A PROPOSAL FOR

COOPERATIVE FACILITATORS DEVELOPMENT IN THE ASIAN REGION

INTERNATIONAL COOPERATIVE ALLIANCE
REGIONAL OFFICE FOR ASIA
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PROPOSAL FOR A COOPERATIVE FACILITATORS DEVELOPMENT PROJECT
FOR THE ASIAN REGION

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THE ASIAN REGION

I. INTRODUCTION

1.01   Economic and Social growth of a country depends on the strategies used for efficient mobilisation of resources: capital, natural resources and manpower. Integration of appropriate technological innovations and proper social organisations form the base for development strategies in the developing countries in the Region. Many countries in the Region experienced inadequate utilisation of human resources and also the inefficient use of the forces mobilised already. One of the development strategic agent used is the Cooperative form of organisation which has economic as well as social objectives which explores the member's potentiality to the maximum. The very member participation has been the major challenge faced by the promotors and educationists who propagate the cooperative form of organisation. The approach hitherto used have been fragmentary, and adhoc. This vital area which influences the productivity of Cooperative organisations has to be seriously studied and approached. The Educational and Training strategies have to be related to the productivity as an integral component of an organised whole.

1.02   It appears, that some experts have suggested that economic growth would automatically bring about social growth by advocating training as merely an input for technical training for member/committee member and staff training. This is basically a quantitative approach to human resource development negating the other objectives of the Cooperative Society as a social organistion. Therefore, we may have to consider the characteristics of Cooperative Education/Training in terms of

economic and social objectives of the cooperative organisations.

1.03   Robert Owens' essay on "A New View of Society", form the basis for the ideology of Cooperatives and has set forth broad objectives for this distinct form of organisation introduced to mankind[1]. experiments adopted at his Society in New Lenark form the internal features of an overall objective for building a new society with Cooperative ideals. These views have been adopted in the Early Pioneers of Cooperative Principles which have been passed on to the new generations upto the latest adoption by the ICA commission on Cooperative principles in 1966[2]

1.04   However, the overall development strategy of Coopertive movements in the Region has not been balanced properly to integrate economic and developmental aspects of cooperative societies as well as their individual members. Therefore, we could see various imbalances between the business growth and social development in cooperative organisations in comparison to the ideals of cooperation. There are, however, few exceptions found in the agricultural and credit cooperatives which have been achieved unconsciously. Some of them have been due to the efforts by committed cooperative leaders. The reason has been that the development strategy has not been perceived as an integrated effort embodying economic as well as social strategies. Until recent times, even some of the international agencies have adopted a fragmented approach towards cooperative development.

1.05   The new development policy of the ICA has shown radical deviation from the early approaches. It emphasizes proper linkages among the various special ocommittees and sub-systems in order to achieve a common objective. The ICA evaluation report

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1. Robert Owen on Education-edited by Herald Silver — Cambridge University Press, 1969

2. Report on the ICA Commission on Cooperative Principles -ICA London-1967

in 1987 elaborates this further through its observations on the importance of development coordination and coordinated development planning by treating the cooperative movements as a whole. Conceptualisation of such a plan would be to treat the organisation as a Gestalt which says the whole is no more than a simple summation of its constituent parts. Therefore, even the education environment should be described in terms of what the facilitators and learners do and the roles they perform in realising the objectives of a cooperative organisation. The validity and usefulness of an education process is decided by the end results and their contribution towards strengthening inputs in the form of feedback.

1.06   With this underlying principles; the structure and the form of previous CEMAS project has been modified and expanded to become the Education and Training Project. The functions of the project have been defined in the ICA Evaluation report as follows:

"-   ICA should provide education and training expertise in accordance with the priorities agreed on for each region,

-    Such specialist services should be much more problem and target-oriented than before and may be provided,

    firstly   to assist national cooperatives, to identify their needs (i.e. the purpose and the demanded results) of specific education and training activities,with priority given to committee member and member education,

    secondly to assist in their planning of such programs,and

    in addition-and when the available resources allow to assist national cooperatives in their implementation and follow up of appropriate programs, primarily in

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the form of on-the-job training of trainers,

The ICA education and training activities should be entirely
decentralised to the respective regions, why the present
CEMAS Officer at ICA HO should be transferred to ROECSA and
the material production and clearing house functions should
be integrated into the future more comprehensive education
and training services at the respective ROs.

The ROs may also, as a minor task, assist member-
organizations to provide training for special categories
e.g.Cooperative Publicity Officers, lecturers of cooperative
colleges, graduates employed in the movement but lacking
cooperative experience"

1.07   In keeping with these recommendations adopted by the
ICA Executive Committee the functioning of the Education and
Training Project is illustrated as follows:

OBJECTIVES AND STRATEGY OF EDUCATION AND TRAINING PROJECT
ICA REGIONAL OFFICE FOR ASIA, NEW DELHI.

Overall Objectives

TO ENSURE MAXIMUM INVOLVEMENT IN COOPERATIVE ACTIVITIES AND EFFICIENT MANAGEMENT OF COOP... IVES BY ALL CONCERNED WITH PART... AR ATTENTION TO MEMBERS, COMMITTEE LEADERS AND IN ORDER OVERALL OF THE ORGANISATION PROMOTING EDUCATION/ TRAINING AND ORGANISATIONAL DEVELOPMENT

MEMBERS, FACILITATORS TO ACHIEVE OBJECTIVES COOPERATIVE THROUGH

OBJECTIVES

SPECIFICS

ACTIVITIES

- FOLLOW UP ACTIVITIES ON NEW TECHNOLOGY
- SEMINAR ON NEW TECHNOLOGY FOR COOP EDUCATION
- WORKSHOP ON MANPOWER PLANNING AND DEVELOPMENT
- COUNTRY PROJECTS ON MANPOWER PLANNING AND DEVELOPMENT.
- REGIONAL SUB-COMMITTEE ON COOP EDUCATION AND TRAINING
- SPECIALISTS GROUPS/ WORKING PARTIES OF COOP EDUCATION AND TRAINING
- IDENTIFY AND SELECT MEMBER/COMMITTEE MEMBER EDUCATION STRATEGIES AND METHODOLOGIES
- TRAIN FACILITATORS ON MEMBER/COMMITTEE MEMBER EDUCATION STRATEGIES AND METHODOLOGIES
- FORMULATE AND IMPLEMENT MEMBER EDUCATION PROJECTS
- EVALUATE AND IMPROVE ON MEMBER/COMMITTEE MEMBER EDUCATION PROJECTS
- WORKSHOP ON PROGRAMME PLANNING
- ON THE JOB TRAINING FOR PLANNERS OF EDUCATIONAL ACTIVITIES
- EVALUATE AND IMPROVE UPON THE PLANS

INTRODUCE NEW TECHNOLOGY INTO THE FIELD OF EDUCATION/TRAINING AS APPLICABLE TO THE REGION TO ENABLE THE COOP. ORGANISATIONS TO UPDATE THEIR TRAINING SYSTEMS, LEARNING AIDS AND MATERIAL.

PROVIDE TECHNICAL ASSISTANCE TO MEMBER ORGANISATIONS TO PREPARE MANPOWER PLANS AND CAREER DEVELOPMENT PLANS FOR THEIR TRAINING STAFF TO ENSURE JOB SECURITY CAREER PROGRESSION AND EFFICIENT FUNCTIONING OF EDUCATIO NAL INSTITUTIONS/UNITS

DEVELOP CLOSE CONTACTS WITH NATIONAL COOP MOVEMENTS, THEIR MEMBERS AND TRAINING INSTITUTIONS IN THE FIELD OF EDUCATION/TRAINING TO ENABLE THE REGIONAL OFFICE TO RECEIVE FEEDBACK, OPINIONS AND EVALUATIONS ON ITS EDUCATIONAL ACTIVITIES AND PLAN AND IMPLEMENT ACTIVITIES OF THE BASIS OF THE NEEDS INDENTIFIED.

INTRODUCE NEW METHODOLOGIES FOR MEMBER DEVELOPMENT TO ENABLE LEADERSHIP PROJECTS TO SUIT VARYING SITUATIONS IN MEMBER COUNTRIES AND PROVIDE ASSISTANCE TO FEW SUCH PROJECTS TO PARTICIPA TION IN COOPERATIVE ABOUT MAXIMUM MANAGEMENT

PROVIDE TECHNICAL ASSISTANCE ON PROGRAMME PLANNING TO ENABLE MEMBER COUNTRIES TO PREPARE SHORT TERM AND LONG TERM EDUCATIONAL PLANS ON THE BASIS OF THEIR NEEDS AND OBJECTIVES.

PROVIDE TECHNICAL FINANCIAL ASSISTANCE TO MEMBER COUNTRIES TO ENABLE THE FACILITATORS TO USE SYSTEMATIC APPROACH FOR THE DEVELOPMENT OF TRAINING SYSTEMS, CURRICULUM DEVELOPMENT AND TO PRODUCE LEARNING MATERIALS AND PARTICIPATORY LEARNING MATERIALS WHICH ENSURE COMPETENCY IN LEADERS MEMBERS AND STAFF

COLLECT CLASSIFY EXCHANGE AND COMMUNICATE MATERIALS AND EDUCATIONAL/TRAINING STRATEGIES TO ENABLE COMMUNICATING SYSTEMS AND LEARNING AIDS ADVISE ON SYSTEMS AND COOPERATE IN THEIR LEARNING AND TO UPGRADE THEIR SYSTEMS AND MATERIALS AIDS

HELP COOPERATIVE ORGANISATIONS TO IDENTIFY AND KEEP IN CONTACT WITH INTERNATIONAL AGENCIES FOR COLLABORATION

BULLETINS AND JOURNALS COOPERATIVE TRAINING NEWS CREATE A FORUM FOR EXCHANGE OF EXPERIENCES OF TRAINING INSTITUTIONS FACILITATING EXCHANGING TRAINING MATERIAL ADVISE ON TRAINING SYSTEMS LEARNING MATERIAL WITH COOPERATIVE ORGANISATIONS COLLECT CLASSIFY AND

STUDY ON THE NUMBER LEVEL AND THE NEED OF THE COOPERATIVE FACILITATORS IN THE REGION WORKSHOPS ON CURRICULUM DEVELOPMENT PARTICIPATORY TRAINING METHODS OF LEARNING WORKSHOPS ON THE PRODUCTION AND USE OF AUDIO VISUAL AIDS ON THE JOB TRAINING FOR FACILITATORS ON CURRICULUM DEVELOPMENT PARTICIPATIVE METHODS AND AUDIO VISUAL AIDS WORKSHOP ON COOPERATIVE PUBLICITY

2.JUSTIFICATION OF A PROJECT FOR FACILITATORS' DEVELOPMENT

2.01   The previous discussion on the priorities and subsequent illustrations on the objectives and activities of the Education and Training Project, reveals that the inter-mediary vital group between ICA and the Cooperative organisations represent the Education Programme Planners and Facilitators. According to the existing arrangements in the Region, with few exceptions, generally the education planning is also undertaken by the facilitator. The functions of an average facilitator in the Region may be defined as follows:

1.   Planning, implementing and evaluation of education/training programmes for Cooperative organisations,

2.   To function as an adviser of Cooperative organisations,

3.   Undertake classroom and field training for members/ committee members and staff of cooperative organisations,

4.   Serve as an examiner for cooperative training courses.

5.   Undertake field research on education.

6.   Provide extension services and facilities.

7.   To serve as a communication link between the individual members and other cooperative organisations in large primary organisations.

2.02   Unfortunately, there is no proper study conducted on the nature and the number of cooperative educators/trainers and field extension workers in the Asian Region. However, surveys conducted by the FAO and CLEARUNIT of the British Cooperative Union give a general idea of the Cooperative trainers. However, these studies mainly deal with institutional trainers. There is

no clear distinction between the institutional trainers in the agricultural and consumer fields as they are utilised for training purposes due to the resource constraints.

2.03   The following table gives a general idea of the number of trainers, their levels and their needs.

PROFILE OF INSTITUTIONAL COOPERATIVE TRAINERS - ASIAN REGION

Country	No of Institutional Trainers	Training methods used	Whether systematic long term plans available		Needs Expressed on Training Methodology & Curriculum Development
			Yes	No	
Australia	Not available	Not Available	NA	NA	Not Available
Bangladesh	43	Lecture,Seminar, Workshop, Group discussion, Role Play, Case Studies	-	x	Revision of curriculum, audio-visual aids, Training of Trainers
Burma	63	Lectures, Group discussions, seminar, Role Play, Extension Tutorials, Field visits	-	x	Educational technology, subject matters, correspondence course, creative writing, Training management
China	701	Not Applicable	-	x	Not Available
India	800	Lectures, Group discussions, Debates, Role Play, Quiz, syndicates, case studies	-	x	Training methodology, teaching technology, production and use of material
Japan	N.A.	Lectures, discussions, study visits, report making	-	x	Not available
Korea(S)	191	Lectures, field works, audio-visual aids, group discussions	-	x	Not available
Malaysia	83	Lectures, discussions, tutorials, case studies, field visits	-	x	Consultancy work -Coop management
Nepal	8	Lectures, Role Play, Group discussions, case studies, audio-visual aids	-	x	Research methods, material production

Country	No of Institutional Trainers	Training methods used	Whether systematic long term plans available		Needs Expressed on Training methodology & Curriculum Development
			Yes	No	
Pakistan	59	Lectures, Notes, group discussions, demonstrations, case studies	-	x	Study visits
Philipines	47	Lectures, open discussions, exeercises, workshops, forums, case study, panels, seminars, group dynamics, role play	x	-	Training in visual aids, subject matter, methods for teaching coop management
Sri Lanka	96	Business groups, lectures, group discussions, audio-visual aids	-	x	Training methodology, audio-visual aids, material production, Educational photo-copy
Thailand	83	Lectures, Group discussions, case studies, role play, group dynamics	-	x	Audio-visual aids

Source: Agriculture Cooperation Training in Asian & Pacific Countries - FAO Bangkok 1983

Note: This profile does not include details regarding Coop Trainers working in Coop. Business organisations on full time or part-time basis

2.04   These trainers are basically attached to Academic cooperative training institutions at the national, regional and district levels.   The field educators and extension workers employed in primary and secondary cooperative organisations have not been taken into account. It should be noted that the number left out is much more large and distinct.   In addition, one has to count the number of leaders who are used as change agents in cooperative societies.   The reason behind the non-identification of field workers as trainers is the emphasis given to staff training.   The member and committee member education too had been considered as an academic exercise to be performed by those trainers in the institutions.

2.05   Historically, the education function had been isolated from Cooperative business organisations and taken over by ideological apexes or cooperative training colleges.   This is a clear distinction from the western model of cooperative education system.   This distinction demands flexible arrangements between business cooperatives and cooperative educational organisations in order to keep the trainers updated with constant changes and also enable them to cater to the needs that are emerged during business process.   However, it is found that these trainers are recruited mainly from the Universities and other academic institutions on the basis of their academic achievements. Government training institutions have their own systems of recruitment.   These recruitments are in no way related to the type of trainers needed by the Cooperatives, but related to a training system decided by the authorities.

2.06   What is the major task of Cooperative Trainers? Everybody would agree that he should perform a realistic and active role to achieve efficiency in cooperative organisations in terms of business and ensure the development of enlightened

members and leaders who could manage their cooperatives efficiently. The following are the present characteristics of an average cooperative trainer in the Region today, to undertake this task:

-He is recruited mainly on the basis of academic qualifications.

-He is given academic training on Cooperative and training methodologies.

-He maintains the structure of training system mainly for cooperative staff which again embodies academic education in various subjects.

-He is evaluated on the basis of examination results.

-Cooperative training programmes do not have direct relevance to day-to-day business of a cooperative organisation.

-- He maintains a system where knowledge is the main objective and which gives secondary importance to behavioural changes or skills in the learners.

-The Coolperative trainer does not enjoy a proper career development or career progression.

-Cooperative educoational system maintains a teacher-dominated relationship with its target groups (staff, members and leaders).

2.07   The FAO study and the CLEARUNIT Project study have focused attention to rigidly structured classroom education system which is maintained in the Region.[3] as ICA Evaluation

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3. Agricultural Cooperative Training in Asian and Pacific Countries
-FAO, Bangkok, 19

Mission have shown the contradiction between the need and strategy and the futility of maintaining such activities. Even with this emphasis on the reality, the systems are changed very rarely. Therefore, one has to study in-depth to identify reasons demanding this situation.

2.08   ICA expert consultation on member education and ILO/NORAD project report on Training Policy and Standards have identified several reasons behind this situation.[4]

i)   Traditional social structure influences democracy in all aspects to be included in Education,

ii)   The prevelance of education system that are incompatible with the social and economic needs of the Region.

iii)   The lack of training and committed educators and trainers to the cause of cooperation.

iv)   Historical development gave many countries of the Region, a Registrar in the Government to look after Cooperatives.

v)   The training methodology used is by and large traditional and teacher-oriented.

vi)   The member education is mainly handled by Government officers and Trainers in Government colleges.

vii)   The training strategies did not change with the change of organisations.

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4. (i) ICA Expert Consultation on Cooperative Member Education, ICA, New Delhi, 1980 (ii) Cooperative Training Policies-ILO Geneva, 1987

2.09   In addition,   it is necessary to note that many
countries in the Region still are maintaining teacher-dominated
and examination oriented children's education system which have
more or less influenced Cooperative training inspite of its focus
on adult groups.   The present-day Cooperative Trainers emerge
from such an authoritarian system into which they are
conditioned.[5] Atleast adult education concepts have been changed
during recent times to elaborate distinction between pedagogy and
andragogy.   On the other hand, concepts of education as advocated
by Robert Owen and Cooperative Pioneers contradict with the
contemporary traditional approach to cooperative education in the
Region.

2.10   In the circumstances, there had been many attempts made
by many agencies to introduce new models of cooperative member
education such as study circles, commodity groups and FED
approach, which faced contradictions not only with the education
systems but also resistance by the educationists themselves.
Unless these strategies are appropriated into systems as well as
personalization by educationists take place, much progress cannot
be achieved.   The net result would be that they die with the
withdrawal of support and assistance.   Therefore, serious
attention should be paid on the persons who maintain and improve
training systems as they would be able to radically change the
existing arrangements of cooperative training.   The change should
be initiated by the cooperative trainers themselves awho have the
key for change.   The change in their conditions, personality and
competence would eventually bring about a change in the system.
By this, we would also be able to solve what the ICA Evaluation
Team has identified as cooperative organisations in the Region
lagging behind in the adoption of technological development.

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5. For further analysis see (1)"Growth & Change-Prespectives of
Education in Asia" -UNESCO-Paris 1973.
(2) Learning to be - UNESCO-Paris-1973.

2.11   How to change the contemporary teacher to become a facilitator?   The ultimate achievements of such an attempt would be to make him a fully functioning person ("Full functioning person" as connotated here was perceived by Carl Rogers)[6] This demands changes in his personality to integrate a humanistic approach to the subject of education. Considering the conducting of average cooperative training in the Region, systematic approach to development has to be introduced.   Otherwise, the experiences have shown that even with most modern and appropriate member education concepts and strategies , the entire exercise tend to fail.   In this field, what is needed is a behavioural development of members more than a technological training in bye-laws or principles of Cooperation. Therefore, in order to achieve such a change, the facilitators who are open and existential would have to be developed.   So far, no proper attempt has been made to develop trainers systematically although the need has been felt and expressed.   What we have done so far has been fragmentary and confined to the technical aspects of a teaching technology only.

2.12   The educational/training strategies should create an awareness among all concerned in a Cooperative organisation on all the factors which influence their performance problems and existential situations faced by them.   They also should develop competencies in the respective groups to critically reflect on the situation, assess the causes and effects of such a situation and also decide on appropriate solutions to be implemented for the development of their organisations as well as their individual conditions. Although the Cooperative organisations in developing countries are lacking in this approach in their systems, the developed countries have improved their systems and strategies to the extent that even influence in reforms as a result of social consciousness.

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6. Freedom to Learn- by Carl Rogers - Charles E Merril Publishing Co.,Ohio-1969

2.13   From the above discussions and findings by the studies
and surveys hitherto undertaken, we come to the conclusion that
educational planners upto now exercised quantitative aspects of
educational planning and achievements have   been   assessed
quantitatively.   This has deceived not only the authorities and
planners but also the trainees themselves for some   time.
Qualitative aspects and out-put oriented educational approaches
in terms of organisational objectives need more complex and
systematic approach to educational planning and implementation of
plans.   Therefore, facilitators development which will initiate
such a system is essential to over come the existing problems.

# 3.PROPOSAL FOR COOPERATIVE FACILITATORS DEVELOPMENT

a) Target Group

3.01   A Cooperative organisation could be described as a system maintained by the following groups:

i)   Individual members

ii)   Committee members Leaders

iii) Staff Members

3.02   The members who own the Cooperative Society decide the objectives, policy and development strategy of the cooperative organisation. Therefore, their development as enlightened and efficient members and also business competency of the staff is essential for achieving such objectives. This development is very much dependent on the learning process they are exposed to. The present cooperative learning system generally do not provide open and personalised learning experience. Changing such a system should be initiated by the facilitators or educational planners who have the technical know-how in the development of such a system. Considering the inadequacy of technical know-how on the part of cooperative facilitators, this proposal is perceived and prepared.

b).Model for Facilitators Development

3.03   While considering the Cooperative organisations as an organised whole, the following model has been prepared by adopting systematic approach:
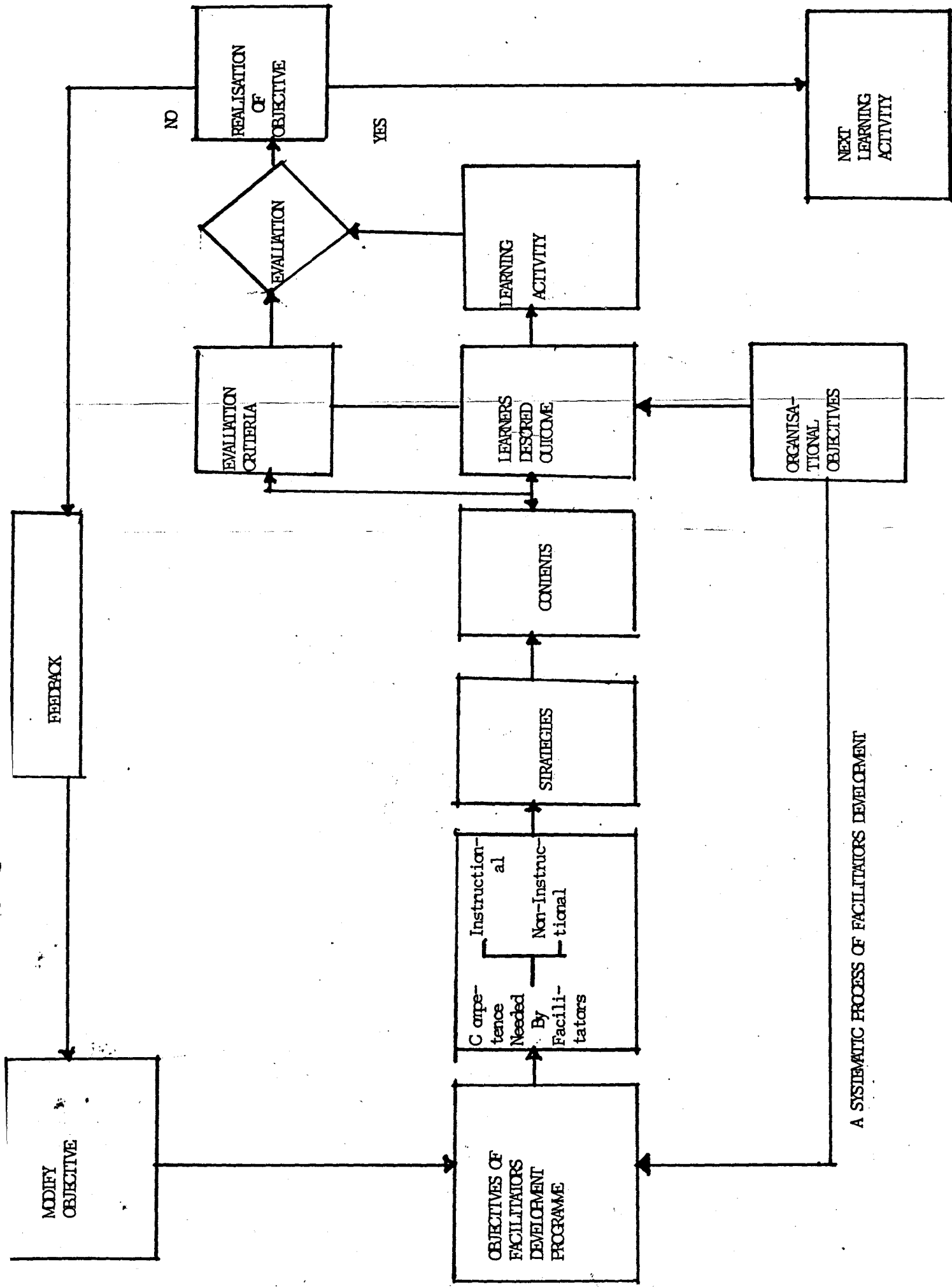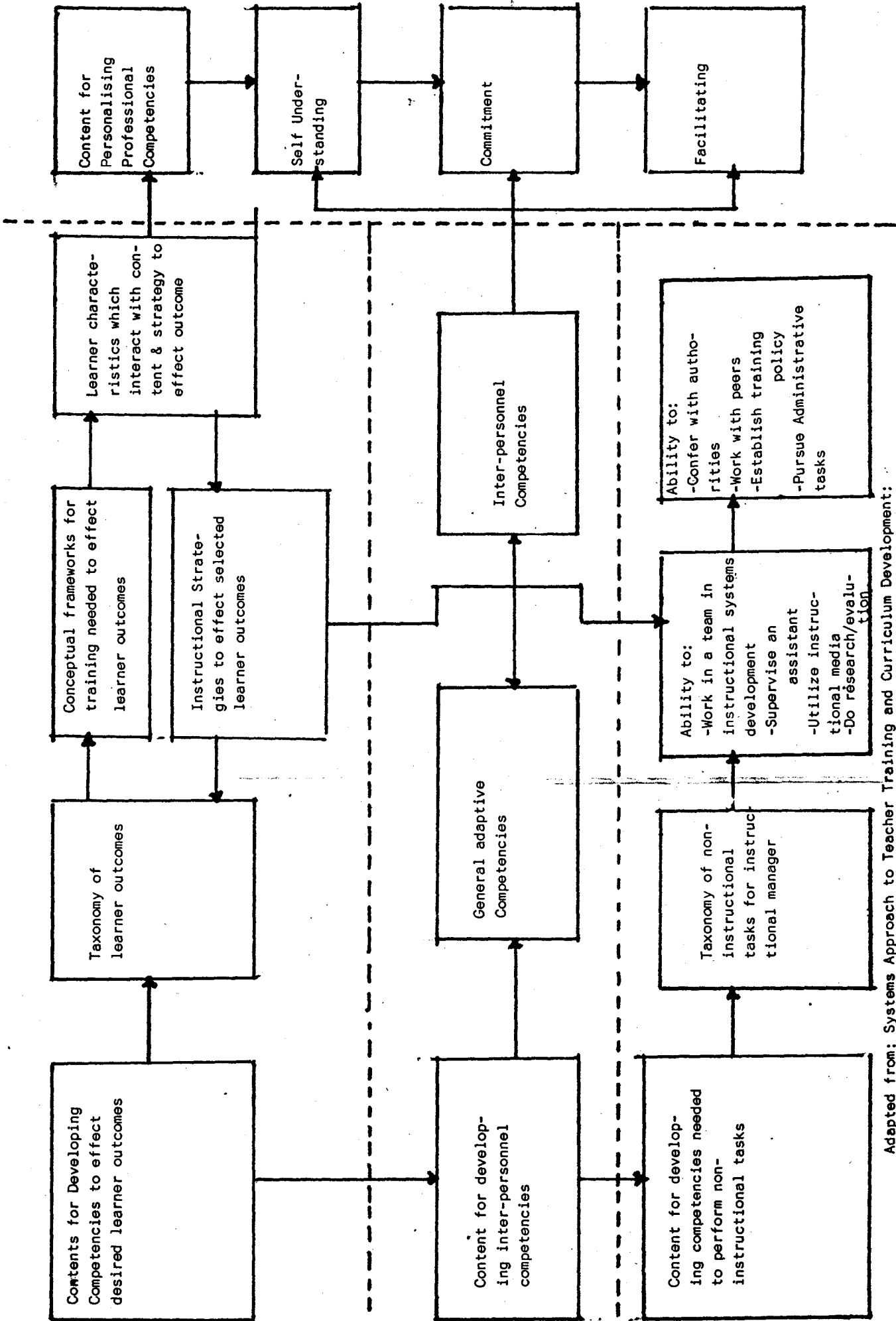
A SYSTEMATIC PROCESS OF FACILITATORS DEVELOPMENT

3.04   Any development strategy whether it is technical or educational should address itself for achieving objectives of an individual and the organisation. The objective and philosophy of an organisation form the basis of such a strategy. Appropriateness and the efficiency of strategies are evaluated on the basis of the objectives.

3.05   There is a universal character of cooperative organisations. Therefore, the charcateristics and the nature of self reliance is same in all cooperatives. For the purpose of defining a cooperative organisation, Calvert's definition is still valid; "cooperation is a form of organisation wherein persons voluntarily associate together as human beings on the basis of equality, for the promotion of the economic interests of themselves. "However social aspects were added to this definition later.[7] Bye-laws of all the cooperatives define the objective of promotion of economic and social interest, in more specific terms within the frame work of self reliance and cooperative principles. The objective in any learning system should be in conformity with these objectives for which the competence of all involved should be developed.   Such a instructional model could be illustrated as follows:

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7. H Calvert- The Law and Principles of Cooperation - 5th Edition, Page 19, Thacker Spinks Co.,(Calcutta 1959)

AN ANALYSIS OF THE MAJOR BLOCKS OF CONTENT IN THE
INSTRUCTIONAL MODEL FOR COOPERATIVE FACILITATORS

Content for Personalising Professional Competencies

Self Under-standing

Commitment

Facilitating

Learner characte-ristics which interact with con-tent & strategy to effect outcome

Conceptual frameworks for training needed to effect learner outcomes

Instructional Strate-gies to effect selected learner outcomes

Taxonomy of learner outcomes

Contents for Developing Competencies to effect desired learner outcomes

Inter-personnel Competencies

General adaptive Competencies

Content for develop-ing inter-personnel competencies

Ability to:
-Confer with autho-rities
-Work with peers
-Establish training policy
-Pursue Administrative tasks

Ability to:
-Work in a team in instructional systems development
-Supervise an assistant
-Utilize instruc-tional media
-Do research/evalu-tion

Taxonomy of non-instructional tasks for instruc-tional manager

Content for develop-ing competencies needed to perform non-instructional tasks

Adapted from: Systems Approach to Teacher Training and Curriculum Development:
The case of developing Countries- Taher A Razik- UNESCO- Paris 1972

This proposal is formulated using the above model applicable to the conditions in the Asian Region.

c). Terminal Objectives of the Project

3.06   Terminal objectives of the project is to increase the participation of members/committee members and staff in the activities of cooperations in order to bring about more democratic and self-reliant character which should contribute to improve the efficiency in the cooperatives and to achieve business efficiency in the cooperative organisation through modern business techniques.

b)Goals of the Facilitators Development Project

3.07   In keeping with the beliefs of cooperative ideologists on the nature and the character of human beings and the advocated ideal form of organisation, the facilitators would play a more helping and counselling role to target groups in cooperative organisations. Therefore, the ultimate objective of the project could be to develop facilitators to promote learning among learners to achieve their individual and organisational objectives.

e)Learning Outcomes

3.08   Learning out-comes of target groups may differ in accordance with their roles in the cooperative society. As explained, there are common learning outcomes we could identify when we analysise the functioning of a cooperative organisation. Some of them are:

-    The learners should be able to   critically assess the performance of themselves and their organisation in terms of aims, objectives and targets.

- analyse causes and effects of problems identified in the process of action and reflection.

- identify and evaluate alternative possible actions which would solve performance problems and select best possible course of action.

- implement the solutions and evaluate the outcome.

- manage the action and reflection process by becoming existential to consequential developments.

f). Framework for Contents for learners' out-come

3.09 Definition of a frame work for content in specific terms should be related to the functions of the target group. However, the following broad frame work in relation to the above taxonomy has been identifed which has to be further defined in terms of relevant groups:

- Analyse and match concepts of cooperation and the ideal form of a cooperative society with the existing organisations.

- Evaluate the relevance and functioning of individual organisation objectives through group process.

- Evaluate the individual/society performance through group research and communication process.

- Use of consultancy and research procedures for solutions.

- Assessment of cost benefits of alternative solutions by uysing simple group methods.

- Formulation and use of mechanisms and indicators for the implementation of action programmes.

These broad areas of subject matter should be taken up not from theoretical and sophisticated instructional form but using group process through action and reflection methodology.

g).Learning Strategies

3.10   In a cooperative organisation, the major learning effort is made through group activities by using various communication modes. Committee meetings, committee group meetings, study circles and general meetings bring forward major part of learning and they influence behavioural pattern of cooperative members. Perception of cooperative matters are very much dependent on the interactions in the group and group consensus. The main philosophy behind this is the equality in the human being and the belief that everybody has the potential and capacity to create and re-create.

3.11   Effective learning and developing committed cooperators take place in such cohesive groups who have common interest and developed value systems. It is in this sense only cooperative pioneers place critical importance to the ethics and human values. Therefore, the group process should be the main learning strategy the facilitators should use. Such a group is normally self-motivated learners group who seeks help for facilitating their learning process.

3.12   In addition, the individual instructions may also have a relevance. These strategies are again used by using dialogue and communication procedures which respect equality among communicators. The relationship between facilitators and the learner is synthesized in the communication process.

3.13   Facilitation should start with facilitator identifying himself with the learners group and working with them through out the learning activities in order to help them to achieve ultimate

learning outcome they aspire.   It should also be a non-directive and experiential learning exercise.

3.14   Usage of simple and appropriate audio-visual aids would facilitate such a process as proved by Paulo Freire.[8] In such a learning activity, the audio-visual aids would become merely tools or aids for facilitating discussions.

3.15   However, the facilitators may need to use elaborate curriculam development methods for cooperative staff training in order to provide them with technical skills, but, here again, the strategy of developing such a curricula should   provide for the learners ultimate decision to learn which ever learning activity he expects.   This should also provide facilities for learners to have an over-view of the entire learning process and for him to perceive and assess his own gap of performance and to become self-motivated.   Additional methods of coaxing and co-ercion and teaching strategies which ultimately negate the learner's domination over the learning event should not be used.

h) Competencies needed by Facilitators to Provide Facilities for Learning

3.16   There are two aspects of competencies that are needed by the facilitators in their functions:

(i) instructional competency, and

(ii) non-instructional competency.

3.17   In the Cooperative sector, a facilitator has to function as an instructor, instructional designer as well as an instructional manager.   Therefore, he has to perform the

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8. (i) 'Cultural Action for Freedom' -Paulo Freire(ii) 'Education for Practice of Freedom'

facilitating function as well as management function in order to pursue a given programme objective to achieve. Facilitating (instructional) compentencies are needed by facilitators to provide conditions for the realization of each outcome.

3.18   Learning out comes of members/committee members and staff as stated earlier is the basis on which the facilitating compentencies are developed. However, when selecting a learning strategy for the leaners group, the facilitators have to consider the characteristics of the learners group which inter-act with the content.

3.19   Considering the common characteristics of the facilitators and the nature of learning out come they have to achieve with the learners groups, following specific frame work could be formulated to develop facilitating competencies:

S.No.	Competencies			Teachers Training Strategy
	Cognitive	Affective	Psycho-motor	
01	Concepts of human learning	- Attitude of respect for individuals - Sense of Equality - Belief in human creativity	- Ability to identify himself with the group.	- Experiential learning with group dynamics
02	Communication Process	- Synthesized dialogue 'with others. - Successful interactions with the learners group	- Identify the nature of learners group and select appropriate communication procedures	- Group dynamics with games
33	Participatory learning methods	- Merging with the group - Supportive behaviour	- Identify appropriate methodology - Ability to produce and use material	- Workshop experiential sessions with practice in the field
4	Use of audio-visual aids	-Spontanity in illus-'trating ideas - Group consultations through audio-visual aids	- Select, produce and present ideas through audio-visual aids	- Practice through work-shop and laboratory

3.20   It is difficult to isolate facilitators' compentencies matching the learners out come due to the inter-dependent and complimentary nature of concepts and other aspects of education. A logical and consequential approach to facilitators' development would result in turning out ideal facilitators for dealing with adult learners group.   Behaviour is generally a result of activities in relation to all three types (cognitive, affective and psycho-motor) of educational objectives.

3.21   A detailed analysis of the facilitators training programme has to be developed after a proper assessment of gaps of the actual target groups.

i) Non-instructional competencies

3.22   The Cooperative facilitator has to function as a manager of a learning process.   He has to plan, programme, implement, evaluate and improve the learning process.   He also has to transfer this ability to his learners groups in order to make them competent to manage their own learning process.

3.23   Following are some of the areas which fall within this category:

i)   Participate in an educational, administrative, decision making (curriculum development, etc.)

    a.   Analyse systems
    b.   Define the objectives
    c.   Analyse tasks
    d.   Analyse gaps and needs
    e.   Determine instructional strategies
    f.   Organise learning environment
    g.   Evaluate impact and out come.
    h.   Decide on the next step (modify system, objective, etc.)

ii)   Working with the assistants involved in the programme.

iii) Maintaining relations with members and facilitators group.

iv)   Public relations and publicity.

3.24   The focus of this project should be to achieve personalisation of facilitating abilities.   Unless we achieve this, the existing traditional staff training systems and conventional member education methods can not be changed to achieve maximum participation of members and staff in the business and social activities of the cooperative organisation. The technical competencies that are transferred to an individual without personalisation remain alien to his personality which would merely serve as tools for his teacher centered strategies. Therefore, the facilitators development strategy should have the following characteristics:
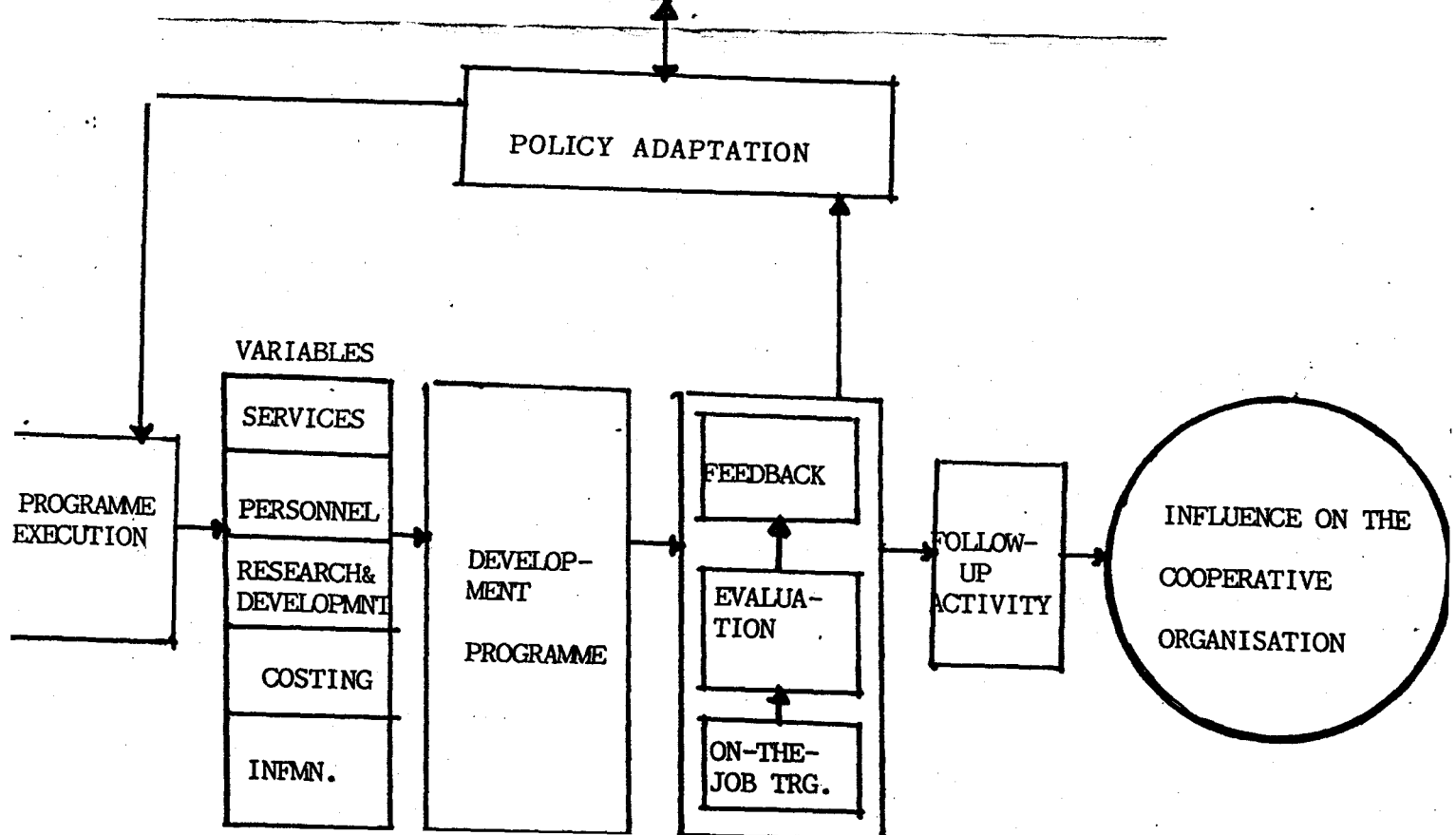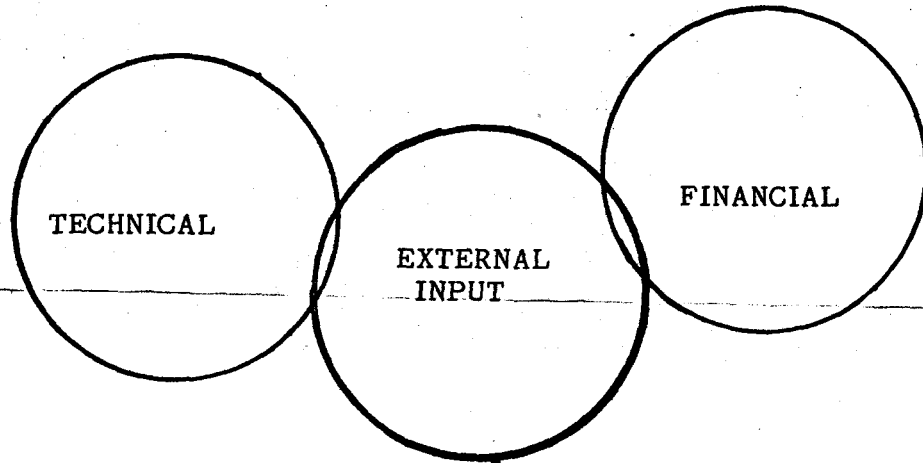
i)   Self definition (who am I ?)
ii)   Self awareness (what do I do and how do I do it ?)
iii) Self direction (what do I want? Where can I get it?)
iv)   Commitment (what do I believe in?)

3.25   The workshops, seminars and field activities as appeared in the schedule would have this prospect and would provide sufficient opportunities for them to experience and experiment on the new concepts and methodologies. Consequentially, they would become confident and skillful in using the learnings they have achieved. It is expected that they would not only assist themselves but also assist their learning systems in order to modify them to suit new situations and contemporary needs arising in the Cooperative organisations.

4. IMPLEMENTATION OF THE PROGRAMME

4.01 .   In order to achieve the objectives of the project, it
is necessary to adopt proper management procedures that should be
observed for implementation of the programme.   The following
model shows the management systems adopted:

COOPERATIVE FACILITATORS DEVELOPMENT

MANAGEMENT SYSTEM

```
        TECHNICAL          EXTERNAL        FINANCIAL
                            INPUT


                    ┌─────────────────────┐
                    │  POLICY ADAPTATION  │
                    └─────────────────────┘

        VARIABLES
       ┌──────────────┐  ┌──────────┐  ┌──────────┐  ┌────────┐
       │  SERVICES    │  │          │  │ FEEDBACK │  │        │   INFLUENCE ON THE
PROGRAMME│            │  │ DEVELOP- │  │          │  │FOLLOW- │
EXECUTION│ PERSONNEL  │  │  MENT    │  │ EVALUA-  │  │  UP    │   COOPERATIVE
       │ RESEARCH&    │  │          │  │ TION     │  │ACTIVITY│
       │ DEVELOPMNT   │  │ PROGRAMME│  │          │  │        │   ORGANISATION
       │  COSTING     │  │          │  │ ON-THE-  │  │        │
       │  INFMN.      │  │          │  │ JOB TRG. │  │        │
       └──────────────┘  └──────────┘  └──────────┘  └────────┘
```

The following explanations are given using the model:

a) External Input

4.02   External funds have become vital to implement the project in the light of the inability on the part of national cooperative organisations or training institutions in the Region due to financial and organisational constraints.   Further more, the Cooperative education and training has been given a secondary place in the priorities of the Cooperative organisations.   The FAO study too has revealed the necessity of having such a programme.   The ILO/NORAD project on Cooperative training policy and standards has identified this activity as an input from international organisations.   Since the ICA itself does not posses its own funds for such an activity, it is necessary to seek assistance from another donor who is keen in the area of human resources development in the Cooperative sector.   However, the ICA has the capacity to undertake the following areas in the execution of the project:

(a)   To liaise with the Cooperative training organisations and their authorities in the Region in the implementation of the project.

(b)   Undertake field studies and recruiting participants for training and follow-up developmental activities.

(c)   Identify project countries to take up follow-up projects on developing training systems and material.

(d)   · Constant monitoring and evaluating the project.

(e)   Serve as the link between the donor agencies and the participating cooperative training organisations.

(f) Provide technical input in training, personnel and material
     in selected fields.

4.03   The resources required from various   organisations
involved in the project are defined as follows:

SI.No- Project Activity	- ICA RO	- Donor Agencies	Participating Coop Trg.Orgn in Region	Cooperative Society Involved
01 Field study on the target group and the identification of needs	Technical and financial assistance	Financial Support	Data collection and discussion time	Provision of Data
02 Decision on the contents and outcome of the programme	Technical assistance including policy and stragegy of the pro-gramme	Consultations, financial inputs and provision of funds	Provide data and reviewing and consensus on the programme	Provision of data and reviewing and consensus on the programme
03 Concepts of human learning seminar	Technical input and activity organisation	Financial Support	Release suitable facilitators who need the experience	Release facilitators who would need the experience
04 Seminar on communication process and systems	Technical input and activity organisation		Release suitable facilitators who need the experience	Release suitable facilitators who need the experience
05 On-the job experience in communication systems	Technical support	Financial support	Financial support for field activities by facilitators	Working time of the groups involved
06 Participatory training/learning methods workshop	Technical input and activity organisation	Financial Support	Release suitable facilitators who need the experience	Release suitable facilitators who need the experience
07 On-the-job training on production and use of participatory material	Technical support	Financial support	Financial support and working time of facilitators	Working time of relevant groups
08 Audio-visual aids workshop	Technical input and activity organisation	Financial support	Release suitable facilitators who need	Release suitable facilitators
09 On-the-job training on production and use of audio-visual aids	Technical input	Financial support	Financial support and working time of facilitators	
10 Workshop on curriculum development	Technical input and activity organisation	Financial support	Release of educational trainers and facilitators who need	

11	On-the job training on curriculum development and improvement of learning systems	Technical input	Financial support	Financial support,authority and working time of the facilitators	Working time of relevant groups
12	Workshop on Education Planning	Technical input and activity organisation	Financial support	Release of planners who need experience	
13	On-the-job training on educational planning and execution Workshop on Education Planning	Technical input	Financial support	Working time of relevant groups	Working time and financial support of relevant groups
14	Evaluation of the project	Technical Input	Technical Input and Financial support	Work time of relevant groups	Work time of Relevant groups

b).Policy Adaptation

4.04   The ICA has already accepted the importance of providing on-the-job training for trainers as a policy and priority.   It is expected that the member organisations such as Regional Sub-committee and member organisations themselves would participate in elaborating learning needs of facilitators on priority basis and the need of reviewing and improving their learning systems.   The ICA would respond to the shown interests and needs of the member countries.   This would mean that the countries involved adopt the technology and experiences transferred to them through the project activities to modify and improve learning systems covering the target groups such as members, committee members and cooperative staff.

c) Programme Execution

4.05   The ICA ROA would bear the responsibility of executing the project   with the financial assistance and guidance by the donor agencies.   The participating countries would participate in the project from the very inception of the study of   trainers situation and existing systems and guide the coodinators in the preparation of learning outcome and learning events.   They should also commit to undertake national projects absorbing the modifications and improvements in the training systems. Therefore, the activities would reflect on the actual needs and provide strategies to varying situations prevailing in the countries involved.

4.06   ICA ROA would establish communication links with the target groups through their organisations and receive constant feedback on which follow-up activities would be undertaken.

4.07   When the financial input and technical assistance are provided by the ICA and donor agencies, the field adoption and follow-up will be dependent on the commitment of the national

organisations and other participating organisations. This activity form an integral component of this project. Each country may adopt its own mechanism to improve its own systems with the help of the ICA ROA. This follow-up activity is expected to bring about up-to-date learning systems, materials and even influence the manpower management policies and syste ms to a certain extent.

d) Services

4.08 Facilities and equipment that should be provided by the organisations involved are listed below:

S No	Phase	ICA ROA	Participating countries	Host Countires
01	Study (Survey)	Facilities & equipment for collection and processing of data/material	Data and secretarial facilities	-
02	Training Programme	Material	Material	Workshop facilities and equipment.
03	On-the-job training	Materials and Consultancy	Equipments, software and project facilities	
04	Evaluation	Material/equipments for data processing and consultancy	Data and secretarial facilities	-

e) Personnel

4.09   There are two types of personnel required to carry out the project:

    i)   Resource persons
    ii)   Trainees (Cooperative facilitators)

4.10   Resources persons are the key factor in carrying out the learning activities which would bring about the change expected. The resource persons would have to be carefully selected in keeping with the objectives of the project and the nature of competencies and attitudes required.

4.11   Some experts may perceive problems entirely from a technical point of view but others would give behavioural interpretations. Therefore, the resource persons are vital to the success of the project. The resource persons should also be upto date in their thinking and knowledge of developing country situations.

4.12   Trainees target group for the project would constitute trainers from cooperative training organisations at various levels or from the cooperative organisations themselves. They will be selected from the Cooperative organisations who have expressed willingness to participate in the project, not only by releasing participants but also undertaking follow-up projects in the field. The other criteria would be that trainers are basically engaged in cooperative training or field education activities. Supporting staff would be selected from the ICA ROA and the participating co-operative organisations on part time basis.

f) Research and Development

4.13   Initially the reasearch work will be undertaken by the ICA ROA at the field level in order to assess the level of the target groups and on the systems on which learning concepts and the strategies are developed.   Even during the execution of the project, this activity will be taken up as a continuing process juuging from the immediate reactions of the target group.

4.14   Research and development activities will also have to be undertaken by the ICA ROA and the participating cooperative organisations at the follow-up stage too.   The modifications of learning systems and production and adoption of material may also demand research and development.

4.15   Research would be undertaken by all concerned including the donor agencies at the time of continuing evaluations and the terminal evaluation of the project.   This may include the evaluation of learners, impact evaluations and output evaluation. All the operations have to be assessed continuously from the drafting stage to the very end of the project in order to integrate any modifications.

g) Evaluation

4.16   The nature of the project is adoptive and corrective. It would respond to emerging problems and changing needs. Generally the evaluation is undertaken in terms of objectives and outcomes.   In keeping with the terminal objectives, the evaluation is undertaken through indicators at 3 levels:

    1.   Immediate response level,
    2.   Behaviour level, and
    3.   Out-put level

4.17   Some of the indicators are given below:

1. Immediate Response Level

*   learners positive response to the lay out, strategy
      and the content of the programme,

*   adaptability and self appropriation shown by the
      facilitators during the learning activities.

*   Positive action commitment shown at the closure of
      learning activities.

2. Behavioural level

*   Changes in attitudes towards more openness and
      democracy for learners groups who are the target
      in their organisations.

*   Motivation shown and expressed by the facilitators
      in training to practice and experiment on learners
      they have experienced.

*   Motivation and improvement shown in their regular
      facilitating roles

*   Creativity shown in their approaches towards
      exploring potentiality of learners group.

3 Out-put level

*   number of facilitators who are trained by the
      actual target group who were exposed to the ICA
      project (members, committee members and
      staff,etc).

* impact shown in the learners groups to become cohesive and self reliant groups who could take initiation to become more active and efficient in their roles in the Cooperative organisations as reflected in the activities of the society

* improvements shown in the learning systems, curricula. learning material and assessment procedures.

* Impact shown by the respective groups to improve management systems in their respective organisations.

* Productivity shown in the cooperatives involved in the participation and business transactions by members, profitability and efficiency in managing resources.

4.18   The evaluation indicators will be made clear to all parties involved in the project and the evaluation will be undertaken by the facilitators (target grou)basically at this stage which will be backed by the ICA ROA and sponsoring agencies.

4.19   In addition, independent observations and field research will be undertaken by the donor agencies in collaboration with the ICA ROA in order to judge the cost benefits of the project.

h) Implementation strategy and time plan

4.20   The time plan given in the proposal has been prepared, leaving the period for project acceptance and negotiations outside the plan. It covers only the period of implementation.

4.21   Considering the number of facilitators ofound in the Region, it is expected to group the countries to geographical areas on the basis of following criteria:

1   Positive response and the needs expressed by the country

2   Homogenous nature of the type of cooperatives in relation to the size and the level of efficiency.

4.22   This kind of grouping would cut down the cost of institutional training programmes and facilitate in determining strageties, levels and even material.

4.23   When we consider the large area covered by the ICA ROA in 14 countries, it is necessary to work out the strategy of introducing changes through carefully selected groups. Therefore, these groups would have to undertake pilot projects in their own countries. This necessitates the selection to be done from the cooperative trainers who are at higher level and who could influence in improving their system. They are expected to work out pilot projects on the commitments they make at the institutional activities resulting in chain reactions in their respective countries. They are also expected to function as change agents to their countries who would validate and transfer the experiences. Awareness and needs thus created would bring about considerable change in improving their systems.

4.24   They are also expected to undertake formulation of national level facilitators training programmes in order to develop them to participate in the changing process. This would involve not only institutional training, learning concepts, strategies and methodologies, but also maintaing a positive educational environment.

4,25   The strategy as shown in the time   plan   would   be to
expose the selected facilitators to institutional programmes
combined with follow-up,   on-the-job training   and   project
formulation and implementation.

4.26   An indicative budget has been given separately.

5. CONCLUDING REMARKS

5.01   Contempotary cooperative movements in the Region require re-thinking on the structures and systems they maintain in order to keep pace with rapidly changing socio-economic and political environment and also the outburst of technological developments. Being a unique organisation maintained mainly by economical backward individuals, its existence and growth depends upon their personal strength and also their personal development. Therefore, it is a formidable task for the facilitators or cooperative trainers to adopt more task oriented and upto date learning strategies to achieve such a status. They can not enjoy the luxury of traditional approach to learning for learning's sake.

5.02   The existing cooperative management systems and cooperative education systems are influenced by complex factors. We may no longer treat them isolated without exposing them to outside influence. This demand a wholistic approach to the entire issue. Consequently, cooperative education and training is an integral component of the total cooperative system which should aim at the over all objective of the organisations. Therefore, the facilitators would have to be developed in to such a thinking process and commit them to become complimentary and supportive of the development of the system as a whole. This interaction with other components would eventually bring about an effective change towards such an ideal.

5.03   Under the circumstances, the systematic approach to
facilitators development was empoloyed to develop a facilitators
development model as defined above.   The fragmentary approach we
have employed upto now would not bring about an over all change
in the Cooperative Education and Training Systems.

W U Herath
Education & Trai ning Programme Officer

EXPLANATORY NOTES ON THE BUDGET

Item 01

The field study would involve the preparation of questionnaires and receive data and information from member countries in the Region. This would also involve visits and discussions by the Education and Training Programme Officer of the ICA to selected countries with the hope of initiating country projects.

Item 02

Based on the information and data received, a team of consultants hired for the purspose would have to design the learning strategies, materials and aids for institutional training programmes which would become learning contents. They may need to travel and use equipments too. The budget would include travel,remuneration and material production costs.

This process involves atleast 2 months' working by the team.

Item 03

Selection of participants will have to be undertaken carefully by the ICA ROA in the light of their being considered as Project Officers for their countries. This may need travel and discussions with the authorities by the ICA ROA Officer. It is expected to select atleast 8 countries in the Region for this purpose. Atleast 2 participants from each country will be selected for the purpose.

Items 04,05,07,11 & 14

It is expected to have 22 participants from 10 countries for the institutional training activities. Venue for the programme will , be rotated among countries in the Region in order to have an

demonstrative effect. The costs of the participants have been calculated as US$ 60,00 per day plus travel. In addition, provision has been made for 3 Resource Persons. Generally, ICA and participating countries' contributions have been calculated mainly taking the work time and the services of the trainers involved in the project. Host countries of the programme of institutional training would contribute on the same basis.

Follow-up activities in the participating countries involve their officers' work time, travel, stationery and equipment and also the production costs of materials wherever applicable.

It is proposed to publish validated workshop materials based on the institutional training programmes. The item under documentation would also include publicity, documentation of evaluation material and reports of working groups.

It is expected to involve atleast 3 persons for terminal evaluation of the project. The evaluation at other levels would be initiated by the ICA ROA.

COOPERATIVE FACILITATORS DEVELOPMENT PROJECT
BUDGET (IN U.S. DOLLARS)

Code	Activity Description	FIRST YEAR			SECOND YEAR			THIRD YEAR			TOTAL
		ICA	Donor Agency	Partici-pating countries	ICA	Donor Agency	Partici-pating countries	ICA	Donor Agency	Partici-pating countries	
01	Field Study on No.Level and needs of Cooperative Facilitators	1100		2500							3600
02	Determine needs,strategy Programme & materials	1000	20000	500							21500
03	Selection of Project countries & participants	1500	12000	1000							14500
04	Seminar on Concepts of human learning (2 weeks)	500	32000	(host)1500							34000
05	Seminar on Communication Process & Systems (2 weeks)	500	32000	(host)1500							34000
06	On-the-job training in learning concepts and communication systems				1000	12000	4000				17000
07	Participatory training/learning methods Workshop (3 months)				500	132000	(host)3000				135500
08	Audio-visual aids for learning Workshop (1 month)							500	32000	1500	34000
09	On-the-job training in producing and using participatory material						1500	1000	12000	9000	23500
10	On-the-job training in producing and using audio-visual materials							500	10000	100000	110500
11	Curriculum Development (1month)							500	65000	3000	68500
12	On-the-job training in curriculum development							1000	20000	40000	61000

Code	Activity Description	B U D G E T									TOTAL
		FIRST YEAR			SECOND YEAR			THIRD YEAR			
		ICA	Donor Agency	Partici-pating countries	ICA	Donor Agency	Partici-pating countries	ICA	Donor Agency	Partici-pating countries	
13	Improvement of Learning systems							500	20000	40000	60500
14	Educational Planning Workshop (2 weeks)				500	33000	(host)1500				35000
15	On-the-job training in Educational Planning and monitoring and evaluating the implimentation				500	6000	4000	1000	5000	4000	20500
16	Project (Education Development) formation in participating countries and implimentation					5000	4000	1500	2500	100000	113000
17	Evaluation of the Project	200			500		1500	1500	15000	4000	22700
18	Documentation & Representation	1500	4000	4000	1000	4000	4000	1000	4000	4000	27500
	GRAND TOTAL	6300	100000	11000	4000	192000	23500	9000	185500	305500	836800

SUMMARY OF THE BUDGET

	First Year	Second Year	Third Year
ICA	6300	4000	9000
Donor Agency	100000	192000	185500
Participating Countries	8000	19000	305500
Host Countries	3000	4500	---
Total	117300	219500	500000
10% Administration Cost of the ICA			83680
GRAND TOTAL			US$ 920480

COOPERATIVE FACILITATORS DEVELOPMENT PROJECT
TIME PLAN

Legend
— Continuing Activity
■ Learning event
● Immediate response
■ evaluation

S No	Activity\\Time	First Year	Second Year	Third Year
		1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12
01	Field study on the No., level and needs of the group	■		
02	Determine and prepare strategy and material	■		
03	Concepts on human learning seminar	■		
04	Communication Process & Systems Workshop	■		
05	On-the-job experience in learning theories and communication systems		■	
06	Participatory learning methods Workshop		■	
07	On-the-job experience in producing and using of participatory material			■
08	Audio-visual aids for learning Workshop			■
09	On-the-job training in producing and using audio-visual aids			■
10	Curriculum Development Workshop			■
11	On-the-job experience in curriculum development & the improvement of learning systems			■
12	Educational Planning Workshop		■	
13	On-the-job experience in education planning & evaluation of implementation			■
14	Project formulation in participating countries & evaluation			■ ■
15	Evaluation of the Project	● ■	● ● ■ ● ● ●	■