Practice of Cooperation - Management efficiency in Cooperatives - Legal aspect - Statistics - taxation - quantitative techniques - Problems of Insurance, Problems of Marketing - Problems of Banking - organisation of Finance Dept. - Planning - Financial evaluation techniques - developing standards - financial requirements - Raising Funds - Budgeting - Control - Integrated Accounting System - Interpretation of Accounts - auditing.
Middle Management	Personnel Management	4 weeks	Principles & Practice of Cooperation - Organising of the Personnel Department - Functions of Personnel Dept. Legal structure covering employees - Manpower forecast - selection - recruitment - Training & Development - Performance effectiveness and productivity - Performance appraisal - Merit rating - Promotion and Transfers - Remuneration - Disciplinary Control - Grievance Procedure - Human Behaviour - Trade Unionism, Termination of services.
Middle Management	Secretarial Training Programme	3 weeks	Role of Secretary in a Cooperative Society - Theory and Practice of Cooperation - office Management - Cooperative Law - Commercial Law - Administrative Law - Secretarial Procedure - Correspondence - Public Relations.
Middle Management	Consumer Management	4 weeks	Cooperative Ideology and Consumer Cooperation - Purchasing Management - Sales Management - Financial Management - Personnel function of a Consumer Manager - Legal aspect of consumer Management - Incentives.

Level	Course	Duration	Contents
Middle Management	Credit Managers' Training Programme	4 weeks	Theory & Practice of Cooperation - Rural Credit Systems - Principles of Rural Banking - Production Management in relation to agricultural development and Agro-Industries - Farm Guidance and Member relations. Project formulation - Personnel function by a Credit Manager - Coordinating Societies activities with other agencies.
Middle Management	Marketing Management	4 weeks	Theory and Practice of Cooperation - Principles of Cooperative Marketing - Procurement of goods - transport - storage - Processing and sale of agricultural & Industrial products from the members. Guaranteed Price Scheme and Government subsidies - Personnel functions of a Marketing Manager - Public Relations.

6 & 7. Methods and Techniques of Training

All the Education Centres and the School to a certain extent use the traditional methods of teaching i.e. lecture - lessons etc. which ultimately lead to one way communication. Normally the teacher selects his techniques of teaching on the basis of the training he had in methodology. Unfortunately very few teachers have had training in this field. Limitations of these traditional methods were never felt so much due to the nature of the certificate courses.

As the cooperative education has now being directed towards changing attitudes and building skills of the trainees who attends management training sessions, techniques which are psycho-dynamic and participative are vital for the success of such courses. Case studies - Role Play and Group Discussions are popular among these methods.

Field studies and project work have been adopted in Advanced Level and Cooperative Development officers' training programme. Field assignments have been very successful to arouse sense of creativeness and improve analytical skills.

The preparation of teaching materials have been a major problem the Cooperative teacher had to face. They had neither the skill nor the time to prepare these in an appropriate form which can be used commonly. This situation has been a limiting factor in using participative techniques. On the other hand the teacher is given only a limited time to cover a vast field. Therefore they are reluctant to adopt these participative methods.

There are a few films and slides in use in the School. Specially management sessions has the advantage as most of the films are on Management. Other education centres do not have these facilities at all. There are a fair number of taped lectures delivered by the distinguished scholars who visited the School. Non-availability of an overhead projector has been a disadvantage.

Students attending the regular courses have to depend on the notes given in the class as text books are not available in local languages for reference. The School is unable to publish any texts or translate any standard text due to financial problems.

As the School is organising Job oriented Management training programmes in 1977 the assistance from the expertise available in other business and educational institutions has been sought for conducting training programmes and the preparation of teaching materials. These courses tend to use more participative techniques. Anyway the School has to prepare its own materials for future courses of this nature.

The School does not have funds or equipment to prepare slides and other visual aids. This will be a drawback in conducting successful management education programmes.

8. Present and Future Plans for Teacher Training & Development

The only regular programme for the teacher in the School for his development is an annual field survey arranged by the School. In addition to this they attend ad-hoc courses organised by the Government and Cooperative institutions in the country. These are normally in the form of seminars and workshops.

Facilities are not available for the advancement of their knowledge by attending post-graduate courses.

As regards the foreign awards the School does not get any direct award from any country or international agency. Normally foreign awards are channeled through the Ministry of Cooperatives, Department of Cooperative Development and N.C.C. These institutions are compelled to give priority to their own requirements when they receive foreign aid. As the resources are very much limited, the School gets limited opportunities for abroad training. Sometimes even the awards which are offered to the School are not upto its needs. I.C.A. is the only international agency which has considered these needs and helped the institution direct. Even though there are many obstacles that has to be gone through.

There had been a regular Loughborough training programme extending upto a Diploma Certificate which has been terminated now. Once in a way staff members get opportunities for attending seminars etc.

Teachers' development is a decisive factor in carrying out training programmes. It is very sceptical that the present day Cooperative teacher possess real competence to handle courses of a specialised nature. Therefore the School is compelled to draw experts from other institutions on payment which is not a satisfactory arrangement. Therefore a comprehensive career development plan should be drawn-up to cater to the increasing training needs in the Cooperative Sector.

9. Assistance Needed from Abroad Specially the ICA during Seventies

As a developing country Sri Lanka is handicapped in the Cooperative training resources. This besides the development of the Movement if a two-way teacher training programmes is launched this problem can be overcome.

Firstly the teacher specializing in various subjects can be given an advanced training in the respective field by accommodating them in the other cooperative and allied educational institutions. Ad-hoc programmes have served limited purposes in the past. This will have more impact on the local situation as they can integrate their knowledge with the local situation than engaging a foreign expert for a short period. The local teachers who attend the training programmes abroad are in a better position to develop teaching materials on the basis of the local experiences. Therefore the revival of the I.C.A. Fellowship Programme would be greatly appreciated. Secondly there is a need to organise workshops in teaching methodology and preparation of teaching materials locally. This can be sponsored by foreign aid agencies by substituting their experts and using its other resources. This system has had a good impact on the African countries. These agencies can assist the country by exchanging experience and knowhow, and also provide audio-visual equipment.

Teachers and students programmes will be one way of improving the qualities of the teachers and students. This programme has been accepted and implemented by the IC.A. as far as teachers are concerned. Recently a Students' Exchange Programme was discussed and accepted by the N.C.C. If this scheme is accepted by the I.C.A. and other member countries there will be more collaboration between the member countries and it will enhance the quality of the prospective executives in the Cooperative Sector. The School of Cooperation, Sri Lanka, is in a position to accept foreign students provided they are financed as in the past. It is in a position to provide for special training programmes with free tuition.

10. Mutual Collaboration Among Training Centres in the Region

Mutual collaboration between the training institutions can also be developed by exchanging teaching materials. CEMIS Project of the I.C.A. will be a clearing house for channelling information and materials.

The resources available in the training institutions in the Region can be pooled and undertaken Joint Research Programmes in various aspects of the Movement in developing countries. Most of these countries are faced with similar problems of utilising cooperative societies for national development. Hence the Cooperative Movements have faced various problems internally. A project of this nature will be in a better position to evaluate and survey the situation in a wide scope with a detached approach.

The assistance that can be offered by the ICA is two-fold. The ICA can meet the urgent demands for teacher training and teachers development by organising training programmes. In addition to their continuation of the present teachers' exchange programme, it is necessary to revive the former fellowship programme in a different form. Formerly it had no impact on the training of the teachers other than observing some aspects of the Movement and exchanging experiences. This programme can be utilised for qualitative development by accommodating the teacher concerned to an advanced training programme of a vocational training institution or a university. The ICA has undertaken to assist training institutions under CEMAS Project and in future this will be an expanding project.

The ICA can undertake to give material aid in a limited way. Audio-visual equipment are urgently needed for management development programmes. It is feasible to arrange an exchange of films of educational value, slides etc.

11. Areas of Research Important for the Development of Cooperative Education

Cooperative Education is one of the facets of cooperative development. It has to cater to the current needs of the Movement. Therefore the cooperative teacher plays an important role in this process. It is necessary to evaluate how best he can be used for Cooperative development planning or policy formation and implementation. It is required to assess the present situation with regard to his role in the Cooperative Movement to emphasise his usefulness. On the other hand, this is useful

for evolving education programmes in a dynamic situation. The authorities on cooperative ideology have valued the cooperative movement as a social education process. There is a tendency developed recently to ignore the importance of Cooperative Education. Some governments had tried to develop cooperatives by enforcing regulations and official control but not by member participation and their development. It is beneficial to undertake research on educational strategy used in many projects in developing countries which were being used for member education and employee training.

Leadership training has been a popular area of experiments. If those surveys are undertaken as a first attempt it may be possible to evolve new techniques and strategy.

Training needs of various groups in a Cooperative Movement has been a major area which has been neglected. There had been a recent attempt in Sri Lanka in identifying Management Training needs in the Cooperative Employees Sector. Attention has not been paid to other groups of members and leaders. Unsystematic crash programmes organised to cater to these needs have ended up in failure. Therefore this is one of the areas which needs research and project formulation.

A comprehensive study is necessary to find ways and means of integrating educational planning with the manpower planning in the Cooperative Sector. If this is done it will be easy to match the training programmes with the manpower increase in the Movement.

BACKGROUND PAPER

TRAINING OF COOPERATIVE PERSONNEL IN THAILAND.

by

Mr. Opas Charernpakdi
Chief, Training Division,
Cooperative Promotion Department
4, Pichai Road, Dusit
Bangkok, Thailand.

Presented at

THE FIRST MEETING OF THE
SOUTH-EAST ASIAN SPECIALISTS' GROUP ON COOPERATIVE
TRAINING (SEASPECT).

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre for South-East Asia
"Bonow House", 43 Friends Colony, New Delhi-110014.

TRAINING OF COOPERATIVE PERSONNEL IN THAILAND

by

Mr. Opas Charernpakdi.

Introduction

Thai economy is predominantly rural and agricultural, 50% of the national income and about 80% of the population in our country depend upon agriculture. The cooperative movement in Thailand is more than six decades old starting as a ameliorative measure to remove the small farmers from the clutch of the usurious money lenders in the beginning. It has passed through various stages of development in the context of the changes which have taken place in Thai economy. The real affective impetus to the growth of cooperative movement was given during the thrid five years of National Economic and Social Development Plan (1972-1976), when cooperative was recognised as an instrument of planned development.

Our present government has been committed to promote and develop cooperatives in the country. As a matter of fact, it is a declared policy of the government to assist small farmers in securing liberal credit and to promote the effective grouping of farmers into cooperative societies to enable them to market and purchase their agricultural products and supplies.

The present development of cooperatives in the country is also enhanced by amalgamating former small cooperatives into large ones at district level for better efficiency of the management and operation.

1. Number & types of cooperative societies & their federations (sector-wise).

On the second of October 1973, the Minister of Agriculture and Cooperatives issued a Ministerial Regulation in accordance with the Cooperative Societies Act, B.E.2511(1973) governing the types of cooperative societies which will be accepted for registration. At the end of 1976, the number of cooperatives was 1,037 and the membership of 1,056,579. The breakdown of cooperatives was as follows :-

1. Agricultural Cooperatives 601 and their membership of 434,984.
2. Fisheries Cooperatives 5 and their membership of 386.
3. Land Settlement Cooperatives 53 with a total membership of 29,335.
4. Service Cooperatives 78 with a total membership of 26,025.
5. Consumers' Cooperatives 142 with a total membership of 243,802.
6. Thrift and Credit Cooperative 158 with a total membership of 322,047.

There were two levels of cooperative federation in Thailand.

- (a) Provincial level : There are 17 provincial agricultural cooperative federations which comprise of those agricultural cooperatives and some other marketing cooperatives and land cooperatives.
- (b) National level comprises of all those provincial federations and all types of other cooperatives especially agricultural cooperatives.

At the national level, there are one National for Agricultural Cooperative Federation of Thailand, one National for Cooperative Stores Federation of Thailand, one National

for Thrift and Credit Cooperative Federation of Thailand and also The Cooperative League of Thailand which is an apex organisation for general purposes of the cooperative movement.

2. Number & types of employees working in cooperative institutions.

The number of employees working in cooperatives depends on the type and size of the cooperative organisations. A small cooperative may operate with only 3-4 employees. However, a big cooperative may have at least 10 employees; a manager, accountant, credit man, etc., who are on full-time basis. On the other hand, a typical provincial federation may hire at least 10 employees who are also on full time basis.

If a cooperative expands its business, it has to increase its employees to cope with the additional activities. Based on the registered cooperatives, the estimated number of existing employees is about 3,000 who are employees of agricultural cooperative.

In view of the massive cooperative development programme, it is expected that by the year 1987, there will be about 12,000 employees in the management staff, when the cooperatives run their business themselves completely.

These are the employees who need training and re-training in cooperative operations and management.

At present the cooperative training for employees is highly inadequate to meet the requirement of the cooperative movement.

For preventing the inefficiency in the cooperatives caused by the employees, advice should be made to cooperatives to recruit qualified persons supported by the provision of correspondence course for those employees.

3.1 Existing institutional framework for employee training and the changes needed therein.

With the diversification in the business of cooperative institutions there is a felt need for building up professionalized management cadres for the cooperatives. The existing institutional framework for employee training in Thailand can be described in the following categories :

1. Government Institution : Department of Cooperative Promotion maintains the Training Centre. In the Training Centre there is also the Institute for Cooperative Education.
2. University Education : The faculty of Economics & Business Administration has a Department of Cooperation. The faculty is also considering to conduct a post graduate course in cooperation for higher study in cooperative development and problems. Those graduates are desired for working in cooperative societies.
3. The Cooperative Movement : The Cooperative League of Thailand has stressed in cooperative employee training since the reorganization of cooperative structure.
4. Manpower, if any.

At present the training of cooperative employees are mostly concerned with agricultural cooperatives work. For cooperatives in operation they can hire employees with their own expenses. The estimated number of existing agricultural cooperative employees is averaging 3-20 employees per cooperative approximately.

In the future for newly organised cooperatives the Cooperative Promotion Department will take care of the expenses of hiring those managers who graduate in bachelor degree only a certain period of time probably five years. It is expected that in the mean time those cooperatives will be responsible for the expenses incurred in hiring their own managers.

5. Duration and contents of training programmes for various categories of employees with special reference to executive personnel.

The cooperative education and training has been the function of the Training Division, Department of Cooperative Promotion, Ministry of Agriculture and Cooperatives by the Institute for Cooperative Education at the Training Centre and Mobile Training Units coordination and collaboration closely with the Cooperative League of Thailand have been conducted different education programmes annually for members, committee men, managers, and employees of cooperatives helping them to participate more effectively in cooperative activities and in solving the problems of their organisations. For cooperative employees education, the training programme will be classified according to the qualifications of employees. Therefore, such programmes will be classified into 5 categories.

5.1 Managers Training Course.

The 10 weeks course for managers will be conducted twice a year. The total number of trainees is about 30-40 persons each time. Out of 10 weeks, 2 weeks are used for practical training in the field.

5.2 Accountants Training Course.

This course is conducted twice a year. It is consisting of 3 weeks of classroom teaching at the Training Centre and a week of practical training in the field. The trainees are about 30 persons each time. At the end of the course the certificate will be given.

5.3 Creditmen Training Course.

The duration is of 8 weeks, 6 weeks are for regular lectures at the Training Centre and 2 weeks of practical training in the field. The trainees will be about 30 persons each time.

5.4 Correspondence Course.

This course provides for the officers of the Department working in rural areas and also the cooperative employees.

5.5 Cooperative Student Regular Course.

This one year course provides for students who graduate from High School or Agricultural Vocational School.

6. Methods and techniques of training (present situation along with your views).

The division has been using almost every conceivable methods and techniques of training whenever they are appropriated. The most common methods used are the traditional class discussion lecture methods, field demonstration, field trips and study tours.

Audio visual aids when appropriate are also used by teachers in the teaching of their respective subjects, posters, charts, graphs, blackboard, Flannel, audio visual aids.

7. Education material including audio visual aids in use and need in future.

At present, we are lacking education material in use and needed in future. The material needed it felt as : cooperative films, text books, booklets, leaflets, flip charts, audio visual aids.

8. Present and future plans for teacher training and development.

At present the Cooperative League of Thailand collaborated with the Faculty of Economics and Business Administration, Kesetsart University and the Cooperative Training Centre, Training Division, provide lectures and needed personnels. These lecturers will come from the Cooperative Promotion

Department, the Cooperative Auditing Department, the Faculty of Economics and Business Administration, the Training Division and other related government agencies.

The Cooperative Training Centre has a plan to send lecturers to train in the National Institute of Development Administration in domestic and other countries well known in cooperative development.

9. Assistance needed from abroad, specially the ICA during seventies.

The Thai cooperative institutions need financial, materials as well as technical assistance from abroad.

The Training Division, Cooperative Promotion Department will welcome donations in terms of books and other materials for the cooperative training centres, equipment for the audio-visual aids, work and financial assistance to build 9 regional cooperative training centres. These centres will give advice and technical assistance to cooperative staff and members and also agricultural information.

Assistance that ICA can extend to the Training Division can be in the form of library materials, regional training courses and scholarships for staff members who go abroad for further training.

10. Mutual collaborating among training centres in the Region.

The training centres in the region may collaborate with each others in the area of regional research undertaking, exchange of teachers for one-year period under the sponsorship of ICA or UN agencies, exchange of cooperative education materials, library materials including research publication and syllabi.

In the area of research, it is important that regional centres may undertake jointly a research project in cooperatives which are of common interest to the participating centres.

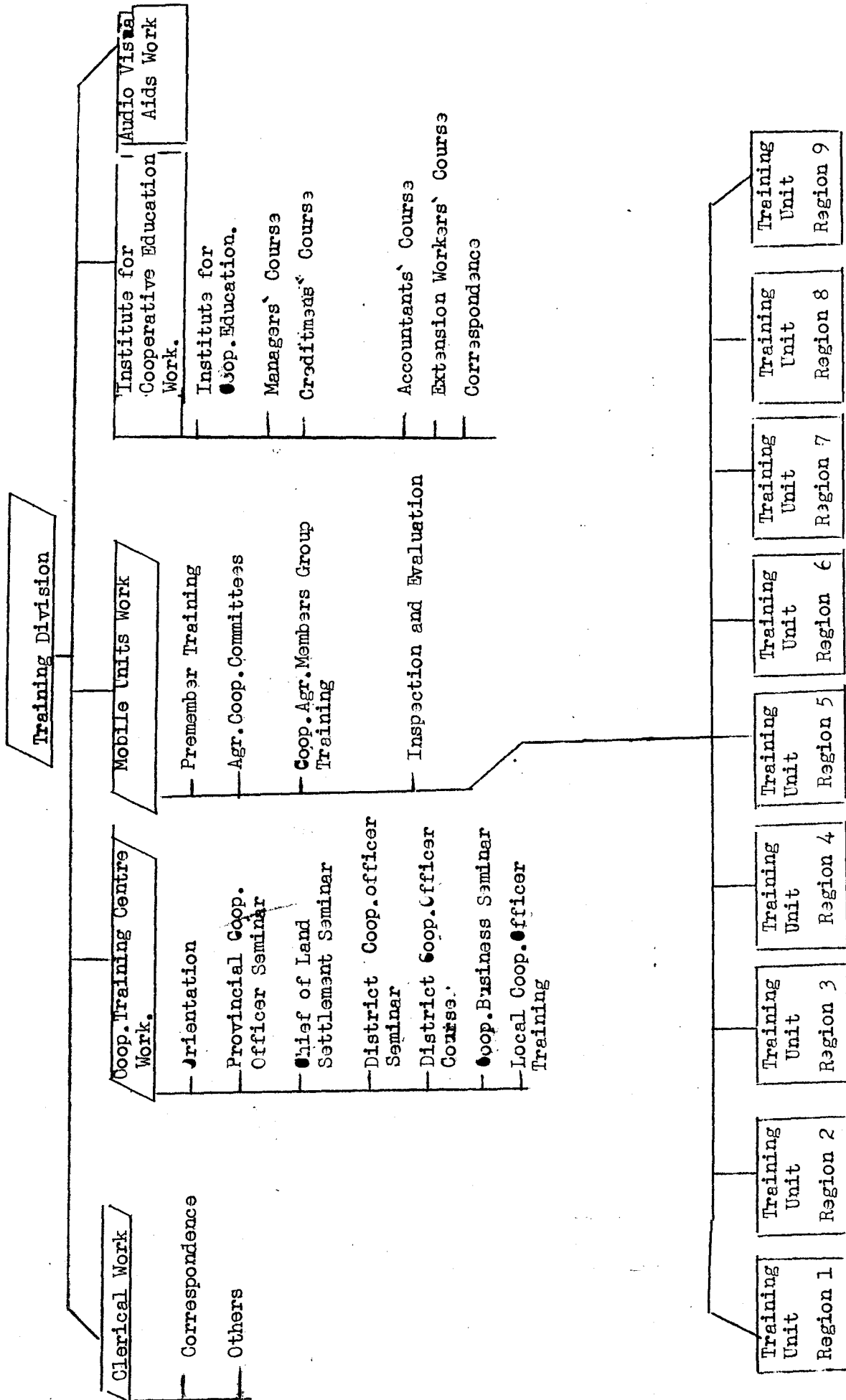
11. Areas of research important for the development of cooperative education.

To improve and develop cooperative education, it is important to have a research on the following: evaluation of training materials used, evaluation of the methods and techniques of teaching and research on the impact of the training course and the impact of the cooperative organisations.

The results of these types of research and evaluation will help the training centres improve their future training programmes and training techniques in terms of usefulness, maximising the training output and reducing its costs. Also with these types of research, more relevant teaching materials such as books, syllabi, booklets, leaflets could be produced.

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QUESTIONNAIRE : EVALUATION STUDY OF THE RESEARCH REGISTER OF
STUDIES ON COOPERATIVES IN DEVELOPING COUNTRIES, BULLETIN NO.

To be completed by the Officer (s) responsible for Research

1. Basic information.

Name of organisation :-----

Address :-----

Name of Respondent :

Title of Respondent :

2. Type of organisation[§].

(i) Research Institute

(ii) University

(iii) Government Department

(iv) Other (please specify).

3. Staffing Information.

(i) Total number of staff working in your organisation:-----

(ii) Do you operate a Research Section or Department within
your organisation?-----

(iii) Number of staff engaged in full-time research -----

(iv) Number of staff engaged in part-time research -----

4. (a) Have you received a copy of the Research Register of
Studies on Cooperatives in Developing Countries,
YES/NO[§] Bulletin No.1?

(b) If YES, please answer questions 5-13; if NO, please
return the questionnaire unanswered.

5. How often is the Bulletin consulted in your organisation[§]

(i) Frequently (few times each month)

(ii) Occasionally (few times each year)

(iii) Seldom

(iv) Never.

[§]Please circle.

6. How many people use the Bulletin within your organisation? §
- (i) 1
 - (ii) 2-5
 - (iii) 6-10
 - (iv) 11-20
 - (v) More than 20.
7. Who uses the Bulletin? §
- (i) Management/Administration
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8. For what purposes is the Bulletin used? §
- (i) Country Studies
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 - (iv) Cooperative Sector Studies (e.g. Agriculture, Saving & Credit)
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 - (vii) Other (please specify).
9. (a) Do you find the Bulletin as a research aid? §
- (i) Excellent
 - (ii) Good
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 - (iv) Poor.
- (b) Do you find any areas of research insufficiency covered in the Bulletin? Please elaborate.

§ Please circle.

10. The present structure of the Bulletin will be revised in future editions. Have you any suggestions concerning the following that would make the Bulletin more satisfactory for your purposes? If so, please specify in the following categories :
- (i) Subjects covered
 - (ii) Sector arrangement
 - (iii) Relevant indices
 - (iv) Other (please specify)
11. Cooperative research concerning developed countries is not covered within the scope of the present Bulletin.
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YES/NO[§]
 - (ii) In what ways?
12. At present you receive the Bulletin free of charge.
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YES/NO[§]

[§]Please circle

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13. At present bibliographical searches in response to individual requests, are carried out free of charge by the Cooperative Research Institute, Warsaw, as an additional service of the Bulletin.

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