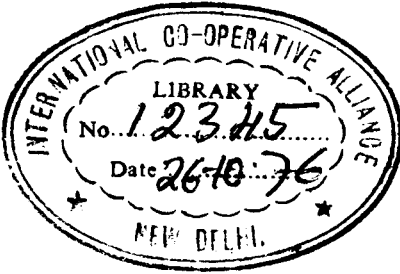


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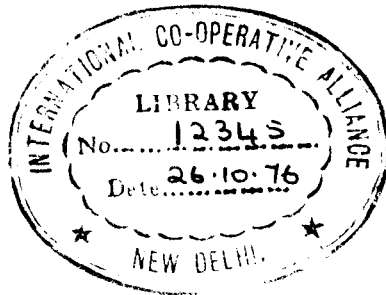


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ICA/UNESCO INTERNATIONAL CONFERENCE
OF
CO-OPERATIVE EDUCATION LEADERS

JONGNY SUR VEVEY
30.11 - 5.11 1970



FOREWARD

This conference was unique in two respects. In the first instance it came at the beginning of the Second Development Decade as declared by the United Nations. Coming at this point in time, it can be identified as one of the bench marks when things were said and declarations made by co-operative education leaders in respect to co-operative development and functional literacy.

The second unique feature was its design, which included formal presentations and discussions from the plenary sessions, together with daily workshops, during which the total assembly, (both keynote speakers and conference participants), joined as co-workers and addressed themselves to the topics which had been designated. The deliberations of these working groups were fed back into the conference each day, and became an important input.

These two unique features presented a problem to the rapporteur in that decisions had to be made as to what was to be included or excluded in the report.

It was decided that no documentation published prior to the seating of the participants would be included in the report as these documents could be obtained elsewhere.

The particular focus of the conference, to a great degree, was determined by a number of resolutions passed by the United Nations and other international organizations and are found in the Appendix of the report.

Presentations made on behalf of the United Nations specialized organizations and the ICA have also been included in the Appendices.

These speeches have been transcribed from tape and consequently they may appear in different form than if the speakers had submitted written copy.

The rapporteur accepts responsibility for any changes or differences that may appear, but hopes that the styles and meanings of the various speakers has been maintained.

O. A. Turnbull,
Conference Rapporteur.

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BACKGROUND to the CONFERENCE

1. This conference of co-operative education leaders was organized by the International Co-operative Alliance in collaboration with the United Nations Educational, Scientific and Cultural Organization and with the help and co-operation of "Co-op Schweiz" and "Konsumverband" of Austria.

2. The conference was held towards the end of the International Education Year as I.C.A.'s. main contribution to it.

3. The focus of the conference was on the challenges which exist for Co-operative Education.

4. Co-operative education leaders were asked to consider the actual situation in the light of recent significant developments and were asked to consider specifically the following documents:

- 4.1 Recommendations of the ICA/UNESCO/NCUI International Conference on Co-operative Education, held in New Delhi in February 1968;
- 4.2 Conclusions of the "International Conference on Technical Assistance to Developing Countries in the field of Co-operatives", held at Holte (Denmark) in November, 1968;
- 4.3 Resolution No. 2459, adopted by the General Assembly of the United Nations, at its 23rd Session held in December, 1968, on the Role of the Co-operative Movement in Economic and Social Development;
- 4.4 Resolution No. 1413, adopted by the Economic and Social Council of the United Nations at its 46th Session, held in June 1969, on the Role of the Co-operative Movement in Economic and Social Development.
- 4.5 Resolution of the 24th Congress of the ICA, held in Hamburg in September, 1969, on the Training of Personnel in Developing Countries;
- 4.6 Recommendation No. 5 of the 12th Conference of International Non-Governmental Organizations in Consultative Relations with UNESCO, held in Paris in October, 1969, on Systematic Promotion of Education for co-operation;
- 4.7 Report of the Secretary-General of the United Nations to the Economic and Social Council (document of ECOSOC No. E/4807 of 27th March, 1970), on "the Role of the Co-operative Movement in the Achievement of the Goals and Objectives of the Second United Nations Development Decade" (specifically paragraphs 51 - 54).

- 4.8 Decision of the Central Committee of the ICA, approved of its meeting in London in October, 1970, on the launching of the Co-operative Development Decade;
- 4.9 Resolution of the United Nations Educational, Scientific and Cultural Organizations approved at the 16th Session of the General Conference in Paris, in November 1970, on the importance of co-operative education for the achievement of the goals of the Second U.N. Development Decade;
- 4.10 Various other documents, e.g. of the FAO, ILO, UNESCO, IFAP and other international organizations, relevant to the field of co-operative education and training.

OBJECTIVES of the CONFERENCE

5. The main aims of the conference are as follows:
 - 5.1 To provide an opportunity for bringing together co-operative education leaders from all parts of the world in order to enable them to exchange views on co-operative methods and facilities for education and training and on the contribution these make to the development process with special regard to tasks arising for the ICA in connection with the contents of relevant documents published by the United Nations and the specialized International Agencies.
 - 5.2 To bring forward specific recommendations on the ways in which co-operative organizations can collaborate more effectively;
 - (a) With one another, multi-laterally, on an international level, with better co-ordination, specifically within the framework of the Co-operative Development Decade.
 - (b) With specialized Agencies of the United Nations, as well as with other International Organizations, governmental as well as non-governmental, in order to promote co-operative development through education and training activities in co-ordination with the respective programs of these Agencies and Organizations, particularly as regards their involvement in implementing the educational tasks of the Second U.N. Development Decade.
 - 5.3 To provide opportunity for a face-to-face dialogue between co-operative education leaders of International Co-operative Training Centers and with representatives of specialized International Agencies.

LIST of PARTICIPANTS

International Organizations

6. International Organizations attending are listed as follows:
 - 6.1 International Co-operative Alliance
 - 6.2 United Nations Educational, Scientific and Cultural Organization
 - 6.3 International Labor Office

6.4 Food and Agriculture Organization

6.5 Organization of Co-operatives of America

Countries Represented

7. Delegates through their various organizations represented 27 different countries of the world. A detailed list of participants by name and position is included in Appendix M.

PROCEDURE and METHOD of the CONFERENCE

8. The general conference time was divided into two phases.

Input Phase

9. This phase consisted of position papers which had been prepared beforehand in order to provide delegates with such a survey of the actual needs and what is being done to meet them both in the advanced and developing countries.

10. In addition, spokesmen from international organizations contributed by indicating what each organization was doing in terms of co-operative development.

11. Representatives of the international co-operative training centers also were given opportunity to make a short summary statement of current thinking of their own particular training center in respect to what they thought they could do to meet the challenges of the Second Development Decade.

Workshop Phase

12. Following the plenary sessions the conference divided daily into two groups according to individual choice.

13. Delegates had the choice of joining one of the two working groups concerned with specific problem areas stated in the agenda, and were required to bring specific recommendations forward to the plenary session the following morning.

14. Examination and discussion of each problem area was done according to the following format:

14.1 The Actual Needs.

14.2 The Present Situation.

14.3 Gaps or Shortcomings in the Present Situation.

14.4 Recommendations to Improve the Situation.

AGENDA of the CONFERENCE

Plenary Sessions

- 15.1 Co-operative Education in the 70's.
- 15.2 Functional education in the Second Development Decade.
- 15.3 Co-operative education facilities provided multi-laterally in developing countries.
- 15.4 Co-operative training centers in advanced countries.
- 15.5 Co-operative training centers in advanced countries continued.

The Agenda of the Work Groups

- 16.1 Day 1
 - (a) Programs and methods in co-operative training centers.
 - (b) Students in co-operative training centers.
- 16.2 Day 2
 - (a) Member education in developing countries.
 - (b) Recruitment and orientation of experts for technical assistance to co-operatives.
- 16.3 Day 3
 - (a) Production of Co-operative teaching material and use of mass media.
 - (b) Relation of Co-operative education and other forms of community education.
- 16.4 Day 4
 - (a) Machinery for practical collaboration on Co-operative education and training.
 - (b) Summary assessment of needs and how to meet them.

FINDINGS and RECOMMENDATIONS of the CONFERENCE

17. The material presented below listed as in the agenda, were the considered opinions of each working group as amended and accepted by the conference.

The Actual Needs

18. The following were listed as needs of co-operative training centers in respect to programs and methods.

- 18.1 Programs should be developed in response to needs of co-operatives.
- 18.2 The best ways of doing training and education were not known.
- 18.3 The methods to be used to measure the effect of the training back on the job have to be determined.
- 18.4 The follow-up to be used, keeping in mind the needs of the student, the co-operative and the training center was erratic.

The Present Situation

19. The conference stated that the following represented the present situation in respect to programs and methods in co-operative training centers.

- 19.1 A great deal of useful material was now being produced by co-operative training centers and other organizations.
- 19.2 Training courses existed for the staff of co-operatives, the members, boards of directors and committees.
- 19.3 Training may be done out of context with the co-operative system. As for example, the student may be in residence or even out of his native country.
- 19.4 Co-operative Colleges tend to follow traditional institutional patterns as determined by the formal educational system.

Gaps or Shortcomings in the Present Situation

20. The Conference observed the following as gaps or shortcomings concerning programs and methods in Co-operative training centers.

- 20.1 There is a lack of co-ordinated research on how to determine needs; and on the most relevant methods of measuring the effectiveness of the training, particularly as applied to co-operative education and training, bearing in mind the concepts of development and functional literacy.
- 20.2 There is a lack of co-ordinated effort between co-operatives and international organizations.

- 20.3 There is a lack of co-ordinated and systematic effort to influence policy makers in government, international organizations, and co-operatives themselves.

Recommendations to Improve the Situation

21. The conference recommended the following be done to improve programs and methods in co-operative training centers.

- 21.1 It is recommended that ICA gather and select materials and programs most relevant to co-operatives in developing countries from the materials and programs which are now presently available.
- 21.2 It is recommended that translation be done by the recipient training center if required.
- 21.3 It is recommended that ICA facilitate the co-ordination of effort to compile a regular and simple research register, in order to keep track of what is now going on in the centers with respect to methods, programs and materials.
- 21.4 It is recommended that ICA and the other International organizations collaborate in every way possible to improve co-operative development, and to assist training centers to become more effective in raising levels of functional literacy of people.
- 21.5 It is recommended that the ICA and the International organizations work together in every way possible to keep senior policy makers in governments, non-government agencies and co-operatives fully informed of co-operative goals and the programs undertaken and/or proposed for the Second Development Decade.

STUDENTS in CO-OPERATIVE TRAINING COURSES

The Actual Needs

22. Participants cited the following as concerns of co-operative training centers in respect to selection of students for courses:

- 22.1 (a) The nature of the job and the educational level required for the job need to be determined prior to selection.
- (b) The language in which the training is given and the fluency of the student with the language need to be understood.
- (c) The aptitudes required to do the job and the aptitudes of the student need to be appreciated.

- (d) The experience required to perform the job and the experience that the student had should be taken into consideration.
 - (e) The age limits demanded of the job and the age of the student need to be established.
 - (f) The sex of the student and whether or not the job should be performed by male or female should be determined.
 - (g) The sponsorship of the student is to be considered in selection procedures.
- 22.2 Ways need to be found to improve on the availability and adaptability of literature used by developing countries.
- 22.3 There is a need to produce local materials and literature.
- 22.4 There is a need to relate training and education more directly to the co-operative careers of individuals.
- 22.5 There is a need for the education and training center to be versatile in its approach to training and education when low literacy levels exist.

The Present Situation

23. The conference considered the following as the present situation in respect to students and co-operative training.

- 23.1 A great range of facilities are available at present. These include informal discussions, seminars, and the more formal training given at universities and co-operative education and training centers. In addition to this, the quality of these facilities range from almost a complete lack or poorly equipped facilities to those which are very good.
- 23.2 Existing education and training programs are sometimes inadequate to raise the literacy levels of the mass of population.
- 23.3 The language difficulties often make translations expensive.
- 23.4 Inadequate selection methods do not always result in the candidate being the one best fitted for the particular training offered.
- 23.5 The training given may be out of context with the potential placement available to the student.

- 23.6 The students who are trained do not always stay with the co-operative system. This loss or "drain" of trained personnel is due to many causes such as: a phasing out of the job position while the student is absent, changing of policies with which the participant cannot agree, the expected promotion may not materialize, or an attractive offer may emerge from a competitor. For these and other reasons trained personnel may be lost to the co-operative system.

Gaps or Shortcomings in the Present Arrangement

24. The conference observed the following as gaps or shortcomings concerning students and co-operative training courses.

- 24.1 Materials, facilities and sponsorship are thought to be inadequately financed.
- 24.2 Government departments and co-operative movements lack in co-ordinating their efforts in respect to the selection and training of students.
- 24.3 Students may discover that their training has been inadequate in relation to the situation which exists back home.
- 24.4 Participants in training do not have any guarantee that their job will be secure upon their return.
- 24.5 Co-operatives often do not have adequate liaison with their respective governments with reference to selection of students for co-operative training courses.

Recommendations to Improve the Situation

25. The following recommendations were made by the conference to reduce or eliminate problems associated with students in co-operative training programs.

- 25.1 It is recommended that the ICA promote the publication of directories of co-operative training institutions together with the types of courses offered by those institutions.
- 25.2 It is recommended that the ICA promote research by the recipient countries in collaboration with the international co-operative training centers to determine the usefulness of the courses offered to the prospective trainees.
- 25.3 It is recommended that training centers expand their systems of consultation with co-operative movements in developing countries as a means of teaching and learning for both the offering and recipient countries.

- 25.4 It is recommended that co-operative organizations and the international co-operative training centers become more involved in the matter of selecting students for training.
- 25.5 It is recommended that co-operative movements make their needs more clearly known to international co-operative training centers.
- 25.6 It is recommended that positive steps be taken to offset any loss of trained personnel from co-operative movements. It was suggested that close liaison and improved follow up would offer a positive way of offsetting these losses, more in particular the following ideas were recommended for follow up:
- (a) It is recommended that the staff of the training centers carry on a personal correspondence with the trainees upon their return.
 - (b) Staff of the training centers should plan a systematic series of visits with students of recipient countries. These visits should be carefully planned so as to reinforce the training that was given.
 - (c) It was recommended that the staff of training centers try to establish a consultive role with various co-operatives of recipient countries. Wherever possible, such consultation could be fitted in with a regular scheduled series of visits.
 - (d) It is recommended that correspondence courses be devised and used as a follow up technique with students.
 - (e) It is recommended that international training centers ask to receive reports from students upon their return, in order to find out how well the training is being applied to the work.

MEMBER EDUCATION in DEVELOPING COUNTRIES

The Actual Needs

26. The conference listed the following as actual needs in respect to member education in developing countries.

- 26.1 There is a need to keep the education and training up to date. Member education must be related to the changing environment in which the member and co-operative organizations find themselves.

- 26.2 There is a need to have the community, society, and nation understand what social benefits derive from co-operation as a way of life. Member education needs to be designed in relation to the achievement of these goals, as well as economic and social development.
- 26.3 There is a need to achieve a greater involvement of the members in social action for the good of all, as well as the individual's own personal gain.
- 26.4 Member education programs in developing countries need to be directed towards situations that have the greatest potential for economic success.
- 26.5 It is important that member education should involve men, women, and youth to help them to perform their roles in co-operatives more effectively.
- 26.6 Co-operatives need to know how to prevent "crash" co-operative development programs from being started.

The Present Situation

27. The conference considered the following aspects in respect to member education in developing countries.
 - 27.1 People have difficulty in getting control of economic resources, particularly agricultural resources. Until this problem is solved, member education programs may not be effective.
 - 27.2 Political problems and political interference can cause difficulty in member education programs.
 - 27.3 Traditional educational systems have not shown leadership in new or changed methods that could best be used in member education programs nor in how the educational process itself can be used for social change.
 - 27.4 People in many countries may not believe that change can be planned and managed, but may accept a fatalistic view of life as they know it.

Gaps or Shortcomings in the Present Situation

28. The conference observed the following as gaps or shortcomings concerning programs of member education in developing countries.
 - 28.1 Some ambitious co-operative ventures and some "crash" co-operative development programs needed to have social and economic feasibility studies done before the programs were put into affect.

- 28.2 Education and training programs for members, committee members, and board members often have gaps which prevent a systematic method for providing involvement of people, and more especially for providing involvement of youth.
- 28.3 Countries do not require a reasonable standard of member education prior to incorporation or registration of a co-operative. The conference felt that a lack of consistent approach in member education existed in this respect, which can present serious handicaps to subsequent developments of the co-operative.
- 28.4 It was felt that member education programs do not always raise the functional educational levels of the membership, but that considerable effort was being spent by training centers on management "knowhow" for the boards of directors and managers and similar programs aimed at increasing the business efficiency of the co-operative.
- 28.5 The conference felt that a major gap in the member education program in all countries existed in a lack of skilled trainers.

Recommendations to Improve the Situation

29. The following were considered by the conference as ways of improving member education in developing countries.

- 29.1 The conference urged that the "knowhow" which presently exists in training centers about member education and training programs should be shared with all centers. The conference recommended that the ICA should gather information about member education and training programs, compile this information and make it available.
- 29.2 The conference recommended that membership education and training programs should be designed with a functional education approach, that is; the member education program should result in the member functioning more effectively in whatever role he performs as member, elected board member, or committee man, irrespective of whether he is associated with a consumer or a producer co-operative. The conference felt that one test of increasing effectiveness would be to observe whether there was any development of leadership as a result of member education and training programs.
- 29.3 The conference recommended that membership education programs should be kept as simple as possible, be related to the situation at hand, and involve few rather than many government departments in order to avoid getting the program "bogged down in bureaucratic red-tape".

- 29.4 The conference recommended that membership programs should, at all times strive to use the group approach and be work related in character.
- 29.5 It was felt that efforts should be made to develop specialists in member education and training, and the conference recommended that special efforts be made to train such member education specialists as member trainers.

RECRUITMENT and ORIENTATION

of EXPERTS for TECHNICAL ASSISTANCE to CO-OPERATIVES

The Actual Needs

30. The conference stated that the following were the actual needs concerning the recruitment and orientation of experts for technical assistance to co-operatives.

- 30.1 The conference noted that the method of recruitment of experts may vary and expressed concern that the method for recruitment may not be co-ordinated.
- 30.2 The conference stated that the expert needs to be a specialist in his work area, needs to possess humility, needs to be adaptable in relation to the situation in which he finds himself and the people with whom he will be working, needs to have knowledge and skills in teaching, and his approach needs to be operational as well as advisory.
- 30.3 The conference stated there is a need to have the teams of experts work in harmony with each other rather than in conflict or disagreement.
- 30.4 The conference stated that the expert needs to be fluent in the language of the country in which he is working.
- 30.5 While the conference did not equate the role of the volunteer with the expert, some members of the conference felt that volunteers could do useful work. The conference stated that volunteers need to be briefed and have skills and/or work experience which can be put to useful work in the recipient country.
- 30.6 It was stated that the expert and volunteer needs to have a thorough understanding of co-operatives.

The Present Situation

31. The conference considered the aspects listed below as indicative of the present situation in respect to the recruitment and orientation of experts for technical assistance to co-operatives.

- 31.1 The conference pointed out that experts are not always available at the time of need and that they may be difficult to secure when required.
- 31.2 It was felt that the countries who offer experts may not always send the best men as required by the job, but may send those who are most available, or who would not be missed.
- 31.3 The conference stated that some situations exist in which the expert has not sufficiently trained his counterpart. It was felt that this would contribute to a collapse or slowing down of the program at the end of the expert's term.
- 31.4 The conference felt that a one year allocation of time for the expert may be too short for most jobs. It was stated that at least two years should be the minimum time, with the possibility of extensions if required to get the project launched.
- 31.5 It was stated by some participants that in their experience experts do not always believe in or understand co-operatives. This was cited as a regretful situation that does damage to co-operative development.

Gaps or Shortcomings in the Present Situation

32. The conference stated the following as evidence of gaps or shortcomings in regard to the recruitment and orientation of experts for technical assistance to co-operatives.

- 32.1 Recruitment and orientation lacks in consistency and co-ordination.
- 32.2 Experts may have a lack of understanding of the country and of the people to which they are going.
- 32.3 Experts and volunteers often lack in their knowledge of co-operatives.
- 32.4 Experts lack in appreciation of their roles as change agents in a social situation.
- 32.5 The orientation may be incomplete or inadequate.

Recommendations to Improve the Situation

33. The conference made the following recommendations to improve the recruitment and orientation of experts for technical assistance to co-operatives.

- 33.1 It was recommended that the ICA offices in consultation with the proper United Nations Organizations and the international co-operative training centers develop a register of persons who are available as experts.
- 33.2 It was recommended by the conference that the ICA should approach co-operatives directly in respect to having experts placed.
- 33.3 It is recommended that the ICA work with the United Nations Organizations who are interested in co-operative development, with a view to establishing co-ordinated recruitment procedures of experts.
- 33.4 The briefing of experts was considered to be of utmost importance and the conference recommended the following procedures:
 - (a) Briefing. The expert should first be briefed in his own home country. In some instances, there may be an intermediate briefing as the expert passes through regional headquarters or through the offices of international organizations. After the expert has been in the field for some months, he should again be briefed in the recipient country.
 - (b) Rebriefing. It was strongly recommended that the expert should be rebriefed during his term of stay, enabling the expert to be brought up to date on any changes of policy or whatever other matters may be developmental and of importance.
 - (c) Debriefing. The expert should be debriefed upon his return, and this should be done in the company of his successor.
- 33.5 The conference recommended that all experts should be given training in respect to basic teaching to increase knowledge of and skill in the educational process, and in particular, in respect to how it is applied to the adult situation.
- 33.6 The conference recommended that in order to facilitate co-operative development, the expert should come from an area similar to where the work is, insofar as this is possible.

PRODUCTION of CO-OPERATIVE TEACHING MATERIALS

and the USE of MASS MEDIA

The Actual Needs

34. The following were noted by the conference as actual needs to be considered in respect to the production of Co-operative teaching material and the use of mass media.

- 34.1 The conference cited the need to have materials suited to local conditions.
- 34.2 It was thought desirable to have simple notebooks and "how to do it" manuals, as these are best suited to needs of people in a work situation.
- 34.3 The conference felt that there was a need to have research or surveys done which would determine the most efficient use of teaching materials and mass media.
- 34.4 The conference discussed the need to use radio wherever possible, but stated the use of radio needs to be incorporated into study programs and utilize group study methods.
- 34.5 The conference felt that there is a need to develop skilled personnel who understand radio study programs, how to produce them, and how to implement such programs.

The Present Situation

35. The conference recognized the following present aspects of the production of co-operative teaching materials and the use of mass media.

- 35.1 The conference stated that many countries were not fully informed about the programs that are available which use the various mass media.
- 35.2 The conference stated that materials exist which could be used but are not being utilized primarily because of lack of knowledge.
- 35.3 The conference felt that there is a tendency for each center to develop its own local material and not to inform any centrally located organization. It was stated that some tendency may exist to become over complex and technical. When this occurs, the conference said, the experts tend to rely on their equipment and packaged material and may be unable to adapt or to use simple local materials which may better fit into the needs of people or be better suited to increasing their functional literacy.

Gaps or Shortcomings in the Present Situation

36. The following were cited by the conference as being gaps or shortcomings in programs of producing co-operative teaching materials and the use of mass media.

- 36.1 The conference expressed concern that there was not enough exchange of ideas between international co-operative training centers of ideas in general, and in the production of teaching materials in the use of mass media in particular.
- 36.2 The conference noted that no commonly agreed way has yet been determined which will measure the suitability and/or practicability of materials or programs related to local needs, prior to their use. It was stated that the use of inappropriate materials and programs results in damage to co-operative development programs.
- 36.3 While mechanical aids are useful, such as slide projectors, movie projectors, and the like, concern was expressed that teachers may become too dependent on these mechanical aids if gaps exist in their training. Training should help educators to use simple local materials as well, and be adaptable to the situation in which they find themselves.
- 36.4 The conference noted the radio as a desirable media for study programs but pointed out that radio sets are not always available, and, where a co-operative distributes them, other problems may ensue in the community. It was cited that radio repair facilities were often inadequate, and a lack of co-ordination may exist between co-operative educational agencies and radio authorities.

Recommendations to Improve the Situation

37. The conference considered the recommendations listed below as ways to improve the production of co-operative teaching materials and the use of mass media.

- 37.1 The conference recommended that ICA use its regional offices as collection centers for relevant material. These regional centers could become distribution centers which would make the material available to the co-operatives.
- 37.2 It was recommended that the regional offices of the ICA promote seminars on the production of teaching material and the use of mass media; particular reference was made to the preparation and use of audio visual material and radio programming.

- 37.3 The conference noted that there are simple materials which have proved to be effective and recommended that the ICA, in collaboration with the United Nations Agencies, list and publish those materials which have proven to be the most effective.
- 37.4 The conference recommended that the ICA in collaboration with UNESCO and the United Nations Agencies produce a moving picture film on world co-operation, and that this film would be made available to co-operative training centers through a rental or purchase arrangement.
- 37.5 The conference recommended that a greater effort be forthcoming to produce simple and cheap books which could be used on a mass distribution basis. It was suggested that ICA collaborate with UNESCO and that the ICA co-operate in any way possible to assist UNESCO in the production of such materials.
- 37.6 The conference recommended that slides, which could be made by local people, should be produced.
- 37.7 The conference recommended that wherever mass media is used, that it should be so designed so that the trainers and the participants are involved in a direct demonstration insofar as it is possible.

CO-OPERATIVE EDUCATION as it CONTRIBUTES to INDIVIDUALS or
GROUPS of INDIVIDUALS as PRODUCERS, CONSUMERS and CITIZENS

The Actual Needs

38. The conference noted the following as actual needs in respect to co-operative education as it contributes to individuals or groups of individuals as producers, consumers and citizens.

- 38.1 The conference cited that prices are often inconsistent with quality and voiced the need to establish markets where such inconsistency exists, which could serve as a guide to the consumer.
- 38.2 Consumers need to be made aware of the goods and services that are available through co-operative enterprise, the conference said.
- 38.3 It was noted that there is a great need for consumer education and it was claimed that government agencies do little to educate consumers in many instances.

- 38.4 It was felt that there was a lack of law which protects the consumers and producers in many countries and that the co-operatives need to become active in promoting such legislation.
- 38.5 The conference noted that co-operative education needs to become involved in strengthening family budgeting where it is ineffective or nonexistent.
- 38.6 It was felt that local leadership was available but often needs to be developed and directed into specific programs such as the one cited above. It was felt that such community needs can be fulfilled in part by programs of co-operative education if they be directed towards producers and consumers. The conference cited ways of using co-operative education as a means to increase functional literacy and stated that to achieve it would require closer co-ordination between government agencies themselves, as well as between those agencies and the co-operative movement.
- 38.7 The conference felt that there was need to increase the number of co-operative shops in urban areas as a means of establishing fair prices consistent with high quality of goods.
- 38.8 It was claimed that many people are not selective in purchasing and it was felt that a need exists to teach these people how to become more selective. It was felt that co-operative education could contribute in this instance.
- 38.9 The conference considered the question of ways and means of increasing productivity and stated that this need could be fulfilled in part by co-operative effort together with co-operative education.

The Present Situation

39. The conference stated that the following were present aspects of co-operative education as it contributes to individuals or groups of individuals as producers, consumers, and citizens.

- 39.1 The conference agreed that in certain cases, goods are adulterated and that the consumer is either unaware or unable to do anything about it.
- 39.2 It was noted that government departments and extension divisions do have adult education programs which are available to people.
- 39.3 Instances were cited indicating that producers and consumers may be exploited in different ways.

- 39.4 It was claimed that in some situations people do not fully understand how they can increase their economic power through group effort.
- 39.5 The conference noted that co-operative societies now work with government agencies in many countries, but pointed out that at times the societies work in isolation or in some cases in competition with government agencies.
- 39.6 The work of extension technicians was claimed to be not as effective as it might be because they do not reach the mass of people. The conference pointed out that co-operative organizations exist as excellent organizations through which extension technicians may work in order to reach the mass of population.
- 39.7 When extension programs are linked with co-operative organizations, the conference said, and when the program is centered on people's needs, good results have been achieved.
- 39.8 Co-operative education requires a certain degree of local leadership, and consequently is involved in leadership development, it was said. Once the leadership emerges in the co-operative structure, it was claimed, it will often become available and prominent in civic leadership.
- 39.9 At times, it was stated, political leaders may feel threatened by the rise of co-operative leadership while on the other hand, it was pointed out that political leaders and politicians utilize such local leadership.

Gaps or Shortcomings in the Present Situation

40. The conference stated that the following were to be considered as gaps or shortcomings in respect to co-operative education as it contributes to individuals or groups of individuals as producers, consumers and citizens.

- 40.1 The conference noted that extension programs can be made more effective by integrating them with co-operative organizations. This requires close collaboration between extension programs, co-operative organizations and government extension agencies.
- 40.2 The conference noted that consumers lack in market power because there is an insufficient quality and quantity of goods that are available. It was felt that co-operatives could help reduce this gap through increasing productivity.

40.3 The development of co-operatives may require a new concept of pricing which reflects quality rather than the capacity of the consumer to bargain. It was felt that while this situation may be traditional, a more adequate testing service which would reflect the quality/price relationship of goods would be useful in consumer education.

40.4 It was felt that co-operative members are not always aware of the programs that do exist now, or what ones are now being planned by co-operatives in respect to improving the lot of consumers and producers.

Recommendations to Improve the Situation

41. The conference recommended the following as ways and means of improving co-operative education as it contributes to individuals or groups of individuals as producers, consumers and citizens.

41.1 It was recommended that the ICA should gather information of what is now being done between co-operatives, government departments, and extension agencies in the various countries and make this knowledge available to member organizations.

41.2 It is recommended that the ICA work as closely as possible with the United Nations organizations in order to gather information about ways and means by which assistance may be given to co-operatives with programs in respect to programs that raise the functional education of people.

41.3 The conference recommended that the regional ICA offices should include topics at regional conferences which would encourage discussion and exchange ideas in respect to quality, pricing, market stability and so on.

41.4 It was recommended that the regional offices of the ICA encourage co-operatives to utilize appropriate extension programs related to consumer education and others which may improve the productivity and efficiency of marketing systems.

41.5 It was recommended that multi-purpose co-operatives should be considered as a more effective approach in certain countries, and the conference urged that they should be established wherever feasible.

41.6 It was recommended that educational programs should be designed to meet particular needs of community groups, as for example, youth, and housewives.

41.7 The conference recommended that educational programs should include leadership and other aspects of social and community development and that these programs should be developed and implemented through a co-ordinated program shared by co-operatives and extension agencies.

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APPENDIX A

Well, dear friends, I would now like to extend to you on behalf of the ICA a very cordial welcome to the International Conference of Co-operative Education Leaders. This conference has been organized, as you all know, within the framework of the International Education year in collaboration with UNESCO, with Co-op Schweiz and with the Konsumerband, Austria.

I am especially happy that the response to our invitation has been such a good one. There are some 50 participants here from 27 countries; there may be a few who have not yet arrived, but that is a very good response to our invitation. I am very delighted, indeed, that FAO and ILO in addition to, of course, UNESCO who is co-sponsoring, are participating with us throughout the conference. There will be opportunities to thank our member organizations in Switzerland and Austria for everything they have been doing in organizing the conference at this absolutely charming part of Switzerland. The only difficulty will be that we might have our thoughts stray when we look out through the windows, especially those of us who are sitting up here. It is a very great temptation for us I can assure you.

Well, I needn't dwell upon what our hosts have planned for us. I would only like to say to Dr. Kohler, that if the reception yesterday is the standard you are going to set for all the meals throughout the conference, I think we will be very happy indeed. I would like to thank you for all the excellent help we have had in planning the conference. Without this hard work on practical details, the conference would not have been able to take place.

Well co-operative friends and colleagues, I would be preaching to the converted if I were to emphasize the importance of education and the decisive role it plays in the functioning of co-operative movement all the world over. There have been a number of developments since the first conference which took place at New Delhi in February 1968.

Within the United Nations the role of the co-operatives in the Second Development Decade has been emphasized. Down through the years, already in 1966, the ILO had adopted an important resolution on co-operatives. Pursuant to a General Assembly resolution, the Economic and Social Council adopted unanimously a resolution on the role of co-operatives in social and economic development, and asked the General Secretary of the United Nations, in collaboration with a relevant specialized agencies of the United Nations and the International Co-operative Alliance, (the first time the name of the Alliance appeared in such a context), to submit by 1972 a report specifying practical programs of action. Now I think it is important to note that in that document entitled "An International Development Strategy for the Second United Nations Development Decade", co-operatives have been mentioned as an important implement for the development, particularly in relation to raising productivity of agriculture, improving marketing, storage and extension services, supplying rural credit and housing facilities. Furthermore the World Food Congress organized by the FAO has recently underlined the crucial area of development of human resources and the contribution which co-operatives can make in that respect. And, I would like to mention in this context also, ILO's very important Work Employment Program which is a challenge to the world community at large. The UNESCO,

furthermore, has quite recently adopted a resolution on co-operative education and we do hope, with the support of our friends within UNESCO that more resources will be made available by this important world agency, for promotion of co-operative education within spheres of adult education and out-of-school education programs.

If you thus very briefly sum up what has taken place recently in respect to the attitudes towards co-operation as part of the development activities, and especially view the Second Development Decade, you will find that high expectations are being placed on the co-operatives' actions. I think that in this context we should recall that the ICA itself, through its executive committee and endorsed by its highest authority between congresses, the central committee, has given very careful thoughts to the re-orientation of our education programs. That is to say, to give it a more meaningful structuring in view of the forthcoming Second Development Decade. The resolution adopted already at our 24th Congress at Hamburg, asks us to assure that plans and co-ordinated action are taking place in the field of education and training. In this wider context it is natural that the ICA attaches very great importance to this conference.

We hope that the program will provide a maximum opportunity for intensive discussion with groups which will meet every afternoon as foreseen in the program. This group discussion will allow the participants to consider in some depth a number of important topics which will, I hope, benefit not only the national movements, but also provide guidance to the work of the ICA at headquarters and at the regional offices, and within our national movements that are associated with ICA.

You will know that the authorities of the ICA have declared the Second Development Decade, the 70's, to be also a Co-operative Development Decade. This is to be a very great challenge to all co-operators for I would say and stress in this context that this challenge is especially directed to those who are concerned with the vast educational activities within our world movement, those which you, Ladies and Gentlemen, represent here.

It must be up to the co-operative educationalists to ensure that the expansion of the movements are steadily supported by trained man power, man power who have the skills to meet new challenges with innovations and new ideas in the field of education. With these few words I would like to express my sincere hope that you will be successful in your deliberations during the next few days to come.

Dr. Bonow, President, International Co-operative Alliance.

APPENDIX C

Ladies and Gentlemen. You, as experienced educators can hardly expect me to try to be the prophet here, and to tell you what co-operative education will be like in the 70's. Certainly I think it will be more important if, instead of trying to do any guesswork what fate will prepare for us in the 70's, we rather concentrate on what we are going to do to shape the appearance of co-operative education in the 70's as we want it to be, not on the basis of our subjective desires but what we find on the basis on an analysis of the situation that it should be and that it has to be.

Why do we think that, actually speaking of co-operative education in the 70's, that it will be or that it should be, somewhat different from co-operative education than it was in the 60's; and definitely that is so, because if it were not so, you wouldn't be here. The very fact you have come here indicates that you do believe that something should be done about it on the basis of some exchange of ideas, on the basis of mutual consultation. It has been pointed out in the documents that were circulated to you that this conference should be a dialogue between advanced and developing countries on four main subjects.

1. What are the actual needs?
2. What is being done about these needs?
3. What are the short comings of the present arrangements?
4. What can and should be done about it to improve the situation?

These four subjects should enable us collectively to arrive at a conclusion on what co-operative education should be like in the 70's and what possibilities and practical suggestions we have for shaping it accordingly. Therefore, please regard whatever I am telling you here,

just as a mere introduction to the discussions, because I shall try in the few words which I am going to tell you, to provoke you to respond to some fairly controversial issues, and to give us all the benefit of your knowledge and experience, in order that the discussions and conclusions of the conference can really be as fruitful as we all certainly want them to be.

The United Nations has designated as the Second Development Decade, and the I.C.A. has launched a Co-operative Development Decade, to coincide with the Second U.N. Development Decade in terms of time, to be coordinated with it; and to harmonize with it in terms of content.

Now as far as this Second Development Decade of the United Nations is concerned, naturally what is most important for the co-operative sector is those parts which directly deal with co-operative education insofar as they are worked out by the specialized agencies of the United Nations represented here. I have recently had the possibility of attending the General Conference of UNESCO, and I can assure you that the Second Development Decade is one of the main points of interest and concerted efforts of this great organization. That's just from my personal experience.

The key word here is development. There is a lot of discussion of what development is, and at the same time certain contradictions are pointed out in the content and in the practical application of development. On the one hand, we see that the scientific and technological revolution is taking place throughout the world; somehow makes a world smaller, people get nearer to each other, travelling and communicating become simplified. On the other hand, we see that despite this development, the gap

between the rich and the poor nations, between the haves and have-nots, continues to widen, and this does not indicate a particular success of the First Development Decade of the United Nations. So logically, something rather considerably important and considerably different should be done during the Second Development Decade. Now I think that could be done; it can be done either by order or by common agreement.

Naturally, to do things in a military way is efficient but is not most agreeable. The other thing that remains is trying to get all people of good will to co-operate, and, to get people to co-operate, we must make people want to do things together and show them how. If people want to do things together, they must know what to do and how, and in order to do this, they must be educated, so that I think it is not necessary to pay lip service to the importance of co-operative education because I have heard that there have been quite a few conferences and gatherings which pay lip service to the importance of education. I think we want to get a bit farther, and that we really want to concentrate on what is to be done.

With your kind permission, Mr. President, and with the patience of you, distinguished delegates of the United Nations Agencies and fellow co-operators, I would like to tell you something which may be obvious or is more likely to be obvious to all of you. But, nevertheless, sometimes all of us fail to realize the obvious and then that is an obstacle to mutual understanding. The obvious thing which I would like to point out is the challenge of the present day on the threshold of the 70's.

I have already mentioned the scientific and technological revolution. Now the social and economic consequences of this scientific and technological revolution have created a situation in which the traditional forms of education and training become out of date. They can no longer

keep individuals, as well as society as a whole, abreast with changes and developments that are taking place. This means that the traditional concept of education where emphasis was mainly on school education was based on an idea of completeness. Almost, you learn something for once and for all and that is okay, but now that of course is unattainable. Education can no longer be confined to a limited number of notions. Its extent, that a certain person will require, cannot be defined beforehand and expressed in a quantitative unit, set as a target for systematic studies.

We all know, I am sure, that the rapidly changing world has broken down all the statically conceived boundaries. The dynamics of development have dominated all spheres of human activity and so naturally also education. Education and training for this reason, can no longer be regarded merely as a preparation for life. On the contrary, it must accompany life all the time. A permanent education process is an essential prerequisite for sound development of the individual and of society as a whole and we sometimes are inclined to believe that this is a new idea but it is not.

You may have heard, and I am sure you have heard of a famous philosopher who happened to be my countryman, his name was Kamensky, or commonly known by the Latin name Comenius, who died 300 years ago. His third centenary of his death has been commemorated this year by UNESCO, and he already, in his time, advocated life long integrated education. But the recognition of this need had to wait until the time of the scientific and technological revolution, which has made this apparent, this need and its application urgent.

That is why the term, "life-long integrated education", perhaps more suitably expressed by the french expression "education permanent", has been recognized as one of the main aims to be persued by the UNESCO program, or rather, that the UNESCO program is a sphere of education which should be based on the recognition of this being essential. That is why, although, let us say in the program of UNESCO, there are special sections, or divisions, or departments, dealing with adult education, school education, out of school education, higher education, access of girls and women to education and so on; so all these have to be co-ordinated and every effort is being made to co-ordinate them.

Now all this certainly does not take place without influence and without meaning to the co-operative movement. On the contrary, one might say this trend is more important to the co-operative movement than for either the purely economic or purely education or purely social institutions. This is because the co-operative movement combines in itself these aspects of human activity. One can say that co-operatives have a dual function or a triple function, if these functions were to be separated, but rather they should be regarded as one unity, because they seem to be inseparable if co-operatives are to be co-operatives; and if the co-operative movement is to be a movement. So this necessity of adapting education and training programs, is, it really is, realized, by leaders of most national co-operative organizations so that in this sense I would be saying nothing new, but think that the way in which it is in the way in which it is being realized is somewhat out of proportion a little unbalance and this probably should be changed in the 70's in co-operative education.

How is it unbalanced? I may be wrong, but I do believe that more emphasis is placed on the economic than on the social spheres.

You do see that every effort is being made to improve the quality of management and to increase business efficiency, so as to keep in step with the increasing demands because the pressure is enormous. National organizations are creating education and training systems for their executives and staff, paying great attention to modern methods, modern technology, and to scientific research. In these efforts, they find it necessary to find allied experience in collaboration with universities and other scientific institutions, as well as internationally, by exchanging ideas with co-operatives and nonco-operative organizations of other countries.

A proof of this, for example, in March of this year, in this very country near Zurich, there was an international conference on education and training in the distributive trade and that was convened by an institution which is called co-operative but, I think our Swiss friends and not only our Swiss friends have certain doubts about that being a co-operative institution.

At that conference, there were about 200 delegates from very many countries, mainly representatives of the private sector. There was, for example, a number of representatives from Paris, London and Boston, which were not co-ops; and yet there were co-operative representatives present there.

This conference was interesting in its attention paid to the requirement that will be placed on developing education and training in the 70's in the distributive trades. Now nobody, I think, sitting here, has any illusions as regards the aims of the private business in the field of education and training. It is not for replacing the profit seeking system and introducing a co-operative system, not at all. And

yet, it was said there, that in the 70's the expenditure by the private trade firms, on education and training, would have to be increased about 100 times. That means in 1980, one hundred times more, will be spent by the private trade on education and training than in 1970.

Well, I think this is an interesting indicator. If the private distributive trade wants to do this, well I think this is not meaningless to the co-operatives, because co-operatives as compared with the private trades have other tasks, those mentioned in terms of the social and educational fields. And so, if it is felt somewhere that not enough attention is being paid to education and training in the economic field, I would say that it applies even more to this social field and particularly to the member education.

One could say that there is a certain paradox in the approach to the complexity of management education. I am not an expert in management but I do seem to remember that we were taught that to manage means to get things done by other people. But other people are not only the staff, because co-operatives, unlike the private sector have also more "other people", that is to say, members.

I am trying to suggest that members should be drawn into some expressed co-operative activity of an economic nature requiring high skill and so on. But sometimes it might be worthwhile making use of the great potential strength hidden in the unutilized members, to get things done.

Specifically for example in recruitment of new members; why should members be recruited only by, for example, the shop manager or by the headquarters of co-operative societies. Why not, just to quote a childish example, why not launch a competition that each member who recruits five new members will get a certain reward even if it is not of

a material character. His name may be enrolled somewhere or be given recognition of what he has achieved and that he will get some point of honor. This is just one idea. It's childish perhaps, but it is a practical example that members can do a lot for co-operatives if they are told what to do and if their interest is aroused. I think in this respect, a lot could be done in the co-operative education field in the 70's. Because if it is not done, then we meet with the frequent complaint we hear in several countries, I don't think I have to mention which country because it is so universal and general, but I am hearing the decline of interest. Have you ever heard that? Apathy; lack of loyalty; I think these are not new ideas.

Now if I may return to the introductory remarks on life-long integrated education, let me point out in this connection, that it seems from all the logical considerations that co-operative education really does face a challenge because if there is to be a life long integrated education then co-operative education has two possibilities, either become part of this life-long education and then be meaningful, or the opposite; not to become a part and be meaningless.

Staff training certainly is absolutely necessary and very important. There is no question about that, no doubt about that. But, of course, it should not be forgotten that staff does not make a movement, in the sense that we understand it.

So I would try to harp on this old, old tune, with your kind permission, that co-operative education must pay adequate attention to members; but what do we mean by that? Not only the present members but also to the future members.

Who are the future members? They are: either party the adult nonmembers, there we can achieve something, not very much, but something. But even more important, perhaps, are the future members who are not yet adults, the young generation. The young generation, is, I say, must be involved in the life-long integrated education, and if I could quote from "paragraph 9" of the report of the New Delhi Conference, that is the one to which this one is a follow up, there it says that "one of the most important considerations is that education should be inserted at such a critical point that it has the possibility of a multiplier effect".

I think, Ladies and Gentlemen, that when we speak about youth, we are very near to that critical point where education might be inserted, especially if it is education of a certain attitude, of a certain philosophy, of a certain more general idea. It is the mind of the young person which is in the process of formation, that is, when the young person is looking around eagerly, when he is forming his attitude and his philosophy, that should have access to this type of education.

When he is an adult, he doesn't feel the gaps so much, maybe he has many but he doesn't realize it. He already has established a certain attitude towards society, towards his fellow citizens and he doesn't feel that any new ideology or organization is exactly what he needs. So perhaps this inserting education at the critical point could partly be also understood in this context.

There are other ideas in the report of the New Delhi Conference which is a very serious follow up, and some of them have been incorporated in the individual items included in the program for this conference.

I would specifically like to call your attention to "paragraph 55" where it was mentioned that "the need for a Co-operative International Training Institute at the apex for the training of teachers on a more permanent basis" was suggested during the conference. This is one of the matters with which the conference will be dealing. Another is in "paragraph 53" of the New Delhi Conference Report, where it says that "with regard to direct collaboration with international organizations as well as collaboration between I.C.A. and the offering movements, better results would be obtained if collaboration was initiated right from the planning stage". This brings us back to the consequences of the scientific and the technological revolution.

The world is different as a result of this revolution. What used to be sufficient in the older days on the village level, later had to be carried out on a district level, yet later on a national level and, of course, now, internationalization is the requirement of the day. Why on earth try to invent in one country, what has been invented in others.

We talk about this but we don't always do it and I think I can quote a practical example of what tremendous results this can achieve when it is done properly.

I have in mind a very tragic event of a recent date that is the catastrophe of Pakistan. You may have noticed that the delegates of Pakistan are not with us. We have no news. Two delegates of Pakistan were to have arrived. They have not yet arrived. We don't know if they will be coming. It may be in connection with this catastrophe. But how is that connected with the subject I am trying to talk about?

The response throughout the world to this great catastrophe in Pakistan was something unique. It was not only the government, not only the institutions, it was the common people throughout the world, who have shown that there is so much goodwill to help and all of them, so many millions, in all parts of the world were willing to help, ready to act, to help those whom they had never seen in their lives. Why was that?

The mass media of telecommunications throughout the world, were made very good and full use of. This helped to mobilize people everywhere. Why? Because the people were shown what would be important.

So if we talk about the scientific and technical revolution, and want to do something with co-operative education, I think we should not be so very modest as to say that, oh, the mass media of telecommunications is beyond our means. We just produce a few films here and there, but otherwise we seem to be satisfied with the printed word and even so, the printed word is not always circulated as far as it could.

Do we collaborate in the printing and in the mass media of communication with international institutions enough? Do we collaborate with national institutions? These subjects, I think, will be discussed by another conference which will take place very soon in Austria and we will be meeting those participants next week.

Anyway, let me return, in conclusion, to the theme I was supposed to speak about, that is to say the Co-operative Education in the 70's, and just to summarize by telling you that the challenge is here; the possibilities are here as well. The 70's are before us. It is the

Development Decade. Let us approach this Decade with a good stock-taking of the weapons we have at our disposal. In reviewing the weapons which we have at our disposal, don't let us forget the heaviest artillery we have, that might be developed from the millions of members. We do say that the I.C.A. has 240 million members, oh, this sounds nice, but how active are they; that's another question. Perhaps we will deal with it. It is not for me to say why they are not more active, you know: and we shall discuss it.

I hope Ladies and Gentlemen, I have mentioned a few controversial issues in addition to the very obvious, for which I would ask you to excuse me. I repeat, I have not tried to teach you what you should do. I have just tried to share my own thoughts with you. And now what is to be done?

I think that is the question which this conference should answer.

Thank you very much Ladies and Gentlemen.

Opening Address by Dr. Sieber, Secretary for Education and Technical Assistance, International Co-operative Alliance.

APPENDIX D

Well I have to be very brief and I certainly will be. Some notes have been placed at the back of the conference room which gives you some idea of FAO activities in the field of education and training. These could be considered to be directly related to education and training and co-operatives. However, as has been brought out in the conference, any kind of technical assistance does involve education or training of one kind or another, so it is a rather restricted list of points and it could be extended much more in our organization.

We have 31 agricultural experts in 22 countries at the present time, and they are concerned to one degree or another with co-operative education and training. These men are supported by officers or senior officers in our regional offices located at Accra, Cairo, Bangkok and Santiago. At the headquarters of FAO there are 3 co-operative officers, of which I am one. Also in the Rome headquarters we have two associate experts from Germany and Mr. Mohling is one. In addition, in the field itself, in addition to the work done by our field experts as individuals assigned to work with governments, we have two rather important projects underway. One of them is in Iraq and that is The Institute for Co-operation and Agricultural Extension. That project is supported by the United Nations Development Fund and its unique feature is that we have tried there, and I think successfully, to bring together two very important elements in agricultural development, or two components - that is, co-operative development with extension.

We feel that this is exceptionally important because in many countries, as you can appreciate, there is a tendency for these two types of activities to run parallel but they don't really support

each other the way they ought to. So in our institute in Bagdad the intent has been made, and I think quite successfully, to give the trainees in the same institution an understanding of their respective roles so that when they are placed in their field they support each other in the most effective way possible.

The other project that I would like to draw your attention to is the one in Afganistan. It is referred to as the "PACCA Project". It is supported financially by CIDA, that is the Swedish CIDA, and here education and training is a major element of the program. It, also, like the Bagdad project, is making the effort to try to provide the clients of the co-operative movement with a package of services, rather than to go and develop only the credit side, or the market side, or the supply side by itself. The purpose there is to provide a package of services to the farmers which includes all of these and many more services, particularly agricultural extension. So here again that element is brought in.

I would like to, at this point, draw to your attention the booklet which has been issued by Alfa-Laval, a Swedish company that produces agricultural machinery. This is a special issue on co-operation and it was done in collaboration with FAO. I think I have enough copies here to give each participant one. I think you will find it a particularly interesting document and I wish to draw your attention to two rather special articles.

There is one called "The Cornerstone of Democracy" by Dr. Bonow - I know you will find that an extremely interesting article. There is one "FAO Believes in Co-operation" and this article was done by my predecessor, Dr. St. Siegens. Then there is an article, #25, which does describe in some detail the PACCA Program in Afghanistan so

I won't go into the details of the Afghanistan project, as you can read about it here. There is also an article about the Philippines and in particular I would like to draw your attention to an article on "Radio and Correspondence Courses", which describes the program with which Mr. Homberg was associated and help set up in Tanzania. So I think you will find this particular publication contains a great deal of interesting information.

If we now can turn to functional education or functional literacy, I would like to point out that we have an arrangement with UNESCO in that we have a FAO Co-operative Officer assigned to an UNESCO project in Ethiopia which is a project in functional literacy. By the same token, arrangements are almost completed to have an UNESCO officer assigned to the project in Afghanistan to conduct a program of functional literacy there. So you do see that we are trying to get some kind of collaboration between the agencies. Then there are a number of ILO projects in which the FAO participates. These opportunities provide expertise particularly in the field of co-operative agriculture. The projects that are referred to are in Lesotho, Syria and the Ivory Coast.

If we may now turn to studies and publications, which is a sore point with me as you have probably gathered, almost all our studies and publications on co-operatives have relevance for education and training. A few that are of particular relevance to this subject are: A "Handbook on Co-op Personnel"; "Training Leaders"; a practical manual for co-operative managers in Latin America. You are, I expect, all familiar with "Training and Education of the Co-operative Movement" by Dr. Alec Laidlaw. Now we have one on the multi-farm use of agricultural machinery: Also one of the more recent ones, although

it is beginning to get rather old now, "Audio visual aid for co-operative education and training". In preparation, which we hope to get out shortly, is a study and publication on co-operative processing of agricultural products. This is being produced jointly with the ICA. We have also, a manual for the guidance of agricultural co-operative managers and have published a bibliography "New Forms of Co-operation in Agricultural Production". In addition, and I referred to this in our discussion two days ago, we have another publication "Training Facilities for Co-operative Personnel of African Countries". We hope subsequently to get out a publication for Asia and the far East.

We are also planning a series of practical ready-reference booklets for agricultural co-operative managers and the title of this series include "Storage, processing, transportation and farm guidance", just to mention a few of the topics.

With regard to conferences, we have just recently had a seminar, which was held in Poland and Denmark. This was rather a special kind of seminar because we brought participants from African and Asian countries. First they spent two weeks in Poland and then two weeks in Denmark. In this way they were able to get the best of two worlds.

In Brazil, at the present time, there is a consultation of experts on agricultural co-operatives. It is being run right now. In 1971 we are planning to have expert consultations in Latin America and Africa on audio visual aids for agricultural co-operative education. Also in 1971 we hope to have an expert consultation in the near East on agricultural co-operatives.

I would like to take one minute to elaborate on what we mean by "a consultation". This is a departure from the regular kind of meeting that has been held by FAO and I suppose other agencies too. The tendency in our regular meetings has been to give a seminar or a training workshop or something of this kind, where you essentially have a teaching/learning experience or situation. But we were never terribly happy about this for various reasons. One is we weren't always sure that the right people came to these. We believe we had a good percentage who could benefit from such seminars, but on the other hand we never had complete success in getting the people to the meetings who could make the greatest contributions. FAO and ILO, IFAP and ICA, as a group organized the first consultation in Miami over three years ago. The idea was that we would hand pick or select leaders from the co-operative movements, perhaps eight or ten; these would be hand-picked leaders who were invited to come and discuss their problems. We, who represented the agencies, were there to learn rather than to impart, although it was something of both. Essentially the idea was that you must discuss, you must try to bring forward the most difficult problems with which you are faced, and then on the basis of that we will try to see how assistance can be given most effectively. The first consultation was held in Miami three years ago as I have said. One was held in Nairobi about a year ago and we are planning some other ones because we have found this to be a very useful exercise.

With regard to fellowships which are awarded under the United Nations Development Program system, FAO at present, has seven fellowship holders and they are studying agricultural co-operatives abroad in a number of countries. These fellows come from Afghanistan,

Indonesia, Iran, Iraq and Turkey. Each year we have approximately five to eight fellows from the various countries.

Now with regard to our attitude towards the future, we find in FAO that an important goal of member governments, whether stated explicitly or implicitly, is that they want to develop a self-sustaining independent movement. We feel we have a duty and a role to play in helping governments achieve this objective. Also, we feel that in the future, according to the various studies we have been working on, that increased emphasis must be placed on the operational efficiency of co-operatives.

So with that, Mr. Chairman, I hope this will cover the subject.

Dr. Andrew F. Braid, Senior Office, Co-ops, FAO Rural Institution Division, Rome, Italy.

APPENDIX E

Ladies and Gentlemen:

You see I have many notes here but I do not intend to go through all of them, but I thank you, you have obliged me to prepare them so I had to discuss many points with my colleagues, and I learned very much about our activities and certainly about the history of ILO before the war. I want to start with discussing co-operative educational facilities provided by the ILO. I thought it would be best to start as we do in our conference here, by trying to analyse "what is a co-operative" and so on, and so on; but I found that this developed into a very big thing, and this we have also found at the conference.

The first point I want to make is that there is a permanent interest by ILO in co-operatives. I think you remember that ILO, created in 1919, already established a co-operative service in March 1920, and the first publication of co-operative information was in 1924. I know most of you know that first publication which has been changed a little bit now.

One thing I just want to say now, because this should have been part of my introduction, but I have nothing written, is that when I read that I had to talk about facilities I said to all my colleagues that it is a most difficult point because it is difficult to say where they are, and what they are, because as Dr. Braid has said, they are in our technical work and this is taking place wherever our experts are working. The reason for this is that we are an organization which cannot provide facilities in the usual sense. But we do provide for experts and technical experience. Basically, we are not an organization which can say we have this program, and we have that program, except in certain situations which I shall mention later.

Another reason why it is very difficult to talk about such matters right now is that our branch is in a period of total reorganization. We want now to make real use of the documents we have of everything that is coming in. At the present time there is a real drive or trend to prepare more documents in educative work and so on. So, Mr. Chairman, I would have preferred to have this speech come a little later so I could have referred to what has been achieved, rather than to refer to what we are proposing to do because it is always better to say "look at this, this is what we have done".

If I show you some of the documents we are working on, somebody would say that they are out of print, and what I want to let you know is, is that we are working on all these things to bring them up to date.

I think also, and this is mentioned by FAO that we have an advantage in ILO in our three-part structure where we have government, workers, and employers, sitting together.

From the start we collaborated very much with the ICA and I want to thank the ICA for the opportunity given to us to meet again with the other people, and to see that we are not the only ones working with co-operatives, but to see that people from all sides of the world are trying to build up much more in education.

Here is something I wanted to say, at the present time we may becoming conceited. Sometimes when you read our material you get the impression that the ILO is the only organization that is working in this field. I am very sorry if this impression is left. The intention is just to let you see what interest the organization has in working in the field.

However, something which perhaps some people do not know was that in 1944 there was already an ILO recommendation passed on the development of co-operatives in non-metropolitan territories. Also at regional conferences and meetings in Asia, Latin America, near middle East and Africa are stressing the importance of promoting co-operative organizations and need for integrated international action. I have more details of that in my text and if you care to go into greater detail after I sit down I will be pleased to do so.

After the war our technical assistance was developing. Before the war we had 1 or, I think, 3 missions; after the war we had from 52 to 68 with 147 experts working in 70 different countries. If we count up the man years of experts time it adds up to 341, but one of my colleagues the other day, who wants to be very exact said, "No, it adds up to 452." However, at the present time we have 30 experts working in 60 different countries.

I am sorry to use the word "expert" in view of the type of discussion that the conference got involved in, but I still have to use the term because it is the one which we are using.

One of my colleagues likes to quote a former president of ICA who probably would have said that the ILO is a type of wholesale market for co-operative knowledge, and when we read this kind of thing it makes us very proud. But I think we should say that the market is not everything. You can have a lot of stock which still is remaining unused, and I think it is better to be a supermarket where people can see what you have and use what they want. This is a new trend, I think, and it is what many of our participants have been asking for. That is, that every bit of information that one institution has or knows about should be made available to everybody and not just to keep it for the organization itself, and, not being used enough by others who could need it.

In closing this part of my remarks on co-operatives in the ILO I would just like to mention recommendation #127 which was passed in 1966 and perhaps which most of you or all of you know about. I have placed a few of these on the table at the back of the room for those of you who are interested and want to pick up a copy. If there are not enough, contact me and I will try to satisfy your needs.

As you know, recommendation #127 has an impact on agricultural reform although specifically it is a recommendation to disseminate knowledge of the principles, methods, possibilities and limitations of co-operatives as widely as possible among the peoples of developing countries. And it goes on to cite specific ways and means by which co-operation as a subject can be taught in educational institutions through the use of mass media, extension and so on. I think it is important to cite it in this detail in view of the remarks by my colleague from UNESCO.

As you know, ILO recommendations are not something that a government has to do. It doesn't bind the government but governments are bound to submit the recommendations to the proper authorities which should know it. So within one year all the people who are making the laws know what recommendations have been passed by the ILO.

Now within recommendation #127 there are special guidelines on education and training. I would have liked to have elaborated on that and even mention the parts which tell the people about limitations of co-operatives because this is also very important to tell the people where co-operatives can't be used and where they should not be used. There have been a lot of examples prepared but my time is short and I won't cite them here.

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I don't want to make a historical review of all that ILO has done, although we like to do it, but certainly the recommendation is not only a historical document because it has become something that is really a part of adult education merely because it is discussed. We see people discussing it point by point and we also see that some governments, when changing co-operative law, have made the changes on the basis of the recommendations found in these documents. So you can say that we are in an educational role and I think that when an expert comes to a country, as most do, he should have the text of the recommendations with him, and be familiar with them so he can discuss them point by point and do good work on co-operative education. And, so far as I know, most of them are doing it.

Most of our educational activities are field activities which involve our experts, but I did not want to count how many of the 60 experts are, in fact, co-operative educational experts. This leads to a problem of categorizing and I don't think it is that important because the longer the expert works in the field the more he, in fact, becomes an educational expert. I can cite an example of one expert who is in the field of banking, who is doing just that. It is true he is still doing his research and surveys and that sort of thing, but the more he works there, the more he becomes an expert on education.

One thing that is becoming clearer from the field experience is that there is a need for good clear terminology in the co-operative movement in respect to the law. As for instance, we have seen too many times, the people do not understand each other directly because of words. The ILO has plans to prepare such information and I hope that every interested organization will collaborate on this because it is very important. I don't think we should do it as a rush job; it will take time to produce it and if it is done properly when it is done it will be very, very useful

I should like to mention the co-operative enterprise development centers and their relationship to co-operative education. I don't have time to more than mention it but I have put some papers about these centers on the literature table at the back of the hall. Although these papers are from 1965 I could not say they are no more used as they often form the basis of discussions from which the co-operative enterprise development center start. And then we see the centers grow in different directions according to the conditions of agriculture. I must say that some of these centers are playing a more important role in fact than others, but we think that others will follow.

I would like to mention the co-operative enterprise development center on the Ivory Coast where they are making manuals which will be very useful in education. The production of these manuals does not come from us. It comes from the center in one of these countries and they are prepared by the people working with the people and I think they are very useful.

I think it is important that you understand that a co-operative enterprise development center is not run as a purely educational center by the ILO. Co-operative educational facilities provided from the ILO comes in the form of technical assistance projects which are largely financed through the provisions of the United Nations special funds. Co-operative enterprise development centers are centers where we try and hope to bring all the initiatives about co-operatives, all government owned, all non-government owned, from outside, from inside, to be worked together, and to try to have a total development to take place right on the spot. I know there are problems and one has been mentioned by Dr. Gillis in relation to

Botswana. These centers need time to get started, and time to get accepted, but I do think it is a workable solution. However, it is not a College, but a place, a kind of a meeting place for ideas to be accepted. Our experts give courses there and these manuals are prepared by the people that are there.

I want to say something about fellowships and talk about some of the problems which are associated when fellows are asked to be sent for nine months to study co-operative legislation as for instance. We often don't exactly know where to send the man, nor do we have a full compilation of the various possibilities which might go into his training, which was mentioned by Dr. Braid. I still think you have more facilities available for training in the English speaking countries than in French speaking countries. It may be that the fellows should be staying for two, three or even four years, but our fellowship only lets them stay for nine months. I think we do not have enough follow up on our fellows. This is something which already has been discussed, but it is something to which we must admit.

I did mention the manuals which are prepared by the people in co-operative enterprise development centers and I have here lists of these manuals. These are all made by co-operative people and are available to our experts as they go in the field.

I have something here to show you, for instance, here is an introduction to "Program Learning", "Creating a Market" on the basis of program learning and "How to Read a Balance Sheet". These are made by ILO and are not made by the co-operative branch, but we have now decided and hope to go further in working together to adapt these materials to co-operative needs because they are very useful tools. I will leave them here so you can look at these documents, but like Dr. Braid, I would ask you to be so kind as to not take them with you because they are my only documents in this case.

Now I want to say something about the studies made by ILO. I think one important study was made on non-conventional co-operatives. As you know, we wanted to study the pre-co-operative and para-co-operative types of business. This was not done in the expectation of finding ways which are not co-operative because some solutions need to be considered as preparing for co-operative enterprise. On the other hand, other solutions could probably never and should never become co-operatives. These studies revealed certain enterprises in fact are para-co-operatives because they are not quite co-operatives but very close to them. All our experts in the fields co-operated on these studies.

Maybe you know that we have the international directory of co-operative organizations and we have brought this up to date. I hope this will be published shortly.

We do get a great amount of technical notes from experts on a lot of different items from many different countries in respect to different societies. Many of them are very practical notes and what we are trying to do is to screen them by sending them out to our own experts and then compile them. It is not our intention to make a comprehensive book and we would not send them to everyone, but we would like to find out how useful they are and hope to have comments on them and give us information which would help us in preparing the manuals we are trying to make.

Then there is another question which was asked by our friend from Canada, Mr. Sprudz, who is working with the Indian and Eskimo people, and this is in respect to slides.

I have brought some slides here which we now have and which we are sending everywhere. They are educational slides and

you can order them in a number of languages and some are published without any text. Most of these slides are prepared in development circles. As you know, it is important to have slides developed right in the field.

I should mention our seminars which are annually held and we have many seminars held every year, but three of them I wish to cite are the ones held about Trade Unions and Co-operatives. These are very important to us because we are working very closely with trade unionists, and I think it is very important to have both the trade unionist and co-operators to come together to the seminar.

I would like to mention again, the area of contact between yourselves and the ILO through co-operative information. Dr. Saxena remarked we do not have much literature, and that is right. Up to now we have not had much, but at present we are making index cards on all the books we are receiving and instead of putting the index cards in a box, will put them on a computer, in that way we can do a better job of supplying needs on co-operative information.

As I told you the main difficulty for me today was, well, first, the language, and second that the conference came at a time when we are preparing things. I would have preferred to be able to present the things after they had been done but that was not the case. What we want to stress again at the end, after thanking you again, Mr. Chairman, and the organizers of this conference, was to stress the opportunity that you have given me to meet and discuss with the participants of the conference, and also to tell you that we from the ILO feel a very great need for close collaboration in many fields, and we hope that we have shown you our hopes which will become the fact. Thank you very much.

Mr. A. Cappendyk, Co-operative Rural and Related Institutions Branch, Social Institution Development Department, International Labor, Geneva.

INTRODUCTION

The present paper complements and extends the paper called "OUTLINE OF THE STATUS OF CO-OPERATIVE EDUCATION IN LATIN AMERICA".

It covers the following points:

1. OCA and Co-operative Education. Its work in Latin America;
2. Study of co-operative education institutions in Latin America;
3. The Technical Meeting of Co-operative Education Institutes;
4. Relations between co-operative education activities and those of an international character with special reference to three recent documents from the International Co-operative Alliance.

1. OCA AND CO-OPERATIVE EDUCATION. ITS WORK IN LATIN AMERICA.

1.1 OCA: Its purpose.

The Organization of Co-operatives of America is an international association of free co-operative organizations of North, South and Central America. It was created in 1963, after careful planning and consultation among American co-operative leaders, in order to obtain the means that would allow the improvement of socio-economic, cultural and moral conditions of these people, using the co-operative system.

1.2 OCA and Co-operative Education

Even before the Organization of Co-operatives of America was officially established, it was mentioned as the essential purpose that the integration of projects of American co-operation is to be related to co-operative education and the training of managers and employees.

The Declaration of Principles, upon the incorporation of OCA in Montevideo, in February 1963, stated that "Co-operative Education wishes and advocates the doctrinal, cultural, moral and technical training of its affiliates, sponsoring also ways to raise the educational level of the social medium in general"; and article 5d of the statutes of the organization, proposes "To encourage education in general, and co-operative education and technical training in particular, in all its aspects". From the beginning of its existence, OCA, through its directive agencies and the regional and national offices, has been trying to accomplish tasks of an educational and training character, either directly, or by what has been more frequent, the co-ordinating of activities of agencies specialized in these fields.

Department of Co-operative Education

Starting in December, 1969, OCA constituted a special Department of Co-operative Education. Although OCA is a continental organization that brings together co-operative institutions of North America, Central America and South America, the activities of the Education Department have been guided primarily towards Latin American countries and the present document refers mainly to these activities.

Objectives

The main objectives of the Education Department may be summarized as follows:

- a. To plan and co-ordinate courses and other meetings of training, principally in the aspects of management and

- administration in the various centers established in Latin America, in order to multiply and obtain the maximum efficiency from present training activities.
- b. To utilize the resources for training from other co-operative organizations, through agreements based on projects submitted by these institutions.
 - c. To carry out a census of the institutions dedicated in Latin America to the training of leaders, managers and employees for the co-operatives and an evaluation of said institutions, through the contracting with organizations or specialized experts.
 - d. To establish a fund for scholarships in order to help selected students, specially managers, management assistants and administrative officials so that they may attend training courses in their own countries or in other countries.
 - e. To produce or reproduce in Spanish and possibly in Portuguese, technical publications to be used in relation with training activities.
 - f. To carry out evaluation studies so as to measure the progress and effectivity of the training programs.

Achievements

During this first year of work, the following activities have been carried out:

- a. Co-ordination of the study on institutes of co-operative education in Latin America;

- b. Two courses of basic management: one for Central American countries; Panama and Caribbean Islands, which took place at the Interamerican Co-operative Institute of Panama; and another for the Bolivarian countries (Bolivia, Colombia, Ecuador, Peru and Benezuela), which took place in the city of Quito, Ecuador.
- c. Two courses of intermediate management, one for Costa Rica, in the city of San Jose and the other in Colombia, in the cities of Bagota, Medellin, Cali and Barranquilla;
- d. Preparation of a basic manual for co-operative administration, and translation into Spanish of the book called "Guidelines for co-operatives in developing economies", edited by Mrs. Mary Jean Mc Grath, from the ICTC in Madison, Wisconsin;
- e. Co-ordination of scholarships for various courses and educational activities;
- f. Collaboration with the Continental Commission of OCA for School-Co-operatives; and
- g. Co-ordination of the technical meeting of the Institutes for Co-operative Education which was held in Medellin, (Colombia), from the 7th to the 12th of September, 1970.

2. STUDY OF THE INSTITUTIONS OF CO-OPERATIVE EDUCATION IN LATIN AMERICA

2.1 Background

This study was the result of an agreement between OCA and ILO. It was directed by Mr. Hector Zayas, Director of the Institute of Co-operation of the University of Puerto Rico and, he received the collaboration from ICTC from Madison,

Wisconsin. The department of education of OCA was in charge with the co-ordination work. The following procedure was used: The region was divided into four zones: First, Mexico, Central America and Panama; Second, Islands of the Caribbean; Third, Bolivia, Colombia, Ecuador, Peru and Venezuela; and Fourth, Argentina, Brazil, Chile, Paraguay and Uruguay. For each one of the zones a surveyor was appointed who collected essential information which was later on tabulated and summarized in the study that has already been presented to ILO.

2.2 Main Points

The main points of the study are as follows:

1. General information on each educational institution.
2. Teaching programs carried out during the year 1969.
3. List of persons who teach at the visited institution.
4. Physical installation and administrative aspects.
5. Effects of co-operative education in each institution,
and
6. Other questions of a general character, meant specially
for ILO.

2.3 Meaning of the Study

The study has a notable meaning inasmuch as it indicates the capabilities of the educational institutions that presently exist in Latin America and their possible utilization for future plans for training education.

3. TECHNICAL MEETING OF THE INSTITUTES OF CO-OPERATIVE EDUCATION

3.1 Background

For some time various institutions of co-operative education that operate in several American countries, among them the Institute of Social Economy and Co-operation (INDESCO) of Colombia had been making suggestions to the Organization of Co-operatives of America (OCA). It was proposed to hold a meeting of a technical character with representatives from Institutes, Centers and Organizations that offer co-operative education in order to study the educational programs that are being practiced in their respective countries, exchange opinions and experiences; and adopt norms, tending to guide in a proper manner, the said institutions as to the importance of education in the process of integration of the international co-operative movement, since it is a positive instrument to raise the cultural, social and economic level of the American nations.

The suggestions were made in such a manner that upon analysing them the tendency towards unification of co-operative education was observed, as well as the definition of their achievements and the establishment of teaching methods that coincide with the ends sought by the co-operative movements of America, especially in what refers to training of affiliates, leaders and officials of the co-operatives.

OCA accepted the initiative and received the support of international organizations such as OAS and a good number of Colombian entities, both co-operatives as well as governmental and private entities.

The meeting was held in the city of Medellin, Colombia between the 7th and the 12th of September, 1970.

3.2 Attendants

Over 100 participants attended the meeting, as delegates, observers and special guests from 14 countries. The international organization OAS and ILO were also present as well as the Syndical Work of Co-operation of Spain, the Foundation for Co-operative Housing (FCH), and ICTC of Madison, Wisconsin.

3.3 Agenda

The three basic subjects of the meeting were the following:

1. Scope and contents of co-operative education;
2. Teaching of co-operation --- at universities and specialized institutions;
3. Review of methods in the teaching of co-operation --- and in the training of personnel.

An explanation on the study of co-operative educational institutions in Latin America was also considered.

3.4 Development of the Meeting

The meeting was carried out through plenary sessions and committees and in the latter, the work documents and reference works were studied. Among the latter, the work prepared by the International Co-operative Alliance called "Re-orientation of the ICA's education activities" was included.

3.5 Conclusions and Final Recommendations

The meeting approved conclusions and recommendations that may be summarized as follows:

- a. A basic conceptual document called "declaration of Medellin" that comprehends, among others the following points: Concepts on co-operation, education in general and co-operative education with their objectives, contents and scope.
- b. In what refers to the teaching of co-operation at universities and specialized institutes the main recommendations refer to the need for co-operative education; to the teaching levels; to the financing problems; to the scientific task; to the co-ordination and collaboration. The Technical Meeting made a special acknowledgement to the pioneering work of the Organization of the American States in what refers to co-operative education at university and technical levels, through the operation of the Center for Training for leaders of the Co-operative Movement (1952 - 1953).

In reference to the co-operative educational methods, after establishing the various levels, the meeting recommended specific methods making special emphasis in those that guarantee the greater participation of students.

4. RELATIONS BETWEEN THE ACTIVITIES OF CO-OPERATIVE EDUCATION IN LATIN AMERICA AND THOSE OF AN INTERNATIONAL CHARACTER, WITH SPECIAL REFERENCE TO THREE RECENT DOCUMENTS FROM THE INTERNATIONAL CO-OPERATIVE ALLIANCE.

4.1 The Documents

Very recently important documents have been produced by the International Co-operative Alliance in matters referred

co-operative education, among which, the following are found:

- a. "Resolution of the 24th ICA Congress (Hamburg 1969) on training of personnel in developing countries";
- b. "Conclusions of the ICA/UNESCO/NCUI Conference on Co-operative Education", (New Delhi, February, 1968);
and
- c. "Re-orientation of the ICA's Education Activities",
(May, 1970).

4.2 Application in Latin America

A careful reading of said documents makes clear their importance and furthermore, the similarity of problems indicates the need to face them in a joint manner.

In general lines it could be said that many of the proposed solutions are applicable in Latin America and that some of them are already being used in the co-operative educational programs in the Latin American countries.

4.3 Determination of needs and co-ordination

The previous determination of the needs of the movements in developing countries in matters of training and education, and the co-ordination at an international level on the part of ICA, fundamental points of the approved resolution on the 24th Congress, are obviously essential points.

At the regional level, as we saw before, OCA in collaboration with ILO has carried out a study on the institutions of co-operative education in Latin America and the Department of Education of OCA has among its own main purposes that of the co-ordination of educational activities.

4.4 International conference on co-operative educations

(New Delhi, India)

All the considerations, conclusions and recommendations of this conference have an extraordinary value and many of them should be taken into consideration and should be adopted to the needs of the co-operative movements of Latin America.

The consideration of the Co-operative Education, as "continuous process"; the need that "the International co-operative training centers should be closely associated with the training side of the co-operative movement in their own countries"; the "criteria for selecting candidates"; the "orientation of participants"; the "types of teaching programs and teaching methods"; the importance of the "follow-up", and the "role of the International Co-operative Alliance" are subjects of common interest that deserve to be widely developed.

Although the distribution that brings the documents among those called "offering countries" and those called "deputing countries" is a fundamental idea, it would be important to establish joint organizations for co-operative education. Co-operative organizations from the technical and economic point of view together with representatives from co-operative organizations from developing countries, although weak in the previous aspects, may have important values related to solidarity and democracy.

4.5 Re-orientation of the ICA's educational activities

This refers to a very complete document that comprehends "aims to be pursued", "aspects to be avoided" and "types of schemes to be organized". Each one of these chapters has wide

development and the very concrete recommendations may be used by the Latin American co-operative movements.

We could add to the list of the subjects that could come into consideration for the short-term courses and study conferences the application of behavioral science techniques, if one takes into consideration that in some countries the problems of leadership and management of the co-operatives are very acute, not because of a lack of trained personnel in the corresponding techniques, but due to the structural differences, whose cause is found in the aspects of human and social behavior of leaders and managers. The case in Latin America is particularly notable in relation to the processes of integration, hindered many times, not so much due to the lack of trained people in knowledgement and managerial practices, but due to psychological resistances and deficient communication procedures.

Carlos URIBE-GARZON

Prepared by the Education Department of the
Organization of Co-operatives of America (OCA)

APPENDIX G

Mr. Chairman, I hesitate to take valuable time away from the conference, thus preventing it from getting on with its important deliberations, but it is timely that I make some remarks, following Mr. Buitron's address.

The I.C.A. has submitted documents which can be had from the literature table at the back of the room. There is this one, "The International Co-operative Alliance Director's Report to the I.C.A. Technical Assistance Sub-committee" which was published in June, 1970 and then also a paper "Co-operatives and Functional Education" and yet another one which has just been recently duplicated called "The Co-operative Development Decade". It is not my intention to repeat what has been said there Mr. Chairman, but rather to cite some aspects, specifically for the attention of the conference and to suggest that these points might be kept in mind by the conference as it considers the whole matter of co-operative education.

The first one is motivation. Certainly we all know that this is a most important point because without sufficient and proper motivation, people who are receiving the education will not respond; thus no education takes place at all. I think that we should consider just exactly how the motivation can be achieved so that the group will work in the desired direction.

A second aspect to keep in mind is that the co-operative education by nature is evolutionary and experimental in character. Many of the ideas which are being proposed, about which the educational process is built, is developmental, experimental, and challenging; and in fact, co-operative educators find the group method a most important one because it has an influence on people by requiring an

involvement which cannot be had otherwise, which leads to the third aspect that I would like you to keep in mind.

It has been found I believe, that involvement can be best achieved if the whole approach is work related in character, and that the process is practical in relation to the work people are trying to do; and it must be perceived by the people as being useful in solving the problems which they face. This requires particular types of skills on the part of the people charged with co-operative education. They have to be able to assist the people to identify their needs and in this context I may cite the last aspect.

You will read in these papers that co-operative education has a function regarding national development. Probably its major contribution in this respect has to do with identifying and encouraging the leaders in the community. Many of these leaders could rise in terms of influence and thus become important in the national development of the countries. There is also the aspect of increased productivity to be considered.

Now, Mr. Chairman, having cited these aspects, I now wish to also point out that the major obstacles, which are faced by co-operative educators when trying to implement co-operative education plans in developing countries, bear precisely on these aspects and therefore they exist as major challenges. I will mention these aspects again and explain what I mean as I cite them in the order in which I listed them.

In the first instance, there are historical forces which have shaped the present situations in those countries which are called "developing countries". Many of the large masses of people have become apathetic and find it difficult to believe that they really can improve the situation through their own efforts. And therefore, if people are to be motivated towards evolutionary and experimental types of activities, co-operative educationists may find themselves involved in helping to change some of the cultural norms. I am sure that you here understand that. Directly related, of course, to the question of motivation, is the whole matter of economic return. Educators have got to do their work in trying to assist the local people to understand and to learn how to apply the various knowledge and skills which are required to increase efficiency. In the long run, the co-operatives must yield or show the possibility of economic returns to its members; otherwise interest declines, and it becomes pointless to talk further.

The second aspect I mentioned of the "evolutionary and experimental approach to co-operative education" also includes some serious obstacles to the educator. For instance, one may be faced by a policy of government to pursue economic and social change through the use of co-operatives at a greater rate than the people themselves clearly understand. This has led to what has been called "hot-house growth" of co-operatives under government sponsorship. These pressures are external to the co-operative movement itself and may tend to accelerate its growth artificially.

It is a question related to policies, of the co-operative movement in its relation to the state. I think, Mr. Chairman, that the co-operative movement and co-operative educators must give firm and sound advice on what constitutes proper rate of social growth of co-operative activities, and to try to impress upon the government leaders how to best use it. What if growth is accelerated beyond the practical rate of acceptance by the people who are going to run them? In the long run, Mr. Chairman, this may prove to be disastrous to all concerned.

The third aspect I mentioned, Mr. Chairman, is the participation through group methods. Some cultures have been experiencing difficulty here because of the social structure which hinders the formation of homogeneous groups, often because of tribal and cast considerations. The educator may find himself becoming involved in questions of change of cultural norms. A second point related to the difficulty in working by groups, may be problems associated with lack of people who are skilled in group work techniques. There are also concepts of leadership, which may be new to the people, and this brings me to my fourth aspect, Mr. Chairman.

Those who might appear to be natural leaders and who in the traditional sense have maintained themselves as the leaders may belong to the land owning or other privileged sections of the community and hence may actually block the type of program which the co-operative is attempting to implement.

The last point I mentioned was the aspect of the "work related character of co-operative education". The mere fact that education must be related to work means that the materials that are used in the education process must be related to the local situation.

Consequently, materials which have been produced centrally may not apply. The educator, therefore, may discover that he has a problem in the production, distribution and the actual use of the material. Much of it may have to be revised. Failure to do so may result in low utilization levels, and efforts may be lost because materials do not apply to the particular situation, or the way in which teaching is being done doesn't fit with the local concepts.

And, Mr. Chairman, I would be remiss if I did not cite that sometimes the teachers themselves become obstacles to change, especially if they themselves have become products of systems of education which are not modern. By that, I mean, if such systems do not understand the nature of how co-operative education is related to the work approach which is evolutionary and experimental.

In summing up then, Mr. Chairman, I would suggest the conference keep in mind the important points related to functional literacy, as have been outlined by Mr. Buitron, and hope these aspects submitted by myself also will help the conference in its important deliberations.

Comments by Dr. Saxena, Director of ICA.

APPENDIX H

Mr. Chairman, if the participants would look at the program, especially on yesterday afternoon, where the two groups were mentioned, it is quite easy to come to the conclusion that what I am going to say is a fairly mixed bag. There are several aspects on which I will make some general observations but there are two fairly specific suggestions I would like to put across to the conference and invite their opinions on those specific points. In fact, Mr. Chairman, there are three aspects with which I am going to deal in the next 15 minutes or so.

The first has to do with the Hamburg Resolution which is produced on Page 3 of the basic documentation which has been circulated to participants. The second, and here again, I will be somewhat general, is the New Delhi Conference Report of which this conference is a follow up, and the third one is the aspect of practical application of co-operative education and training. This would mean, therefore, that some of the aspects which had been listed under working group 8, "Summary assessment of needs by multi-lateral help", and so on, will figure in my intervention only somewhat indirectly, and I would request, therefore, that the conference participants relate to those aspects as well.

Let me first of all start with the Hamburg Resolution which deals with training of co-operative personnel in newly developing countries, on Page 3 of this documentation, and there are three operative parts to the resolution which ask us to do the following: first of all, to ensure and plan, and co-ordinate training programs by the co-operative movements and ICTC's on maximum benefit of co-operative movements of developing countries. Secondly, it suggests the machinery of a standing committee which would presumably act as a

clearing house and thirdly, it asks the ICA to make an assessment of the requirements of the movement of developing countries in respect of education and training and take follow-up action, including the designing of special courses to suit the special needs of the countries or group of countries.

So far as the last operative part is concerned, that is to say the assessment of training needs of national co-operative movements, for two reasons we feel that we are not in a way to achieve this, at least not in any direct sense. In the first point, it would be presumptuous of the ICA to claim to know more of national needs than the national movements themselves. And the second reason, of course, is that this exercise will involve a considerable amount of manpower and other resources with which, unfortunately, the ICA is not equipped.

However, I approach this theme in two directions. First of all, we have helped, particularly from our regional offices, to arrange for a series of meetings on such questions and I think in this area, we can continue to make a major contribution in the days to come. This really goes back, Mr. Chairman, to the voluntary program of technical assistance which we adopted in our conference at Lausanne in 1960, where this area was recommended as a primary area of our work. I should not say any more about this because we have two reports from our regional offices yesterday. Dr. Uribe-Garzon has also reviewed the thinking within the ICA on this particular resolution, and of course, the United Nations specialized agencies also reviewed their programs of education in this respect. This conference also is seen as a part of the exercise as a part of the resolution adopted in Hamburg.

The second part, in this direction, relates to what we do in surveying the educational needs of some of the countries and Mr. Nyanjom yesterday has pointed to this documentation which gives some idea of the efforts we have made in the field of co-operative education. In addition to this, a number of countries have their own co-operative education plans and try to make some kind of an objective analysis about the needs of skilled manpower required and other efforts which may be required to meet those needs.

I should mention also the efforts of Dr. Braid and Mr. Cappendyk that this is an area where technical assistance itself may be required. That is to say in determining the needs and the training programs concerned. I know the ILO, CEDC's, that is the Co-operative Economic Development Centers, are concerned with this.

If I may go over to the New Delhi conference, Mr. Chairman, there are a number of resolutions which I would briefly like to touch upon. I would first of all like to draw your attention to Page 6 of this report and paragraph 25 where three problems were mentioned, particularly with regard to the communication of offers received from ICTC's to the movements in developing countries. They referred to the communication from the Ministry which originally receives offers in the deputing countries to the co-operative ministry and how it may be speeded up.

The second was that the ICA should be kept informed so that pressure could be exercised from the co-operative organization on the ministry of recipient countries to ensure that co-operators are included, and finally of course, direct offers from the co-operative movement.

So far as I can gather from the sessions of ICTCs there is an increasing tendency that even where these invitations are sent to the ministries, and this may be quite reasonable because they are offered by the ministries, but even there we find, and I think Mr. Yeo referred to this question, that increasingly the co-operative organizations are being kept informed of the offers which are being sent to the government either through the agency of the ICA or perhaps by direct contact with the organizations themselves. This, of course, is something which ought to be pushed further because we do want participation of co-operatives in co-operative training programs.

The other point I would like to make in this connection is that I don't think any formal arrangement really is going to solve this problem. I think what is required basically is a very precise letter of invitation. We have found at the national level itself, that this helps a great deal, and given the best of good will, there is no reason why the national government will not respond to an invitation which precisely states the type of person required for the training course overseas. I know it is a long-term process but I think there is no escape from the ICTC's themselves clearly defining what is the kind of person they want to train, based on the background information of need of the countries concerned.

What other recommendations I would like to draw your attentions to is related to the orientation of the faculty members of the ICTC's themselves. Here I find, from the exposes of Mr. Yeo and Mr. Eger, as for instance, that they are trying to develop programs for faculty members of ICTC's to go to developing countries to get some kind of an idea of the basis on which the training may become more realistic. I believe there will have to be more systematization, more expansion of

this kind of an effort, but one gets the impression that this is on the way. I am pleased to understand that Dr. Garzon is going to go to New Delhi from here and Dr. Larson is also visiting a number of countries. I suppose parts of these programs are in this connection. The area of research was another important area referred to and it was generally accepted by ICTCs that much more research could be usefully done in a variety of fields. I refer of the research register and the reaction by Mr. Agge Bo; I think this is an area worth looking to, particularly in the hope that some kind of a central document which could be updated from year to year, if you like, the types of important research that has been carried on in the co-operative field. This idea seems to appeal to some of us in the ICA, and may have some use in meeting the needs of some ICTCs.

One other aspect, Mr. Chairman, I must confess that on this I am not entirely sure whether we've moved in the direction in which the New Delhi conference wished us to go, is some kind of a division of training within the regions of the countries themselves and training provided overseas.

Now before I say anything, I must say that in this sense of course, in the terms of its composition, this conference is much more enlarged than the New Delhi conference was, and that may be part of the problem, but I think this recommendation, which I believe is an important one, calls for a general description here. The New Delhi conference seemed to feel that training at the middle management level or at least up to the middle management level should be concentrated increasingly in the region itself and that the overseas training facilities should be, in a sense, much more specialized at a much more higher level and inevitably for a much shorter duration. From the

descriptions we have had of the ICTCs, the response has been quite varied in character and this may be justified, but I thought I wanted to bring your attention to the recommendation of the New Delhi conference and the reaction of the various ICTCs.

One other problem which was pointed out was related to overseas visitors. This is found in paragraphs 51 and 52 of the New Delhi conference on Page 10. Now, I must say, for the ICA, right away, that we would like to encourage this as much as possible. Visits from overseas have a great deal of merit and I am not only thinking of the amount of time we spent with the co-operatives but even a general visit by any visitor may be able to obtain a great number of impressions in a number of ways.

Now the New Delhi conference made two recommendations and I don't think we can really improve on them except to reiterate them and say they ought to be studied and carefully considered. One is that the visitors must be sponsored by a co-operative organization. Now I must say this is easier said than done. There is another aspect where a particular individual comes to visit an ICTC and writes to us or some other co-operative organization that without entering into too much extra expense, he might be able to visit another ICTC, or some other co-operative in other countries.

In practical terms, Mr. Chairman, this causes a great deal of trouble and I frankly don't know what the answer to this is. Many of them come at very short notice. Now we in the ICA don't mind, and our co-operative friends don't object either, but the fact is that it involves a great number of bodies and causes a great deal of problem.

The second recommendation of the conference was that we should give as much advance notice as possible, and I can not do better than repeat this again, and say that this is something that must be done. It is absolutely vital, otherwise I have a very strong feeling that over a period of time this is likely to cause some serious problems in regard to the visitors themselves and to the recipient organizations.

Mr. Chairman, these were some of the general remarks and I have two other specific comments which I would like to make. One relates to machinery for practical collaboration on co-operative education and training. Here of course, there are two points to consider, one is to let the collaboration, howsoever sketchy or scattered it may be continue in the present fashion, and the second extreme in the continuum is, of course, to have some kind of total integration and both positions are quite indefensible.

What is required is some course of action that lies between these two points of the continuum. The need for flexible but firm co-ordination is absolutely essential, and this came out I think, from a number of remarks which were made by the ICTCs and training institutions, I would just like to wonder in passing, if there would be any purpose in having a grouping of the ICTCs, possibly co-ordinated through the ICA office in London, for discussion of a number of mutual problems. I am not thinking of a meeting once a week but probably a meeting once every two years, or whatever the situation might be, and more specifically a grouping which would consider four or five aspects. There is the whole aspect of selection policies, the credentials required for recruitment for co-operative training centers, there is the areas of teaching materials and the production of these materials,

and teaching techniques. There is the aspect of research which has been referred to, whether there is some merit in joint research, or at least an exchange of research within the various ICTCs. There is a large area of follow up of trainees, which we find is done satisfactorily or unsatisfactorily, but in any event is of concern to all the ICTCs. There is, of course, the area of advising the ICA itself on co-operative training arrangements and several other matters which may develop and my suggestion is to have the conference to react to some grouping of ICTCs who might meet regularly at regular intervals to consider these types of aspects. There is, of course, the area of advising the ICA itself on points of international co-operative training arrangements and several other matters which may develop, and my suggestions therefore, to the conference are to react to this idea of the grouping of heads of ICTCs who might meet at some intervals , regular or irregular, who might look into a number of areas which are of common interest to the ICTCs. And yes, of course, thank you for reminding me, Mr. Chairman, I did speak to the United Nations specialized agencies in view of their great interest, and I am thinking of the ILO, FAO and UNESCO who would also be invited to this particular group. This is one area which is a specific suggestion,

The other which I would like to refer to and I don't think I will have a chance to refer to it at any other part of the conference. rises partly out of the interest shown by UNESCO by supporting us, both in New Delhi and in this conference. There is also the background of the recent resolution which has been adopted by UNESCO on co-operatives, which I think after the book which has been produced for trainers on "Co-operatives and Fundamental Education" seems to be a rather important side activity of UNESCO in this particular field,

and I would put it to the conference that perhaps the time has come when, against the background of this resolution, the Director General of UNESCO should be approached on behalf of this conference; first of all to show our appreciation for the resolution which has been adopted, and secondly, by asking him if he would think it would be possible to inform the National UNESCO Commissions with regard to the importance of Co-operative activity with regard to orientation of the field officers and field staff, which may be concerned with UNESCO programs, pointing out the relevance of this particular resolution; further suggesting to him that co-operative projects in the field of education, and I would like to specify and emphasize this aspect of education, that projects in co-operative education should be sympathetically considered and given support by UNESCO, especially in the context of functional literacy. Finally, I would like to say that this effort will need to be co-ordinated through ICA and other specialized agencies such as FAO and ILO.

This Mr. Chairman, are some of the brief remarks, general in character and a few specific suggestions which I should like to submit to the conference at this time.

Dr. Saxena.

APPENDIX I

Well, Ladies and Gentlemen, if there are no more questions or comments on the report, I think we have now reached the end of almost a week of intense work. We have been working, all of us, from early in the morning until late in the evening, and I would like to say from the chair that the wealth of knowledge represented here in the fields of technical assistance pertaining to co-operative development is something which hardly could be surpassed in any other gathering. We have had the benefit of representation of those who are immediately concerned, in one way or another, in both what we call the "developed" parts of the world and the "newly developing" regions of the world. As a matter of fact, here in the conference, all continents, apart from Australia and New Zealand, have been represented by you, Ladies and Gentlemen.

It has been pointed out many times during discussions here, that technical assistance activities to support co-operative development in newly developing parts of the world, is not at all a one-way traffic. We need mutual collaboration. We need a two-way traffic where important knowledge which is represented in what we call "recipient" countries is made available to those institutions which are represented here in "advanced" countries which are dealing with promoting co-operative development.

Without a solid basis of knowledge about the conditions; economic, social and cultural, in the developing countries themselves, we will be building any activity, which we may think in the older co-operative movement that we can contribute, on loose sand. I don't think I need to elaborate on the importance of this close interchange of ideas and experiences which have been a fundamental aspect of this conference.

Personally, I am very happy to have been honored to take the chair at this conference. I notice already, from the very beginning, the extremely cordial and constructive atmosphere which has been characteristic of this conference all week, not only in the discussions, but in the personal contact in the meetings and outside the meetings. I think these bonds of friendship, which have been established during this conference, will mean very much to enable us to develop activities which are so important towards the future.

This framework, I think, which we have established, to begin with at the conference in New Delhi, and which has been followed up in a much wider context, numerically and otherwise at this conference, augers very well indeed for the efforts which we in our own humble way will make to contribute to the great aim of the Second Development Decade of the United Nations.

There cannot be any divided opinion about the extreme importance of whatever action will flow from the decisions taken by the United Nations General Assembly to launch a Second Development Decade. If we look around the world we will find that there are problems of such a magnitude that you could say that never before in the history of mankind have we had to face anything similar. That's what we think is the present situation, fraught with great difficulties, and the question is how to overcome them. These questions certainly ask for concerted efforts by the United Nations programs and also make demands of voluntary programs. The co-operative movement is one that is foremost in that respect, without which I don't think the Second Development Decade may show greater achievement than the First Development Decade. I needn't dwell on the enormous amount of preparations that have been made for the Second Development Decade. The United Nations Organization have stated their plans and they are well known.

The co-operative movement is now facing a challenge, having regard to the fact that not only the general assembly, FAO, ILO, and now UNESCO, are putting trust in our willingness, but also in our ability to make a meaningful contribution to the Second Development Decade. This, Ladies and Gentlemen, is the challenge before us, which must mean that we have to urge our national organizations, our national co-operative organizations, to co-ordinate their efforts and to support the alliance and all those institutions which are aligned with co-operative development activities and which are represented here through you.

Now I would like to end these few general remarks by extending from the Chair, our most sincere thanks, first of all, to Co-op Schweiz, to Dr. Kohler, who is not here now, but I am sure colleagues who are here, will convey to him and through Dr. Kohler, to the Board of Directors of Co-op Schweiz, our most sincere appreciation for this splendid setting which they have provided us with for the conference. (Applause). I think it should be said that the participants in spite of that splendid setting, have been able to concentrate on the work but it did present a strain when we first started to work. I wish to quite specifically thank Dr. Muhlemann, as Chief Co-ordinator, and all his colleagues. (Applause). It was a very heavy task, but you have completed your job in a way which we have appreciated immensely. I would also like to extend to you, Mr. Muhlemann, to extend to the staff of the hotel, Dr. and Mrs. Meyer and their staff, to extend our sincere thanks to them and their staff for all that they have done for us and especially to extend our thanks to the Chef (applause) who is an artist in every respect, not only as far as cooking is concerned but also in respect to his photographic

ability. And to you, Mr. Turnbull, I would like to extend a very sincere thanks. You have shown patience when the conference wanted to amend the text and everything, and you have done a magnificent work on our behalf. (Applause). I would like to also thank the Chairmen and the rapporteurs of the various groups, which have been working very hard, both during the day and late in the evening. Their work, of course, was the basis for the job which Mr. Turnbull has carried out in such a splendid fashion.

I would also like to extend our most heartiest thanks to the representatives of the U.N. Agencies who have participated here during the conference and who have made such important contributions to our work (applause), not forgetting the very nice stories which have been told by Dr. Braid. Well we appreciate the very informal and cordial relations which we have had, now as always earlier, with the representatives of the U.N. Agencies. I would also like to have them convey to the head of your organizations our thanks for your participation.

I would also, of course, thank all who have participated in discussions as well as for your constructive suggestions; to Mr. Alec Sprudz for his slide presentation of Canadian Eskimos, and for the efforts of all of you as participants. Since you can't applaud yourself, I will do it. Now we also owe many thanks to Dr. Sieber, and all those in London who were connected with the basic documentation and other work that was required in advance of the conference. (Applause) Well, I hesitate, but I have said earlier that I hope Dr. Saxena would not blush if I extend my most sincere thanks to you too (applause) and before declaring this conference ended. I note that Dr. Muhlemann and Mr. Dodge would like the floor.

Dr. Muhlemann speaks:

Mr. Chairman, Ladies and Gentlemen. First I
to thank Dr. Bonow for all the kind words that
expressed.

Everything has its time on this earth, and
now at the end of this conference. I believe
constructive work has been done during your stay
at Jongny. You have been dealing with the means
ways by which constructive work measures can
in aid of developing countries during the Seven
Decade. Co-op Switzerland was pleased to act
to this conference so you could come and be in
and more especially, be in our co-op hotel and
centre at Jongny.

On behalf of Co-op Switzerland, I want to
my sincere wishes that all of you will be successful
in your future activities. I thank you very much.

(Applause)

Mr. Dodge speaks:

Thank you Mr. Chairman. While you were in
room, the conference expressed its appreciation
only of the sponsoring organizations which will
recorded and noted by yourself, but also of the
the staff and particularly of the work of you
Dr. Bonow and Dr. Saxena, in taking so much time
your regular duties. I think that all of us who
connected with national organizations understand
means. You have not only given us leadership,

Dr. Muhlemann speaks:

Mr. Chairman, Ladies and Gentlemen. First I would like to thank Dr. Bonow for all the kind words that he has expressed.

Everything has its time on this earth, and we are now at the end of this conference. I believe a lot of constructive work has been done during your stay here at Jongny. You have been dealing with the means and ways by which constructive work measures can be taken, in aid of developing countries during the Second Decade. Co-op Switzerland was pleased to act as host to this conference so you could come and be in our country and more especially, be in our co-op hotel and training centre at Jongny.

On behalf of Co-op Switzerland, I want to express my sincere wishes that all of you will be successful in your future activities. I thank you very much.

(Applause)

Mr. Dodge speaks:

Thank you Mr. Chairman. While you were out of the room, the conference expressed its appreciation, not only of the sponsoring organizations which will be recorded and noted by yourself, but also of the work of the staff and particularly of the work of yourselves, Dr. Bonow and Dr. Saxena, in taking so much time away from your regular duties. I think that all of us who are connected with national organizations understand what this means. You have not only given us leadership, but you have

also given us ideas, and your close attention. I know this is very warmly appreciated by all attending here. It has been a really outstanding contribution that has been made to the work of this and has really been appreciated by the delegates at the conference. I wish to thank you very much.

Dr. Bonow's reply to Mr. Dodge:

Thank you very much. I don't want you to be the prima donna of me, and I only did what is required. I now declare the conference adjourned.

Dr. Bonow - Final Speech.

also given us ideas, and your close attention all the time. I know this is very warmly appreciated by all of those attending here. It has been a really outstanding contribution that has been made to the work of this conference and has really been appreciated by the delegates of the conference. I wish to thank you very much. (Applause)

Dr. Bonow's reply to Mr. Dodge:

Thank you very much. I don't want you to make a prima donna of me, and I only did what is required of me. I now declare the conference adjourned.

APPENDIX J

Twelfth Conference of International Non-Governmental
Organizations in Consultative Relations (Categories
A and B) with UNESCO UNESCO House, 20-23rd October, 1969
.....

Recommendation 5 - Systematic promotion of education for co-operation
.....

The Twelfth NGO Conference,

RECOGNIZING the advantages of the Co-operative Movement as a potential method of releasing powerful forces of self-help for social, economic, cultural and educational progress, particularly in developing countries,

REALIZING the extreme importance of resolution 2459 (XXIII) adopted by the General Assembly of the United Nations on 20 December, 1968, and resolution 1413 (XLVI) of ECOSOC of 12 June, 1969, on the role of the Co-operative Movement in economic and social development.

ACKNOWLEDGING that the Co-operative Movement provides a very effective source of adult education, especially in the field of functional literacy,

RECOMMENDS to UNESCO to include in its programme and budget, to be submitted to the sixteenth session of the General Conference in 1970, systematic promotion of the Co-operative Movement, especially in the developing countries, in realizing the objectives of the Second United Nations Development Decade.

APPENDIX K

Resolution of the 24th Congress of the ICA, Hamburg, September, 1969
.....

THE 24TH CONGRESS OF THE INTERNATIONAL CO-OPERATIVE ALLIANCE

NOTES that the success of the co-operative movements in developing countries depends largely upon the availability of trained personnel for key positions;

RECORDS its high appreciation of the work done by governments, international organizations and advanced co-operative movements for training such personnel;

TAKES NOTE of the recommendations made by the International Conference on Co-operative Education held by the Alliance in February 1968 in New Delhi, and in view of the need to co-ordinate and make the training programmes more relevant to the needs of the developing movements;

RESOLVES to appoint a Standing Committee on co-operative training and management development to ensure a planned and co-ordinated training programme by the co-operative movements of developed countries and the International Co-operative Training Centres and with a view to rationalizing available facilities for the maximum benefit of the co-operative movements in the developing countries; and

REQUESTS the Alliance to make an assessment of the requirements of the movements of developing countries in respect of training and education and to take the necessary follow-up action including the designing of special courses to suit the special needs of a country or group of countries having identical situations.

APPENDIX L

INTERNATIONAL CO-OPERATIVE ALLIANCE

RESOLUTION ADOPTED BY THE ECONOMIC AND SOCIAL COUNCIL 1413(XLVI).
The Role of the Co-operative Movement in Economic and Social Development.

The Economic and Social Council.

Recalling General Assembly resolution 2459 (XXIII) of 20th December 1968 concerning the role of the co-operative movement in economic and social development,

Bearing in mind the importance of the role of the co-operative movement for the promotion of economic growth of social progress, particularly by facilitating the mobilization of human, financial and other resources,

1. Decides to take full account of the potential role of the co-operative movement in the preparatory work for the Second United Nations Development Decade, and to make an assessment of the contribution which can be made by this movement in the achievement of the goals and objectives of the Decade, with a view to ensuring that this contribution will be duly reflected in the international development strategy;
2. Requests the International Labour Organization, the Food and Agriculture Organization of the United Nations, the United Nations Industrial Development Organization and other interested organizations and bodies in the United Nations system to assist Governments, at their request, in the development and strengthening of the co-operative movement and to include in their reports to the Council their activities in this field;
3. Invites Member States which have experience and knowledge in the field of co-operatives to give appropriate assistance to the developing countries, at their request, in developing the potential which the co-operative movement can offer for economic and social development;
4. Recommends the Governments concerned, particularly the Governments of developing countries to intensify their efforts to develop the co-operative movement and to make full use, within the framework of their own priorities, of the resources of the United Nations Development Programme for assistance in this field;
5. Requests the Secretary-General to prepare, in co-operation with the interested organizations and bodies in the United Nations system and the International Co-operative Alliance, a report which would assist in putting into effect the provisions of paragraph 1 above, taking into account the timetable which has been approved for the formulation of the international development strategy for the Second United Nations Development Decade.

1601st plenary meeting,

6th June 1969.

INTERNATIONAL CO-OPERATIVE
ALLIANCE

ICA/UNESCO International Conference of Co-operative Education Leaders.
Jongny sur Vevey, 30.11 - 5.12.1970

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TENTATIVE PROGRAMME

Mornings (Plenary Sessions)			Afternoons (group work)	
Monday 30th Nov.	Opening of the Conference, welcome by host organisation, Chairman's introduction and outline of aims, greetings by delegates of U.N. Agencies	"Co-operative Education in the 'Seventies" Introduction of general discussion	Working Group 1 *)	<u>Programmes and Methods in Cooperative Training Centres</u>
			Working Group 2 *)	<u>Students in Co-operative Training Courses</u> (problems of selection, credentials, level, follow-up, etc.)
Tuesday 1st Dec.	Recommendations of Working Groups 1 & 2	<u>Theme: Functional Education</u> 1. "Functional Education and the 2nd Development Decade" (by UNESCO delegate, clarifying also the International Education Year ideas). 2. Co-operatives and Functional Education 3. Discussion	Working Group 3 *)	<u>Member Education in Developing Countries</u> (needs and facilities at grass root level)
			Working Group 4 *)	<u>Orientation Courses for Co-operative Experts</u>
Wednesday 2nd Dec.	Recommendations of Working Groups 3 & 4	<u>Theme: Co-operative Education Facilities Provided Multilaterally in Developing Countries: situation reports by representatives of ICA Regional Offices (New Delhi and Moshi), OCA, ILO, FAO; Discussion</u>	Working Group 5 *)	<u>Production of Co-operative Teaching Materials and use of Mass Media</u>
			Working Group 6 *)	<u>Relation between Co-operative Education and other Forms of Community Education</u> (functional literacy programmes, consumer education, extension services, etc.)
Thursday 3rd Dec.	Recommendations of Working Groups 5 & 6	<u>Theme: Co-operative Training Centres in Advanced Countries</u> Remarks by representatives of ICTC's of 4-6 advanced countries; Discussion	Working Group 7 *)	<u>Machinery for Practical Collaboration on Co-operative Educ. & Training</u> (internationally) with reference to Hamburg Congress Resolution on "Training of Personnel"
			Working Group 8 *)	<u>Summary Assessment of Needs & How to Meet Them</u> a) Bilateral help - Cooper. Training Centres b) Multilateral help - collaboration with U.N. Agencies c) An "Internat. Cooper. Development Institute"
Friday 4th Dec.	Recommendations of Working Groups 7 & 8	<u>Theme: Co-operative Training Centres in Advanced Countries</u> - contd. Remarks by representatives of ICTC's of other advanced countries; Discussion	<u>Meeting of representatives of all groups (1 to 8)</u> (functioning as drafting committee for working out a Composite Recommendation)	
Saturday 5th Dec.	Report on Composite Recommendation; Discussion; Summing up; Chairman's farewell address		Free, optional activities, preparations for study tour to Austria	

*) Chairmen for the individual working groups will be appointed by the ICA from among nominated participants; therefore,