

EVALUATING

SCC INTERNATIONAL

CO-OPERATIVE

SEMINARS

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Evaluating SCC International Co-operative Seminars Asia

Report of the ICA/SCC Evaluation Seminar
28 Sept - 02 Oct 1992, Bangkok
ON SCC INTERNATIONAL SEMINARS 1962 - 1983

Prepared by
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PREFACE

The Swedish Co-operative Centre (SCC) has commissioned a Study of the International Co-operative Seminars conducted by it from 1962 to 1983 for training and development of cooperative leaders from the developing countries of Asia and Africa. The Regional Offices of the ICA, both in Asia and East, Central and Southern Africa, assisted the SCC in various ways in the conduct of the above seminars, such as identification of seminars themes, selection of participants and programme planning. So when the SCC asked us to assist in the conduct of the above study, we readily agreed despite our heavy work schedule.

We were asked to help in finding out the present status of the former participants, inviting a select group of participants from various seminars and various countries to a one-week Evaluation Seminar, and planning the Programme and carrying out the organisational work for the Evaluation Seminar. The Evaluation Seminar was held in Bangkok from 28 September to 2 October 1992. We were fortunate to get a mature and very experienced group of former participants to the Evaluation Seminar.

The results of the Evaluation Seminar are very instructive, and, I am sure, they will be very gratifying to the SCC. It was found that thirty per cent of the participants were still in co-operative service; that many participants had moved to higher positions and had made significant contributions to the development of their organisations and that Action Plans formulated by nearly 66% of the Bangkok group of participants had been implemented. The Group also made a number of useful suggestions regarding SSC's future role in leadership training and development for the co-operative movements of Asia, besides recommending that the International Seminars be revived.

Democratic management is a cardinal principle of the co-operative movement. The role of leaders in a movement, whose main resources are people and which firmly believes in democracy, is thus paramount and has, in my opinion, a priority higher than capital, technology, etc. In fact a dynamic leadership will surely find effective ways of mobilising capital, discover appropriate technology and cope with the breathtaking changes taking place all around us. Hence it is my sincere hope that the SCC and the ICA's member organisations in Asia will give careful consideration

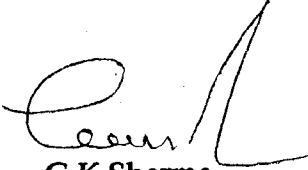
to the recommendations made by the Bangkok Evaluation Seminar on Leadership Training and Development.

I would like to extend my sincere thanks to our member organisations in the Region for supplying at rather short notice the needed information on the SCC's former participants and establishing contacts with those selected for the Seminar. Our hearty thanks are also due to the Co-operative League of Thailand which immediately agreed, as is customary with them, to collaborate with the ICA and to host the Evaluation Seminar.

The ICA had engaged the services of Mr. J.M. Rana as a consultant. The SCC consultant was Mr. Folke Albinson. Mr. Rana carried out all the work relating to the Evaluation Seminar at our end and collaborated with Mr. Folke Albinson in conducting the Seminar in Bangkok. My sincere thanks to both of them for a thorough job.

We have brought out this small publication consisting of the Conclusions and Recommendations of the Evaluation Seminar and the papers contributed by the participants. I hope that our member organisations and others interested in international co-operative development work will find it useful.

April 02, 1993
New Delhi



G.K.Sharma
Regional Director

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PART I

REPORT

CONCLUSIONS AND RECOMMENDATIONS

I

INTRODUCTION

The ICA/SCC Evaluation Seminar was held in Bangkok, Thailand, from 28 September to 2 October 1992. The Seminar was a component of the Study of the International Co-operative Seminars conducted by the Swedish Co-operative Centre from 1962 to 1983, being carried out by Mr. Folke Albinson, SCC Consultant. The objectives of the Study are to elucidate present and future needs of training of the co-operative leadership and in particular, what role the SCC may play in the efforts to meet such needs.

The SCC had conducted 24 International Seminars for cooperative leaders from the developing countries of Asia and Africa during the above period. The numbers participating were as follows:

Asia	:	216
Africa	:	222
Sweden	:	68
Other Countries	:	4

Total		510

The Swedish cooperators were included in the Seminars principally with a view to equipping them for participation in the Swedish Technical Assistance Programme for the cooperative sector. Their participation was also expected to provide possibilities of in-depth interaction by the cooperators of the developing countries with the Swedish Cooperators, and assistance to the SSC in the administration of the Seminars.

Seminar Objectives

The objectives of the Evaluation Seminar were:

- i. to evaluate the International Seminars conducted by the SCC from 1962 to 1992;
- ii. to assess the impact of the SCC International Seminars on the participants and, through them, on their organisations; and
- iii. to make suggestions on future SCC Policy in regard to International Seminars.

Participants

Thirteen persons, selected from the former participants of the International Seminars, took part in the above ICA/SCC Evaluation Seminar. An attempt was made to select participants from various countries and various seminars.

The participants in the Evaluation Seminar came from India, Indonesia, Republic of Korea, Pakistan, Philippines, Singapore, Sri Lanka, Thailand and the ICA Regional Office for Asia and the Pacific (ROAP).

Messrs. Folke Albinson, J.M. Rana, and Karl Fogelstrom served as facilitators.

Mr. G.K. Sharma, Regional Director, ICA Regional Office for Asia and the Pacific attended the Seminar for the last two days and spoke at the Concluding Session.

Mr. Narong Marukatut, Director, Co-operative League of Thailand, attended the opening session and welcomed the participants. Mr. Narong also informed about the latest developments in the cooperative sector of Thailand.

A list of participants is given at Annexe 1.

Programme

The seminar programme dealt with mainly the following three subject areas.:

- i. Aspects concerning the conduct of the International Seminars:
- ii. Impact of the International Seminars; and
- iii. Co-operative Leadership Training and Development in the Future.

Mr. Folke Albinson had prepared a report on the International Seminars giving both a factual description and an analysis of the trends and developments of the Seminar series, such as objectives, programme design, contents, etc. The report served as a background document for discussions on the first subject area.

The participants had also prepared individual papers concerning the above subject areas, which were valuable inputs for group and general discussions at the Seminar.

The Seminar was divided into three groups, each group comprising four or five persons. All the three groups discussed each of the three subject areas. Issues and questions for discussion (given at Annexe 3) were presented at a general meeting

before group work on each subject area. The group reports were later presented and discussed at the general meeting. This format allowed contributions by each of the participants in the small groups as well as interaction among the three groups at the general meeting. A general consensus was found to exist on most issues as will be seen from the report which follows. However there were different viewpoints on some matters; these are also reflected in the report.

The programme is given at Annexe 2.

Group Composition

The members of the three Groups were as follows:

Group 1

Dr. Jin Hwan Park	Korea	Chairman
Mr. R. Villamin	Philippines	Secretary
Ms. Uma Mukherji	India	
Mr. Snith Chittaporn	Thailand	

Group 2

Dr. R.C.Dwivedi	India	Chairman
Dr. Jacinto Batoon	Philippines	Secretary
Ms. Lawon Punvaree	Thailand	
Mr. Abdul Majid	Singapore	

Group 3

Mr. Hamid Ahmed	Pakistan	Chairman
Mr. A.H. Ganesan	ICA ROAP	Secretary
Ms. Poonsuk Thaiswadi	Thailand	
Mr. Mohd. Yahya	Indonesia	
Mr. S.B. Divaratne	Sri Lanka	

II

CONDUCT OF INTERNATIONAL SEMINARS

Co-operative Leadership in Sweden

The three groups recapitulated the kind of leadership they were exposed to in Sweden and considered whether it was relevant to the needs of their countries. The participants had met both member-elected lay leaders as well as professional personnel in Sweden. They also had opportunities to meet few leaders at the national level.

The participants stated that leadership in Sweden had three characteristics:

- i. *Democratic* The leaders were both democratic in their beliefs and practice. Participants saw democracy in action in many aspects of co-operative operation, such as membership meetings, management conduct, etc. Even the participative methods of training were a reflection of the democratic spirit pervading the movement.

The exposure to managerial leadership was immensely useful. The participants found that the Swedish cooperative movement is run by professionally qualified managers and that the managerial personnel had undergone series of training courses during their career. Leadership had grown from the rank and file and was not thrust from above. Also membership was alert, fairly enlightened and participative. The participants were impressed by the competence and

- efficiency of professional leaders.
- ii. *Commitment* The leaders had a strong commitment to the co-operative concept and principles.
 - iii. *Open to Women* It was noteworthy that women had the possibility to acquire leadership positions. Women played an active role in coops and were visible in leadership positions.

It was felt that by and large the seminars were relevant to the needs of the co-operative movements of the region and the participants. The new learning, especially that relating to democracy in action, raised the consciousness of individual participants. Personal behavioural changes could be translated into institutional changes by those participants who were in decision-making positions as they were able to apply their knowledge in their own organisations.

The following suggestions were made:

- i. Interaction with elected leaders relative to professionals should be increased in the future.
- ii. SCC seminars would create more impact if people with decision-making powers were selected.

PROGRAMME DESIGN

Duration

The duration may be decided keeping in view the level of the target group and the nature of training required.

Group 1 suggested 6 weeks. Group 2 suggested 3 weeks for top personnel and 6 weeks for middle level personnel. Group 3 suggested flexibility, keeping in view the needs of the participants.

Seminar Structure

The seminar structure was generally found to be useful and relevant. The seminar structure had improved over the years. In later years the Seminar in Sweden was preceded by pre-seminars, and it also provided opportunities for short-period studies in one or two other advanced countries thus facilitating a comparative study of co-operative leadership and management. It was suggested that the practice of formulating individual programmes in response to specific participant's requests be made a regular feature by keeping a few days open for the purpose.

Sweden as a Venue

The Evaluation Seminar was of the opinion that there were several advantages in holding the seminars in Sweden. Swedish co-operatives presented a good model of developed co-operatives in several fields including member education and

personnel training. The participants benefited a great deal through exposure to a developed movement with strong elected leadership, managerial competence and remarkable womens' participation. The participants also had the possibility to learn how cooperative development in Sweden took place, to study at first hand the impact of the co-operative movement on the Swedish economy and social development, and the application of modern technology by coops. The above was of great benefit not only to the participants but also to their co-operative movements.

The Seminar felt that there were no disadvantages to holding the seminars in Sweden. The correct term in this regard would be "limitations" and not "disadvantages". These were:

(i) Due to the language difficulty, the participants can not make full use of available co-operative literature, they cannot communicate freely with many members and personnel of co-operatives, and their interaction with Swedish people in general can be limited. (ii) There was a potential danger of disorientation in respect of some individuals who were not properly selected, especially those who lack the maturity of assessing Swedish developments vis a vis their own country / co-operative situation, (iii) It may be too costly to finance many participants. (iv) Resource persons in Sweden may not be adequately familiar with socio-economic conditions of the participating countries.

One Group suggested that exposure to other movements, having closer affinity to Asian movements, be combined with Swedish seminars. For example, as agricultural co-operatives in several Asian countries were modelled on the Raiffeisen coops of Germany, a short study period in Germany may be combined with an SCC seminar, as was done for one seminar.

Contents

The shift from the "general" to "specific sector" approach increased the relevance of the seminars as it satisfied the professional needs of the participants. The Seminar was of the opinion that what the participants learnt was applicable to their situations. However, application was hampered in those cases where the participants were not in decision-making positions and where leadership was unresponsive. Also application of high technology has limited scope in initial stages in most cases.

It was pointed out that new concepts and techniques learnt in training methodology such as case study, step by step training, etc. were implemented in almost all countries. It was suggested that the participants should be informed in advance of the detailed seminar programme so that they could bring documents and data for use in the seminar. The new concepts and techniques should be illustrated with examples from developing countries as well.

Teaching Methods

The use of participatory techniques was a strong point of the seminars. It was suggested that attachment to co-operatives/on-the-job training should be included in the programme. The participant from Korea stated that the participatory methods do not seem to work in his country for top managers who expect authoritative personalities to give them inputs.

One group suggested that the participants should be asked to present their own country situations about the topics discussed.

The proportion of theory and practice was proper. As a guideline, the Seminar suggested that 50 to 75 per cent of the programme be devoted to practice.

Selection of Participants

The Seminar emphasized the importance of proper selection of candidates. In this regard the pre-seminars' technique for selecting participants was commended for several reasons. It established direct, face to face, interaction between the participants and the SCC/ICA resource persons at an early stage. It also helped to avoid local pressures.

The following other observations/suggestions were made:

- * Former participants may be associated in the selection of participants.
- * Opportunities were lopsided in favour of men. A policy may be established to ensure that at least 50 % participants are women; it was not the intention of this recommendation that this proportion be observed in each and every seminar. The suggestion is that over time, e.g. 3-5 years, 50 % of the participants should be women.
- * Pakistan had received only two seats in 15 seminars held for Asia. Proper representation should be given to different countries.
- * Participants should have working knowledge of the English language.
- * In regard to target groups for training, it is necessary to distinguish between various groups of leaders viz. elected leaders, professionals, trainers, and government functionaries.

One group felt that the participants were not very homogeneous. It was suggested that attempts should be made to achieve as much homogeneity as possible within the rather diverse co-operative movements in the region.

Social Aspects

Most participants were satisfied. It was felt that longer courses needed more social events. It was also suggested that participants should be given orientation about the social, cultural, environmental, dietary and ethical mores in Sweden before their departure for Sweden.

Publicity

Publicity was adequate in Sweden. But it needed to be strengthened in the countries of the participants. Sponsoring organisations should encourage it. Presently publicity is given through house magazines, co-operative journals and sometimes through daily newspapers. Radio and T.V. should also be used. Publicity may focus on participants' experiences of Sweden, its co-operative movement, lessons learnt and the Action Programmes to be implemented.

Financing

The Seminar was appreciative of the financial arrangements and allowances which were regarded adequate.

Strong Points of Seminars

The Seminar mentioned the following:

- Democratic form of learning. Participants observed during their field visits that democracy was not only an idea but it was also practised by the coops in Sweden;
- Efficient training management. Elaborating it, the Groups said that the resource persons were well chosen, the professionals they met were competent and the field studies were well planned;
- Programmes were tailored to the needs of the movements of the Region;
- Well-arranged social activities;
- Excellent administrative arrangements;
- Exposure to several country situations;
- Exposure to latest education and training techniques and modern management methods; and
- Introduction to high-tech.

Weak Points

The Seminar identified the following:

- Absence of follow-up to the training at the individual as well as the movement level;
- Lack of adequate materials in the English language for supplementary reading and reference; and
- Lack of periodic evaluation; evaluation should be done at the end of every three or five years.

Group 3 mentioned the following additional points:

- Over-dependence on sponsoring organisations for selection; other procedures such as interviews with candidates, association of former participants in the selection process may be supplemented.

- As the SCC did not have a permanent training faculty, the seminar coordinators and resource persons were appointed on an ad hoc assignment basis, manifesting in lack of continuity of training staff;

General

The following general suggestions were made:

1. A table giving "participants by age groups" may be included in the document prepared by Mr. Folke-Albinson.
2. The SCC should supply periodically some literature and information to former participants to keep them up to date re. cooperative developments in Sweden.
3. The present evaluation is being carried out too late. In future evaluations should be carried out at the end of every three or five years.

III

IMPACT OF INTERNATIONAL SEMINARS

Lessons/ Co-operative Aspects Learnt

The main lessons learnt by the participants were as follows:

1. Systematic approach to training management and participatory methods of member education and training;
2. Role and involvement of women in co-operatives;
3. Shop management involving shop layout, sales planning, and sales promotion;
4. Effective marketing techniques by agricultural co-operatives;
5. Presence of strong apex organisations, lending effective support to primary co-operatives and members;
6. That co-operatives have a significant share of co-operative business in the Swedish economy;
7. That Government does not interfere in co-operative activities; and
8. That the Swedish co-operative movement has a commitment to help co-operatives in developing countries;

Additional points mentioned by different groups were as follows:

Group 1

On-the-job training was very useful.

Group 2

1. Effective management information system regarding stock control, pricing, merchandise movements, etc.;

2. Stock and quality control;
3. Practice of democratic system in managing co-operatives;
4. Curriculum development and training methodology;
5. Effective member education programmes which utilised the study circle technique;
6. Consumer co-operative societies and co-operative shops are big and are comparable to private business organisations;
7. Co-operative sector has its own bank;
8. Co-operative development is left to the movement without Government help at all;
9. Co-operatives have played an important role in poverty alleviation and economic development;

Group 3

This group distinguished lessons learnt from the seminars and the movement:

Lessons from the Seminar:

1. Designing training programmes;

Lessons from the Movement:

2. Democratic management/committed leadership;
3. Member participation;
4. Comprehensive personnel policy/ Professional management;
5. Involvement of youth in coops.;
6. Integrated co-operative approach involving production, processing and marketing; and
7. Existence of cordial relations between government and movement.

The Group mentioned a special characteristic noticed by it: that the consumer co-operatives, insurance co-operatives and the oil co-operatives on the one hand and the agricultural co-operatives on the other, have competing political interests.

Impact on the Participants

The seminars have played an important role in the personal and career development of the participants. Knowledge gained has been effectively utilised in the working situations.

The new knowledge and skills acquired by the participants, especially those relating to democracy in action, raised their consciousness and capabilities. Personal behavioural changes could be translated into institutional changes by those participants who were in decision-making positions.

Two participants from the government side, one from Pakistan and the other from Sri Lanka, mentioned that the participation in SCC Seminars were turning points in their careers. They were given more responsibilities for new projects and

thus had opportunities to demonstrate their capacities; this led to speedier promotions. The Pakistani participant also received international assignments.

One participant each from India, the Philippines, and Thailand stated that they were given priority for promotion to higher positions.

The participant from Korea stated that considerable changes were taking place in the field of training. His participation in the Swedish Seminar increased his leadership capacity through the knowledge and skills he acquired concerning new developments in the field of training. This helped him to retain his job as Director of the National Co-operative College.

The participant from Singapore stated that he was elected as a member of the Board of Trustees, the highest body of the Singapore Co-operative Movement.

The Participant from India stated that he wrote a book and published articles in newspapers and journals.

Some participants stated that they were invited to serve as resource persons in seminars and were given priority for participation in International conferences.

Impact on Participants' Movements

1. Comprehensive training programmes have been developed and the old training system has been remodelled in India, Philippines, Singapore and Thailand.
2. Participatory methods of training have been institutionalised in Korea and the Philippines.
3. Adoption of MATCOM techniques has revolutionised training approaches in the Philippines.
4. Better staff training has led to increased efficiency in Thailand.
5. Womens' co-operative mobilisation project was started and an integrated approach for womens' development through co-operatives was evolved in India. Also 15 womens' mobilisation projects were started by the Indian movement from its own resources.
6. Consumer co-operative shops set up in Indonesia; they are still functioning.
7. Co-operative management training centre was established in Indonesia.
8. The participant from Singapore said that he acquired more confidence in discussing co-operative issues and problems with decision-makers.
9. In Sri Lanka, an audio visual centre was established in the co-operative college, staff training was improved, and womens' participation in co-operatives was increased.
10. Sales promotion in consumer co-operatives in Thailand have been improved through product displays and price discounts.
11. The participant from Thailand in the 22nd International Seminar wrote a textbook in Thai language on "Co-operative Movement in Sweden" for

Sukhothaithammathiraj Open University. She also effected improvements in education planning and course curricula.

12. The participant from Thailand had made successful efforts for recognition of co-operative principles and philosophy in the right perspective.

Action Plans of Participants

Group 1

Majority of the items in the Action Plans were implemented.

Examples:

- Training Materials Development Unit was set up in the Philippines.
- Training of trainers in participatory methods was carried out in Korea. Co-operative College in Korea was the first to introduce "On-the-Job Training" (OJT) method in the country; private enterprise learnt from the college.
- A plan for establishing a national warehouse was formulated in Thailand. The plan could not be implemented due to financial constraints.
- Womens' mobilisation project was formulated and implemented.

Group 2

The participants reported partial implementation. Work was discontinued due to changes in government leadership and lack of budgetary support.

Group 3

The projects were implemented by participants from Indonesia, Sri Lanka and Thailand.

Indonesia: Consumer co-operatives at city and village levels were established and consumer services were developed.

Sri Lanka: Job-related training courses combined with performance evaluation were established.

Thailand: Educational materials translated in Thai language were of great benefit to students and members.

There was no back-up support from the SCC.

Obstacles to Implementation

Group 1 participants mentioned that they were successful in overcoming whatever obstacles they faced, except financial constraints for the rather large national warehouse project in Thailand.

The other two Groups mentioned the following obstacles:

- i. Difficulty of convincing the superiors about the new ideas and approaches;

- ii. Lethargy on the part of national organisations;
- iii. Negative attitude on the part of the board of directors;
- iv. Changes in government leadership;
- v. Strict rules and regulations; and
- vi. Budgetary constraints.

Seminars' Impact Relative To Other Factors

The groups considered the impact of SCC seminars in comparison with other factors influencing co-operative leadership development in the countries of the participants. In this regard the seminar was of the opinion that, in the context of top-down approach to co-operative development in most countries of the region, the SCC seminars had a healthy impact on the democratic way of thinking and co-operative leadership development in the region. SSC seminars served as helpful and complementary factors for leadership development in the region and their impact was pronounced when other factors were favourable.

Views on Proportion of Active Participants

Approximately 30% of the former participants of SSC seminars are still active in the co-operative sector in Asia.

It was felt that the proportion of "unknown" was rather high in respect of several countries. The clubbing of "retired and dead" in one category was not correct, as in many cases retired persons might be active in some other coops as honorary workers, as consultants or even as employees. Efforts should be made to find out if the retired persons are still active or if they have totally withdrawn from co-operative activity. The proportion of active participants would have been higher if the national organisations had contacted the nominating co-operatives and government departments to find out the present position of "unknown and retired" categories.

In the case of India and Singapore, the proportion of "unknown" category is rather high. The proportion of "retired/dead" is 50% or more in respect of Bangladesh, Indonesia, Korea, Malaysia, Sri Lanka and Thailand. Hence further investigation was recommended by the Seminar.

Group 1 found 30% a disappointment. On the other hand, Group 3 regarded it as quite a high percentage. Group 2 did not comment.

The main reasons for dropouts, aside from retirement and death, were;

- Transfers of government officers from co-operative departments to other departments;
- In the case of co-operative movement personnel, changeover to private enterprise due to higher salaries and better working conditions.

Measures suggested to retain professionally trained co-operators within the co-operative sector were to improve the salary and working conditions of the professionals; selection of persons for seminars who have put in longer years of service in the co-operatives and thereby acquired dedication to co-operative ideals; and establishing contractual obligation to serve the co-operatives for three to five years with the persons selected to undergo foreign training.

Networking

No significant results were reported. However, it was stated that the movements in the region are more than 75 years old and that linkages and networks were established among different sectors by the national level umbrella organisations. Also bilateral relations exist between several national movements and the Swedish movement. For example, the Swedish movement has assisted projects in the fields of member education, staff training and women's participation in co-operatives in India and Sri Lanka.

Mutual Contacts

Several participants maintained contacts with each other through exchange of greetings and Christmas cards. They also met each other during conferences in the region.

Contacts with SCC

No arrangements for regular contacts with SCC existed. However, contacts with SCC personnel were renewed during their visits in the Region.

IV

SUGGESTIONS FOR THE FUTURE

Environment

Some fundamental changes are taking place in many Asian countries. They are as follows:

- There is a popular yearning for democracy and it is challenging authoritarian structures.
- National economies are being opened up, foreign business is entering and rapid growth of the economies is taking place. All these changes are creating a very competitive environment.
- The above changes have meant loss of protected status for co-operatives.
- The second or third generation leaders are coming to the fore in co-operatives leading to less emphasis on ideology and more emphasis on business efficiency. This has also meant the emergence of professional co-operative leaders in increasing numbers.
- There is a global concern for the preservation and protection of the natural environment which is heightening the social consciousness of even big business. The need for sustainable development is being increasingly recognised.

Co-operative Leadership Defined

A co-operative leader is one who can motivate people to achieve desired goals and results through joint enterprise based on co-operative philosophy and values and who upholds members' interests and welfare at all times. It was agreed that

“co-operative leaders” may be elected or appointed professionals and that, for practical purposes, they are those who are in policy- or decision-making positions. Co-operative leaders would also include those, who are able to motivate or influence people for co-operative endeavour and who help raise the leadership capacities of office-holders. Educators and trainers fall under this category. Several members of the seminar suggested that the term “leader” should not be interpreted in terms of “status quo” but may be defined in terms of “function and capacity”.

Characteristics of Effective Leadership

Effective co-operative leaders:

- are democratic;
- are committed to co-operative principles and values (in the words of the Korean participant, they are “co-op crazy”):
- are honest;
- have vision and entrepreneurial abilities;
- have good judgement of people and issues;
- are strategic thinkers and are competent;
- think of common good;
- keep themselves abreast of latest technology;
- are innovative and dynamic;
- build second line of leadership; and
- have good rapport with the members.

Factors for Creating and Developing Leadership

The following factors were identified by the seminar:

- Enlightened membership;
- Democratic election for lay leaders and proper selection procedures for professionals;
- Education and training;
- Feeling of pride on the part of the co-operative family;
- Non-interference by the government and, preferably, cordial relations between the government and the movement; and
- Existence of progressive legislation governing co-operatives.

Role of Training

Group 3 gave the highest priority to ‘training’ among various factors for building up effective co-operative leadership. Group 1 placed it as number III priority, after enlightened membership and election/selection processes for identifying leaders. Group 2 also gave it a high priority and added that priority for training leaders at the intermediate and lower levels should be higher than training of leaders at the top level.

Training Needs

The Seminar identified the urgent training needs of the various categories of leaders. They are given below without any order of priority:

Elected	Professionals	Sr. govt. officials
Co-operative values	Management related to specific functions	Co-operative values
Member relations	Strategic thinking/ planning	Co-ops: nature, characteristics, contribution to national economy
Communication PR/Lobbying	Co-operative values Information technology	Concept of social develop. Domestic/International environment
Domestic/International Environment	Communication member relations Board/manager relations PR/Lobbying	Social, political, economic and gender issues
Social, political economic and gender issues	Personnel/labour relations Social, political, economic and gender issues	
Protection of Natural Environment	Protection of Natural Environment	Protection of Natural Environment

It was felt that urgent training needs of co-operative educators and trainers should also be identified.

Group 3 identified the following additional areas:

- Member participation
- Process of decision-making
- Human resource development, and
- Exposure to new developments.

Group 2 participants identified the following categories for whom training is most important.

- India: leaders at the primary coops level;
- Philippines, Singapore and Thailand: personnel at middle management level;
- Singapore: elected leaders of traditional co-operatives.

Weightage on Ideological versus Commercial Aspects

Group 1 suggested that more emphasis should be given to those areas in which the target group was deficient. With this yardstick, the group suggested that emphasis should be on technical and commercial management aspects for elected leaders.

For professionals, emphasis should be on co-operative ideology and formation of co-operative values.

For senior government officials, weightage should be on co-operative values and role of co-operatives in the economy.

Group 3 suggested the opposite of this, keeping in view the role and functions of the elected and the professional leaders. For elected leaders, it suggested more emphasis on co-operative values and for professionals, emphasis on technical/commercial management aspects.

Group 2 suggested that weightage should be decided keeping in view the objectives of the seminar, implying thereby that no prior recommendation can be made and that the contents of a training programme be decided on the basis of the training needs of each target group and the results to be achieved. However it suggested that for top leaders, emphasis should be on new concepts and innovations such as social needs, social responsibilities, cost-benefit analysis, and modernisation of management.

Proportion of Different Groups

Group 1 suggested the following proportion for different target groups:

Elected leaders	:	30%
Professionals	:	35%
Senior Govt. officials	:	10%
Educators/Trainers	:	25%

Group 1 regarded educators and trainers as a very important group whose improved training is of critical importance for co-operative development, since they contribute greatly to the training and development of co-operative leadership in their respective countries.

Groups 2 and 3 felt that no specific proportions can be suggested and that needs would differ from country to country. However Group 2 suggested that the least priority be given to government staff.

The Seminar as a whole suggested that concentration should be on training of movement's leaders and personnel. As regards government staff, it was suggested that training abroad be given only to senior government personnel. Also it was the consensus at the seminar that the SCC may give much lower priority to training of government staff in relation to movement leadership.

As regards *men and women*, the seminar suggested that while no quota should be fixed for each seminar, every effort should be made to ensure that women and men have equal opportunities for training in Sweden. For example, SCC may decide that at least 50% of the resources will be utilised for training of women.

Integration of International Training Programmes with National Training Programmes

The seminar regarded planning at the national levels by the national movements exceedingly important for achieving meaningful integration with regional and international training programmes. For this purpose the movements should formulate medium term, 3-5 years' programmes, keeping in view their needs, capacities, resources, as well as the pace and direction of co-operative development.

Group 1 went into some depth in regard to national planning. It felt that the movements should ask themselves the question: where would they be in the year 2000 in order to determine the quantitative personnel requirements and the qualitative training needs. It tried to forecast the growth rate for various sectors for the movements of the members of the Group.

The forecasts are as follows:

India, Korea, Philippines and Thailand

<i>Coop Sectors</i>	<i>Growth Rate</i>
Finance/Insurance	100 - 200%
Agriculture	50 - 100%
Production/Industrial	50 - 100%
Services	25 - 50%
Consumers	25 - 50%

The Seminar suggested that the regional and international training programmes should try to provide training in those areas and those categories of personnel, for whom the national movements are unable to cater to. This implied that all basic training be provided by the national movements and that the training facilities available within the national movements be fully utilised. Generally training of junior and middle level personnel be arranged within the countries.

Role of ICA ROAP

The ICA Regional Office for Asia & the Pacific (ICA ROAP) can help in the national planning process, referred to in an earlier paragraph, through provision of consultants/ experts, supply of training materials, and organisation of workshops and exchange visits. The ICA ROAP may play the role of facilitator and provide the needed back-up support.

Further, it was felt that the ICA ROAP can play a useful role in identifying the foreign training needs of the regional movements, placement of trainees in various

international training institutions and advising the latter on the nature of training courses needed by the movements of the region.

ICA ROAP can also play a useful role in networking and arranging exchange of experience within the region.

Role of SCC

The seminar was of the opinion that the SCC should continue to play a leading role in leadership training and co-operative development. It should revive the International Seminars. In addition, it should assist in building and strengthening the training resources and arrangements at the national and regional levels, and in the development of monitoring and evaluation systems. It may also help cooperative development projects on a bilateral basis and provide resource persons for the ICA ROAP programmes.

The Seminar suggested the following areas for training in Sweden on the basis of participants' experience of Swedish coops during their stay in Sweden several years back:

Consumer Co-ops:	shop management; wholesale buying; warehousing and distribution; role of co-operativeness in environment protection;
Agricultural Co-ops:	seed production; marketing and processing of agricultural products; dairy management; government support to agriculture; support services from central organisations;
Other Sectors:	Oil coops (O.K.); Co-operative Insurance; Co-operative Housing; Co-operative Industries; Co-operative Forestry;
Co-op Education and Training:	Study circles; womens' participation in co-ops; trainers' training;
Co-op Management:	modern concepts and practices; business planning in co-operatives; new technology, e.g. computer systems and information technology; new concepts in auditing, and monitoring production costs.

Selection Procedures

The objective of SCC for leadership training is to contribute to co-operative development. However, the strategies to achieve this objective may differ. Selection procedure may be decided depending on the strategy selected.

a. General leadership development strategy:

The seminar suggested that selection be done through pre-seminars as per existing practice.

The following procedures were suggested to support the pre-seminar method of selection:

- i. The SCC should notify sufficiently in advance the ICA ROAP the theme of the Seminar and the qualifications required of the participants such as educational standard, experience, age etc.
- ii. In turn the ICA ROAP should inform all its member organisations about the SCC Seminar and the selection procedure.
- iii. Pre-seminar be conducted by the member organisation in collaboration with the ICA ROAP and the SCC. Selections be made jointly by the above three organisations.
- iv. The sponsoring organisations should give an undertaking for making proper use of the training to be received by the candidate.
- v. Former SCC participants be involved in the selection process.

In addition, Group 1 suggested that the following two strategies may be considered for cooperative development. Selections for leadership development programmes may be made on the basis of the strategy selected. Only step (iii) above will be replaced. All other steps will be followed along with the procedures stated below:

- b) *Projects-oriented Strategy (Establishment and successful operation of cooperative development projects):*

The strategy is directed to achieving successful operation of co-operative development projects.

In this case, participants should be selected from *specific co-operative development projects*, which are included in the development programme. Selection in this case should be made in close collaboration with the directors and policymakers of the projects.

The selection of the projects for the leadership development programme may be made by the SCC in collaboration with the regional movement(s). They may like to concentrate on foreign donor assisted projects, or simply the projects started by the regional movements themselves, or an appropriate mix of both.

- c) *Organisation Development Strategy (Development of specific co-operative organisations):*

The SCC may decide in collaboration with the regional movement(s) on a *co-operative organisation* development programme and may identify certain co-operative organisations for development. It may then use "leadership development" as a means to develop the selected organisations. (For example, the co-operative organisation development programme may select five districts for development of agricultural co-operatives, one each from five countries, in the region for intensive development. Or it may select five national agricultural co-operative organisations for the purpose.)

This strategy involves formulation of plans of organisation and personnel

development for the co-operatives selected for the programme. In this case, specific groups and persons must be identified by the decision-makers in the concerned organisations who would contribute most to the development and growth of the organisations. Selection for training abroad should then be made out of these groups.

The SCC trained personnel can later be used as trainers domestically for leadership training of other personnel of the organisations, especially at the intermediate and junior levels.

Wherever possible, the above procedures may be supplemented with direct interviews of prospective participants.

Collaborative/Joint Venture Arrangements

The seminar was in favour of joint venture principle for SCC international seminars in respect of organisational arrangements, resource persons, financing, and follow-up support. The joint venture parties would be the concerned national organisations, the SCC, and the ICA ROAP. The following suggestions were made for the sharing of responsibilities:

- i. The national organisations should take full responsibility for organisational arrangements for the pre-seminars.
- ii. All local costs be met by the national organisations for the pre-seminars. Costs of outside resource persons and material be met by the SCC.
- iii. The sponsoring organisations should pay the salary costs of the participants during the training period.
- iv. Financially sound organisations should meet part of the costs of their participants for the international seminars, e.g. one way air fare.
- v. The national organisations should contribute relevant literature for the international seminar.
- vi. The national organisations should help in identifying the resource persons required for the international seminars.
- vii. The national organisations should take responsibility for implementation of the action plans prepared by the participants during the training programme and co-ordinate with the SCC in monitoring the follow-up.

The seminar suggested that the SCC should pay full or larger share of the costs for the weaker movements/organisations: care should be taken to see that they are not marginalised. Further, the SCC should bear full costs for the trainers and women, since the movements are generally reluctant to pay costs for them.

It was also suggested that the region now has many financially strong organisations which would be in a position to pay full costs of training. The share of these organisations in foreign training under the prevalent schemes of co-

operative technical assistance has been rather limited. There is a strong case to build on strengths as well. Hence the seminar recommended that the SCC should also organise special international seminars for financially strong organisations on a full financing basis. Further, as a follow-up, the national organisations should rope in these organisations in schemes of supporting other co-operative organisations in their respective countries with a view to accelerating co-operative development.

Leadership Training and Other Forms of Assistance

Groups 1 and 3 suggested that leadership training be accorded the highest priority compared to other forms of donor assistance. Group 1 identified project and consultancy assistance as other priorities.

Group 2 stated that priorities of various forms of assistance be identified by the SCC in close collaboration with the national organisations. In the opinion of the group, leadership training is important and it should be given priority after the required infrastructure has been built up.

V

CONCLUSION

Mr. G.K. Sharma, Regional Director, ICA ROAP addressed the concluding session of the Seminar. Mr. Sharma mentioned his experience of participation in a four-month co-operative seminar in Denmark early in his career in 1964. The strongest impression he received soon after his arrival in Denmark was that, irrespective of age or position, the Danish co-operative personnel behaved towards each other with complete equality. This observation made a deep impact on him. The exposure in Denmark was thus very valuable to him and it changed his outlook and attitudes on several matters. What he learned was also of great benefit to him for his work and career.

He was happy to know that participants of the Swedish seminars had similarly benefited.

Mr. Sharma also outlined the present situation and trends of cooperative developments in the region and the contribution being made by the Regional Office. The movements in the region account for two-thirds of the membership of the ICA. The Region also has some fast growing and strong movements.

One of the significant areas of work of the ROAP is bringing the movements and the governments closer to each other through Ministers' Conferences. There is better understanding now on the part of the governments of the movements' needs, especially in regard to improved legislative framework and less constraining regulatory mechanism. Positive actions have been taken in several countries to facilitate co-operative development on a genuine and autonomous basis.

Mr. Sharma also briefly spoke about the important matters to be discussed at the forthcoming ICA Congress, especially the Co-operative Values; the restructuring of the ICA, and the ROAP Development Programme. Mr. Karl Fogelstrom then gave a detailed expose of various ROAP development projects.

Messrs. Folke Albinson and J.M. Rana expressed hearty thanks to the Co-operative league of Thailand and its Director and staff for their excellent arrangements and warm hospitality. The participants also joined in the thanks to the CLT and reminisced the time spent in Sweden.

The seminar expressed its high appreciation of the excellent contributions made by:

- Messrs. Arne Holmberg, and Alf Carlsson, who were Directors of the SCC during the period the international seminars were organised, and
- Mr. Malte Jonsson who had functioned as Seminar Co-ordinator for most of the international seminars.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

Conduct of Seminars

1. The international seminars held by the SCC in Stockholm between 1962 and 1983 were well conducted. The seminar programmes satisfied the professional needs of the participants and they were relevant to the needs of the co-operative movements in the Asian region. The resource persons were well chosen, the professionals met by the participants were competent, and the field studies were well planned.
2. The strong points of the seminars were democratic form of learning; efficient training management; use of participatory techniques; exposure to latest education & training techniques; modern management methods; and introduction to high-tech.
3. The weak points were absence of follow-up; lack of adequate materials in the English language for supplementary reading and reference; and lack of periodic evaluation.
 - 4.1 The leadership in Sweden, whom the participants had met, had three main characteristics:
 - i. It was democratic.
 - ii. It had strong commitment to the co-operative concept and principles, and
 - iii. Leadership positions were open to women.
 - 4.2 Interaction with elected leaders relative to professionals should be increased in the future.
5. Sweden as a venue had several advantages as Swedish co-operatives presented a good model. Also participants had an opportunity to learn participative methods in the field of member education and personnel training and about womens' participation in co-operatives.
6. The shift from the "general" to "specific sector" approach increased the relevance of the seminars as it satisfied better the professional needs of the participants. The use of participatory techniques was a strong point of the seminars.
7. The proportion of theory and practice was proper. As a guideline, the seminar suggested that 50 to 75 per cent of the programme be devoted to practice.

8. The Seminar emphasized the importance of proper selection of candidates. In this regard the pre-seminars' technique for selecting participants was commended.
9. The participants were satisfied with regard to social aspects, publicity in Sweden and financial arrangements.
10. Evaluation should be done at the end of every three or five years.

Impact

Lessons Learnt:

11. The main lessons learnt by the participants were as follows:
 - i. Systematic approach to training management and participatory methods of member education and training;
 - ii. Role and involvement of women in cooperatives;
 - iii. Shop management involving shop layout, sales planning, and sales promotion;
 - iv. Effective marketing techniques by agricultural co-operatives;
 - v. Presence of strong apex organisations, lending effective support to primary co-operatives and members;
 - vi. That co-operatives have a significant share of co-operative business in the Swedish economy;
 - vii. That government does not interfere in co-operative activities; and
 - viii. That the Swedish co-operative movement has a commitment to help co-operatives in developing countries;

Impact on the participants

12. The Seminars have played an important role in the personal and career development of the participants. Knowledge gained has been effectively utilised in the working situations.
13. The new knowledge and skills acquired by the participants, especially those relating to democracy in action, raised their consciousness and capabilities. Personal behavioural changes could be translated into institutional changes by those participants who were in decision-making positions.

Impact on the participants movements

14. Most participants reported positive impact on their respective co-operative movements. Examples of these include improvements in co-operative training programmes and methods, establishment of consumer co-operatives (Indonesia), improved retail management in consumer co-operatives, womens' mobilisation project (India) and production of co-operative literature.

Action plans of participants

15. All participants except Group 2 reported that they successfully implemented the plans formulated by them at the SCC seminars. Group 2 reported partial implementation.

Obstacles to implementation

16. Obstacles reported by some participants included lethargy on the part of national organisations; negative attitude of the board members; changes in Government leadership and rigid regulations.

Views on proportion of active participants

17. Approximately 30% of the former participants of SSC seminars are still active in the cooperative sector in Asia.

18. It was felt that the proportion of "unknown" was rather high in respect of several countries. The clubbing of "retired and dead" in one category was not correct, since in many cases retired persons might be active in some other co-operatives. Hence efforts may be made to investigate further.

19. While one group found 30% a high percentage, another felt it rather low. One group did not comment.

Other matters

20. No significant results were reported on networking, contacts with SCC and mutual contacts among participants.

Suggestions for the Future

Environment

21. Some fundamental changes are taking place in several Asian countries. These are peoples' yearning for democracy, opening up of the national economies and the consequent loss of protected status for co-operatives, emergence of professional leaders in increasing numbers, and global concern for the natural environment.

Co-operative leaders

21. Co-operative leaders include the following categories: (i) elected lay leaders, (ii) professionals, (ii) cooperative educators and trainers.

Factors for creating and developing leadership

22. The Seminar identified the following factors:

- Enlightened membership;
- Democracy in co-operatives and proper selection procedures for professionals;
- Education and training;
- Feeling of pride on the part of the co-operative family;

- Existence of progressive co-operative legislation; and
- Healthy relations between the government and the movement.

Role of training

23. Although there were differences in degree of emphasis, all groups gave "training" a high priority as a factor for building effective co-operative leadership. The groups also identified urgent training needs of different categories of personnel.

Ideological versus commercial aspects

24. Group 1 suggested that more emphasis should be given to those areas in which the target group was deficient. With this yardstick, the group suggested that emphasis should be on technical and commercial management aspects for elected leaders; on co-operative ideology and formation of co-operative values for professionals; and on co-operative values and role of co-operatives in the economy for senior government officials.

25. Group 3 suggested the opposite of this in respect of the elected and the professional leaders, keeping in view their functions.

26. Group 2 suggested that weightage should be decided keeping in view the objectives of the seminar, implying thereby that no prior recommendation can be made and that the contents of a training programme be decided on the basis of the training needs of each target group and the results to be achieved. However it suggested that for top leaders, emphasis should be on new concepts and innovations, such as social needs, social responsibilities, cost-benefit analysis, and modernisation of management.

Proportion of different groups

27. The seminar suggested that concentration should be on training of movement's leaders and personnel. As regards government staff, training abroad be given only to senior government personnel. Also it was the consensus at the seminar that the SCC may give much lower priority to training of Government staff in relation to movement leadership.

28. Group 1 suggested the following proportion for different target groups:

Elected leaders	:	30%
Professionals	:	35%
Senior Govt. officials	:	10%
Educators/Trainers	:	25%

29. As regards *men and women*, the seminar suggested that while no quota should be fixed for each seminar, every effort should be made to ensure that women and men have equal opportunities for training in Sweden and that the SCC may utilise at least 50% of the resources for women's training.

Integration of international training programmes with national training programmes

30. The seminar suggested that all basic training be provided by the national movements and that the regional and international training programmes should provide training in those areas and for those categories of personnel, for whom the national movements are unable to cater to.

31. Planning at the national levels by the national movements is very important for achieving meaningful integration with regional and international training programmes. For this purpose the movements should formulate medium term, 3-5 years, training programmes, keeping in view their needs, capacities, resources, as well as pace and direction of cooperative development.

Role of ICA ROAP

32. The ICA Regional Office for Asia & the Pacific (ICA ROAP) can help in the above planning process.

33. Further, it was felt that the ICA ROAP can play a useful role in identifying the foreign training needs of the regional movements, placement of trainees in various international training institutions and advising the latter on the nature of training courses needed by the movements of the region.

34. ICA ROAP can also play a useful role in networking and arranging exchange of experiences within the region.

Role of SCC

35. The seminar was of the opinion that the SCC should continue to play a leading role in leadership training and cooperative development. It should revive the International Seminars. In addition, it should assist in building and strengthening the training resources and arrangements at the national and regional levels, and in the development of monitoring and evaluation systems. It may also help cooperative development projects on a bilateral basis and provide resource persons for the ICA ROAP programmes.

36. The following areas for training in Sweden were suggested : consumer co-operatives; agricultural co-operatives; other sectors comprising oil co-operatives (O.K.); co-operative insurance; co-operative housing; co-operative industries; co-operatives and forestry; co-operative education and training; womens' participation in co-operatives; and co-operative management.

Selection procedures

37. The seminar suggested that selection be done through pre-seminars as per existing practice for general leadership development seminars.

38. In addition, group 1 suggested the following two strategies for co-operative development which may be taken into account for selections for leadership deve-

i. **Projects-oriented Strategy : Establishment and Successful Operation of Co-operative Development Projects:**

In this case, participants should be selected from specific co-operative development projects, which are included in the development programme. Selection in this case should be made in close collaboration with the directors and policy-makers of the projects.

ii. **Organisation Development Strategy : Development of Specific Co-operative Organisations:**

The SCC may decide in collaboration with the regional movement(s) on a co-operative organisation development programme and may identify certain co-operative organisations for development. It may then use "leadership development" as a means to develop the selected organisations. This strategy involves formulation of plans of organisation and personnel development for the co-operatives selected for the programme. In this case, specific groups and persons must be identified by the decision-makers in the concerned organisations who would contribute most to the development and growth of the organisations. Selection for training abroad should then be made out of these groups.

Collaborative/joint venture arrangements

39. The seminar was in favour of joint venture principle for SCC international seminars in respect of organisational arrangements, resource persons, financing, and follow-up support. The joint venture parties would be the concerned national organisations, the SCC, and the ICA ROAP.

40. However it was suggested that the SCC should pay full or larger share of the costs for the weaker movements / organisations and bear full costs for the trainers and women, since the movements are generally reluctant to pay costs for these groups.

41. The region now has many financially strong organisations which would be in a position to pay full costs of training. The share of these organisations in foreign training under the prevalent schemes of co-operative technical assistance has been rather limited. Hence the seminar recommended that the SCC should also organise special international seminars for financially strong organisations on a full financing basis.

Leadership training and other forms of assistance

42. The predominant view at the seminar was that leadership training be accorded the highest priority compared to other forms of donor assistance.

PART II

PARTICIPANTS' PAPERS

1

R.C. Dwivedi, Officer on Special Duty Ministry of Agriculture, Government of India

1. Impact of the SCC Seminar

I had the privilege of participating in one of the SCC seminars. I was greatly impressed and influenced by the contents and methodology of the seminar. I still sometimes go through the valuable notes to refresh my memory. More dominating influence was from the personality of Dr. M. Bonow and his lectures. His explanation of and emphasis on the role of co-operatives in the developing countries had deeply convinced me about the potential of co-operatives in India. During my entire career, I tried to canvass and convince both the government functionaries and people about the role which co-operatives could play in the socio-economic transformation of the country, particularly in alleviating poverty.

I always pleaded for the diversification of co-operatives in various sectors of the economy and various fields of social services. Now there is greater awareness and acceptance of the effectiveness of co-operatives. Another aspect of the seminar that left a permanent imprint on my mind was the democratic functioning and character of co-operatives during my visit to various institutions as also the discussions in the seminar room. The influence was so deep and lasting that I have throughout my various assignments pleaded strongly for democracy in co-operatives. My book '*Democracy in Co-operative Movement - an Indian profile*' is the outcome of that deep influence. I have succeeded in convincing both the government and the co-operative leaders about the essentiality and desirability of the democratic character and non-intervention of the government in the co-operatives.

2. Present and Future Training Needs

The Indian co-operative movement is very large in size having nearly 350,000 co-operatives in diversified fields, with individual membership of about 200 million farmers, consumers, artisans, workers, etc. There is nation-wide structural framework from the village to the national level through district and state federations. However, qualitatively, the co-operatives need much improvement in the management aspect.

The need is to strengthen the co-operative values, operation of the co-operative principles and modernisation of management. In the context of the new economic

policy in India oriented towards the market economy, the contents in co-operative training syllabi need greater emphasis on these aspects so as to combine values, socio-economic objectives and competitive strength of the co-operative. A majority of the members of the co-operatives are illiterate or semi-literate at the village level, particularly those in the higher age group. This necessitates strengthening the member education programme.

3. Training Needs Abroad

The co-operative movement in most of the developing countries is quite weak and is encountering varied problems. The advantage of training abroad is that participants get exposure to the scientific working of co-operatives in the co-operatively advanced countries. The seminars inspire the participants for improvement of co-operatives in their respective countries. Apart from the knowledge which the participants acquire during the seminar, what is still more important are the impressions which the participants get and the convictions they develop.

4. Training Facilities for Asian Countries in India

The training structure in India at the national and state levels is fully equipped in terms of facilities and academics to provide training to leaders and workers of co-operative movements of developing countries of the Asian region, particularly from agriculture, agro-processing and dairy sectors. Courses are being conducted in collaboration with the ICA at the Vaikunth Mehta National Institute of Co-operative Management. The Government of India offers scholarships as well as travel grants to 15 to 20 co-operative officials from various Afro-Asian countries for training under the Colombo Plan. The participants are trained at the National Institute of Co-operative Management or at Co-operative Training Colleges (now known as Institutes of Co-operative Management) at the state level.

5. Role of Foreign Movements

The developed co-operative movements should provide opportunities through seminars and visits to motivate the participants. The exposure works like light in the darkness. Target-oriented seminars are an effective measure provided by developed movements for the improvement and upliftment of co-operatives in the developing countries. This is very important. The co-operatives need efficient managers who have commitment and dedication towards co-operative philosophy and ideology along with managerial and functional skills. The SCC may design certain courses, seminars which may strengthen these aspects in the participants.

It would be more desirable to draw the participants from 25-35 years age group because it is this group which has a crucial role in the working of co-operatives. This is a valuable contribution towards human resource development for the co-operative movements in the developing countries.

2

Uma Mukherji, Director, Women's Co-operative Programme National Co-operative Union of India

During the sixties and seventies, the Swedish Co-operative Centre was annually organising International Co-operative Seminars and in 1976 I had the privilege of attending the 17th International Co-operative Seminar. The main feature of this seminar was that it was organised exclusively for women co-operators and executives of Afro-Asian countries in collaboration with SIDA and ICA ROAP. The theme was 'Leadership through Education'.

Initially the exposure sessions of three-weeks duration were held at Var Gard, the training institute for consumer co-operatives. The contents mainly included information on the Swedish Co-operative Movement, consumer and producers co-operatives, educational and social systems, methods of communication, involvement of women and role of the SIDA and the SCC in co-operative development. Besides, study visits and discussions were arranged in different co-operative and voluntary organisations in Gotland and other parts of Sweden. The last one week of the seminar was spent in Yugoslavia for studying the co-operative movement and the institutions there.

1. The Impact

The seminar provided an opportunity to acquire knowledge about the process of co-operative development and the functioning of co-operative institutions in the socio-economic and cultural background of Sweden. The most appealing feature was that Sweden did not have a co-operative law, yet it had a strong co-operative movement. The co-operative institutions were registered under the company law and they had their own bye-laws based on the principles of co-operation.

By virtue of their working norms, the members, the office bearers, and the employees of the co-operatives were fully accountable to their institutions. The dignified relationship of the board members with the employees of co-operative institutions was reflected in their business efficiency and commitment to the co-operative values. Sharing of views with different categories of leaders and managers/employees through meetings and discussions broadened the outlook of the participants.

Women's active involvement in the co-operative movement, especially their efforts in building up the consumer co-operative movement through women

consumers' guild (presently consumer guild) was a great source of inspiration to the participants. My interaction with the women co-operators on common issues relating to women involvement and the need for the generation of co-operative awareness among female masses in India paved the path for future collaborative project with the SCC for women mobilisation.

The major outcome of this seminar was the collaboration between the National Co-operative Union of India (NCUI) and Swedish Co-operative Centre, in the area of women in co-operative development. Women's Co-operative Mobilisation Project was started in 1985. The collaboration continued upto March, 1992. Presently, the two project units have been transferred to respective state co-operative unions, which are being implemented as a part of their on-going co-operative education programmes. The collaborative implementation of the project has helped in evolving an integrated strategy for women's mobilisation into co-operatives and their overall socio-economic development. Steps have been taken by the NCUI for establishing more such collaborative projects in the near future.

2. Co-operative Training and Education - Needs and Arrangements

In India, the target group for co-operative training comprises officials and managers and other category of employees from the co-operative institutions and government co-operative department. The training needs are multifarious which include conceptual, managerial, legal, financial, business aspects of co-operative movement, technical know-how, audit and accounts, etc. A well knit infrastructure of co-operative training institutions under the auspices of the NCUI is available for imparting training to all categories of employees of the movement. The Vaikunth Mehta National Institute of Co-operative Management caters to the needs of senior management personnel, the Institutes of Co-operative Management impart training to intermediate level personnel and the Junior Co-operative Training Centres train the managers and employees of primary co-operative institutions.

Under the co-operative education programme, the needs of members, elected board members, co-operative leaders and potential members are taken care of. The education needs include knowledge about:

- * co-operative principles,
- * co-operative managerial aspects with reference to roles and responsibilities of elected members,
- * co-operative law and the bye-laws of the co-operative,
- * objectives of the co-operative and business management,
- * rights and duties of members, and
- * any other topics as per the specific needs of the members.

The programme is implemented through co-operative education instructors, whose main role is to organise short-duration education courses, group discussions, etc. for different target groups at the society /village level. The basic objective

is to generate awareness and disseminate information among the members/elected members of primary co-operatives enabling them to manage their societies in a better way. The leadership development programmes are held at the National Centre for Co-operative Education for acquainting the leaders with information and the up-to-date trends of the movement.

3. Need for Training Abroad

For developing countries, training arrangements for leaders and managers in an advanced country which has a strong base of co-operative movement is of great importance. It gives them an opportunity of making an in-depth study of developed co-operatives and also their growth/development process. Such study along with interaction with their counterparts broadens the outlook and improves the efficiency of participants, thus contributing to the development of co-operatives. Broadly the following areas should be emphasized while designing seminar contents:

Co-operative leaders:

- * Relationship between elected broad members and members,
- * Behaviour norms between office bearers and executives,
- * Inter-cooperative relationship between federal organisations and their affiliates,
- * Concept and need for gender integration,
- * Performance auditing.

Senior Managers:

- * Relationship between board members and executives,
- * Concept and need for gender integration,
- * Inter-cooperative relationship.

4. Existing Training and Education Facilities for Foreign Scholars in the Country

The National Council for Co-operative Training (NCCT) is a special committee of the National Co-operative Union of India. It monitors and organises training activities through different types of training institutions as mentioned earlier. The following two core diploma courses are organised:

- Higher Diploma in Co-operation (HDC)
- Diploma Course in Business Management (DCBM)

In addition, special diploma courses are organised in:

- Banking,
- Marketing Management,
- Consumer Co-operative Management,

- Industrial Co-operative Management,
- Land Development Banking.

The candidates from Afro-Asian countries participate in the diploma courses as per their requirements. Such candidates are either sponsored by government or by co-operative institutions. The NCCT also organises collaborative training programmes with ILO, FAO, ICA, etc.

In addition, delegations of co-operative leaders from various countries frequently visit NCUI and study visits and discussions are arranged for them.

5. Conclusions and Suggestions

Considering the utility of the International Co-operative Seminars and their contribution to strengthening the co-operative movements in the third world countries, it is essential to hold such seminars. The Seminar should be made an annual feature by the Swedish Co-operative Centre. This may be a collaborative programme with International Co-operative Alliance Regional Offices. Some of the areas suggested under point 3 of this paper may be included in the contents. To make this seminar need-based, the following additional suggestions are made:

- * ensure the participation of elected co-operative leaders in the seminars;
- * select participants through national co-operative organisations and the ICA should lay down norms for selection;
- * organise separate seminars for each of the following target groups:
 - co-operative leaders,
 - managers of co-operative business organisations, and
 - education and training functionaries;
 - educational and other project officers;
- * ensure fifty per cent participation by women members;
- * organise maximum 2-weeks' seminar for co-operative leaders and 2 months' seminar for others;
- * invite suggestions from the participating countries for designing the seminar contents.

There is a great need to ensure development of cooperatives at the grassroots level. It is necessary to establish cooperative development projects so as to formulate appropriate development strategies. Experimental and Demonstration Projects can be a potent means to stimulate genuine cooperative development at the base level. Hence, it is suggested that the SCC could give needed training and other technical assistance to establish and operate such development projects successfully.

At the end of the seminar, the participants should submit a report which may be widely circulated. The ICA Regional Offices should keep a follow-up linkage with the participants and make an impact study from time to time.

3

Mr. Mohd. Yahya, Vice-Chairman, Dekopin, Indonesia

1. My participation in the seminar broadened and deepened my understanding of the co-operative principles and spirit. It also made my conviction much stronger in co-operative movement as a tool and a system for committing poor and common people to participate not only in economic activities but also in political activities.
2. The education and training of the members, prospective members and the executives are the most important aspects for co-operatives, besides the pursuance of economic opportunities. With those convictions I was able to promote and convince the government to help the co-operative movement for the following: to build a co-operative education and training centre, consumer supermarket and student consumer co-operative stores, to open up of more economic co-operative self-help, to increase members' participation, to renew the co-operative laws to enable the movement to participate in the above process, to accept and implement co-operative principles, and to identify the principal co-operative identity viz. "member as owner and user".
3. The training will always be needed for reasons such as:
 - * Quantity and quality of population in Indonesia,
 - * Co-operative is imported idea. It needs training and education to introduce the idea to the community at large,
 - * Constant changes especially in the economic field,
 - * Globalisation,
 - * Besides training, co-operative education is important for Indonesia.
4. Training for teachers is needed in the field of:
 - * member participation,
 - * organisational structure and principles,
 - * capital formation, and
 - * management.

**Jin Hwan Park, Director
Agricultural Co-operative College, Rep. of Korea**

1. The ICA/SCC Co-operative Training Programme has contributed most significantly in introducing participatory teaching methods in the Agricultural Co-operative Training Institute in Korea. In the traditional training programme, trainees had limited opportunities to participate in the class room. An authoritarian way of teaching was the dominant form of learning.

2. The Agricultural Co-operative Training Institute, where the author is the Director, was ahead of general colleges in introducing participatory teaching methods, such as group discussions, case study, role play, etc. The teaching in general colleges is done even now mostly by the lecture method.

In the process of economic development of Korea, the author has observed that the participatory teaching methods are more widely applied in job training than in the formal school education.

3. While introducing participatory teaching methods in the Agricultural Co-operative Training Institutes in Korea, I have found that the new method is more applicable to senior staff than to newly employed young persons due to the following reasons.

a) Senior staff members have had longer experience in agricultural co-operative management and they identify more easily the problems encountered by their co-operatives. Consequently, senior staff are much more enthusiastic for the participatory teaching methods in the class room.

b) The number of senior staff members to be trained in a year is much smaller, and it is easier to make every person to participate in a small class than in a big class.

4. The total number of staff employed permanently in the agricultural co-operative organizations in Korea are around 60,000 persons, and they are organized with the job ranking system, such as clerk, sub-manager, manager and senior manager, etc. In order to train 60,000 staff members, there are nine training institutes, one at the central level and eight at the provincial levels. About 4,000 staff of various job rankings are trained at the central training institute for varied terms in a year.

5. Of the total number of staff working in agricultural co-operatives, the clerks far outnumber the managers as illustrated in the following diagram. Most of the clerks have worked for less than 5 years in the job and sub-managers generally have experience of 5-10 years.

A.	Senior Managers	over 20 years
B.	Managers	10-20 years
C.	Sub-managers	5-10 years
D.	Clerks	5 years

The training needs and the training schedules are differentiated by each job ranking of the staff.

6. The participatory teaching methods have been used mostly for the sub-managers (C) and managers (B) level. For the clerks (D), an ordinary lecture method is used mainly as the number of persons to be trained in a year is too large. As for the training of clerks, around 150 persons register for a two-week course and they are divided into three classes to make 50 persons in a class. Hence, the size of a class is adequate for conducting a lecture method but it is too large for using participatory teaching method.

If participatory teaching methods are to be used for training of clerks, a large number of class rooms and trainers will be needed. Thus, the per capita cost of training would become much higher for participatory teaching than that for the lecture method.

7. In applying participatory teaching methods for sub-manager and manager levels, 20 persons are registered for a week-long course. Training is preceded by a round table discussion by following the management training manual, which was translated from the Japanese version. The training manual has been used widely in Japan to improve personal relations and to develop leadership among industrial and business workers.

The contents of the management training manual consist of the following six parts:

- Part 1 Principles of organization
- Part 2 Creativeness, incentives and improvement of system,
- Part 3 Planning, controlling and coordination,
- Part 4 Staff development,
- Part 5 Improvement of personal relations among staff,
- Part 6 Leadership development.

8. Participants have enjoyed and appreciated the participatory learning device. But there were some complaints because the contents of the manual were not suitable for persons who work in agricultural co-operatives which have close association with farmers and with the government's farm policy programmes. Research is needed to prepare a training manual suitable for persons who work in agricultural co-operatives in the Korean agricultural setting.

9. For training of senior managers, the same management training manual was used but the response of the participants was not good. The training manual could not meet the training needs of senior managers. Also, the inadequacy of trainers in terms of educational background, experience, understanding of facts and problems of co-operative management, etc. were regarded as the constraining factors for an effective training of senior managers. Senior managers needed a better decision-making ability to solve the problems encountered. To meet such training needs, case study method should be helpful. However, the training materials for case study method are inadequate. Consequently, the lecture method is used by inviting a number of prominent persons in the field of international relations, economic development, money and banking, etc. in order to widen the scope of senior managers' viewpoints.

10. All trainers in the Agricultural Co-operative Training Institute in Korea are selected out of staff working in various sections of the agricultural co-operatives. Hence, it can be said that the trainers have a good experience of the actual work and they understand the problems encountered by agricultural co-operatives.

On the other hand, trainers are transferred frequently to non-training work due to the general rule of personnel administration. For example, when a trainer is promoted from a sub-manager's position to a manager's position, he has to leave the training job in order to take up the manager's job outside the training institute. Due to this rule in personnel administration, there have been frequent replacements of trainers in the Institute and this has resulted in the slow progress in the quality of trainers and training.

11. 10 out of 40 trainers in the Central Training Institute of Agricultural Co-operatives in Korea have been trained under the ICA Co-operative Training Programmes. Of these 10 persons, 6 have continued as training staff and 4 have been shifted to co-operative management work. Some of those who left the staff training may come back to the training institute.

Though the number of overseas trained staff under the ICA/SCC Co-operative Training Programme is small, they have done the role of change-agent in introducing participatory training methods and problem-solving approach in staff training. This is to say that the ICA/SCC Co-operative Training Programme should be continued.

12. In order to increase the efficiency of the ICA/SCC Training Programme, the best qualified trainees should be selected. In the case of Koreans, English proficiency must be an important factor for selection. However, good English speaking staff are usually not found in the training institutes. Poor proficiency in foreign languages is the restricting factor for the effective training of trainers abroad.

13. An increasing number of staff of agricultural co-operatives and leaders of member farmers have been sent from Korea to Japan annually on study tours to agricultural co-operatives and farms in Japan. Compared to these study tours, we are very seldom able to send co-operative trainers to other countries for further studies except at the ICA/SCC training programmes.

A large amount of money and manpower are invested every year for the training of staff and education of member farmers by the National Agricultural Co-operative Federation. Compared to this, the amount of investment for the training of trainers was so little that agricultural co-operative training has shown a high growth rate in quantity but a lower growth rate in quality.

14. In inviting a foreign consultant in co-operative training to Korea, the communication barrier could be the constraining factor for effective utilization of the consultant's services. The trainees as well as teaching staff are generally poor in English and other foreign languages.

**Hamid Ahmed, Director General, Project Management Unit,
Housing, Physical and Environmental Planning Department,
Government of Punjab, Pakistan**

Impact of the Seminar

1. I was a participant in the SCC Seminar in 1964. The exposure to co-operative studies in the renowned institutions of Sweden had been of immense, immeasurable value to me. The theoretical study combined with practical attachment to various kinds of co-operatives - agricultural, consumers, industrial, housing - was commendable and gave inspiration to me for acquiring skills and knowledge. It was an impressionable stage of my career, which at that time, had just started in the field of co-operative movement.
 - 1.1 The class-room discussions, the consultations and advices of teachers freely received in and out of the class, made conducive and interesting environment for the studies throughout the period of stay.
 - 1.2 ICA/SCC had provided further opportunity to me as a member of a small group to undertake study of the co-operative movements of selected West European countries, immediately after the close of the session in Sweden. In addition to the learning of the Swedish Co-operative Movement which was a great experience, this follow-up study in U.K., France, West Germany, Switzerland and Italy opened further new vistas and visions. The concept, techniques and modules developed in the different co-operative movements brought home the fact that this world-wide movement had ushered in an era of brotherhood, prosperity and peace to the ailing poverty stricken have-nots and should be an ideal instrument for global socio-economic development.
 - 1.3 The other deep-rooted impression was that the Swedish model co-operative movement had been dynamic and stood for rationalization.
 - 1.4 Another impact was an insight into the international institutions like ILO, FAO and ICA committed to dissemination, demonstration and technical assistance to the needy areas in the matter of co-operatives, education, training, research, documentation or in undertaking specific studies.
 - 1.5 This inspiration for the development of co-operatives continued unabated. The government, in recognition of my learning, assigned to me special duties on deputation with the co-operative institutions, so much so that almost 60% of the

service in co-operatives was rendered on secondment to the tertiary and national level corporations/federations. The impact of the SCC seminar in 1964 was equally healthy in shaping my personality as almost a year-long residential institutional training among persons of different nationalities, culture, ecology etc proved extremely useful in fostering understanding, interaction and gave much to learn and gain experience from.

- 1.6 My career development continued as important assignments were offered to me both within the country as general manager, managing director, administrator and President, and at the international level, as UNDP/ILO co-operative expert to Saudi Arabia and as World Bank/IFAD consultant in Bangladesh.
- 1.7 It was because of the early period of training in Sweden and the like that I could utilize the acquired knowledge and skill in strengthening and developing the co-operatives and as a chief of the co-operatives made positive contribution to the promotion of the co-operative movement in my country.

Training Needs and Techniques

2. Co-operative education and training is a weak link of co-operative movement in Pakistan. There are 3.5 million members of co-operative societies and around 283,485 members of the managing committees besides over 60,000 employees. The official co-operators number over 3,500. On the other hand, there are 3 co-operative training colleges, 4 training institutes and 1 co-operative training centre. These are not only inadequate but also conservative in approach and methodology. The qualitative character of training can be visualized from the fact that these societies are manned by personnel who are either not interested or suitable, barring, of course, a few. The field educational staff is inadequate in number and needs to be equipped with audio-visual aids and ancillary facilities for the performance of their jobs. The co-operative movement, therefore, needs desperately financial investment as well as technical assistance from the more developed co-operative movements and the international agencies.

3. With the democratic government pursuing liberal policy of registration of co-operative societies in various fields of activities, increased training facilities are acutely needed. The managerial and executive staff particularly bear heavy responsibilities for guiding and supervising the affairs of the co-operatives as well as maintaining efficiency of their business operations. Furthermore, they are required to disseminate the principles and ideas of co-operation. In order, therefore, to equip them well, they should obviously have received training in co-operation, and technical skills befitting their jobs.

- 3.1 Co-operatives should expect every new employee to attend an 'orientation school' at which the general work and aims of the co-operative organisation are explained to him/her.
- 3.2 Many co-operatives with widely different conditions arrange for young

employees to attend classes both in co-operation and in technical skills such as book-keeping, management, legislation, and so on.

- 3.3 In some cases, every employee who has not already taken a course of co-operative training, has to take one on joining the co-operative service. This should be made a condition of appointment as well as for future promotion.
- 3.4 Some co-operatives make use of correspondence courses offered by them or by general professional organizations.
4. In a co-operative movement, the first major need is to train a group of skilled propagandists, instructors and organizers. Those who are to teach must first be taught themselves. This necessity explains the part that has been played by the national and regional 'centres of co-operative studies' and 'co-operative institutes'. The primary function of these organizations is research, deliberation and dissemination of knowledge and information by means of lectures and demonstrations. This is particularly so when now-a-days, the co-operative movement can no longer proceed by the method of trial and error it used many years ago.
 - 4.1 The government department conducts with modest resources the co-operative education programmes through institutions and field staff in the country.
 - 4.2 Where secondary/tertiary co-operatives are made responsible by all the co-operatives for the training of employees, and they are capable of handling the job, they may do so in promotion of co-operative work and its sound development.
 - 4.3 In many countries, there is collaboration between the above two bodies. Certain 'centres for co-operative studies' have been set up on the initiative of government and almost all of them receive assistance from the governmental authorities or the universities. This coordination is obtained between the concerned agencies in order to preserve unity of doctrine and to avoid overlapping.

5. At the National level

5.1 Co-operative schools

The training of subordinate and senior staff of co-operatives is chiefly conducted by 'co-operative schools' or 'co-operative colleges'. Such institutions exist in almost every country. They are established normally by the 'mother co-operatives'. Their principal task of these is to instruct the staff of the government co-operative department and later on extend facilities of training to personnel of the co-operatives. The length of the course varies between six weeks to one year, depending upon the class of students, objectives of the course and the level of the institution.

5.2 *Schools with study centres*

Co-operative schools may be unable to cater directly to the needs of co-operative societies situated in remote localities. The schools then should branch out and extend their influence by means of local arrangements.

6. **At the Field Level**

6.1 *Classes*

In the absence of co-operative schools, the government co-operative department in the field takes the responsibility to hold workshops, evening classes, may be, of the duration of one week to four or six weeks, depending upon the needs of employers at different levels.

6.2 *Correspondence courses and study centres*

Similarly correspondence courses and study circles will be of much benefit to train the staff and office-bearers of the co-operatives.

6.3 *Instructors*

A mobile educational unit of co-operative instructors, well-equipped with audio-visual devices, proves beneficial to train the employees, members and office-bearers of the co-operatives. In remote and thinly populated areas, such a team of instructors would select a convenient point for holding a class, with practical training and discussion of local technical problems and finding solutions of the same. They may also train the personnel on the job. Individual training instructors are also a common practice.

6.4 *Inspectors*

Supervisors and co-operative organisers as also inspectors of the co-operatives enjoying confidence of the people keep watch over the affairs of the co-operatives and ensure that the co-operatives work within the discipline and rules and regulations. Inspectors help in training the employees to proceed on the right lines and acquire techniques and methods of co-operative working.

6.5 *Auditors*

The auditors can play a constructive role if they do not confine themselves to pointing out mistakes only. They can explain and find out the solution to be taught to the employees. Their contribution to training of the co-operative staff can be substantial.

6.6 *Meetings, conferences, workshops and seminars*

Staff meetings, conferences, seminars and workshops provide opportunity to the co-operative staff to exchange experience. Healthy deliberations and discussions at frequent intervals will be helpful in training the minds and providing the staff of co-operatives to improve their knowledge, management and techniques.

- 6.7 The staff of the co-operatives should have knowledge of co-operative history, its development, theoretical background; the job requirements for him can be met more conveniently and sound foundations of co-operative working are laid down. Thus, in broad sense, the training of co-operative personnel should include their co-operative education prior to joining co-operative service. This will necessitate the availability of facilities in the overall educational programme in the schools, colleges and universities. A co-operative syllabus, when included in the curricula of technical and general education schools and colleges, would assist in improving the standard of co-operative training of employees of co-operatives and consequently, enhancing the functional efficiency of the co-operative undertakings.
- 6.8 The subjects taught are numerous and vary according to the trainees' general level of education and the duties they perform or may be required to perform in future. The subjects of particular interest to the co-operative organizers/supervisors are considered to be general subjects with a direct bearing on co-operation, technical skills in book-keeping, auditing and accountancy. Management development, co-operation history, theory and practice of co-operation are essential for those who are to occupy high positions in the movement. It is equally good if they have or acquire knowledge in other social subjects like sociology, psychology and political economy.

7. At the International Level

7.1 *The International Co-operative Alliance*

On invitation of the ICA, the participants from a number of countries gather round to promote co-operative understanding and to acquire training to equip themselves further for development of co-operatives in their respective countries.

- 7.2 The British Co-operative College, Loughborough and Plunkett Foundation accept and train co-operators from abroad.
- 7.3 The Swedish Co-operative Centre, Stockholm and the reputed co-operative institutes of Var Gard and Sang Saby render valuable service in training the co-operative officials and employees from abroad through the International Co-operative Alliance and its regional offices.
- 7.4 In France, the National Centre for Agricultural Co-operation, in collaboration with national co-operatives and with the assistance of the government, perform similar functions for leading personnel in co-operatives of the overseas territories.
- 7.5 Institutions of this kind have greatly increased in many countries of the world. The co-operative study courses are also arranged by different countries as a part of the Expanded Programme of Technical Assistance by the International

Labour Organisation and the Food and Agricultural Organisation of the United Nations.

- 7.6 It may be emphasized that each person requires a special type of professional training depending on his job.
- 7.7 Without neglecting the strictly academic activities, the methods of vocational training are made to conform as closely as possible to actual conditions in trade. For example, the Swedish Consumer Co-operative School trains the employees to gain experience in demonstration shops within its premises.
- 7.8 In Pakistan, in addition to institutional training, future managers and other executives are given practical training through attachment with senior employees in the co-operative societies, where they are to be employed. Again each of the trainees at the co-operative college is attached for a certain period to co-operatives and performs the duties of supervisor, auditor, organiser and inspector.

Co-operative Leadership and Top Management Staff Training

8. The practical co-operators do realise how serious is the handicap due to lack of proper leadership in a co-operative movement. In fact, the deciding factor for success or failure lies in the quality of leadership given by the people controlling the affairs of their movement. If they are honest, sincere, and are imbued with the right spirit, well trained and efficient, then the societies concerned are bound to progress and prosper. This kind of leadership of course is difficult to come by. The sad truth has to be faced that it is definitely a scarce commodity in the market. The reasons perhaps are to be found in the habits and traditions of people involved and the dead weight of their dependant status.

- 8.1 Leadership is the element which makes democracy dynamic. Where there is no leadership, there is no movement in the true sense, only drift or stagnation. In-born qualities of character, temperament and intelligence count more in leadership than qualifications which can be acquired by training. It is also said that only a few leaders are born and most are bred. However, it would be unrealistic to expect leaders to appear spontaneously without any effort on our part to create favourable conditions for their growth.
- 8.2 The role of secondary organisations in developing leadership lies in the following essential tasks:
 - i. to stimulate active interest in co-operative movement and to encourage desire to learn more co-operation,
 - ii. provision of suitable opportunities and incentives for the leadership talent and responsibility,
 - iii. institution of well-designed courses of training for leaders and prospective leaders,

- iv. teaching of co-operation in schools, colleges and training of youth for future leadership,
- v. organizing women for greater participation in the movement particularly in capacities suited to their status as mothers and housewives.

9. Leadership training courses are the most effective measure for the development of sound leadership in the movement. Hence, the secondary organization could place major emphasis on this method of training leaders and it should set aside substantial portion of their funds, time and energy for the purpose. The trainees should attend these courses and the subjects to be taught should be selected with care and discrimination; subjects such as elocution, parliamentary procedure, human relations and the like should be included. As pinpointed earlier, allied in nature to formal training courses, are discussion group, study circle, case study method and the like.

10. To carry out above measures, sufficient funds will naturally be required. However, financial requirements have to be duly placed by the Union at the disposal of the education committee, which bears the major responsibility for the leadership training and development programmes. Co-operatives are known to be prosperous where a happy balance is struck between the central authority of the national or regional organization and the local autonomy of the primary units. This harmony can be achieved only through an honest process of democratic discussion and decision.

11. As is evident from the foregoing narration and evaluation of the training and educational facilities being conducted in modest manner by the government functionaries, it would be worth mentioning that the National Co-operative Union and other secondary organisations of the co-operative movement in my country are not in a position to sponsor foreign education and training of the potential leaders, appointed or chosen, and the top managerial employees. This is the reason why the target group of co-operative leadership and senior management are neither exposed nor there is a regular programme of their education and training abroad. The great need of the co-operative movement of the country, therefore, lies in training the co-operative leadership existing and future; and the senior managerial staff for various skills in co-operatives of different lines of activities. The middle management group is equally dry for which the more developed co-operative movements, like the Swedish co-operative movement, may provide opportunities for training abroad, in suitable lines of technical skill. This will act as a catalytic agent in the healthy growth of the co-operative movement in Pakistan.

6

Jacinto R. Batoon, Deputy Director, Agricultural Co-operatives and Credit Institute Philippines

I was one of the five Filipinos who attended the 21st International Seminar on the Development of Consumer Co-operatives in South-East Asia in 1979. The first leg of the seminar was held in Bangkok and the second was in Sweden. While in Sweden, we were based at Var Gard college. The group also visited Finland and stayed at the co-operative college.

Among the Filipino participants in this seminar, perhaps I can say that I profited most since I was representing a training institution which upto now is still playing a major role in conducting co-operative seminars among co-operative leaders both in the government and the movement.

Being in a training institution, I was also interested in observing the management and operation of Var Gard and the Finnish Co-operative College to supplement my own knowledge and experience as a senior staff of our institute. This was an added interest and opportunity besides studying the different subject matters related to the management and development of consumer co-operatives, which was the focus of the seminar.

During these exposures, I had the chance of exchanging experience and ideas with the staff of the two co-operative colleges in regard to training needs, evaluation of participants and the course itself, development of training materials and other matters related to training programmes.

One particular instance that had so much impact on me was the utilisation of the MATCOM materials which were introduced to us during the seminar. Eventually, the MATCOM project was brought to the Philippines starting with the MATCOM elements in consumer co-operatives. With the adaptation and the massive reproduction of these materials, a series of training programmes in the management of consumer co-operatives were conducted jointly with the Bureau of Co-operative Development and the MATCOM/ILO. In fact the first MATCOM/ILO Liaison Officer was placed in the Philippines in our institute. I was made the Filipino counterpart to assist in the implementation of the MATCOM programme.

It is an indisputable fact that one of the effective measures of improving management efficiency is through continuous training. Thus, there is a high demand among co-operative leaders and management staff to undergo management training. While it is true that these training needs can be addressed by local training programmes, I feel that their capabilities are further enhanced if they are exposed to the experience of different countries. It is in the exchange of views, experience and first hand information from other country participants that will enable them to be creative and innovative in their approach to management problems.

The Swedish Co-operative Movement can do so much to hasten the development of consumer co-operatives among developing countries. There is so much to learn from their experience on co-operative institution building and the management and operation of consumer co-operatives! The Swedish Co-operative Movement can be a vital role model for developing nations which are looking more intensely on the role of consumer co-operatives and economic development.

**Romulo Villamin, General Manager
National Confederation of Co-operatives
Philippines**

1. Impact of SCC Seminar on my Personal/Career Development

I participated in the SCC Seminar for Principals and Senior Managers of Co-operative Training Institutions in Asia in 1981 held in Sri Lanka and Sweden. The focus of the seminar was on training technology and management. I remember distinctly the adult-learner-focused training methodology of Var Gard and MATCOM's input on developing a training continuum.

These two key learnings are the foundations of the strategy adopted by NATCCO (National Confederation of Co-operatives) in strengthening its education and training services, the main mandate of the organisation. NATCCO has developed and implemented a number of training programmes for co-operative leaders and staff, all using adult education methodologies. It has produced trainer's manuals for these programmes and has trained trainers on the use of the manuals.

NATCCO has a training continuum for co-operative board directors, for co-operative organisers, for co-operative educators/trainers, and for co-operative managers. In addition, it has correspondence courses for credit committees and supervisory committees.

2. Present and Future Training Needs of Leaders and Senior Managers in the Philippines

Instead of specific training needs, I shall venture to point out certain critical themes that should be addressed by education and training for co-operative leaders and managers in the Philippines, given present and future conditions.

2.1 Co-operative values

The emphasis on traditional co-operative values becomes even more important when co-operatives are growing because losing them is tantamount to losing the co-

operative identity. As strategy, a session on co-operative values can be incorporated in all training programmes, even technical ones.

2.2 Standards

There are almost no standards among co-operatives in the Philippines. Financial statements are not comparable because accounting systems are not standardised, practices are different, even their symbols are not identical - to name a few of the 'variety' that hampers the growth of co-operatives as a sector.

2.3 Economic Integration

To consolidate the gains of co-operatives, many of which are growing, the idea of higher level economic co-operation has to be aggressively promoted. There are examples already existing in the areas of banking and agricultural marketing, but much more room is open.

2.4 Strategic thinking

Growth has meant visibility and co-operatives have become real to competitors. At the same time, there are many opportunities still lying to be tapped by co-operatives. These conditions and others make strategic planning a critical function in co-operatives.

3. Foreign Training That May Be Useful

In my view, training promotes systems and technology. This relation to the conditions is described in 2.2 and 2.3 above. In addition, exposure to 'alternative' types of co-operatives like workers' co-operatives, health co-operatives, housing co-operatives, etc. would be helpful. It would be advisable to give special focus on such social issues as environment, women, etc. during the training.

4. Training for Foreign Participants

NATCCO has the training technology and adequate training facilities that can be availed of by movements in Asia. Currently, such arrangements are being finalised for co-operatives in China and Vietnam.

5. What Swedish Co-operative Movement Can Provide

The Swedish Co-operative Movement is in a good position to address the needs outlined in 3 above.

Abdul Majid bin Shaikh Madar
Member, SNCF Board of Trustees, Singapore

1. Impact

As a participant, I am richer and wiser for my experience and exposure after attending the SCC seminar. I was able to make close contacts and to share ideas with fellow participants from a wide region. It gave me great confidence, which I never had before, when facing with related problems with societies that involved in consumer services.

At present, I am on the SNCF Board of Trustees as well as on the Board of Directors of SATE INN Co-operative (a restaurant outlet) and the Singapore National Co-operative Housing. I have also served the Singapore Government Servants' Co-op Thrift & Loan and the Premier Security Co-operative as a board member for over 15 and 5 years respectively. In all these organisations, I applied the knowledge and experience gained from the SCC seminar at their meetings and discussions. In this way, it was possible for me to make my contribution indirectly to the co-operative movement in the country.

2. Present and Future Training Needs of Leaders and Senior Managers in the Participant's Country

The traditional co-operative societies, namely the thrift and loan and credit co-operatives should diversify if they are to remain competitive and viable. In these new areas, the co-operative leaders and senior managers do not have the relevant experience and as such they should be given the necessary training if they want to venture into new activities. Resource persons from SCC/ICA should, at the same time, initiate a survey in the respective participant's country, finding out the type of societies that could be viable before they are formed. The expertise should be imported from abroad for providing relevant assistance to these organisations. Where necessary, the expert should arrange training to the co-operators for enabling them to take over from him in due course.

3. Training Needs for which Training Abroad for Above Personnel would be Necessary

The training programmes should be designed with greater emphasis on practical and operational aspects. In the selection of Singapore participants for future

SCC International Seminars, preference should be given to professional employees in order to enhance their career development. It would be ideal if the potential trainees are dedicated persons, otherwise the training given may be wasted.

4. Training Arrangements and Facilities Provided by the Participant's Movement for Leaders and Managers of Other Countries in Asia

The Singapore International Co-operative Technical Assistance Programme (SINCOTAP), established in 1990, provides training to co-operators in developing countries under the SNCF-ICA-TCDC-UNDP technical training programme. So far, arrangements have been made for participants from the Philippines, Malaysia, Sri Lanka, Thailand, Afghanistan, Indonesia, Democratic Republic of Korea, Vietnam and Kenya to be attached to the NTUC Fair Price (a consumer co-operative), NTUC Comfort (a transport co-operative) and NTUC Income (an insurance co-operative) to gain first hand knowledge and experience.

5. Views on Education/Training that a Movement such as the Swedish Co-operative Movement should Provide to Leaders and Senior Managers of the Participant's Country and any Other Target Groups that Should be Covered

The aims and objectives of the Seminars should not be too many because it would be very difficult to implement all of them successfully. It would have been better to aim at one or two main objectives and succeed in them, for example to make the participants more effective as leaders/senior managers and to create opportunities for these participants to become future co-operative consumer resource persons in their respective organisations.

Adequate opportunities and facilities should also be provided to professional employees who are interested to study in greater details the operational systems as well as structures of the various types of co-operatives.

Seminars of shorter duration with more relevant objectives should be arranged for elected leaders, policy makers and trainers to make on the spot study of the outstanding achievements of the co-operatives in Sweden with regard to their systematic growth. Above all, it would be very significant if the participants are selected from dedicated persons with leadership qualities.

SCC/ICA should also consider organising such seminars at national or regional level with the help of resource persons from other developed countries or from within the country, if available. If national seminars are held they would be more relevant to the requirement of each country and could also provide more frequent opportunities for training to a much bigger group of people. The holding of a seminar at national level would also help in drawing attention of the government and co-operative leaders to problems of the co-operatives within the country.

**S.B.Divaratne, Commissioner of Co-operative Development
and Registrar of Co-operative Societies, Sri Lanka**

1. Introduction

This paper relates to the impact of training activities carried out internationally by the Swedish Co-operative Centre (SCC) in the context of Sri Lankan experience. Over a number of years, the SCC has provided technical support to the co-operative sector in Sri Lanka and is currently supporting many co-operative development activities in the country. The proposed review and evaluation of the impact of its training activities is welcomed expecting that its findings will contribute to the improvement of training policies and the development of a comprehensive personnel policy within the co-operative movement.

2. Assessment of Impact

In assessing the impact of the SCC International Training Seminars, the writer took into account the effectiveness and relevance of important seminars, workshops and training courses which had been held in the 1970s and 1980s, particularly those related to education and training. A number of headings were suggested to attempt an assessment of impact. These were course content, identification of training needs, developing personnel policies and the impact on societies' management and operations.

I had the opportunity to participate at two seminars conducted for Principals and Senior Teachers of Co-operative colleges, first of which was held in Sweden from 27 April to 22 May, 1981. Three years later, a similar programme was conducted for the same target group in Malaysia from 11-22 March, 1984. My exposure to these programmes enhanced my conceptualisation for planning appropriate training models with particular reference to developing job-related training in the co-operative sector.

2.1 Course content

The following areas have been improved:

- i. course aims and objectives,

- ii. monitoring, evaluation and feedback procedures, and
- iii. teaching materials.

Aims and objectives of many training courses appear to be satisfactory, particularly in respect of its appropriateness for designated target groups. Examples that come readily to mind include women's programmes organized by the women's committees and ad-hoc courses of job-oriented nature that were carried out by a number of bodies. Monitoring and evaluation system have led to periodic redefining of course aims and objectives.

2.2 Identification of training needs and priorities

My exposure to the principals and senior teachers training courses had enabled me to switch over to a systematic approach to planning training programmes with emphasis on identifying training needs at three levels, i.e. organizational, occupational and individual levels. This approach has led to subsequent re-designing of courses based on appropriate training needs.

2.3 Establishing of an appropriate co-operative personnel policy

SCC/ICA seminars recognised the need for a comprehensive co-operative personnel policy to be an integral part of the overall co-operative policy which should be linked to the management systems and operational plans of the organisations. The following areas have been improved:

- i. detailed job descriptions and job specifications,
- ii. provision for systematic staff training and appropriate career development,
- iii. provision of performance-based incentive and rewarding schemes.

2.4 Follow-up actions taken

- i. Revamping the training structure at School of Co-operation and the National Co-operative Council (NCC),
- ii. Training of staff,
- iii. Use of audio-visual methods,
- iv. Development of appropriate training techniques,
- v. Monitoring and evaluations.

3. The Role of Co-operatives in Sri Lanka on the Threshold of 1990

Sri Lanka is at present implementing an extensive socio-economic re-orientation programme. This vision has given a new impetus to the co-operative movement to play a more developmental and people-oriented role.

Accordingly, the following activities have been identified to be carried out by the co-operative sector:

- i. to set forth programmes to use co-operatives as institutions in strengthening Poverty Alleviation Programmes;

- ii. to strengthen the role of co-operatives in organising, mobilising and activating the economically weaker families;
- iii. to initiate activities that would create self-development and self-management of co-operatives;
- iv. to restructure the production and marketing programmes.

3.1 National Policy on Co-operatives

A National Policy for the co-operative sector has already been formulated to steer the movement to deriving maximum benefits for the community, thereby achieving the above objectives.

The following are the salient features embodied in the policy:

- i. The Co-operative Movement should serve as an active agent in the economic and social development;
- ii. Manpower and other resources in the co-operative sector should be mobilised for the benefit of self-management and self-development;
- iii. Co-operative movement should entirely be a movement of its members and should reflect their creativity and capabilities;
- iv. Co-operative education and training programme should be formulated to cater to the requirements of the new role.

4. Present and Future Training Needs of Leaders and Senior Managers

It is against the new role of the co-operative movement as envisaged above, that one has to identify the present and future training needs of co-operative leaders and senior managers. Member education will undoubtedly become an important element in the strategy that is designed to achieve this goal. But it should be recognised that the process may be a long one. It is not only a question of skill training but also of educating to change attitudes. Existing ones, reinforced by culture and experience, may not be easily changed. For that reason, it is desirable that any co-operative member education programme is closely linked to the practical benefits that co-operatives can provide, e.g. access to credit, better supplies of food, marketing facilities. In other words, education and training must be linked to members' self-interest which is legitimate in a co-operative because it occurs within a collective framework of self-help and mutual aid.

4.1 Some aspects relating to the training needs

4.1.1 Self-management and self-development:

In order to facilitate self-management and self-development, Co-operative Law was amended this year. The following objectives were to be achieved under the new amendment:

- * to allow the co-operative sector to grow freely as an independent movement,
- * to promote member participation and the efficiency of the democratic process.

To achieve these objectives, leaders ought to strengthen their awareness and skills in:

- * enlightening the membership in shouldering the new responsibilities;
- * proper grasping of the broader objectives of the liberalisation of Co-operative Law;
- * evolving a continuing dialogue with members,
- * encouraging youth participation in co-operatives.

4.1.2 Involvement of Co-operatives in the Poverty Alleviation Programme:

The 'Janasaviya' Programme (JSP)

The Janasaviya Programme (Poverty Alleviation Programme) is a countrywide and system-wide response, policy-wise and programme-wise, to a set of fundamental problems afflicting the Sri Lankan social, political and economic order. The cluster of problems, inter-alia, include poverty, malnutrition, lack of equity, unemployment, under-employment, ideological and cultural disorientation, landlessness and alienation. As a result, the waste of potentially productive human and other resources is immense. Considering human beings to be the most valuable resource, the JSP aims at remedying this situation by helping the poor to build up their latent capacities and their asset-bases through productive employment.

The JSP pivots round the poor family, groups of poor families and poor communities. The poor are at the centre of their own development process. They are primarily responsible for both deciding and doing. Hence, human skills and internal factors are the 'key' in the new design. The role of government and non-governmental organizations is to provide active support to create the right conditions for poor people to stand on their own feet. Therefore, the JSP implies major restructuring of ideology and organization. That is why it is the core programme of the government, invariably linked to and supported by, practically all other programmes.

This scheme has led to identification of the fields in which the co-operatives could become active. They are:

- * agriculture and food production;
- * providing assistance for self-employment;
- * promotion of rural savings and participation in the field of credit requirements.

4.1.3 Agricultural Marketing:

The co-operative sector has made concerted efforts to improve and expand marketing of agro-products. Highlights of the new dimension in this field are as follows:

- * Opening of purchasing centres,

- * Opening of 'Co-op markets' in urban areas,
- * Inter-provincial co-operative trade,
- * Co-operative exports,
- * Re-organization of the rural banking sector.

5. Training Needs for which Training Abroad would be Necessary (Views on Education/Training that require Technical Assistance from SCC)

In view of the new trends of the co-operative sector, it is suggested that the following areas might be considered for technical assistance.

- a. Retraining programme for staff of the National Co-operative Council and the School of Co-operation.
- b. A new programme for training of co-operative trainees. Elements in the programme should include:
 - i. training in developing, monitoring and evaluation system,
 - ii. improved audio/visual capacity,
 - iii. revision of study circle techniques,
 - iv. development of distance learning facilities,
 - v. feasibility studies into the use of media.
- c. Support to the NCC designed to:
 - * develop support programmes for education committees and member relations and training officers of primary societies in their expansion of member education,
 - * develop women's training programmes,
 - * develop youth training programmes.

6. Conclusion

By and large, training conducted by the SCC has been instrumental in upgrading the skills of trainers, thereby improving the quality of course content and the methodology. The changes that have occurred in the field of co-operative training and education have provided necessary ingredients for improving the performances of the co-operative sector.

**Lawon Punvaree, Branch Manager
Nakorn Chiangmai Co-operative Store Ltd, Thailand**

1. After attending the SCC Seminar, I have improved my co-operative in the following areas:

- shop layout,
- sales planning, sales promotion,
- shop management,
- control stock, and
- personnel management.

In my opinion, consumer co-operative development should deal with:

- * educating personnel continuously,
- * administering budget efficiently,
- * extending branches to remote areas in the country.

2. Present and future training needs of leaders and senior managers are in the following areas:

- efficient management,
- budget control,
- competitive sale,
- economy.

3. Training or seminar abroad is very necessary. Leaders and senior managers will have good opportunity to gain more knowledge about new technology. It will be adapted to develop their own co-operatives later. Exchange of ideas during activities will be exploited. Visit to some good co-operatives will provide valuable experience and it should be encouraged continuously.

4. Training arrangements and facilities provided by the participant's movement for leaders and managers of other countries in Asia are still limited. They should be supported more. Each training should be furthered as follows:

- * the duration of training should not be less than 5 weeks,
- * the number of participants should not be more than 20,
- * lectures should not be less than 20 hours,
- * the duration of field visits should be about 1 week,
- * the total cost of each participant should be supported.

5. Education/training activities such as those provided by the Swedish Co-operative Movement should be extended to other groups like co-operative workers. One example is the target group of committee members of the co-operatives.

**Poonsuk Thaisavadi, Co-operative Promotion Department
Thailand**

1. The Impact of the SCC Seminar on My Personal Development

I had attended the course for Principals and Senior Teachers of National Co-operative Institutions in South East Asia on 'training techniques and methodology' in Sweden from April 26 to May 22, 1981. I had not only gained much knowledge and experience in the field of training but also had learned much about the Swedish Co-operative Movement on both the producers' side and the consumers' side.

- 1.1 When I came back to Thailand, I was invited to write teaching material for Sukhothaithammathiraj Open University. I wrote on 'the Co-operative Movement in Sweden' which was the lesson on comparative cooperatives. Therefore, I could utilise all my knowledge and experience gained from Sweden. The University published this text many times.
- 1.2 During my stay in Petchaburi province of Thailand as a co-operative technician in 1985, I arranged the training programme for agricultural co-operatives under the King's patronage in collaboration with the Governor's office. I used the training techniques learnt from Var Gard that was 'step by step approach training'. The result of the training course was encouraging and effective.
- 1.3 Whenever I had a chance to give lectures on 'co-operative movement', I always gave the Swedish Co-operatives as examples of developed, well organised and well managed co-operatives.

2. Present and Future Training Needs

Both the Co-operative League of Thailand and the Co-operative Promotion Department have a variety of training programmes according to the needs of different target groups and there are several training courses, which I feel, are necessary for the Thai co-operative movement. Some of them are:

- * dairy management,
- * cost accounting,
- * public relations,
- * housing co-op management,
- * marketing management,
- * processing of agricultural produce (paddy, soya beans, milk, etc.)

3. Training Needs for which Training Abroad would be Necessary

There is no doubt that training abroad will give us broader ideas and some demonstration effect. Therefore, some modern techniques and management learned from training abroad will be adopted. The training in the field mentioned in 2 above, such as dairy co-operative management, housing co-operative management and oil co-operative management would have to be abroad.

4. Training Arrangements and Facilities Provided by the Movement

At present, the Co-operative League of Thailand (CLT) can arrange training programmes for leaders and senior management staff of other countries in Asia, in collaboration with the ICA or other organisations. On the government side, the Co-operative Promotion Department can also arrange training programmes and study visits on request.

5. What the Swedish Co-operative Movement should Provide

The Swedish Co-operative Movement is capable of providing such training programmes as mentioned in 3 above or any other courses which are relevant to such topics.

**A.H.Ganesan, Programme Officer
Agricultural Co-operative Management Training Project
ICA Regional Office for Asia and the Pacific, New Delhi**

1. General

I was a participant at the SCC International Seminar on Agricultural Co-operative Marketing organised by the SCC in April/June, 1978. A total of 21 participants from Malaysia, Philippines and Thailand, attended the seminar.

National level pre-seminars were organised in Malaysia, Philippines and Thailand, one of whose objectives was to select participants to the International Seminar. I attended and assisted in the conduct of the national seminar in Malaysia. The pre-seminars were useful to find out the level of competence and experience of the participants from different countries with a view to selecting the best among them.

The International Seminar on Agricultural Co-operative Marketing, 1978, was conducted in three parts - first part in Thailand to give an idea on the working of the multi-purpose societies in Thailand, including study visits; second part in the Federal Republic of Germany to study the multi-purpose concept and the final part of about six weeks at Var Gard, Stockholm, Sweden. The seminar gave me an opportunity to study the multi-purpose concept in Thailand and Germany and the single commodity/activity oriented societies in Sweden. Study visits to agricultural societies were also organised in Gotland Island of Sweden.

2. My Impressions on the Seminar

The participation in the seminar was useful to me personally in widening my knowledge of the working of co-operative societies on modern lines in three different country situations. The seminar also helped me to implement new ideas in my own sphere of work in the ICA Regional Office, as Publications Officer-cum-Editor.

Thai/German Co-operatives

The primaries in Thailand were comparatively weak and processing activity was mainly confined to paddy. The German co-operatives were quite strong and viable in size and had greater economic strength. The member participation in these societies was noteworthy. The 'machine-pool' concept adopted by the German societies wherein heavy investment-oriented agricultural machinery was purchased by the societies and rented out to the members for their use, thus avoiding wasteful and duplicated expenditure by members, impressed me. This concept is presently followed in countries like Japan to avoid heavy investments by individual farmers. Sharing of agricultural tools and machinery is done by some farmers on a mutual basis and such services are being provided in exceptional cases by co-operatives in a few Asian countries.

Swedish Experience

The agricultural societies in Sweden had modern management. Unlike Asian countries, the size of the farms was quite large. However, the labour required to maintain them was quite small due to extensive use of agricultural machinery like tractors, harvester combines, etc. I still remember the visit to a farm-household where the member owned more than 50 hectares of land and was managing the farm land with himself and his wife as the labour force. Likewise a pig-raising farmer owning 700 heads of animals was managing his livestock farming with only two family members as labour force.

Another impressive point of the Swedish and German co-operatives worth following was their personnel policy. Many a society had its chief executive from its own cadres who had risen to the high position from a junior position. Unfortunately, except in Japan and Korea, this situation generally does not exist in our region. While this kind of advice is given in regional seminars and national seminars, it is not put into practice. For example, in India the top posts in large co-operatives, especially at the national and state levels, are invariably held by IAS officers, in spite of the fact that competent staff members are available in those organisations.

Relevance in Asian Context

Professional management is the need of the hour and co-operative movements of the region could greatly benefit from their participation in Sweden by observing the management situations in co-operatives existing in that country. Leaders and managers from Asian region will stand to gain by exposure to situations in Sweden.

Though agriculture is by far the most important economic activity in the region, agricultural co-operatives suffer from many problems and the progress is varied. Multi-purpose co-operatives have succeeded in Japan and Korea and single commodity co-operatives such as milk and sugar have succeeded in countries like India.

Co-operatives in Thailand have recently embarked on processing and marketing activities. Indian single-commodity co-operatives have achieved remarkable success due to their integrated co-operative approach and due to expansion of their services both vertically and horizontally. Export-oriented co-operative processing activities have made good progress in Sri Lanka.

Marketing is still a weaker component in the co-operatives in many countries of the region and marketing is done by co-operatives mainly as agencies of government or government corporations. Regulated market practices are existing in some countries like India, Korea and Japan.

Marketing activities could also be strengthened by developing infrastructure for storage, transportation, grading, processing and packaging which also add value to the agricultural produce of the members thus increasing their net income.

Dearth of adequate capital and continued dependence upon governments for agency business, subsidies and grants and infrastructure development have also eroded co-operative independence and autonomy.

Exposure to co-operative success in Sweden to leaders and managers of agricultural co-operatives from the region will greatly benefit in enhancing their knowledge and competence. It would also lead to strengthening of co-operative management over the years.

Swedish co-operatives, unlike their many Asian counterparts, do not have an umbrella organisation like the National Co-operative Union of India or the Co-operative League of Thailand.

There is a feeling of competitiveness among agricultural and consumer sectors and the membership is divided even on political lines.

Visit to Specialized Areas/Institutions

At the time of attending the seminar, I was working as the ICA RO's Publications Officer/Editor and the successful working of education and publicity activities of the KF were of great interest to me.

I studied with interest the editorial, circulation and management policies, followed by 'Vi' magazine of KF and the mix of contents included in the magazine to suite the tastes of all sections of member households. Some of the lessons learnt from the visit and discussions with persons concerned with Vi were useful to me in my work connected with the production and publication of the ICA Regional Bulletin.

I feel it would be very useful to the participants, if a few days could be set apart in the international seminar programme to enable interested participants to visit institutions connected with their own field of work and to have discussions with persons concerned to help improve their own job-related knowledge and skills.

Assistance from Organisers

Mr. Malte Jonsson and Mrs. Martha Dahlstrom, who were the main organisers of the seminar, were very helpful and co-operative to the participants. Many participants were deeply moved by their friendliness and the parting on the final day was a very emotional one.

Programme Design

The programme design was adequate and interesting. My attendance at this Swedish Seminar was a very useful experience for me in my work in the Region and such seminars should be held annually on different aspects of co-operation on a continuing basis.

To sum up, the participation in the SCC International Seminar gave me exposure to co-operative activities in one developing and two developed economies and to study the developmental activities carried out by the co-operative movements in these countries.

Annexe 1

ICA/SCC Evaluation Seminar, Bangkok, Thailand

27 Sept - 02 October, 1992

LIST OF PARTICIPANTS

- | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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Annexe 2

ICA/SCC Evaluation Seminar Bangkok, Thailand 28 Sept-02 October, 1992

PROGRAMME

Monday, 28 Sept. 92

- 09.00 Opening Session
 Welcome: Mr. Narong Marukatut
 Director, Co-operative League of Thailand
 Mr. J.M. Rana
 Consultant, ICA-ROAP
 Mr. F. Albinson
 Consultant, SCC
- Introduction of participants
 Administrative Matters
 Background, Purpose and Programme of Seminar
- 11.00 SCC International Co-operative Seminars, 1962-1983
 Presentation of a Report by Mr. F. Albinson, SCC
 Discussion
 Individual reading of the Report
- 14.00-17.30 General Session : Issues for the Seminar
 Group work on the Report
- 18.00 Welcome Dinner by Co-operative League of Thailand

Tuesday, 29 Sept 92

- 09.00-12.30 General Session on Group Reports
- 14.00-17.30 Group Work: Impact of the SCC International Seminars

Wednesday, 30 Sept 92

09.00-12.30 General Session : Group Reports on the Impact

14.00-17.30 Group work : Co-operative Leadership in the Future

Thursday, 01 Oct.92

09.00 Study Visit

Visit Pranakom Consumer Co-operative Store

14.00 Visit Consumer Co-operative Store of the Employees of
Electricity Generating Authority of Thailand

Friday, 02 Oct. 92

09.00-12.30 General Session: Group Reports on Co-operative Leader-
ship Training in Future.

14.00-15.00 Winding up Session

15.00 Closing of Seminar

Remarks by Mr. G.K. Sharma, Regional Director, ICA

18.00 Farewell Dinner - SCC/ICA

Annexe 3

EVALUATION OF SCC'S INTERNATIONAL CO-OPERATIVE SEMINARS

SOME ISSUES AND QUESTIONS

1. Views on How the Seminars 1962-83 were Conducted

1.1 The main objective of the seminars was to provide training to co-operative leaders, senior managers and trainers for strengthening the co-operative movements in some developing countries. Looking back at the seminars, how do you now evaluate the following aspects of them? Please indicate what improvements could have made them more beneficial to co-operative development in your country and/or your own professional career?

- * *Co-operative leadership*
 - How would you like to describe the kind of co-operative leadership you were exposed to in Sweden?
 - Was it relevant to the needs of your country/region/
 - Etc.
- * *Programme Design* (pp.48-52 in the draft report)
 - Duration
 - Seminar structure, including pre-seminar procedures
 - Advantages/disadvantages with Sweden as a venue
 - Etc.
- * *Content* (pp. 53-55)
 - Relevance
 - Applicability
 - Etc.
- * *Teaching Methods* (pp.56-58)
 - Participatory techniques
 - Theory/Practice
 - Etc.

- * Selection of participants (pp 59-64)
 - Board members/movement staff/government staff/women/Swedish participants
 - Selection procedures
 - Etc.
- * Social Aspects (pp 65-66)
- * Publicity (p.67)
 - Publicity in the participants' home countries
 - Etc.
- * Financing (pp.68-70)
 - Financial conditions for participation
 - Etc.

1.2 What do you consider as the strongest and weakest part respectively of the seminars? Please elaborate.

2. Views on the Impact of the SCC Seminars 1962-83

- 2.1 Indicate three or more main lessons/aspects you learnt from the Swedish Co-operative Movement/Seminar.
- 2.2 Give examples, as specific and elaborated as possible, of co-operative development in your own country that you consider as possible impacts of the seminars.
- 2.3 One objective of the seminars was to promote co-operative net-working between different sectors, countries, regions, and not least, between the co-operative movements in Sweden and in the participants' home countries. Was anything achieved in this field? Please elaborate.
- 2.4 Did the ex-participants maintain any contact with each other and/or with SCC after the seminar?
- 2.5 What happened to the recommendations and 'Action Plans' for co-operative development in the participants' home countries that were prepared in most of the seminars? Were they at all considered? Did they have any impact? Was there any supporting back-up from SCC or ICA RO? Any other comment?
- 2.6 What obstacles, if any, did you face in your efforts to implement ideas from the seminar in your own organisation?
- 2.7 Has there been any specific impact of the seminars on the ex-participants' personal, professional career? Any specific examples?
- 2.8 In the Region of Asia, approximately 30% of the ex-participants are still active in the co-operative sector (p.72 in the draft report).
 - * How do you evaluate this figure? Is it above/below what you might have expected?

- * What are the main reasons for the 'drop-outs' from the co-operative sector?
 - * Could more be done in the future to retain professionally trained co-operators within the co-operative sector?
- 2.9 There are considerable country differences in the table on page 72 in the draft Report in terms of ex-participants who are still active in the co-operative sector. How would you like to explain the differences?
- 2.10 How do you consider the impact of the SCC seminars in comparison with other factors influencing co-operative leadership development in your country/region?

3. Development of Co-operative Leadership in the future

General Factors

- 3.1 What are the most prominent characteristics of good co-operative leadership of today and tomorrow, as you see it?
- 3.2 Identify a number of factors you consider vital for creation and development of good co-operative leadership, as you have defined it in para 3.1 above.
- 3.3 Assuming you have included leadership training among the factors contributing to development of good co-operative leadership, what order of priority would you attach to this factor?

Leadership Training

- 3.4 What do you consider as the most urgent co-operative leadership training needs of today and tomorrow?
- 3.5 Contentwise, should priority be given to issues/topics related to co-operative ideology or to technical/commercial management aspects?
- 3.6 In what proportions should the following categories of co-operators participate in leadership training: board members/movement staff/government staff? And what about the proportions men/women?
- 3.7 What measures can be taken to ensure that international leadership training programmes are sufficiently integrated in national and regional training/development programmes? What role should ICA RO play in this context?
- 3.8 What would be the ideal procedures for selection of participants in international training programmes look like?
- 3.9 It is often argued that international training programmes should be arranged on a joint-venture basis between the donor agency and the participating national co-operative organisations:
- * What are your experiences and views on this issue?

- * If the joint-venture principle is accepted, how should various financial and administrative responsibilities be distributed between the two parties?
- 3.10 What priority should be given to leadership training compared to other forms of donor assistance to co-operative development?
- 3.11 What parts and levels of co-operative leadership training may preferably be arranged at national and regional training institutions. Are there aspects of leadership training that preferably should be studied outside the region? Anything specific in Sweden?
- 3.12 Would you like to see SCC involved in future co-operative leadership development in your country/region? If yes:
 - a. Would you like to see SCC involved in leadership training? If yes, what role should SCC play in that context?
 - b. Any other type of contribution you would like SCC to make to co-operative leadership development in the future?

