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COOPERATIVE MEMBER EDUCATION

EXPERTS' CONSULTATION ON
**COOPERATIVE
MEMBER EDUCATION**

REPORT AND PAPERS



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Experts' Consultation on

Cooperative Member Education

Report and Papers

April 15 - 29, 1979

Trincomalee, Sri Lanka

334: 370(5487)
ICA - E



INTERNATIONAL COOPERATIVE ALLIANCE

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Bonow House, 43 Friends Colony, New Delhi 110 065 (India)**

Price : Rs. 50.00

March 1980 (500)

Printed in India

**at the Model Press Private Ltd., Jhandewalan,
New Delhi 110 055.**

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I

Introduction

Introduction

The situation in some of the countries in the South and South East Asian Region in respect of the cooperatives, their lack of democratic control and management, absence of member participation and involvement have been matters of concern for some time. Many a leading cooperator has, both in national and international fora, expressed alarm at the gradual erosion, sometimes precipitous erosion, of member rights and member control and their substitution by outside interference and control in some of the movements of the region. Member involvement and member participation in the affairs of the society were fast decreasing and in some situations were almost non-existent. Leadership and control was passing into the hands of non-members, sometimes to government functionaries and sometimes to politicians or their nominees. The membership itself was not given the opportunity to determine or even influence the course of action for their own society. They quite often looked at the cooperative society not as their own organisation, but as an extended arm of government, in which they were required to acquire a membership, if they were to benefit from the multifarious programmes being implemented by a social welfare state.

Even where there was no such obvious “invasion” of member rights and member control, there was in some situations a prevalence of general member lethargy and indifference, where all too often, a quorum could not be found for a general body meeting and where the management of the day-to-day affairs of the society were left in the hands of the employees or at times with a more enterprising office bearer—the general membership playing the role of the passive customer or the passive recipient of the society’s services.

A further matter of concern was, that, notwithstanding the trend towards the alienation of the member and at times the total “capture” of the cooperative by outside elements, except for an occasional whimper at grass roots levels or elsewhere, most often there was hardly any meaningful articulation to

assert the rights of membership and to regain control. What was most disconcerting was that consolation and reconciliation was sought and accepted in the fact that the cooperatives by and large were concerned with the weaker sections of the community—the people with limited means, and therefore their capacity to withstand such invasion was limited and in any event, they were unable to function without outside support. Unfortunately this feeling pervaded not only the individual member and society but often even the federal and national organisations and thus the total movement itself.

On the other hand, surprisingly enough, even in countries where there was considerable erosion of member rights and member control there were quite a considerable number of individual cooperatives or groups of cooperatives, who on the basis of their inherent strength flowing from a strong and articulate membership, were able to function on their own without untoward interference from outside.

This then was the apparently simple and straight forward but in fact complex problem for which remedial action was necessary. One of the most important factors which could lay the foundation for quick remedial action was considered to be the further intensification and strengthening of cooperative member education and member relations activities—activities with which member countries were involved in, in some form or other, from the very inception. Hence it was felt that there was an urgent need to take a hard look at the present situation and experiences in respect of member education/member relations in each of the countries of the region, to evaluate the various methods that had been used in this field and to draw up a comprehensive set of guidelines which would be useful in formulating extensive member education programmes in the respective countries of the region.

The experiences in the field of member education, as will be evidenced from the many background papers presented at the Consultation are many and varied. The papers depict the immensity of the task, the trials and tribulations, the fond hopes and aspirations of the movements, the plans and programmes and the various strategies adopted, their successes and failures and the continuing efforts notwithstanding the numerous internal and external vicissitudes that beset them. It will also be appa-

rent that the objectives of and the content of member education would vary from country to country—to some it may mean the imparting of knowledge about the principles and practices of cooperation to the membership; some would extend this to would be members, employees, school children and also women and youth. To some this may mean the involvement of the total community in an education process which would be a continuing exercise to meet the challenges of a changing environment; some might contend that any successful approach to member education should be problem oriented, need based and on a project basis. Various attempts have been made to define the scope, objectives and functions of cooperative education. ICA's own definition is quoted in many of the papers. There is also no unanimity as to who will undertake this very important task or as to what methods would be used for the purpose. Many of the movements in the region are conditioned by their historical heritage and the effort to make a concerted approach within a country seems to be elusive because of sometimes the duality of control or leadership in the movement, or because of extraneous factors beyond the immediate control of either the individual cooperative or of the movement itself. It is worthwhile therefore to pause a while and make a brief survey of the development of cooperatives in the region to enable one to understand the present situation.

Much has been said about the way in which the modern concept of cooperation was introduced into this region—more particularly to those countries which were old British Colonies. Much of what is said here would apply to some of these countries—but may have some or little relevance to the movements in developed countries like Australia or Japan or even South Korea. But this does indicate a historical development against which future action has to be planned and implemented. What then are the historical antecedents which influence present and future action? I shall deal here only with those aspects of development as would be relevant to influence the development of cooperative education.

1. Historical development gave many countries of the region, a Registrar (now variously called Commissioner, Director, Director-General as the case may be) and a government department, and various government functionaries whose sole task

was the organisation, development and looking after of co-operatives.

2. Historical development of cooperatives in the early stages shows an emphasis on the organisation of the rural (sometimes urban) credit cooperative society, small in size, often confined to one village, often to its elite, and also in the beginning of unlimited liability mostly at the rural level.

3. The way in which these cooperatives were organised would show an emphasis on pre-member, pre-registration education, such education being conducted by the government functionary (later by honorary organisers) and covering mostly the subject areas of cooperative principles, the cooperative law, the by-laws, the way in which one would keep the simple accounts of shares, deposits, loans and repayments, with an emphasis on the nature of unlimited liability.

4. The method used for education was by and large the lecture method, with a generous use of the chalk board and supplemented by question and answer and of working out of exercises in the preparation of profit and loss accounts and balance sheets. The more involved training would be confined to only the committee members or the office bearers. With the gradual expansion of cooperative activity to areas other than credit, this same approach was followed with minor variations to suit individual situations.

5. Cooperative Training Colleges/Institutes were set up as part of the government department for the purpose of training the government officer in cooperation and cooperative practice, with the emphasis on practice of cooperation, cooperative principles, book-keeping, cooperative law and audit. Sometimes Economics, Sociology or Rural Development and Agriculture also formed part of the course. The institutes sometimes involved office bearers or managers of cooperative societies in cooperative courses, but this was only incidental. The responsibility for education of members and organisation of societies at the field level rested with a government officer, who was a multi-purpose individual, auditing societies when so assigned, hearing disputes as arbitrators, superceding committees and taking over management when so directed and at the same time whenever possible instructing members and office bearers on cooperation and cooperative practice, member rights and member control,

the nature of the cooperative organisation, its service and business potential and the role of the member, the employee in this regard.

The history of the development of many of the countries of the region would show that this era of cooperative development was one characterised by a continuing emphasis on cooperative education—both pre-membership and pre-organisation-plus continuing supervision and assistance. The pace of development was slow, the type of economic activities fairly limited, and the size of the society was generally small, extending often to a few hundred members or even less. Management was more by the honorary worker rather than by the professional manager. The cooperative law and the society bylaws were simple documents and the Registrar and his limited staff functioned as the friend, philosopher and guide of the movement. The climate was such that there emerged a coterie of devoted and eminent cooperators, who were enthused with the potentiality of the movement and whose continuing efforts laid the foundation for the emergence of nationally and internationally recognised cooperators and cooperative movements in many of the countries of the region.

6. Then came the holocaust, the Second World War—with various governments being compelled to use the cooperative form of organisation as a “channel” for the distribution of scarce commodities and to implement food rationing schemes. The mushrooming of cooperative societies, mostly consumer, meant that cooperative training colleges/institutes were working overtime to produce the multipurpose cooperative officer who could create the preliminary conditions necessary for registration of societies under the cooperative law, and thereafter help in keeping the books of the society, audit it annually, and take over control if such became necessary. The pre-member, pre-registration education became almost a thing of the past with the national emergency necessitating the establishment of the society which was the “channel” rather than the enlightenment of the member who was the beneficiary—and here the beneficiary was not necessarily a member as consumer services under government rationing schemes were available to non-members too.

7. The aftermath of the war and increasing shortages in food

led to increasing interest of governments in food production and the consequent need for making available extensive agricultural credit and inputs to the farmers who could then benefit from the new cultural methods and high yielding varieties of seed— and once again the cooperative form of organisation was widely used, accompanied or preceded by the training of the government officer to meet the new dimensions, with occasional training of office bearers, management committees and sometimes managers or administrative secretaries—the membership being informed more about what they can get from their society, rather than of their real role and responsibilities, or even of the aspect of ownership of the society.

8. Then came independence—the acceptance by governments of the strategy of a time bound plan for economic development, the recognition of the cooperatives as a distinct sector; the recognition of cooperatives as suitable instruments for carrying out government policies; the extension of government support beyond the confines hitherto, extending even to participation in share capital in some countries; the involvement of cooperatives in target oriented programmes, especially in the fields of granting credit, supply of inputs for agriculture (seed, fertilizers, insecticides, weedicides, even mechanisation) procurement through cooperatives of government price supported agricultural commodities; the nomination of members to the management committees (which now became Boards of Directors); the emergence of a new concept of viability based on the capacity to carry out government plans; the organisation of large sized cooperatives; the emergence of general managers, Managing Directors of Cooperatives (all too often cooperative officials from the higher echelons of the government cooperative service and later from other government services)—the increasing patronage of the local politician and the eventual nomination of the politician himself or his nominee to the Board of Directors or even as Chairman of the Board of Directors; the taking away of the right of appointment of employees from the society to bodies controlled either by government or the Banks; the increasing powers of the Registrar and the decreasing strength of the society bylaw—are all a cumulative historical development which characterise the post independence era in many of the countries of the region.

This stage is also characterised by a phenomenal increase in the number of economic activities covered by cooperative societies. By and large any form of economic activity envisaged by governments under the various developmental plans resulted in the emergence of cooperatives in that sector, most often with government support or with government guarantees on borrowings from the banks.

9. The increasing size of the organisation, (most countries had switched to multipurpose in the agricultural sector the development in most other sectors e.g. cottage industries, fisheries being minimal and almost totally dependent on government leadership), the continuing process of amalgamation of societies which many countries resorted to, the increasing complexities of management in the large sized cooperatives, the increasing number of government and other functionaries and institutions concerned with the day to day affairs of the cooperative and the increasing concern of the cooperative and its officials, government or otherwise, in the target oriented approaches had gradually increased the distance between the member and his society—and very few societies, departments or national or other level federal bodies of cooperatives had evolved a suitable strategy to fill the gap. This situation, combined sometimes with a complete supersession of managing committees and substitution by nominees, reinforced with the total takeover of management of the cooperative by government functionaries in many instances reduced the relationship that existed between the member and his cooperatives to a mere cypher and the hitherto practised approach to member education left no impression effective enough to challenge or influence the course cooperatives were taking in the 70's.

To meet the increasing challenges at the field level, both in respect of organisation, and also member needs, the National Cooperative Unions, the newly created Extension and Education Branches of the government departments, the already set up cooperative colleges/institutes, other allied organisations, all entered the field to fill the huge vacuum that had been created in the field of member education and member relations by this phenomenal growth in the number and variety of cooperatives and consequent increased membership. This effort, as brought out in the background papers, was made by the movements

themselves with government support or by the government departments, with the non-official sector also assisting in the programmes. Further, many movements were assisted in numerous ways by outside cooperative agencies both international and national and this form of external collaboration extends right upto the present times. There is wide diversity in the approach to member education ranging from mobile units, commodity groups, women's clubs to project oriented approaches with the methods used being as many and varied as the approaches.

10. Another historical development worthy of note is the transfer of member education techniques from the developed countries to the developing—without even testing their suitability—in the context of the socio-economic and political backgrounds and the levels of literacy and stratification in society in developing countries and thus adopting them to meet local needs. Many a government officer or cooperative leader on his return from a tour abroad, tried to introduce into his movement some methods and techniques which he had learnt on tour and which had proved successful in the developed situations. Very often the attempt was feeble and short lived—but there was neither from the government nor from the non-official sector, an attempt to evaluate and assess the relevance or suitability of such techniques both before introduction or later—and all too often such efforts unfortunately were not made even on an experimental basis with the possibility of variations and adaptation to suit local situations but on the basis of a centralised plan and directive issued by the Registrar often leading to disappointment, failure and the further disillusionment of the member, and the end result in most instances being the member being as far removed from his society as before.

On the other hand experience in such countries as Japan would show that a conscious and carefully prepared member education programme has helped not only to increase the awareness of the member, but also to strengthen the cooperative with the members active participation in the business of the society. It is worthwhile noting in this context that whereas an agricultural cooperative society in Japan would employ a number of functionaries to carry out field assignments in respect of farm guidance and member relations, many of the societies in South

and South East Asia, because of the way in which, and the environment in which they grew up would have only one or two field officers or none at all, the societies expecting this service to be performed by the government or by their federal organisations.

11. The cooperative development decade of the 70s—a period of global effort to improve the effectiveness of the cooperatives and to strengthen the role of cooperatives in the developmental efforts—a period of increasing concern about the erosion of democratic rights and privileges of cooperatives leading to increased articulation at various levels; a period of intensive efforts to improve the quality of member education and member relations, even if, all too often, the attempts were sporadic and not built up on clearly formulated plans and programmes—a period which brings us upto the time of the Experts' Consultation, which tried to take a look at the situation, evaluate the result and to formulate guidelines for the future. The proceedings, the deliberations, conclusions and recommendations of this Consultation are contained in this volume.

This then briefly is the background to the present situation with the proviso that not all of this is relevant in all situations; some may be more relevant in some and not in others and in some nothing of this may be relevant. The background papers would provide fascinating reading as one can see the efforts made by those committed to the cause of cooperation, whether they be officials or non-officials, to bridge the gap between the cooperative and the member and to at least kindle in him some spark which will set his sights right in respect of his rights and responsibilities vis-a-vis his cooperative society. It would be illustrative of what has been mentioned above for me to quote at this stage from the speech of the Minister for Food and Cooperatives, Sri Lanka, the Hon'ble Mr. S.B. Herath, who opened the Experts' Consultation—I quote at length: "The organisation of this Experts' Consultation has come at a very appropriate time, because the government, as a matter of principle, has decided to hand back the management of cooperatives to democratically elected bodies. With this view in mind we have already planned to complete the holding of elections in all the multipurpose cooperative societies by the end of 1979. I am happy that we have been able through persistent effort to

get the elections going. My intention as Minister in charge of the subject of cooperatives is to see that the movement is both de-politicised and as far as possible de-officialised... The pioneers of the movement in Sri Lanka both official and non-official succeeded in instilling a lasting devotion to member education in the first generation of cooperators and the remnants of their influence can still be found in many parts of the island today... At one time or the other, there were youth clubs, study circles, extension schemes, member education classes, women's guilds, district seminars and training for school cooperatives..." and he later goes on to state what he thinks member education could and should achieve. (The speech of the Minister appears at pages 21-24 in this text).

I would here like to quote also from the speech made by Shri Mohan Dharia, Union Minister for Cooperatives and Civil Supplies in the Government of India, on the occasion of the All India Convention of Consumer Cooperative Societies, to illustrate the concepts at the highest levels in regard to government support and the way in which the movements must develop... "While government support, including financial, may be sought in the initial stages or for specific programmes of development, it is absolutely essential for the consumer movement to generate strength from within itself. Consumer cooperatives should therefore have mass membership of consumers who should be loyal to their institution, patronise them and give them a democratic base. Even though the cooperative movement has made a mark in other spheres, I must confess that healthy consumers' cooperatives have not made any significant impact so far..."

The original intention in regard to the consultation was to base it on the assessments and evaluations of the country situations by the member movements themselves. Unfortunately the response to this was not that encouraging and we had to go on the basis of some background papers coupled with three specially commissioned indepth studies in respect of Sri Lanka, Indonesia, and the Philippines, undertaken respectively by Dr. J.M. Guna-dasa of the University of Peradeniya, Geography Department, Sri Lanka—he was at one time an Assistant Commissioner of Cooperative Development, Sri Lanka, and continues to function as a convinced cooperator; Dr. Soedjito Sosrodihardjo, Director

of the Social Service Institute of the Gadjja Mada University of Indonesia—himself involved in an experiment in cooperative member education in respect of 40 or so cooperative societies which are assisted by the extension wing of the university; and Mr. Fay L. Dumagat, Researcher and Senior Lecturer, Agricultural Credit and Cooperatives Institute (ACCI) of the University of the Philippines at Los Banos. For the purpose of the Consultation, these indepth studies were supplemented by the background papers in respect of Thailand.

The Experts' Consultation was attended by 28 Experts invited by the ICA ROEC on the basis of their long experience and specialised knowledge in this field. The Consultation consisted also of the Project Directors of on-going ICA/SCC/NCC sponsored Cooperative Education Projects in Sri Lanka and their expatriate counterparts. Some details in regard to these two projects are included in this volume. We had the benefit also of the advice and guidance of the ILO Regional Adviser on Cooperatives and Rural Development from Bangkok.

In bringing out this volume of the proceedings, for reasons of economy and size, I have had to exclude quite a large portion of statistical data included in many of the papers. I have also taken the liberty of editing some of the papers. Further not all the background papers received have been included. I do hope that those whose papers have been edited or omitted will bear with me.

As will be evident from the list of participants, the host movement of Sri Lanka fielded a large delegation and they were requested to work on a feasible project approach for member education based on the deliberations and discussions of the Consultation. The Consultation was already aware of several approaches to member education based on a project approach which had shown commendable results and there was increasing interest shown by the experts in this development. The draft project prepared by the Sri Lanka delegation is included in the volume and I would like to take this opportunity to thank the delegation headed by Mr. P.K. Dissanayake, Commissioner of Cooperative Development, Sri Lanka, for the project which they submitted for the Consultation.

The Consultation was held in Sri Lanka, not in the usual busy metropolis of Colombo or the salubrious hill station of Kandy,

but away in Trincomalee on the North East of Sri Lanka with its palm fringed coast and the deep blue sea offering happy solace after hours of deliberations in the humid heat. Excellent arrangements were made by the host organisation, and for these and all other amenities provided we extend our sincere thanks to Mr. M.R.B. Daswatte, President, National Cooperative Council of Sri Lanka and his ever willing staff who also arranged a meaningful study tour including visits to the on going education projects and to also places of cultural and historical interest. To all of them and to the able and willing secretariat headed by our own secretary, Mr. Prem Kumar, the Consultation owes a deep debt of gratitude.

Working with a group of Experts is, as any one knows, not necessarily a facile and pleasant experience. But in this instance, the experts were cooperators to whom the cause of cooperation was important and even sacred—and my task as Chairman of the Consultation was made all the more easy by their sincerity and devotion and their commitment to the cause and it is with a deep sense of gratitude that I say thank you to each and every expert who gave of his best. To this list must be added the names of the three learned researchists who both by their excellent presentation of their studies and by their participation helped the Consultation immensely. We all owe them a warm word of thanks. Mention must also be made of the indefatigable efforts of the Drafting Committee headed by Mr. P.E. Weeraman, former Regional Director, ICA, who worked late into the wee hours of the morning to get the final version completed for the plenary sessions. For a difficult job well done, we say thank you. In discharging the duties devolving on me as Chairman, I had the willing and able support of my colleagues at the ROEC—Mr. J.M. Rana, Director (Education) and Dr. Dharm Vir, Joint Director (Education) and Officer-in-Charge of CEMAS, for which I am deeply grateful.

When one glances through this volume, the background papers, the indepth studies, the deliberations and the conclusions and recommendations one might ask whether (a) the Consultation has achieved the objectives it set out to achieve, and (b) whether the deliberations and conclusions in themselves will help to influence future activity in this field. In regard to the first, I leave the reader to come to his own conclusions. As re-

gards the latter, it is our fond hope that if the Consultation had helped in initiating some thought processes and some plans for action in the field of cooperative education so vital to the well being of cooperatives, then the publication of the proceedings would hopefully stimulate a larger number towards this end—and if it does so even in a limited way, then I believe both the Consultation and the publication of the proceedings would be justified and suitably rewarded.

In conclusion, I would like to thank my colleagues at the ROEC who assisted in bringing out this volume.

R.B. Rajaguru
Regional Director
Chairman of the Consultation

New Delhi.

II

Inaugural Session

Address of Welcome

by

M.R.B. Daswatte,

President,

National Cooperative Council of Sri Lanka

First of all let me take this opportunity to welcome our distinguished fellow cooperators who have come to our Island from various parts of South-East Asia and Australia to participate in this working group on Member Education Experts' Consultation which is of great importance to us specially during a time of revival of true cooperative movement in this country.

Secondly, I welcome on behalf of all of us, Mr. S.B. Herath, Hon. Minister of Food & Cooperatives, Mr. S. Rajakaruna, Hon. Deputy Minister of Food & Cooperatives, who undertook to inaugurate the Consultation and declare open the District Cooperative Education Centre of the National Cooperative Council.

I would like to welcome Mr. R.B. Rajaguru, the Regional Director of the ICA and his staff who have come to participate in the workshop for two weeks.

May I also welcome all other distinguished guests who have come here to grace this historical event in the Cooperative Movement in Sri Lanka.

It is an honour to us to host this valuable Conference and we are fortunate enough to associate with a team of experts on Member Education and the countries in South-East Asia.

This Conference is a timely one concerning us. Our Cooperative Movement is once again trying to free from the clutches of undemocratic forces which influence it.

The government has programmed this process and hope to complete this by the end of this year.

Therefore it has become a necessity to unearth true Cooperative Principles and educate the members, specially young members and the younger generation who have had no expe-

rience, under true cooperative umbrella for a long time. We are now planning to launch an intensive member education programme aimed at the said objective. It has become a vital necessity for us to develop future cooperative leaders who can take charge of the movement after liberation.

We have given emphasis to children in this year of Child as declared by the U.N.O. Our education centres have launched programmes to educate young school cooperators who are very valuable to us.

This Consultation will provide us with inspiration to strengthen our member education activities. It will show us ways and means of overcoming problems we face, and provide valuable experience and knowledge you bring from your own countries. We also will offer our resources to you although they are sometimes poor comparatively.

I hope this conference will be of great success which shows new devices of member development. I wish you fellow co-operators a very happy stay in our beautiful motherland during the conference period.

Thank you.

Inaugural Address

by

S.B. Herath,

Minister for Food and Cooperatives,

Government of Sri Lanka

I am very happy to be with you on this occasion of the opening ceremony of the Experts' Consultation on Member Education for Co-operatives organised by the Regional Office of the International Co-operative Alliance in cooperation with the National Co-operative Council of Sri Lanka.

I wish to take this opportunity to extend a hearty welcome to the distinguished experts from many countries, but, in order to avoid forgetting to mention one of you, I will not mention anyone by name, but, welcome all of you on behalf of the Government, the people and the Cooperators of Sri Lanka.

The organisation of this Experts' Consultation has come at a very appropriate time, because the Government as a matter of principle has decided to handback the management of Co-operatives to democratically elected bodies. With this view in mind we have already planned to complete the holding of elections in all the Multi-purpose Cooperative Societies by the end of 1979.

We are doing this because the United National Party which was returned to power in this country with an unprecedented mandate in July 1977 had discussed this issue before the General Elections and decided that we should have a democratic co-operative movement in this country.

It is that decision we are now implementing. The question might then arise as to why this could not be done earlier. The answer is that any decision taken has to be implemented in a given political, economic and social context, and that the timing must be decided depending not only on these factors but also the necessary ground work that must sometimes precede implementation. These questions, including the question of timing is

a matter of policy to be decided by the Government. I am happy that we have been able through persistent effort to get the elections going. My intention as the Minister in charge of the subject of Co-operatives is to see that the movement is both de-politicalised and as far as possible de-officialised. Having said this, I have also to state that the climate in which the Co-operative Movement will operate will differ from country to country in political, economic, social and cultural terms. Like everything else in the world, these will not be static considerations, but subject to changes taking place in the future. The Co-operative Movement, like any other Institution of Society will have to adapt to these changes. I have no doubt that in Sri Lanka the Movement will have the resilience and the strength not only to adapt, but to make an effective contribution for the progress of our people.

Looking at things in this context, I say that this Consultation Group is very important, because it is only through a comprehensive member education programme that we can build up a body of enlightened cooperators who will contribute for the progress of the Movement.

The Pioneers of the Movement in Sri Lanka both official and non-official succeeded in instilling a lasting devotion to Member Education in the first generation of Cooperators and the remnants of their influence can still be found in many parts of the Island today.

In the early period, there were two kinds of educators. There were Government Officers from the Registrar down to the last inspector in the field, as well as the non-official volunteers designated "Honorary Supervisors" who with devotion took to the task of education. At one time or other, there were Youth Clubs, study circles and extension schemes, Member Education Classes, Women's Guilds, District Seminars and training for School Co-operatives. But, gradually these programmes began to lack strong leadership and continuity. Some Governments did not give the Co-operative Member Education the place that was due to it. Thereby the progress of the Movement was retarded.

It is against this background that I say that the theme for your deliberations is very appropriate because we have now started a Member Education plan which has been sponsored by the Department of Co-operative Development in collaboration with

the National Co-operative Council of Sri Lanka. Initially this will be implemented in the Multi-Purpose Co-operative Societies. This Government will give priority to the field of Member Education in the Co-operative Movement.

To my mind Member Education is not simply memorising the Rochdale Principles and learning a few Rules and By-laws. It is a process of preparing the member for a better economic and social order. I do not claim to be an expert on Co-operative Education, but as I see it, the various objectives of Member Education can be stated as follows:

First to develop an understanding in the members of the importance and the role of Co-operative Institutions for the socio-economic development of the community.

Secondly to acquaint them with various operational aspects.

Thirdly to develop in them an understanding of their duties, obligations, rights and privileges and

Fourthly to create the required leadership at all levels of Co-operative Institutions.

Thus, the aim of Member Education is to strengthen the Movement by creating an enlightened membership, for in the last resort, any movement or institution is as good as the quality of the people in it.

Distinguished Participants, Ladies and Gentlemen,

I think that this is the right approach to build up a genuine Co-operative Movement. I am confident that in the course of the deliberations, you will give serious thought to the matters before you. Your experience as well as your dedication should benefit all of us. I wish all of you the strength and the courage to make a bold analysis and to draw innovative conclusions. I also sincerely hope that what transpires at this Seminar will be of use not only to us in Sri Lanka, but for the Co-operative Movement in this Region.

In conclusion, I sincerely hope that your short stay in Sri Lanka will be most pleasant as well as profitable and wish to convey to all of you my warm and sincere good wishes on behalf of the Government and the people of this country.

I would also like to express my warm thanks to the I.C.A. and the N.C.C. for organising such an important and appropriate Seminar and for inviting me for your opening ceremony. I wish you all good luck and hope that you would have a very successful Seminar.

Thank you. -

III

Background Papers

Brian Cooper*

Member Education - An Australian Experience

Introduction—National Background

Co-operatives appeared in Australia in the late 19th Century and were mostly modelled on the Rochdale experience. Many of these Co-operatives were established to service widespread outposts of small numbers of farmers. A few of these grew into very large agricultural Co-operatives offering a wide range of goods and services to both rural and urban communities. Today some two million or more Australians are members of a Co-operative Society or Credit Union and a further 1.5 million are members of Building Societies. Westralian Farmers Co-operative is the largest Australian Co-operative with 16,000 members, 2,500 employees and annual turnover exceeding A\$300 million.

Co-operatives and Governments

Australian Governments have made it clear that Co-operatives are expected to stand on their own feet in the economy without being either favoured or penalised by Government. There is no Ministry dealing exclusively with Co-operatives either at National or State level. Nor is there a uniform legislation covering Cooperative activity across the nation. Individual Co-operatives are covered by separate State enactments which vary widely. In several States, Co-operative apex groups have the benefit of participation with Government instrumentalities in an advisory council.

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From the taxation point of view there are very few advantages extended to Co-operatives. Where 90% of business can be achieved with members, dividend payments are allowable deductions for taxation purposes. However, the law limits the dividend rate of payment on share capital, and currently the rate would be not more than 14%. Patronage refunds, or rebates of surplus earnings, are allowable deductions, but similar outgoings in other non-Co-operative companies are likewise deductible. In practice, very few Co-operatives are able to achieve a 90% trading level with members. In some instances the costs of recording trading for taxation benefits outweighs the potential gains.

National Welfare

Successive Australian Governments have shown a continuing commitment to National Welfare programmes. In 1978 one person in every five of the Australian population received some form of Government benefit and National welfare spending accounted for 28% of the total budget outlays. Apart from sickness and aged benefits, the unemployed and those undertaking full-time education receive a living allowance. However, these social security programmes have added greatly to the burden in the last decade with a 280% increase in all taxes raised per Australian.

General Education

General education is free, but compulsory in Australia from five years of age to 15 years of age. However, most students would complete three years of secondary education with many completing five years of secondary schooling and going on to university or colleges of advanced education. In 1978 there were more than 300,000 Australians enrolled in universities and colleges of advanced education. An increasing number of professionally qualified people—teachers, doctors, lawyers, engineers, geologists etc.—are finding it difficult to secure suitable employment. At the same time there have been some shortages in numbers of skilled tradesmen and technicians, but Government sponsored programmes and subsidies to industry are

steadily rectifying these problems. With an unemployment situation of perhaps 5% of the workforce, there have been very few problems in meeting needs for professional, skilled, semi-skilled or unskilled labour. The same general levels of education apply throughout the population, including members of Co-operatives: Even amongst farmers, many members are third or fourth generation farmers who have supplemented their family experience by attending agricultural college and acquiring an advanced agricultural knowledge.

Co-operative Education

To appreciate Co-operative education in Australia one must be mindful of the general and specific education of the community at large and of the meaning of the term "Co-operative Education".

The Principles Commission of the I.C.A. has said:—

"For the purposes of Co-operation, education needs to be defined in a very broad sense which includes academic education of more than one kind, but much besides. It includes both what people learn and how they learn it. Every phase of experience, which adds to people's knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfill their responsibilities as men or women and citizens, can have educational significance for Co-operation."

If one is to accept the definition of the Principles Commission on the subject, then one must include; general education, Co-operative philosophy, staff training, member relations, staff relations, public relations, instruction, manpower development, career planning and a whole array of related matters. Although the writer generally supports the definition of the Principles Commission, only a few key headings will be discussed in this paper.

Member Communication

Australian Co-operatives and apex organisations of Co-operatives have established communication practices aimed at

passing information to and from members at the grass roots levels. Members are represented by elected directors at regional or district councils, which nominate one or more of their number to participate in apex councils.

This representation is supplemented by direct communication efforts as newsletters direct to members, regional member meetings, conferences and seminars for members. There is also a practice of holding open house days whereby members are encouraged to visit their Co-operative, see it in action and become familiar with its operations.

Training

Many Co-operatives in Australia have quite elaborate training facilities, personnel who are training specialists and in-depth training programmes. Such training is directed toward creating or modifying knowledge, skills and attitudes in order to bring about a desired behaviour. Programmes include the training of directors, management and staff. Directors are taught their statutory, ethical and moral obligations, as well as specific matters relating to the financial and general control of the Co-operative.

Managers and staff receive specific training, individually or collectively, relative either to their work or to their careers. Managers and supervisors frequently work to specific performance objectives, are appraised by their performance, and remunerated according to formal salary schemes. Training can be in-company, or external at either public or private institutions. Development is generally regarded as the responsibility of the individual with the Co-operatives being responsible to provide development opportunity. There are no Co-operative training institutions or colleges. Such needs can mostly be met by existing public or private institutions, or in-company programmes. However, the National Co-operative Movement is seeking to establish a Co-operative seat at an Australian University.

Member Education

Where new Co-operatives are formed member education is

generally quite thorough, because those seeking to solve their common needs through Co-operation are almost entirely ignorant of its philosophies and methods. Apex organisations are the groups in Australian Co-operative structures to educate potential Co-operators and those interested in the benefits of the movement. In the writer's experience forming some 15 new Co-operatives in the past three years, it can be said that economic benefit to the individual is the major motivation. Philosophy and ideals generate little interest, probably because the standards of living are already relatively high.

This phenomenon of belief mainly through benefits is a major determinant of member education in established Co-operatives. Because there are no economic advantages extended to Co-operatives by Governments and the developed state of the economy generally, many established Co-operatives, however successful, have difficulty in showing advantage to members over their privately-owned counterparts. In many instances the early advantages gained by the elimination of "middlemen" in the chain of supply and distribution have been equalled by economies of scale and strength of purchasing power brought to bear by the trans-nationals, multinationals and large-scale private enterprise. Thus the member has difficulty in identifying benefits from belonging to a Cooperative. Similarly, Cooperatives have difficulty in carrying education to the members when they have trouble in identifying benefits over their privately owned competitors. Much of what might be surplus Co-operative earnings rebated to members on the basis of business done, must be discounted to meet stiff trading competition, or committed to reserves so that Co-operative growth can keep pace with that of the rest of the private sector.

In general, only a small proportion of members attend general meetings and vote in Co-operative elections. Both these trends are to be deplored. However, ultimate democratic control is not necessarily lost because a few attend or vote. The inactive members still retain their full democratic power in reserve. Of course, the apathy of the majority of members may lead to domination by an individual or minority group. Nevertheless, it lies fully within the powers of the majority to prevent this from occurring. But where the degree of member non-participation is high it is a threat not only to Co-operative's social

principles, but also to the calibre of the Board and hence to the efficiency of the co-operative.

In summarising this discussion, co-operative education in Australia, for the most part, is thorough in new co-operative memberships and non-existent, or poorly served in well established co-operatives.

Co-operative Philosophy

Contrary to what the foregoing discussion might lead readers to assume, Co-operators in Australia do believe in Co-operative philosophy and would wholeheartedly support the views expressed in the following quotation:—

“Co-operation is much more than an activity, it encompasses a philosophy and always has done and this philosophy must be preserved in Co-operative activity. If an activity calling itself Co-operative is carried on without an acknowledgement of, even dependence upon, Co-operative principles then, whatever else it might be, it is not a Co-operative.”*

In the Australian environment, the writer believes that what has been lost is *not* Co-operative philosophy, but a proper perspective of that philosophy relative to the economic and social needs of Australians in the 1980's. As profound as the Rochdale Principles might have been in 1844, the needs of those seeking their benefits have changed in the 135 years that have followed.

By way of a brief example in looking at two of the major principles:—

1. *Limited Return on Capital*

Most Australians would have an amount of savings they are able to invest in Building Societies, Banks, Hire Purchase Companies and the like at interest rates varying to 10% per annum or higher. People expect a return on capital. They believe that their money is important, to both the Co-opera-

*Campbell B. Burns, Senior Lecturer, The Law School, University of Strathclyde. Reported in “Co-operative Law”, a comparative study February 1977.

tive and to the member. The gap between proletariat and capitalist is really quite narrow.

2. *Rebate of Surplus in Proportion to Usage*

Members have difficulty in seeing why surplus cannot be rebated by discounting at the point of sale. Failure to do so often seems to leave the Co-operative trying to market its products at uncompetitive prices. Following this principle slavishly by rebating surplus has, over the years, left many Co-operatives with grossly inadequate reserves to meet growth costs affected by spiralling inflation.

In his publication, *Evolution of Co-operative Thought*, Dr. S.K. Saxena quotes Franco Ruttaky of the Central Co-operative Council of Prague, as follows:—

“education in Co-operation necessitates knowledge of economic and social environment in which the Co-operative societies operate. The study of Co-operation will be unreal and artificial unless the sociological background in which Co-operatives are operating is thoroughly known.”

In the writer's view, the loss of perspective of Co-operative philosophy in Australia is due, in no small part, to a lack of appreciation of the social environment in which Co-operation must be applied.

Checking Monopoly Trends

The mainstream of Co-operative education in Australia should centre on the long-term role of Co-operatives in benefiting members by checking monopoly trends. It is the strength of unity for producer or consumer, through their Co-operative, that checks monopoly trends. For the most part, Co-operative laws in Australia do protect Co-operatives in fulfilling this role by making a takeover of a Co-operative extremely difficult. Thus Co-operatives are able to preserve the interests of their members and to hold the price line as a strong competitive alternative. There are, of course, examples of Co-operative monopolies, or near monopolies, in Australia some of which are now governed by specific Acts of legislation.

What do members want to know?

It is the writer's belief that the greatest problem facing Australian Co-operatives is that of simple communication. In a sense, there is a real fear that Co-operatives are similar to the political scene in that many facets of operations tend to contradict each other, creating a need for accurate information.

Co-operative members have difficulty in relating to the financial operations of their Co-operative and how they can benefit most from utilising its services. Specific financial matters members require more information about are:—

- The feasibility of future investments.
- Financial information available to Directors.
- How profit margins are derived and how much is kept for operation.
- Break-down of Co-operative spending.
- Cost of different programmes.

Members also express the need for information about marketing and the ability of their Co-operative to compete. Sometimes information is needed to satisfy doubts in the minds of members such as: If our marketing is profitable, are margins being passed back to members? Can the Co-operative compete with independent enterprise? Are members really directing the course the Co-operative follows, or in reality is the Board of Directors rubber-stamping plans made by management?

- Other marketing information that members seek includes:—
- More marketing information about competition and prices.
- More up-to-date information on market trends.
- More information about marketing procedures.
- The extent to which a Co-operative influences market prices.
- Why in some marketing areas the local Co-operative cannot compete with competitors.
- Why Board and Executive feel members should patronise their Co-operative when they are not competitive.

Members also need information on a wide range of general matters which could include:—

Operating policy.

How the Board selects and educates Directors.

How staff are selected, trained, appraised and remunerated.

How other Co-operatives in the area and other similar businesses operate.

Future development and expansion plans.

What happens at Board meetings.

Co-operative Education—The Needs

Vilstrup and Groves of the University of Wisconsin, U.S.A., made the following quote in the Foreword of "Co-operative Communication Techniques", from an anonymous source:—

"A Co-operative may spread itself over the entire world, may employ a hundred thousand men, but the average person will usually form his judgement of it through his contact with one individual".

This quote does much to summarise the need for member education in Australia. The emphasis should be on close member relations and public relations, making members and potential members aware of what the Co-operative is doing, and preventing others from doing.

There is a strong need in Australia to convince executives and members of the need for Co-operatives to co-operate in their economic efforts. Joint efforts are required in the areas of sales, promotion, advertising and marketing programmes. Pooling of funds and other material resources is desirable.

Co-operatives must establish greater ownership identity with members, at all levels, but more particularly with the "grass roots". Apex organisations must establish greater affinity between their individual Co-operatives and the collective membership of those units.

Open and personal communication is required at all executive and leadership levels to continuously:

1. Keep members informed of business aims and results.
2. Inform members of Co-operative aims and purposes, relevant to the existing environment.

3. Increase understanding of the working of the Co-operative.
4. Invite active member participation in Co-operative affairs.

Australian Co-operatives are neither political, nor hold political philosophies-as a movement. The writer believes that they must shake off their political passiveness and become politically active, without permanently favouring one political ideology or another, for the purpose of putting forward to Government ideas and proposals that will benefit members and the community.

Conclusion

In concluding this short paper, the Australian need can probably be best summarised in a quotation from Vilstrup and Groves, University of Wisconsin, who quote a successful Danish Co-operator's warning:—

“A Co-operative without an effective member education programme will last a generation and a half.”

Many co-operatives in Australia are fast approaching the last half a generation. The challenge is with all Co-operative leaders to develop programmes with emphasis on member education and relations. But just as this is a need in the Australian Movement, so is there a need in the I.C.A. regions. To those developing and merging nations, let our experience serve notice to you of what might take place with development so that you may be both forewarned and forearmed.

Maniruddin Ahmed*

Faqrul Quadir***

Cooperative Member Education in Bangladesh

Introduction

The Co-operative Movement in Bangladesh which was introduced in 1904, as in other parts of the sub-continent, for improvement of agro-based rural economy, passed through a long process of trial and error with respect to membership patterns, management, jurisdiction, organisational set-up and objectivity. Amidst this process, the number of co-operatives in the country, which was over 28 thousand during Partition in 1947, came down to below six thousand in 1960 and has now increased to about 75 thousand with a membership of 5.5 million. More importantly, the Co-operatives in Bangladesh, which were for long engaged mostly in input-supply services for farmers, weavers, fishermen and other producers, have from recent times diversified and embarked upon a variety of general and specialised fields of economic services.

Inadequacy of Member Education

Despite the rapid dimensional expansion of the Movement, the organisational foundation, management standard and overall performances of the Cooperatives did not improve to the desired extent. An average Primary Cooperative Society in Bangladesh, it may be mentioned, has a working capital of Taka 7,000/00 (about \$ 460 dollars) with membership of 70 and share-deposits of Taka 32/00 (about \$ 2 dollars) per head.

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** Deputy Director (Training), IRDP, Dacca.

The expansion of the Movement is also characterised by growing dependence of the Cooperatives on outside assistance. Although the above situation is the obvious cause and effect of many factors both external and internal, it is due mainly to one reason : with the expansion of the Movement over the last two decades, the exigency for member education in the Cooperatives has increasingly been neglected. This resulted directly in a number of peculiar situation, of which the following are crucial –

- (a) absence of self-reliant group-action approach to collective welfare in the Cooperative Societies;
- (b) members' ignorance of the benefits and working procedures of cooperative system and their apathy and lack of loyalty to the Cooperatives;
- (c) management inefficiency, absence of active and devoted leadership and stagnation in the Cooperatives;
- (d) corrupt and illegal practices and infiltrations of vested interests in the management;
- (e) limited membership, hindrance to capital formation and problems of viability of the Cooperatives;
- (f) exclusion of a large number of poor and landless families from the fold of Cooperatives;
- (g) closed-shop attitude on the part of the manager.

Institutions for Member Education

There are some institutions in Bangladesh – both within and outside the Movement, which are engaged in member education for the Cooperatives.

The Bangladesh Cooperative College, which is meant for basic and orientation training of the officials of Cooperative Department, Integrated Rural Development Programme (IRDP), Cooperative Societies and other allied agencies, has a regular programme for conducting short training courses for Cooperative member and leaders of special interests. The eight Cooperative Zonal Institutes and Rural Development Training Institute are the most important residential institutions in the field of member education for the Cooperatives. The establishment cost and training programme of these institutions

including the College, are funded by the Government, except that the travelling and food charges of the trainee-members have to be borne by their respective Cooperatives.

Besides, the Bangladesh Academy for Rural Development, Comilla, organises specialised course for member education. This is a pioneer research and training centre on rural development including Cooperatives and mostly engaged in training of trainers, action research and staff development programme of various nation building departments.

The role of one National Cooperative Union, twenty District Cooperative Unions and one Rural Development Cooperative Federation in the fields of member education is very significant. The National Cooperative Union's performance to this direction include among others, publication of literature and journals, production and display of documentary films, conduct of leadership training courses and holding of seminars and conferences. The District Cooperative Unions, as the supportive functionaries of the National Cooperative Union, have in addition coordinate with Extension Units of the Cooperative Department for conducting membership training courses at the thana levels.

The Bangladesh Jatiya Samabaya Federation, which represents the IRDP Cooperatives and is affiliated with the National Cooperative Union, organises educational radio broadcast programmes, publication of journals and booklets and other motivational events.

There are 55 Extension Units of the Cooperative Department—each consisting of one Instructor and one Assistant Instructor, posted at sub-divisional level, which conduct four-day training courses at thana and Union levels for batches of about 20 members in collaboration with the District Cooperative Unions. The working of the Extension Units is supervised by an Extension-cell at the national level, wherein teaching aids, study-materials, films, etc. are produced to feed the field training activities. The under trainee members of this programme are paid an allowance varying from Tk.5/- to Tk.10/- per diem from the Education Fund. It may be mentioned that each loanee-member contributes one p.c. of loan to create this fund and 50% of the fund is distributed between the National Union and the concerned District

Union for meeting their member education expenses, while the remaining 50% is expended exclusively for payment of training allowances to members.

Membership Education under IRDP

Under the training programme of IRDP a regular weekly training class is held at the Teachers Training and Development Course. (T.T.D.C.) Officers of the various nation building departments become the teachers, trainers, guides and counsels to the village leaders viz. model farmer and manager of the village cooperatives.

The officers of the nation building departments are Agriculture, Fishery, Public Health, Family Planning Officers, Circle Officers (Dev), Thana Cooperative Officer and the IRDP Officers. Thana Project Officer of IRDP acts as a coordinator of the programme.

At the village each village cooperative elect/select one of their members to act as manager and another one to act as model farmer. They are subject to change after every one year when the annual general meeting is held. Criteria for selection for model farmer and manager are: (i) Leadership quality, (ii) Confidence of the group, (iii) Minimum educational background to act as a manager of the society, (iv) Farming as a profession for the model farmer, (v) Willingness to attend continuous training programme.

As he returns to his village as the teacher, regular weekly meetings are held and all the members of the cooperatives attend the meeting. In these local meetings the manager and the model farmers are the teachers and they transmit to the general body of members the knowledge gathered by them at the TT&DC. Besides, the problems of the members as well as of the societies are also discussed and solved by the members themselves. So it becomes clear that the diffusion of knowledge through Comilla Cooperatives is a two-way traffic and proceed in a vertical and horizontal manner.

A nominal training allowance is given to the managers and model farmers to meet the cost of travelling. They are paid Tk. 3 to Tk. 10 to cover the cost of transportation to and from the weekly training class at the TT&DC. The trainer

is also allowed an honorarium of TK. 10 per class subject to a minimum of Tk. 50. This is an incentive given to the trainer to obtain his services on a regular basis.

The existing system of training and education of village leadership as envisaged in the two-tier Comilla Cooperative is found to be an effective tool for the development of local leadership in the villages of Bangladesh. In the background of objective conditions and the general illiteracy of the people in Bangladesh, this process of non-formal training will have a great diffusion effect in generating new ideas and thoughts. The system of formal education will be futile for our poor farmers because due to illiteracy people can learn more through the spoken word. Written material other than simple graphics, could hardly be useful at this stage.

Course Content of Training

The course content of the training of Model Farmer and Krishi Samabaya Samiti (KSS) manager, will show how this can be utilized for the purpose of our rural development. In fact these are most practical and have been drawn keeping in view the need of the time and clientele.

The course content is as follows:

A. Model Farmer

- i) Training on agriculture subjects both in class room and field.
- ii) Animal husbandry, poultry keeping.
- iii) Home Development & Family Planning.
- iv) Irrigation : use of low lift pumps, deep and shallow tubewell, field channel, water management, etc.
- v) Health and sanitation.
- vi) Other subjects related to rural development.

B. KSS Manager

- i) Cooperative and credit.
- ii) Weekly meeting.
- iii) Share and savings
- iv) Maintenance of accounts and records
- v) Other managerial work.

Problems of Member Education

It is apparent from the discussion that compared to the need for member education, the numerical out-turn of the above training institutions is far from satisfactory. The quality of training imparted and of other motivational services rendered, is not also of reasonable level. These are due to many cogent factors.

(a) The cooperative College and Zonal Institute do not possess the minimum physical facilities for necessary training. With limited hostel accommodation and little amenities therein, these institutions have shortage of qualified teaching staff for taking care of various Cooperative topics of complex nature. There exists hardly any scope for training of teachers of these institutions, as well as those engaged in the Cooperative Unions and Extension Units.

(b) There is a severe dearth of funds, expertise and equipment for production and use of study-materials and teaching aids so necessary to intensify an educational activity. As a result, all the member education agencies fail, more or less, to make their programmes interesting, useful and effective to the clientele. Where only 20% of the adult population – 30% of males and 10% of females – are literate, the importance of these aids and materials for member education needs no exaggeration.

(c) Amidst various problems and limitations, the Cooperatives in Bangladesh are striving hard to grow up funds from within to finance their educational programmes. But the funds so raised are too meagre to meet a reasonable fraction of the needs, and the poor rates of allowances fixed for member-trainees do not also encourage the right type of people to join the educational events.

(d) The Cooperative Union and the Federation, which are inherently responsible for member education, could not as yet develop the extent of resource-potentials and technical know-how that are basically required to fulfil their onerous objectives. The general weakness of the Cooperatives explains largely for such situation.

(e) There is little or no coordination, at any level, among the concerned agencies with respect to programme planning,

strategy and goals of member education. This reduces the efficacy of educational programmes, causes unnecessary wastage of resources and procreates confusion among the cooperative members.

(f) Training itself cannot bring any changes. It has to be supported by supply and services of inputs. This is not always possible. As a result frustrations grow among the members.

(g) The training is not always resource and problem oriented.

(h) Knowledge of the trainers is not updated through refresher courses.

Conclusion and Recommendations

(i) Cooperatives are means of effecting income and wealth distribution and as such they should be accorded special privileges by the government. Precisely the Cooperative is to be backed by state policy in its words and spirit.

(ii) Cooperatives should be a bottom-up-ward process. This requires affecting attitudinal changes demanding a learning process which may be completed only after a sufficient span of time.

(iii) Cooperatives shall be developed into a system integrating different types into a single national system.

(iv) Mutual exchange of experience and transfer of intermediate/appropriate technology from the developing regions.

The Government of Bangladesh as well as all Cooperative Institutions at the regional and apex levels put high priority to the membership education programme. A comprehensive scheme is under preparation to integrate and coordinate all efforts towards this end.

J.M. Mulani*

Cooperative Education Through Project Approach-An Innovation

Importance of Cooperative Education

Co-operative Education is regarded by the Cooperative Movement as of paramount importance, in view of the fact that, cooperative societies are democratic bodies owned, managed and controlled by members. The importance of education for the success of cooperation has been acknowledged by cooperators from the very start of the cooperative movement.

The Rochdale Pioneers included education in their famous principles. Cooperative education is vital for the very survival of the movement, has been stated with great emphasis by the Principles Commission in its Report to the Vienna Congress of the International Cooperative Alliance in 1966. The Principles Commission says that "all cooperative societies should make provision for the education of their members, officers and employees and of the general public in the principles and techniques of cooperation, both economic and democratic".

The Cooperative movement has always attached great importance to education of their existing and potential members, honorary office bearers and paid employees. The movements in South-East Asia, have devoted a great deal of attention to education of members, right from the initial stages. Not only that but in case of several countries cooperative societies make financial contributions to the education fund.

Cooperatives are really people who have joined their efforts and available resources in a particular formal way to carry out certain business activities so as to satisfy the needs of all who are in the group. The people themselves directly participate and

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exercise control over the operations, affecting their own well-being. People emerge as a very essential component of a cooperative and they are the decisive factor in a cooperative, to build it, to own it, to operate and control it and to benefit from it. It would not be out of place to say that, if society grows, the people grow up with that. It is highly appropriate if educational programmes for cooperative membership, management and executives are developed in order to improve understanding of the members, their own roles and to help to raise the level of general and technical knowledge and economic efficiency.

Objectives

The basic objectives of cooperative education may be stated as (i) to create an awareness among the people about their social and economic conditions and the value of cooperative action in bringing about an improvement in these conditions, (ii) to create enlightened membership and (iii) to ensure a steady supply of leadership to man cooperative institutions at different levels. In the absence of a continuous, systematic and integrated education programme the movement cannot become strong, self-reliant and democratically managed. In this context, the need for cooperative education has been emphasised time and again. The cooperative education programme should become an integral part of cooperative development. If the cooperative movement has an important role to play in the development of various fields of production and distribution as has been frequently stated, then education to ensure cooperative conviction as well as efficiency in cooperative undertaking is a must.

Project Approach

The International Cooperative Alliance, Regional Office and Education Centre for South-East Asia in collaboration with National Cooperative Union of India, with a view to carrying out intensive cooperative education for selected agricultural cooperatives started a Cooperative Education Field Project in Indore District (India) in February, 1971. The overall objective of the Project was to contribute to the development of rural co-

operatives and through that, to the social and economic improvement of their members.

On evaluating the working of the Project, it has been observed that the project has offered very useful lessons. The project evolved different approaches and techniques in cooperative education and the same could be conveniently adopted in other parts of the country as well as South-East Asia. During the period of seven years of working, the Project has made experiments in various segments of developmental cooperative education. The vital innovations in respect of cooperative education Field Project is the concept of orienting education towards business activities of cooperatives. Increasing emphasis is to be laid on managerial methods, and problem solving. Different approaches towards members for education, such as individual, group and mass have been experimented with and it is observed that the group approach (e.g. Farmers groups [Commodity-wise], Youth groups, Women's groups) in suitable combination with other approaches would be more effective. The project has been also successful in developing different methods and techniques of education, useful study materials, literature and teaching aids. The farm guidance services for members through the help of a Farm Guidance Instructor has proved to be very useful and has been directly contributing in increasing their agricultural income through improved methods and continuous guidance.

Being inspired and encouraged by Indore Project's achievements, the Kaira District Cooperative Union in collaboration with Gujarat State Cooperative Union (India) started a Cooperative Education and Development Project. The Project activities were confined to selected few societies for the purpose of making them more efficient and effective through the process of education. An important feature of this project is the integration of farm guidance activities with cooperative education. The project has the support of various cooperative business federations and development agencies. The project undertakes educational activities through various methods, experiments with, and develops new educational approaches, renders farm guidance services with the help of farm guidance instructors appointed under the project, including soil testing and water analysis. This project serves as

a field laboratory and provides very useful guidelines.

The main objectives of the Project are as follows:

- a. To carry out intensive education programmes for the members, committee members including office bearers and employees.
- b. To experiment with and demonstrate successful approaches and techniques in cooperative education, which can be duplicated elsewhere.
- c. To produce educational material and teaching aids for use in the education project as well as for the use of farmers.
- d. To involve cooperative institutions including business federations effectively in the process of education.

The Project activities can be summarised as under:

- a. Continuous education related to the business and services of society.
- b. Management guidance – Managing Committee Meetings, maintenance of account books, proceedings books, etc.
- c. Farm guidance – agricultural advisory services, directed at increasing agricultural production and improving farmers income, proper farm management and marketing operations – extension work, supply of inputs.
- d. Dairy Extension – Seminars for Chairmen and Committee members of Milk Cooperatives, discussing problems of increasing milk production and also discussing problems of members, milk cooperatives and milk unions. Also organising seminars of women to discuss animal husbandry programmes, dairy science and Milk Cooperatives. Taking all participants to visit Amul Dairy to explain its working and some activities like artificial insemination, balanced cattle feed etc. on the spot. As a result there has been an improvement in their response and members' loyalty is increasing.
- e. Organising programmes for women – farmer housewives. Educating on farming operations, home-life improvements, child nutrition, family welfare etc.

- f. Training of employees – providing training facilities to various categories of employees working in cooperative societies. Also providing training to District Coop. Bank Inspectors, supervisors and dairy supervisors.
- g. Providing other services like tube wells in project villages where there are no irrigation facilities, fallow land for demonstration farms, procuring improved seeds from seed corporation and supplying to project farmers, organising health camps for project villages and providing medical facilities, contribution by societies for village public works etc.
- h. Youth development programmes – education programmes for rural youths.
- i. Financial involvement of societies to meet the cost of education programmes and farm guidance services
- j. Liaison with developmental agencies.
- k. Post education activities and assistance to the societies.
- l. Production/procurement of education material/teaching aids.

From the visible results achieved by the project, it can be said that the Project has evolved need-based and development-oriented and business-centered educational programmes for the development of members, managing committee members, office bearers, employees, women and rural youth etc. It is also observed that a systematic programme of intensive and problem solving education is participated by all concerned, and appreciated also. Education is a slow process, but brings some fruitful results if undertaken by properly trained and well equipped project staff working with sincerity of purpose.

Education Methodology

The project has evolved various methods for educating different groups of members, committee members, leaders, women, etc. They are as under:

- (a) Farmers' group meetings
- (b) Seminars for leaders, etc.
- (c) Camps for farmers (coop-wise)

- (d) Study visits
- (e) Farm demonstration
- (f) Education classes
- (g) Farmers' exchange programmes
- (h) Coop. Camps for women
- (i) Training courses for farm guidance instructors, supervisors, inspectors, etc.
- (j) Farm guidance activities – agricultural advisory services.
- (k) Permanent exhibitions.

Project Impact

The cooperative education programme under the Project created awareness among the members and the committee members actively participated in the affairs of society. The members made more and more use of the services offered by the society and the activities of the societies were diversified for the benefit of the members. There has been an improvement in respect of business deposits and share capital of the societies. The participation in general body meetings and committee meetings have shown an increase. The audit classification, recovery loans and management of cooperatives have improved. As a result, there has been development of the project societies and members' social and economic conditions have also improved.

Farm guidance work and services are very much appreciated by the members.

The project has proved that cooperative educational activities help a lot in improving the operational efficiency of the societies and they make immense contribution for accelerating the process of cooperative development.

Conclusion

From the experiments and experiences of cooperative education field projects, Indore and Kaira (both in India), it is recommended that, need-based and developmental-intensive cooperative education programmes, if properly planned, effectively implemented and carefully evaluated, as well as revised and reviewed from time to time, with active collaboration and

involvement of business federations and other agencies, would get whole-hearted support – technical, financial and academic – and set an example for integrating education with business activities of cooperatives working at grass root level. If we want to bring about visible changes in the working of primary societies, serve the beneficiaries and develop them as strong and viable institutions and through them to increase the productivity of farmer members and thus improve their socio-economic conditions, intensive educational work is necessary. A large number of education personnel need to be employed. The secretaries/managers of primary societies should also be responsible for carrying out local education work. A large amount of resources should be made available and then only it would produce effective results. This is possible only through a Project approach.

R.C. Dwivedi*

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Cooperative Education and Development Scheme

(Restructured Cooperative Education Programme)

Introduction

The cooperative organisation is a voluntary association of persons who come to work together for the promotion of their economic interests on the basis of equality. However, in a cooperative society though an individual enjoys certain privileges he automatically takes upon himself the responsibility of helping other cooperators and the community as a whole. If the members of the cooperative society do not feel responsibility towards other members, the institution will lose its cooperative character and its service potential. At the same time there is an inbuilt mechanism in the cooperatives that if members do not work for the furtherance of the institution as a whole, their own interests also cannot be served. Therefore it is absolutely necessary that the significance of the time honoured principle of 'each for all' and 'all for each' must be fully impressed upon the members. They are also to be trained in the techniques of managing their cooperatives.

For realising the aforesaid objectives, the fundamental requisites are that (i) the members should be acquainted with the principles and philosophy of cooperative as well as their role in managing the affairs of their cooperatives and (ii) the management committee should be responsive to the needs and

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aspirations of the members of the cooperative society.

It is also necessary for cooperative leaders to be acquainted with the role of the cooperatives in general economic and social development of the country. Simultaneously they should keep themselves apprised of the latest developments in respect of cooperative policies and programmes, procedures and practices. Another important aspect in the functioning of a cooperative society is the ability of the leaders (office-bearers of the cooperative societies) to make an objective assessment of the situation and take quick decisions.

These decisions have to be taken keeping in view the interests of all those whom such institutions stand to serve. It is, therefore, necessary that the committee members should also be able to communicate effectively, exchange ideas freely and come to a definite conclusion acceptable to all concerned.

It is, therefore, evident that the persons responsible for running cooperative institutions and managing their affairs have to equip themselves with necessary knowledge and develop aptitude to discharge the responsibility assigned to them. For preparing a band of dedicated workers, it is necessary to bring about: (i) a change in their knowledge; (ii) a change in their feeling; (iii) a change in their attitude; and (iv) a change in their line of action with emphasis on creative activities.

In order to inculcate these changes and qualities in the members and managing committee members, suitable orientation, education, and training is needed. The cooperative education programme for the members, committee members as well as the secretaries and managers which was suggested as early as in 1915, was introduced on a pilot basis in 1956 and country-wide coverage was achieved in 1960. With the growing necessity of the emergence of leadership from within the movement to accelerate the coverage of the education programme, the programme was revised in 1963 and designated 'Membership Education and Leadership Training for Non-official Personnel of the Cooperative Movement' was taken up for implementation. During 1966-67 the Programme Evaluation Organization of the Planning Commission undertook an evaluation study of the Member Education Programme. The team on the one hand, made efforts to highlight the areas of success, and on the other to pinpoint the weaknesses and deficiencies noted in the imple-

mentation of the programme. As a follow-up of the report of the study team, the NCUI organised four zonal workshops on member education during 1969. These workshops considered the report of the PEO and made vital recommendations on operational, administrative and promotional aspects of the programme. On the basis of these recommendations the programme was revised in 1971 and was called CEP.

State Governments were advised to provide necessary finance for implementation of the revised member education programme. However, in most of the states, the scheme was either partly implemented or was not implemented at all for want of required financial resources at the disposal of the State Cooperative Unions. In the mean time, further revision of the scheme was felt necessary in view of the modernisation of agriculture, diversification of the activities of the village level primary agricultural societies and the emergence of new horizons for the cooperative activities in the context of new development programme, and the experience gained through the pilot education project conducted by the International Cooperative Alliance and the National Cooperative Union of India in the district of Indore (M.P.).

A draft scheme accordingly, was formulated and placed for the consideration of the All India Conference of Chief Executives and Cooperative Education Officers of the State Cooperative Unions in November, 1975. Consensus was to reformulate the existing scheme so as to make it need based and development oriented and ensure that cooperative education becomes an effective instrument of improving the economic conditions of the members of cooperative societies, as also, improving the working efficiency of the cooperative societies themselves. The conference recommended the Cooperative Education and Development Scheme—CEDS, to replace the existing Cooperative Education Programme—CEP.

The main features of the Cooperative Education Development Scheme (CEDS) are:

- (i) Instead of single peripatetic units, the team approach should be adopted;
- (ii) Instead of the general coverage, area approach should be adopted;

- (iii) The course contents which were earlier ideology oriented should be made more result oriented based upon the needs of the members of cooperative societies and keeping in view the local situation. For this, the study of educational and developmental needs is proposed.
- (iv) Element of technical guidance such as farm guidance should be given prominence in cooperative education so that the farmers get required technical occupational guidance which is necessary to improve the cultivation methods and increase in the productivity of their holdings.
- (v) To make cooperative education an integral part of the services of the society.
- (vi) Element of planning, supervision, guidance, servicing and reviewing of implementation of programme be introduced at district level.

Cooperative Education and Development Scheme—CEDS

Name

The re-structured Cooperative Education Programme will be known as Cooperative Education and Development Scheme—CEDS.

Objectives

The overall objective of the CEDS would be to develop cooperative societies in the selected area and through that to improve the productivity of the farms of the members of cooperatives and thereby improve their socio-economic conditions. The activities of the CEDS will be educational in nature and developmental in character.

Keeping in view the above objectives, the CEDS will include the following:

- (i) Educating the members (including the prospective members) with a view to developing better member society relationship.
- (ii) Educate members of the managing committee in the concept, ideals, practices and management of cooperative societies.

- (iii) Making cooperative education an integral part of the services of each cooperative society.
- (iv) Making cooperative education need based and development oriented.
- (v) Developing cooperatives as sound democracies.
- (vi) Promoting liaison between the cooperative society and central societies and other governmental and non-governmental agencies for cooperative development.
- (vii) Motivating a cooperative society to develop farm guidance services of their own in due course.

The activities of the CEDS will aim at assisting the local societies in

- (i) Increase in membership
- (ii) Convening of meetings of managing committees and general body regularly, with increasing attendance at these meetings and securing active participation of members.
- (iii) Assessing of credit and other inputs required on the basis of real planning of crops and preparing societies to provide the members' needs.
- (iv) Promoting repayment of loans in time out of sale proceeds through cooperatives/cooperative efforts.
- (v) Preparing societies towards self-reliance, assist them in preparing long-term plans of mobilising deposits—ensure regular collection of deposits out of sale proceeds of crops.
- (vi) Develop farm guidance services on their own in due course.
- (vii) Utilise Secretary/Manager and Managing Committee Members for local education work.
- (viii) Undertake family welfare education activities.

Approach

As against the present pattern of one, two or three instructors covering the entire district, it is proposed to adopt a block as an area unit and a team approach rather than isolated approach by one Cooperative Education Instructor. Educational activities will be concentrated in such a manner that

one instructor is in charge of one Community Development Block.

The concerned State Cooperative Unions will reformulate their approach so as to ensure that the educational activities in the block are intensified at the society level and made need based and development oriented.

Cooperative societies in rural areas are basically concerned with assisting the farmers to increase their agricultural production and productivity. Existing Cooperative Education Programmes have limited scope and are concerned mainly with the management of the societies and members' participation in the affairs of their societies. At present cooperative education neither includes nor is supported by agricultural extension. It is, therefore, proposed to introduce the element of farm guidance in the restructured Cooperative Education and Development Programme. There will be one Farm Guidance Instructor at Block Level to educate the farmers on increasing their production and productivity and also on scope of diversifying their crops wherever they are found more remunerating.

In order to ensure effective implementation of the CEDS, it is essential to have a District Level Officer called "District Cooperative Education and Development Officer" who will be incharge of the following responsibilities.

(a) planning, (b) coordination, (c) supervision, (d) liaison work, (e) followup, (f) servicing, and (g) assessment of programme.

In the absence of the District Level Officer, the CEDS will not have much qualitative change. This Officer may be located in the district cooperative bank. This organization should be in a position to provide required secretarial assistance and other facilities to the district officer.

Keeping in view the limited resources of the State Cooperative Unions—both financial and man power it is suggested that the CEDS may be implemented in a phased manner. The beginning should be made from the Third Year of the Fifth Five Year Plan namely 1976-77. The phasing should be done in such a way that by the end of the Fifth Five Year Plan i.e. 1978-79 atleast one block in each district of the State is fully covered.

Personnel

As mentioned above, team approach is proposed under the CEDS. The team will consist of the following:

- (i) Cooperative Education and Development Officer (District Level)
- (ii) Cooperative Education Instructor (At Block Level)
- (iii) Farm Guidance Instructor (At Block Level).

(i) Cooperative Education and Development Officer

Qualifications

Graduate with 5 years' experience as Cooperative Instructor. A person with Higher Diploma in Cooperation (H.D.C.) and/or Diploma in Rural Development or Social Work will be preferred.

Duties

In order to ensure effective implementation of the CEDS it is essential to have a district level officer charged with the following responsibilities:

(a) planning, (b) coordination, (c) supervision, (d) liaison work, (e) follow-up, (f) servicing and (g) assessment of the programme.

It may be recalled that the Programme Evaluation Organisation of the Planning Commission had observed and recommended that "Administrative set up at all levels may suitably be strengthened for ensuring proper and effective planning, implementation and supervision of the programme".

(ii) Cooperative Education Instructor

Qualifications:

Graduate in Agriculture or in Arts with Economics as a special subject or B. Com. A person having two years experience in cooperation or experience in cooperative organisation connected with agricultural cooperatives will be preferred. This will however not apply to the existing persons.

Duties:

Cooperative Education Instructor will be responsible to work for the societies in the block. The scope of his activities will be as follows-

- i) To study local situation and the activities of the cooperative society prior to organising the educational activity. (The State Cooperative Union will prepare proforma for study of local situation and collection of data on the progress and activities of the cooperative society).
- ii) To organise and conduct village based members' camps, society-wise managing committee member's courses, short-orientation based meetings for women and young farmers who are family members of the members of the cooperatives.
- iii) To carry out orientation courses for supervisory field officers of the district cooperative bank and other cooperative business federations as well as for the similar officers of other development agencies.
- iv) To involve the secretary/manager as local teachers in member education work at the society level.
- v) To produce/procure educational material from State and District Cooperative Unions, cooperative business organisations, other developmental agencies and use the same in education work.
- vi) To assist the local cooperatives in producing educational charts, folders, annual reports etc.
- vii) To secure services of resources, persons and facilities of cooperative business federations and other developmental agencies for education and development work.
- viii) To organise study visits for different functionaries of the cooperatives with a view to develop cooperatives. Visits to secondary cooperative business organisations, agricultural and/or veterinary colleges, agricultural farm, farms of progressive farmers and other developmental agencies could be organised.
- ix) To provide management guidance by attending the Annual General Body Meetings and Managing Committee Meetings of cooperatives, on their request.

- x) To provide technical guidance on agricultural production including dairy products, storage and marketing of such products.
- xi) To arrange film/slide shows, dramas, debating competitions, panel discussions etc. on the subjects of common interests.
- xii) To receive financial assistance from federations and other developmental agencies in conducting educational activities, organising study visits, producing educational material etc.

(iii) Farm Guidance Instructor

Qualifications

Agricultural Graduate i.e. B. Ag. A person having 2 years' experience in agricultural extension/teaching experience should be preferred.

Duties

The scope of activities of the Farm Guidance Instructor will be as under

- i) To study the cropping pattern of the area.
- ii) To motivate the farmer members for soil and water testing as also for adoption of new variety of seeds, use of culture, proper doses of fertilizers and other improved agricultural practices.
- iii) To select farmers for demonstration plots for diversification of crops and adoption of improved agricultural practices.
- iv) To assist the societies in preparing farm plans for members, based on real crops grown by them.
- v) To organise farmers meetings and camps.
- vi) To organise study visits of the farmers to demonstration plots of the agricultural college, research centres and to progressive farmers.
- vii) To suggest useful educational material and magazines to be purchased for the cooperative societies.
- viii) To produce/procure, distribute and ensure proper use of

visual aids, and educational material for development of agriculture and dairying.

Involvement of District Cooperative Bank

There are about 300,000 cooperative societies of all types covering 65 million members in India. Of these, there are 155,000 agricultural cooperatives having over 36 million members covering more than 95% of the villages. Taking into consideration the expansion and diversification of activities of agricultural cooperatives and steady increase in their membership, it will not be possible for the State Cooperative Unions to meet the educational needs of these cooperatives qualitatively and quantitatively with the limited number of instructors with them. There are 520 instructors in the country. Even if their number is increased to 5000 which is only a hypothesis for the present, the educational needs of 36 million members in 155,000 societies will not be met.

It is therefore considered to actively involve the district cooperative business federations having field officers in educational work. Over 340 District Cooperative Banks having more than 4000 supervisors could be motivated to entrust the task of cooperative education in a limited way to their supervisors. These Supervisors come in frequent contact with the management of primary cooperative societies compared to the Cooperative Education Instructor (s) in the district.

The CEDS therefore envisaged that every State Cooperative Union should select few districts in consultation with the State Cooperative Bank and the concerned District Cooperative Bank and District Cooperative Union, for actively involving Bank Supervisors in education of Managing Committee Members and Secretaries/Managers in a limited way. The details of involving them, as regards the contents, duration, educational material and financial aspects if any etc. could be worked out with these organisations.

The State Cooperative Unions will have to arrange orientation courses for the Supervisors in methods and techniques of Adult Education and other related subjects. The implementation of this proposal should be reviewed jointly by the State Cooperative Union and State Cooperative Bank with a view to

make it more useful, effective and acceptable to the people.

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Finance

Implementation of the CEDS will require adequate finance at the State, District and Primary levels.

At the State level, the State Cooperative Union should formulate its scheme and submit the same to the State Government for financial assistance. The State Government should make cooperative education an integral part of the overall cooperative development in the State and make available required funds to implement the scheme. To begin with the State Governments should give adequate funds for the Cooperative Education and Development Officer to be posted at the District level.

The State Cooperative Union, while formulating the scheme, should evolve the pattern under which certain educational activities are conducted on the basis of sharing the expenditure between the Union and the beneficiary societies. This should include organisation of courses, meetings, seminars, debates, exhibitions, preparation of education material, organising study visits, undertaking evaluation etc.

Since farm guidance activities will help in increasing production and productivity of the farmer members of the cooperatives which will favourably affect the repaying capacity of the farmers, the State Cooperative Union should approach the State Cooperative Bank and the District Cooperative Bank for financial assistance for introducing farm guidance services by appointing Farm Guidance Instructors under the CEDS.

Since ultimate beneficiaries of the CEDS is a member and the primary cooperative society, the CEDS activities will motivate the beneficiary cooperative society to make provision for the education of their members and employees and of the general public in principles and techniques of cooperation both economic and democratic. This should be done by advising

them to make provision for education in their annual budget and programme as also by taking members' annual contributions for their education, as may be decided by the Annual General Body Meeting every year.

Review

In order to ensure effective implementation of the CEDS, it is desired that a Local Advisory Committee at the district level may be constituted by the State Cooperative Union. This Committee will meet once in six months and review the operation of the CEDS. The Committee will consist of the following:

1. The Chairman, District Coop. Union/Bank	Chairman
2. The Manager, District Coop. Bank	Member
3. Manager, concerned Coop. Marketing Society.	„
4. District Agricultural Officer	„
5. District Veterinary Officer	„
6. Manager, Land Development Bank	„
7. Block Development Officer	„
8. Cooperative Education and Development Officer	Member-Secretary

Besides, the Member Secretary in consultation with the Chairman may extend invitation to any or all of the following :

1. Extension Officer, Cooperation
2. Extension Officer, Agriculture
3. Principal, Cooperative Training Centre/College, if located in district.
4. Principal, Agricultural College, if located in district.
5. Any other resource person.

At the State level, the State Cooperative Union will be the monitoring authority for the CEDS. The State Union will appoint a Cooperative Education and Development Committee to plan, coordinate and review the implementation of the CEDS.

Role of the NCUI

The NCUI will be the overall monitoring agency for the implementation of the CEDS at the national level. The Union will provide supervision and guidance, review the periodical reports, arrange for the training of the personnel working under CEDS, produce/procure educational material, teaching and visual aids and supply the same to the State Cooperative Unions. The Union will provide services of its officers for developing education schemes in the State. It will also provide services of the Artist-cum-Photographer to the State Cooperative Union on request for helping these Unions in producing teaching and visual aids. On request from the State Cooperative Union the NCUI will collaborate in undertaking the specific studies on the needs of cooperative education in a particular area or particular field of cooperative activity and help developing a need based education programme.

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Cooperative Member Education in Indonesia

Historical Developments of Cooperative Member Education

Cooperative member education started in Indonesia in 1953 shortly after the recognition of Indonesian independence. The introduction of member education was based on a decision of the cooperative Congress held a few months earlier by the Cooperative Council (Union) —The Dewan Koperasi Indonesia. Based on the Constitution of 1945 Article 33, the Government is to promote cooperative development. So since 1953 the Government started conducting cooperative member education programmes throughout the country through training centres set up in almost every sub-province, consisting of 4 to 5 Districts. During the first three years the education programmes were emphasizing the formation of cooperative cadres among rural as well as urban communities; and around 1956 after having cooperative societies organized by the cadres the Government launched cooperative training activities for executive committees and supervisory committees. Special courses were conducted for secretaries of the boards of executives to master the fundamentals of book-keeping. The Cooperative Council (Dewan Koperasi Indonesia) was involved in motivating executive committees of primary cooperatives to participate in financing the cooperative education programmes. In some provinces the Cooperative Council also supported in organizing the courses. Also since 1954 the Cooperative Council promoted the setting up of Senior Cooperative High Schools, the so-called "S.M.A. Koperasi"; up to 1959 there were about 10 S.M.A. Koperasi run by the local council.

Since 1959 all these activities came to a stand-still, as a

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result of a revolutionary change in the Government structure. This change was reflected in the development of a cooperative mentality in Indonesia up to 1966 which was characterized by cooperatives acting as instruments of political forces for the benefit of political aspirations, so that cooperatives were without cooperative spirit, and ignorant of cooperative education.

A Government Regulation on Promoting Cooperative Societies issued in 1959 supported the formation of cooperative societies in a big scale all over the country, based on the policy of the Government at that time, that even the country was already independent for ten years the revolution had still to move on; in this case boosting the formation of cooperative societies all over the country within a short time. Another Government Regulation stipulated for the channelling of at least 9 basic needs of the people through cooperatives, directing existing and newly formed cooperatives become tools of Government policies and trend towards being dependant upon Government help.

In this period a new law on cooperative regulations (in 1965) strengthened these Government policies and made the cooperative societies instruments of political parties and more dependant on the Government. The cooperative principles of open membership and democratic control and the essential feature of self-help that characterized cooperative societies before, were ignored and indicated as attitudes of enemies of the revolution.

So, cooperative life was in contravention of genuine cooperative philosophy and principles, and were not able to perform their function and role as an economic organisation owned and managed by, from and for the members. At that time the Government policy placed the cooperatives as a political means, which made the people and the cooperative movement itself pursue a wrong image of the cooperatives. In the economic sector the cooperatives were considered as a channel of distribution of Government goods only.

At the commencement of the new administration in 1966 the Indonesian people and the Government had to face the problem of poverty, under development and ignorance, so more attention had to be paid to meet the basic needs of life. The Cooperative Movement itself had to face the problems of sur-

vival, after a long period of political domination and control over cooperative structure and life.

In accordance with the claim of the new administration, steps were taken to carry out a total correction in the cooperative policy of the past by returning the cooperatives into their real function and role by establishing a basis of a new policy embodied in the Resolution of the Peoples General Assembly of 1966 (nr. XXIII/1966) and further to provide a new legal basis by enacting the Law and the Basic Regulation for Cooperatives of 1967.

The principle of the new policy was to correct the old policy which placed the cooperatives as a socio-political unit in order to become a socio-economic unit instead. One of the essential measures was the promotion of cooperative education, especially member education all over the country.

Cooperative education as a measure of mental rehabilitation

As already mentioned, almost all types of cooperatives in Indonesia in 1966 faced the problems of lack of genuine cooperative spirit and principles caused by the past Government policies, and also many different technical as well as economic problems such as lack of capital and technical knowhow and mis-management. A cooperative education was considered the first step to overcome the problems, but the cooperatives themselves and the Cooperative Council itself was not in a position yet to handle the education in a large scale as has been planned. Especially during the survival period and rehabilitation phase between 1969 and 1974 the main problems were the weakness or reluctance of most cooperatives especially in the rural areas to conduct cooperative education. It was gratifying to state that the New Administration decided to place an educational programme for cooperatives in the First Five Year Development Plan (PELITA-I—1969/70-1973/74) and following Five Year Development Plans. This education was more or less for rural cooperatives since the Development Plan was emphasized on agriculture. Some cooperatives in urban areas sponsored by their respective secondary societies organized their own self-financed courses without Government assistance, except trainers. The finance for these courses were from

the education fund or from their own budget. Cooperative education as a measure of mental rehabilitation was felt urgent.

Cooperative education policy

It was the attitude of the New Administration that cooperative education was one of the basic principles that should be conducted and organized by cooperatives themselves as an organisation by, of and for the people. But considering the position and condition of cooperatives and taking in mind the role of the Government in popular economic development as considered by the Peoples' General Assembly, steps in carrying out the policy should be as follows:

1. *First Stage* of development during which the Government pioneers in carrying out cooperative education and extension works.

2. *Development Stage* during which the Government together with the cooperative movement carry out cooperative education and extension works.

3. *Promotion Stage* during which cooperative education and extension works are carried out fully by cooperative movements. The Government will only supply guidance and coordination for the programmes.

Cooperative Education Programmes

1. Government sponsored cooperative education

According to the cooperative education policy of the Government, during the first stage of development the Government should pioneer in carrying out cooperative education. During the First Five Year Development Plan (1969-1974) there were 3 types of activities run by the Government:

1. Setting up Cooperative Training Centres in each Province.

2. Upgrading courses for Government personnel of chiefs of Provincial and District Office, division chiefs and cooperative promoters.

3. Training of cooperative society leaders, employees and cooperative cadres (selected members) and education to com-

mon members.

The Training Centres in each Province is meant as the centre of education, training, and extension work, including seminars, workshops and open lectures for Government personnel in general, the strategic groups as trade unions, farmers unions, women organisations, fishermen's organisations, youth organisations etc. The upgrading courses for Governmental personnel were also at the same time training courses for trainers of cooperative cadres, members of executive board, members of supervisory committees, etc.

During the First Five Year Development Plan the curriculum of cooperative courses was moreover emphasized on the cooperative ideology as a measure of mental rehabilitation and creating cooperative cadres to spread cooperative ideology among the people. During the last 2 years cooperative business in the curriculum came more and more at the foreground as to balance the credit facilities provided by the Government and the involvement of cooperatives in the implementation of Government programmes, e.g. rice procurement, channelling of agricultural inputs, rice processing and marketing.

During this period about 22,000 people have followed cooperative education in short courses of 1 to 4 weeks.

In the Second Five Year Development Plan the Government continued the programme of setting up cooperative training centres in the provinces so that at the end of this five year period in 1978 all the 27 provinces were already equipped with a training centre.

The objectives and sequence of education in this period were as follows:

1. Personnel of the Directorate General of Cooperatives as trainers, promoters and supervisors as well as auditors, so that they will be able to perform their job as well as possible.
2. Board of directors, board of supervisors, managers and employees and members of cooperatives in order to increase their ability, skill and consciousness.
3. Students of public schools on cooperative education through training of teachers and university lecturers.
4. Strategic groups and their leaders such as youth groups.

boy scouts, house-wives groups, labourers groups, artisans groups, peasants groups, fishermen's groups etc.

5. Both formal and informal leaders, such as village authorities, religious leaders; traditional as well as non-traditional leaders.
6. Junior and senior high school teachers and university lecturers.
7. Government officials of different Departments, institutions and other agencies through seminars on cooperative aspects, workshops on common issues, discussions and meetings or open lectures in the training centres.
8. Newspaper reporters through press tours and cooperative courses.
9. The community through movie shows, village radio broadcasts through Government and non-Government radio broadcasting to reach listeners groups in the community.

During the Second Five Year Development Plan (1974-1978/79) cooperatives were more and more involved in the implementation of Government policies relating peoples welfare and economic development especially in rural areas. And observing the progress achieved by cooperatives in the business field as mentioned earlier, the Government felt that the quality of cooperatives was far from what was expected. Various weaknesses and shortcomings were still to be found. These were mostly caused by weakness in organisation, management and skill of the cooperative. So since 1975 the Government launched a cooperative consolidation programme to enable cooperatives perform their economic function better.

Various courses and training seminars and workshops have been conducted and a total of 36,104 members and cadres as well as cooperative promoters have undergone courses and training since the First Five Year Development Plan. About 30% of the Government Development Fund for cooperatives was used for educational purposes.

In order to strengthen the cooperative organisation and to promote its business abilities, education programmes were increased for Government officials as well as cooperative members. Government officers attended special courses on cooperative extension, project appraisal, accounting, secretarial

work and office management, credit management, management and marketing, auditing, cooperative techniques, statistics, planning, programming and budgeting, and personnel management.

2. Cooperative education sponsored by the cooperatives and the Cooperative Council (DKI)

As mentioned in the historical development, in 1953 the Indonesian Cooperative Congress decided to support cooperative development by promoting cooperative education as to implement the internationally accepted cooperative principles. In the period between 1953 and 1959 the Indonesian Cooperative Council (DKI) promoted cooperative high schools, the so-called "S.M.A. Koperasi" in 10 different provincial and district capitals. Sons and daughters of cooperative members followed senior high school lessons and lessons about cooperative ideology and learnt cooperative practice in the students cooperatives. The objectives were to recruit cooperative cadres and to promote cooperatives among the people through students as cadres and teachers and lecturers as promoters.

Also in this period cooperative societies supported cooperative education by participating in financing the 2 to 4 weeks courses conducted by the Government and organized self-financing short courses of 3 to 6 days.

During the next period between 1959 and 1966 there were no Government sponsored courses for cooperative executives as well as members, since management of cooperatives were under Government control and dominated by political elements. Cooperative societies were also inactive in organizing cooperative education during the period.

But on the other hand the Government established junior and senior cooperative high schools in almost every provincial capital as to introduce new cooperative ideas launched by the revolutionary Government.

At the commencement of the new Administration in 1967, the Government sponsored Cooperative Junior and senior High schools were liquidated. The Regional Cooperative Council continued about 12 of these schools as private schools run and managed by cooperatives, and took over from the Govern-

ment about 8 Cooperative Academies to be run and financed by the Cooperative movements themselves.

During the revival period between 1966 and 1969 the economic activities of cooperatives decreased, and appropriate management and financing by cooperatives or Cooperative Council could not be continued, and some of these schools were gradually dissolved. At the beginning of 1979 the Cooperative Council ran a Cooperative Academy in Bandung (West-Java Province) and in Ujung-Pandang (South Sulawesi Province). There is also one Senior Cooperative High school in Yogyakarta (the province of Yogyakarta) and a junior cooperative High-School in Pontianak (West Kalimantan Province). Most of the graduates of the cooperative academies were recruited for the management of primary rural cooperatives (KUD) or as employees in urban cooperatives. But on the other hand we find them also in other institutions other than cooperatives since many cooperatives cannot afford to pay relevant salaries to well educated personnel due to economic weakness and inability.

Besides these activities the cooperative movement itself through the primary and respective secondary societies and local cooperative council organize cooperative member education and employees training also. There are at the moment two types of courses, e.g:

(1) Cooperative courses organized and fully financed by cooperative societies. These education include education for rural Village Unit Cooperatives (or KUD-. amalgamated village cooperatives) their executives, supervisors, employees and members, and also urban cooperative executives and members.

(2) Cooperative courses organized by cooperatives and subsidized by local Government. These courses are also run by rural as well as urban cooperatives.

3. Cooperative member education initiated by the National Indonesian Cooperative Council (DKI)

(1) At the beginning of 1978 the Indonesian Cooperative Council(Union) was re-organized and re-structured. One of the National Programmes is the member education programme. To start with the Cooperative Council organized a series of

National Seminars to produce guidelines for an appropriate member education, namely:

- (a) A seminar on planning and programming of member education.
- (b) A seminar on methods, approaches and techniques of member education for cooperative trainers.
- (c) A workshop on methods, approaches and techniques of member education for discussion group leaders and leaders of existing economic socio-culture groups at village level.
- (d) A workshop on teaching aids for member education.
- (e) A workshop on teaching materials for member education.
- (f) A workshop on systems and organisation of member education.
- (g) A workshop on evaluation of member education.

These seminars and workshops will be completed in the period of 1978-1979, so that at the end of 1980 the Indonesian Cooperative Council hopes to proceed with the designing and implementation of preparatory activities of a member education programme. It seems that the greatest handicap will be the lack of adequate personnel of trainers and appropriate financing, so that the Cooperative Council will have to confine its programmes to limited activities during the next few years.

(2) To design an appropriate member education for rural cooperatives, in 1978 the Indonesian Cooperative Council came in collaboration with the University of Gadjah Mada in Yogyakarta to start a member education project in the Yogyakarta area.

Since the Dewan Koperasi Indonesia (Indonesian Cooperative Council) is still in the early stage of exploring a national cooperative education programme, it is obvious that still many things have to be studied and prepared and also eager to learn from more developed and experienced parties.

Y. Sakano*

Education Activities in Agricultural Cooperatives of Japan

1. Progress in education of members

It is the responsibility of each member to support the agricultural cooperative movement. It is the standard of the members that decides what the cooperative movement is. This is why the importance of the education of members must be stressed. The number of cooperative members is increasing each year and in 1976 reached 7,670,000,-an increase of 770,000 since 1966. The increase is of quasi-members, the number of full members being on the decline. In fact, the number of full members has dropped by 160,000 in the last ten years while quasi-members have increased by 910,000. At present there are 5,740,000 full members and 1,930,000 quasi-members.

Full members run an agricultural concern or farm, while quasi-members do not. So education would be aimed, roughly, at (1) full members and (2) quasi-members. Quasi-members account for 25% of all members, but although recently member education through daily-life purchasing activities has been conducted, it is still a field which has not been tackled much. In Japan, education of members of agricultural cooperatives has up till now been aimed at full members, that is, those concerned in the running of a farming concern. (From now on full members will be referred to as "members.")

(a) Classifying members for education

Chart 1 shows classifications of members by rank for educational purposes.

*Chief, Education Department, Central Union of Agricultural Cooperatives, Tokyo.

CHART 1

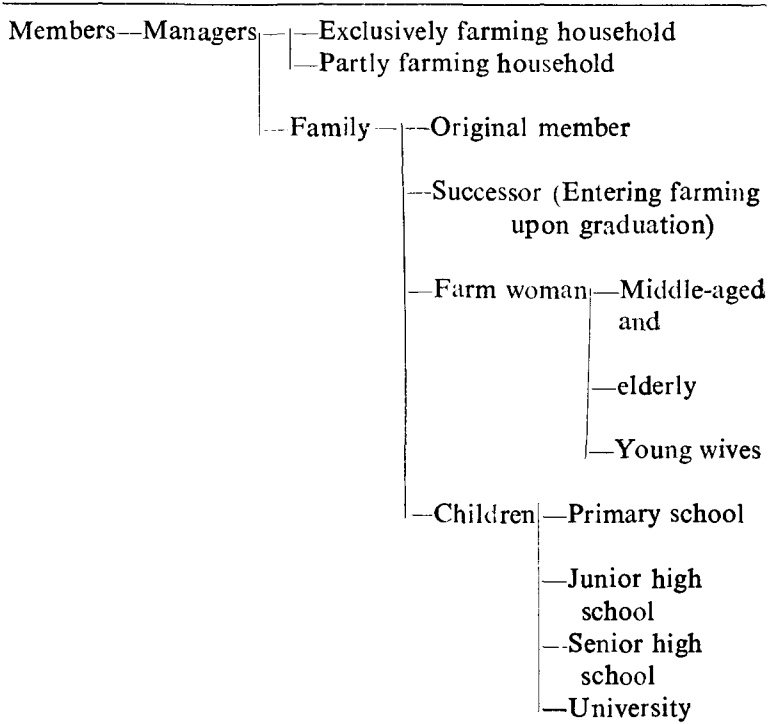


Chart 2 shows an organizational classification of members.

CHART 2

Representative at representative's meeting
 Agricultural cooperative management cooperative committee members
 Agricultural cooperative branch office management committee members
 Joint action (priority campaigns) promotion committee members
 Chief of purchasing activities for daily life
 Health management promotion committee members
 Management committee for agricultural cooperative processing and utilization

Produce committee personnel (rice, dairy, pig-raising, chicken-raising, mikan, tomatoes, tobacco, shiitake, etc.)

Group representatives

Agricultural cooperative youth group members

Agricultural cooperative women's group members

Representatives of various circles

Others

Education of cooperative members was implemented with subjects tailored to fit detailed classifications in accordance with Chart 1 and Chart 2.

(b) Areas of member education

Broadly speaking, member education concerns (1) cooperative associations, (2) farm management, and (3) life. Whichever the field, the aim of the education is to promote in the member the will to develop himself or herself. In Chart 3 is shown the content of each of the three areas of education.

(c) Method and place of education

There are two ways of educating the members.

1. Through everyday activities—
 - Education through daily business (production, marketing, purchasing, credit, mutual relief, etc.)
 - Education through sponsored events (agricultural festivals, communal talks, etc.)
2. Through educational events (seminars, lectures, etc.)

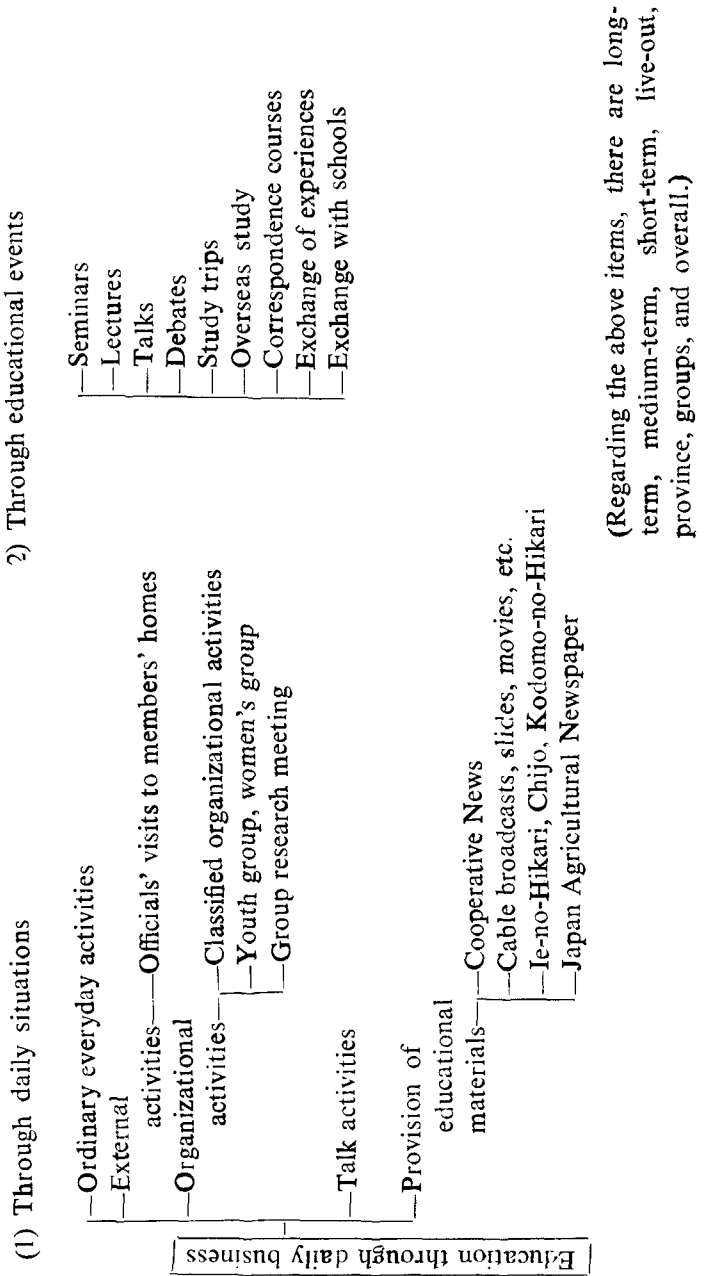
The situations for education can be broadly divided into the following two of Chart 4.

Chart 3 Areas and contents of member education

Area	Objective	Contents of education
Cooperative associations	Education to promote self-development to increase consciousness of cooperative associations	<p><i>About cooperative associations</i> Concept, philosophy and 6 principles The cooperative movement and politics History of cooperatives (here and abroad) Cooperatives today</p>
	Education to promote self-development to increase consciousness of cooperative associations	<p><i>Basic knowledge about Co-operative associations</i> <i>About members</i> Member qualification Joining and leaving Meaning of being a member Members' rights and duties Organization of members Members and officials</p>
		<p><i>About cooperative</i> Character of cooperatives Organisation of cooperatives Running of cooperatives Cooperative enterprises Management of cooperatives Officials of cooperatives History of our cooperative</p>
Farm management	Education to promote self-development to increase consciousness with regard to farm management knowledge and techniques	<p><i>About agricultural management</i> Changes in agricultural management and technique Farm livestock distribution and prices Agricultural finance system</p>
	Education to promote self-development to increase consciousness and agricultural villages	<p><i>Basic knowledge about agriculture and agricultural villages</i> <i>About society and agriculture</i> Japan's economy and trends What is agricultural</p>
		<p>Making a management plan Organization of agricultural management community and producers Structural improvement enterprise</p>

ture? Agricultural change in Japan Local agricultural change National farm policy, farm policy of autonomous bodies World politics and economy	Agriculture mutual relief system Agricultural book-keeping Agricultural management examina- tion	Classified production techniques
Management life Education to promote self-development to increase consciousness to live a full and healthy life	<i>Basic knowledge about farm life Knowledge about life</i> Life philosophy Making a life plan Farms and taxes Living finance, pensions, mutual relief Being a wise con- sumer Welfare system and how it works Crafts, bonsai. . . Health manage- ment	<i>About social problems</i> About people and human rights The constitution Local autonomies and town administration Present situation at home and abroad Farm village society and culture Household law For one's home
		Related to People Citizens' (residents) movement Activities of circles

Chart 4 Situations for Education



Education through sponsored events

General meeting, general meeting of representatives

Group discussions

Members, families rally

Various cultural activities

Agricultural festival

Branch office general meeting

Mobile agricultural cooperative

d) System for advancing member education

Basically the member education is no different from that being implemented by officials and staff. However it is necessary to have a section clearly responsible for making up a concrete, overall plan, so a system was set up with the establishment of a "member section." The education is conducted by each individual cooperative. Federations and central committees at the prefectural and national level provide educational materials and individual cooperatives have a supplementary role in such educational activities for members, carrying out surveys and research.

Education of members of agricultural cooperatives in Japan has emphasized the improvement of knowledge and techniques related to farm management, the most active of the production organization activities (classified group organisations). Recently, however, education and training in the cooperative association fields have become popular, with the number of cooperatives holding regular lectures greatly increasing. Educational activities related to life have been conducted mainly by agricultural cooperatives, women's groups, and have a long history. Education of members' children is aimed at the pupils of the 478 agricultural high schools, with the agricultural cooperative movement being accurately comprehended through the provision of the supplementary textbook entitled "Agricultural Cooperatives and Us."

Education system and plan

(i) Management system, personnel and financial preparations

Usually the overall member educational policy is decided at the cooperative directors' meetings and implemented through the secretariat of the member organization. Therefore, in the majority of cases both personnel and financial matters are conducted in each working section. Recently there are places where this is done at the "members section," a section specializing in dealing with members, and there are cooperatives which are promoting specialized staffs and concentration of budgets. As for finances, there is the system of carrying over educational information funds, but reserves of basic funds for promoting such educational activities are lacking as yet.

(ii) Education of members, women, leaders, children and minors, and successors to members

a) Education of members

Education of members is conducted according to the detailed classifications of Chart 1 and Chart 2, but there is a necessity to link up the various classes and groups for such educational activities. Another problem is the formation of members' organizations as local residents organizations. Local residents, as agricultural citizens, must be involved in the educational activities.

b) Education of women

This is conducted mainly through the organization of women's groups, but is further subdivided into organizations by objective, such as the young' wives group, farm management group, rice group, life group, and many other such specialized groups; and education proceeds in accordance with a plan tailored to each organization. Education of women has an important role in agricultural work and as such will increase, and there will have to be a stronger demand made for them to participate in the running of agricultural cooperative associations.

c) Education of leaders

It is not easy to give a direct, detailed education to 5,700,000 members. Educational activities center on the representatives shown in Chart 2, and organization representatives that receive this education educate their affiliates.

d) Children and minors

There will be greater provision of educational materials to agricultural high schools and study-meeting activities with teachers of these schools will become more vigorous. With regard to educational materials, at present under preparation are a supplementary text entitled "Agricultural Cooperatives and Us" and a teacher's text for teacher's who are teaching this text. There is also a plan to prepare slides about the agricultural cooperative movement.

Concerning primary school children, field trips are actively encouraged, and heads of cooperatives go to make speeches. However, what is wanted is for an easy-to-understand pamphlet, "What an Agricultural Cooperative" is, to be prepared for use as study material.

e) Education of successors

This is conducted through agricultural youths' organizations, and as with the women's organizations these are further subdivided into specialized organization and educational and study activities are according to the wants and needs of the members of each. Also important in these educational activities is teaching these successors about the running of cooperatives, such as by holding work meetings of cooperative directors, etc.

Audiovisual materials for education

Slides are often used in seminars, but using 8mm films taken during overseas' study trips or observation tours has become very popular. Also employed are 16mm films of the activities of that particular cooperative. Becoming popular recently is the use of video tape recorders for such education.

Training of teachers and lecturers

At the centre of the development of personnel responsible for the education of members are the prefectural and national central committees. Once a year the prefectural central committee holds a seminar for personnel responsible for teaching members, and national committees hold meetings so such teachers and instructors exchange experiences, etc.

What is lacking now, and future plans

Strengthening the educational system

Work is progressing on clarifying where the responsibility for members' education lies and the system of education is being strengthened by the establishment of a "cooperative committee." This committee will consist mainly of member representatives, with directors' representatives, staff representatives and representatives of the responsible organizations. The committee will respond to enquiries on education made by the head of the cooperative and will also conduct independent studies into cooperative education, advise the head of the cooperative and the directors, and set an example for the future.

Outside aid required in future

We want to publish materials introducing actual examples of various educational activities, directed at members, that are being undertaken in other countries.

Surveys and research already conducted

"Case Studies of Education for Members," September, 1976 national central committee edition.

This surveys activities of cooperative members across the nation and introduces examples of cooperatives actively engaged.

"Survey of Agricultural Cooperative Association Publicity Activities," February, 1976 national central committee edition.

This is a national survey of publicity activities, an effective means of educating members.

“Promoting Education of Members,” November, 1978 national central committee edition.

The basic attitude in implementing education, fundamental points to be noted.

The value of education in agricultural cooperatives

Overall, the standard of education in Japan is high, and a high proportion of members who become directors have received a high-school education. Up till now the emphasis has been on education for production activities, but from now on the emphasis will be more on educational activities related to life and ideological training related to the agricultural cooperative movement, with the necessity being to create among members a Japanese ideology for the nation's agricultural cooperatives.

Because there has been a drop in the importance of agriculture and the number of members that cannot live just on agriculture has increased, forcing them to do non-agricultural jobs, members have become very busy and find it difficult to find much time for studying. The agricultural cooperative movement is composed of its members but the number of fields subcontracted out to specialized officials and staff is increasing each year. What we require are environmental provisions, starting with the establishment of agricultural policies which allow the cooperatives to operate, but under industrialization and internationalization, conditions are extremely severe. The effect of the education of members in agricultural cooperatives has to show concrete economic results. Educational activities must be expanded to resolve members' problems one by one with full regard for this.

Advice for effectively advancing member education

The nation should give tax priority (tax exemptions) with regard to the accumulation of funds for educational materials and information for members.

MAP ON MEMBERS INTENTION FOR THE PARTICIPATION IN AGRICULTURAL COOPERATIVE MOVEMENT

	1st Step	2nd Step	3rd Step	4th Step	5th Step
DEGREE OF WHETHER MEMBERS ARE INTERESTED IN THE MOVEMENT OR INDIFFERENT TO IT	members are rather indifferent to the movement	only interested in those which are profitable for themselves	members will participate in the events of the cooperatives; but not positively	members have intention to participate in the cooperative movement willingly	members play a leading part of the movement voluntarily
TARGETS OF EDUCATION	elevation of interests for the movement	enhancement of understanding of significance of the movement by membership	promotion of understanding that the movement is a movement for members themselves	promotion of understanding that the movement should be developed by positive members' participation	development of members know-how and technology which will be sufficient for them to manage the cooperatives by their own skills
EFFECTIVE METHODS OF COOPERATIVE EDUCATION	sport meeting movies coop-festival T. V. and radio wire-broadcasting coop-bulletin	successors' activities agri-farm women's youth organization cooking school better living school	lectures study meetings seminars for coop-leaders seminars for group leaders	coop-college seminar for aged seminar for senior officers seminar for senior members	voluntary research and study voluntary

hamlet meetings
 commendation
 one-day visit to the
 coop by members

seminars on the
 farm-technique
 faculty opera-
 tion committee
 consultation activity
 commodity
 wise,group acti-
 vity

seminars for members
 of committees
 seminars for repre-
 sentatives

seminars for new-
 comers

lectures

enlightenment of
 members conscious-
 ness by providing
 information

purpose-wise and
 group-wise acti-
 vities

seminars for the
 leaders of organiza-
 tions

seminars and studies
 at school

voluntary re-
 search and
 study acti-
 vities

CONTENT OF THE EDUCATIONAL ACTIVITIES

1. Introduction of the agricultural cooperative movement

1. basic knowledge on the movement
2. basic knowledge on the problems of agriculture and rural area

1. knowledge on essence of the movement

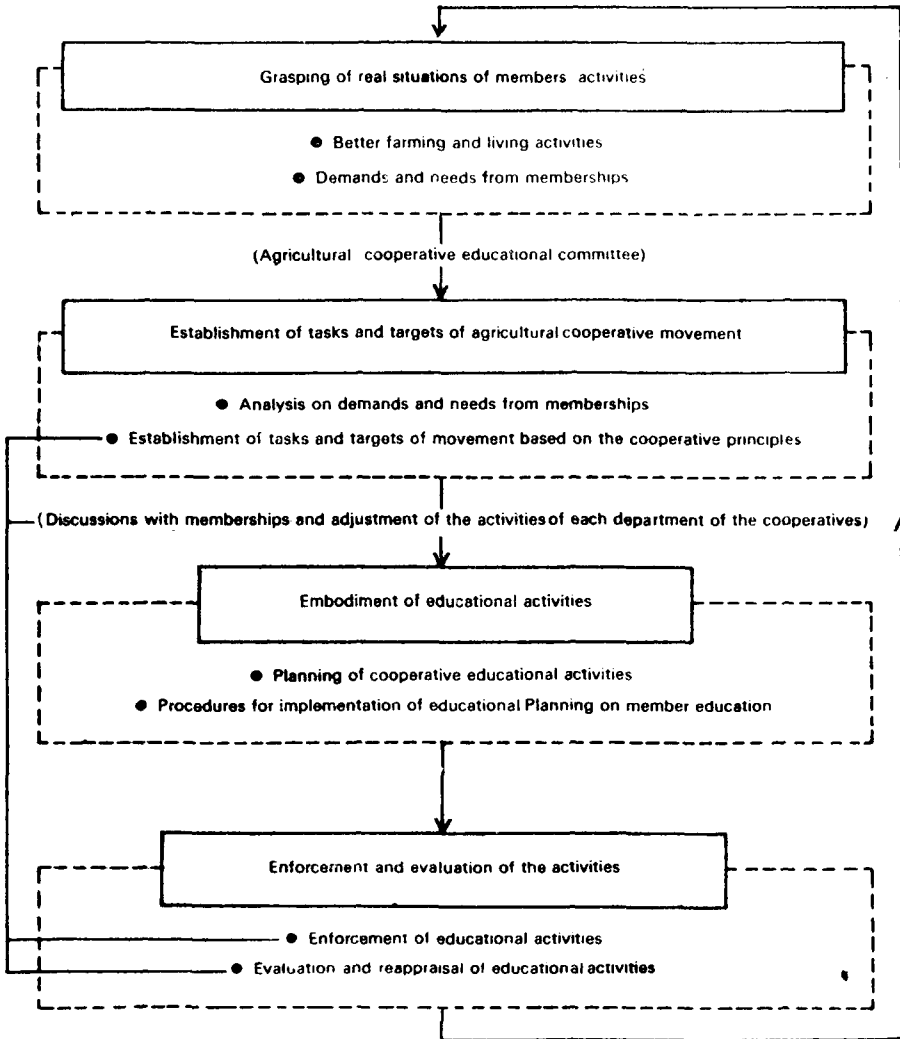
2. business practice or the life of farm-households
3. way of life as a social human being

1. technical know-how on the cooperation and management of the coop-business

2. what agri-policy should be

1. Study and research on what is the ideal future activities of the cooperatives

PROCEDURE FOR PROMOTION OF MEMBER EDUCATION



Kyou Bo Shim*
Jae Seung Lee**

Assessment of Cooperative Member Education Programmes in the Republic of Korea

1. Historical Development of Cooperative Member Education

In August 1961, Agricultural Cooperatives in Korea were organized at three different levels in the country. Primary Cooperatives at the village level, County Cooperatives at the county level, National Agricultural Cooperative Federation at the national level. However, the primary societies were too small to carry out their various kinds of activities. Thus, a strong amalgamation programme for primary societies was launched in 1958. As a result of this movement, the integration of small-scale primary cooperatives into larger viable units was completed in 1973, reducing the number of primary cooperatives to 1,500 from 21,000 in 1962.

Among them, many primary cooperatives have become financially independent, and installed a variety of facilities for use by member farmers. From the beginning, the National Agricultural Cooperative Federation, considering the importance of cooperative education, emphasized the training of three different levels of cooperatives' staff and the education of member farmers. Thus, the N.A.C.F. established a Central Cooperative Staff Training Institute in 1961, a Cooperative College in 1962, four provincial Cooperative Staff Training Institutes in 1974-78, and a Saemaul Leaders' Training Center in 1972, and various types of training programmes have

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been carried out at the different levels of training Institutes.

N.A.C.F. also started to publish a weekly newspaper entitled "Cooperative News", a monthly magazine titled, "New Farmer" and various kinds of pamphlets and distributed to the farmers and started also to produce audio-visual aids such as films and cassette tapes and distribute them to primary and county cooperatives for the purpose of member education. However, cooperative education in the initial period was mostly directed at the training of the employees of the cooperatives and leaders of member farmers.

2. Existing system and programmes of member education

Seventeen years have passed since the present multi-purpose agricultural cooperatives were organized in Korea. Amidst a lot of hardships in the early years, agricultural cooperatives have successfully adjusted themselves to the rapidly changing economy and agriculture. They have expanded their business turnover, and diversified their services to meet the needs of farmers.

Such a successful expansion of cooperative business and increase in farm income are much attributed to the member education programmes of cooperatives. Present member education programmes are classified into two parts: Member education programmes of primary cooperatives and supplementary educational functions of the N.A.C.F.

Member Education Programmes of Primary Cooperatives

Most of the educational activities for member farmers, youth, women-club members, commodity group members and 4-H club members in rural areas are carried out by primary cooperatives in the form of guidance for farming, better living and environmental improvement guidance.

The internal groups of a primary cooperative are encouraged to function properly for increased participation of member farmers in cooperative activities. They are expected to be a leading grass-root organization in implementing various community activities.

Saemaul Farming Group

A Saemaul Farming Group is organized at the top level on village basis, which coordinates functions of such internal groups as Commodity Group, Women's club, and Savings Group and 4-H club. Each group is given its own responsibilities, which include education, production, supply, marketing, home economics and savings. In particular, the Saemaul Farming Group functions as a branch office of a primary cooperative, an implementing agency of rural development projects. About 36,000 Saemaul Farming Groups are organized over the nation. Their functions are to make excellent coordination of village activities, to motivate full participation of farmers in cooperative business, and to extend member education and information to member farmers.

Commodity Group

As a part of farm guidance programme, the activities of commodity groups formed within the primary societies cannot be overlooked. Farmers cultivating the same crop have joined together in organizing a commodity group.

They work out a farming plan, acquire funds and production inputs, and market their product on a cooperative basis, thus contributing to increased efficiency and income. Agricultural Cooperatives have expanded such voluntary commodity groups over the years. Currently there are about 10,000 commodity groups over the nation. Major functions of such a farming group are (1) cooperative production (2) introduction of improved farming techniques (3) formulation of farming plans (4) exchange and adoption of new technology (5) planning of work on a joint basis (6) estimates of the requirements for fund and other inputs, and planning of product marketing.

Farm guidance programmes by the primary cooperatives are conducted during the farming season as the integral part of the business activities of primary cooperatives. These activities are conducted with regard to supply of inputs, marketing, mutual insurance, and credit, and somewhat coordinated with regional extension programmes of the Government.

These educational activities are carried out by the president,

general manager, farm guidance manager, and other staff of primary cooperatives who were trained at training institutes of national and provincial level. Sometimes, an officer from the branch office of Government's Rural Development Office, are invited as an instructor. Guidance on improved productivity is the major concern of primary cooperatives. For this purpose, efficient fertilization, joint pest and disease control, seed and livestock improvement programmes are encouraged by the primary cooperatives.

Women's Club

The women's club, a grass-root organization of a primary cooperative, functions as an extension agent in home economics. Women have joined together to work for beautification programmes, improvement of kitchen or toilet, savings in kind, and operation of village dining room. For these purposes a training programme for the members of women's club is being undertaken on a continuing basis by the manager of the women's department of a primary cooperative. Primary cooperatives have developed a new extension programme designed to contribute to cultural betterment, rational way of living and environmental improvement in the rural societies. These activities are integrated with the Saemaul Movement started at national level since 1970.

Supplementary Functions for member education by the NACF

As mentioned above, member education is carried out by primary cooperatives. However, the NACF makes guideline for member education programmes and sends it to all the primary cooperatives. Every primary cooperative works out member education plans based on the guideline of NACF. As supplementary functions for member education, N.A.C.F. publishes periodicals such as weekly "Agricultural Cooperative Newspaper, monthly magazine "New Farmer", pamphlets and leaflets and prepares various types of audio-visual aids including films, slides and cassette tapes. These are distributed to the primary cooperatives and used for member education. Besides these media, the radio and television programmes "Farmers' Time" are sponsored by the NACF.

Broadcasting Programme

Classification	Name of Programme	Time	Frequency	Contents
KBS—Radio	Time for rural community	PM 5:05-5:50 AM 9:35-9:55	Every day	Coop. News, Farming note 4-H activities
KBS—T.V.	Better Living	PM 7:00-7:35	Sunday	Saemual Business, Farming Technology
KBS—T.V.	Scientific Farming	AM 10:00-10:10	Saturday	Scientific Farming technology
KBS—T.V.	Agricultural class	AM 8:10-8.20	Friday	Farming technology
MBC—Radio	Our Community	PM 5:30-5:50	every day	Agricultural policy, Voice of Farmer
MBC—T.V.	Farming Information	PM 7:00-7:10	Sunday	Farming Information
TBC—Radio	Green Field	PM 5:40-6:00	every day	Successful farm story
TBC—T.V.	Green Field	PM 7:30-7:45	Sunday	Farming technology
CBS—Radio	New Community	PM 5:00-5:30	every day	Farming technology
CBS—Radio	Farm Information of today	AM 8:55-9:00	every day	Farm information
DBS—Radio	Morning Field	AM 5:20-5:50	every day	Off farm business

From the view-point of supplementing member education programme at the primary cooperative level, the NACF also operates three educational institutes at the national and provincial levels such as the Cooperative College, a Central Staff Training Institute and four provincial Staff Training Institutes, and a Saemaul Leaders' Training Institute.

Cooperative College was established in 1962 and it offers 2 years diploma courses majoring in agricultural cooperatives. Every year 100 freshmen who are the sons of member farmers are accepted and every graduate is employed by the primary cooperatives as mostly farm guidance worker.

A Central Staff Training Institute and Four provincial Staff Training Institutes established by the NACF, train annually about 7,000 cooperative employees who are mostly working at primary and county cooperatives.

Saemaul Leaders' Training Institute annually trains about 6,000 potential farm leaders and officials who are chosen to play leading roles in the Saemaul Movement. The main subject taught at the institute are:

1. Orientation of government agricultural policies and social and international problems
2. How to increase agricultural productivity
3. How to improve rural home-life
4. Cooperative movement
5. Guidance technique
6. Rural development

All the trainees who were trained at above institutes are mostly obliged to serve as instructors for member education programmes of primary cooperatives.

3. Critical Assessment of Cooperative Member Education Programmes

Development of rural community and increase in farm income in Korea are considered to be much attributed to the member education programmes. However, some of the problems faced in connection with the member education in Korea are as follows:

Weak base of primary societies: Because of hasty amalgamation of primary societies and lack of personnel, their ability to carry out various kinds of business activities as multi-purpose cooperatives is not adequate. Therefore, the member education programmes cannot be carried out systematically.

Ability on the part of the communicators to pinpoint and assess the needs of members is not adequate because of their inadequate knowledge and experiences.

Lack of facilities: Adequate transportation and communication facilities are lacking.

Inadequate finances: Funds for member education programmes are short of the requirement because of primary cooperatives' insufficient business operations.

Lack of an integrated and need-based member education programme: The purpose of member education programmes is to prepare member farmers to run their societies in an efficient and effective manner and to give them better-living association. This would involve acquainting them with their rights and responsibilities and preparing them to run the societies with the objective of increasing its service potential. Obviously, only a very well thought-out and need-based programme can bring about good results. Unfortunately, our education programmes are not sufficient for that purpose.

4. Recommendation with a view to making the member education programme more effective

Within a couple of years, member farmers of Korea may be faced with the following changes depending on the industrialization of the country.

1. Farm produce will be somewhat specialized and marketable volume will be increased.
2. Most of the farmers will have electrical appliances such as radio, T.V. and refrigerator, and farm mechanization will be developed.
3. Thus, desire for better living of member farmers will be much increased because of their income increase.

* Based on the above assumptions, member education program-

mes in the future are recommended, viz:

1. *Organization and personnel*

Every primary cooperative must have stable infrastructure such as Saemaul Farming Group, Commodity Group, Women's Club and Youth Club, and a number of able guidance workers must be employed and trained well.

2. *Facilities*

Facilities for wire communication system must be developed and introduced in every society.

3. *Educational programmes*

- Programmes for member education must be promoted by each primary society itself based on the guideline of NACF and the programme must be suitable one for each area.
- The contents of member education programmes should be improved to meet the needs of farmers which are expected to change year by year. To do so, research studies and evaluation for member education prior to making out the programmes should be conducted.
- Member education programme through mass media such as radio and T.V. must be expanded and the contents must cover the way of increasing productivity and farm income and non-farm income, technology for farm mechanization, and way of better living.

4. *Implementation of the programme*

Guidance and education for farming is recommendable to carry out during the farming season as the integral part of the business activities of that society and education for better living may be suitable for off-farming seasons. Mass communication through radio, T.V. and wire communication is recommendable in large societies. However, the effectiveness in face to face education must not be overlooked.

5. *Supplementary plan for member education by NACF*

- Every employee of a primary society must be suitably trained as an instructor for member education. To do so, Cooperative Staff Training Institutes in every province must be established and instructors for the Institutes must be well-trained at the national level and in advanced countries. NACF has to increase the number of audio-visual aids and circulation of various publications of monthly magazine “New Farmer” and weekly newspaper “Co-operative News” and the contents must be suitable to meet farmers’ needs.

Outstanding societies and successful model farms must be introduced to every society.

Chong Thin Huatt*

Member Education in Malaysia- An Experiment and Experience

Introduction

The importance of cooperative education was acknowledged by the Rochdale Pioneers themselves in that they spent a year studying and discussing problems associated with the running of their cooperative business before they pioneered their cooperative society in 1844. Even after the formation of their society they continued their educational work. As a result, the "promotion of cooperative education" has been accepted and recognised as one of the basic principles of cooperation.

In Malaysia the cooperative movement was started the other way round. The history of cooperative development in Malaysia is no different from those of many countries in this region in that it was created out of basic injustices that existed when the weaknesses of a certain class of people were being exploited to the maximum by a small and more sophisticated class. At the turn of the present century the problems of indebtedness was so acute in Malaysia that the then British Colonial Government, realising the economic plight of the farmers who fell easy prey to vicious middlemen and the wage-earners who were harassed by money-lenders, decided to introduce the cooperative system in the country. Legislation was enacted in 1922 providing for "the encouragement of thrift, self-help and co-operation amongst agriculturists, artisans and persons with needs in common". Cooperative societies were established with the assistance and guidance of the Cooperative Department and they began by starting their economic activities. It was only after many years of existence that the cooperatives

*Chairman, Education & Research Committee, Cooperative Union of Malaysia



**INTERNATIONAL CO-OPERATIVE ALLIANCE
NATIONAL CO-OPERATIVE COUNCIL**

**EXPERTS CONSULTATION ON
CO-OPERATIVE MEMBER EDUCATION**

SRI LANKA. APRIL. 1979



Mr. S.B. Herath, Minister for Food and Cooperatives, Government of Sri Lanka,
inaugurating the Consultation



A section of the audience at the inaugural session

realised the need to provide cooperative education among the members and employees.

As cooperatives were formed in the early days merely to meet one particular need which was to get out of the clutches of money-lenders and not in appreciation or understanding of the ideas and ideals of cooperation, there did not appear to be a need for cooperative education and training as it was a simple matter of receiving money from members and lending it to other members who were in need of it. Employees were unnecessary and there was no requirement of any specialised knowledge or ability to conduct such a simple business. This attitude prevailed until quite recent years when they realised the need to provide cooperative education among the members and employees. By that time the movement had grown to such great proportions that it had become quite a colossal task to organise cooperative education and training.

The ICA Commission on Cooperative Principles recommended that cooperative education should be the basic activity of all types of cooperative societies at different levels. The recommendations of the Commission were accepted by the 23rd Congress of the ICA held in Vienna in 1966. The Commission rightly drew attention to both the economic as well as the democratic aspects of the cooperative movement. Both the aspects are to be emphasised in any programme for cooperative education.

Brief Historical Background

The Government of Malaysia has looked upon the cooperative movement as one of its principal instruments of economic betterment of the people especially those in the rural areas. It has therefore assigned to it an important role in its development plans. The Department of Cooperative Development with its limited resources and personnel provide advice and assistance in the organisation and promotion of cooperative societies. The rapid expansion of the movement, however, has made it almost impossible for the Department to provide the education and training so very necessary in the formative years and to maintain these services.

The need for a national centre to train and to educate leaders

in cooperation led to the establishment of the Cooperative College of Malaya in Petaling Jaya in 1956. The Cooperative College took over much of the education and training and provided residential courses of study from one to four weeks duration to meet various needs including the training of development officers of the Department of Cooperative Development, elected officers of urban and rural cooperatives as well as special orientation courses for village leaders, senior officers of government and those involved in the country's vast rural development programme. The purpose of these orientation courses is to keep the public and officials of Government informed about the aims, organisation and methods as well as the achievements and plans of the cooperative movement so that they would understand and be more sympathetic with the role the movement is playing in the economic and social life of the urban and rural people.

The College also provides courses for women cooperators to encourage them to play a more important role not only in the development and expansion of the movement amongst women in the country, but also in the social and economic upliftment of the people. The annual recurrent expenditure of the college is met from contributions by the movement (2% of the annual net profits of cooperative societies) and any deficit is met by the government.

There has been a lack of interest and an indifference on the part of the movement itself in the past to educate its members in appropriate ways. A large proportion of the members were completely ignorant of the principles which embody the spirit of cooperation. In spite of its large membership (nearly one million out of a total population of approximately twelve million) the movement does not seem to play a large and vital role in reshaping the economic system of the country. Cooperative education and training has been until quite recent years, in the back-waters of the activities of the movement.

The C.U.M.—an Experiment and Experience

In 1968 the ICA ROEC organised in collaboration with the Cooperative Union of Malaysia a national seminar on the subject of Cooperative Member Education at the Cooperative Col-

lege, Petaling Jaya. The Seminar was attended by officers of the Cooperative Department and cooperative leaders. The Cooperative Union of Malaysia has since then organised several national seminars and conferences on every aspect of the movement's activities including management and investment. The organisation of these seminars helped the cooperative leaders in the country to think for the development of the cooperative movement. Several economic ventures were consequently started by awakened cooperators and active cooperative societies. The C.U.M. also arranged for a number of cooperative leaders to go on study tours and attend seminars in different parts of the world. These have produced results and have given a new heart to the Movement.

From 1968, regional cooperative unions and large secondary societies formed education committees to conduct their own education programmes. The C.U.M. Education and Research Committee works in close collaboration with the Education Committee of regional cooperative unions and other cooperative organisations. Regional unions have taken the initiative to organise weekend seminars. The initial programmes have centered around management committees and on training courses for cooperative educators. The purpose of these training courses for cooperative educators is to build a cadre of cooperative educators who can then organise education programmes for ordinary members. A fair measure of success has been gained.

After organising educational activities mainly at the national level for some time, it was felt by the C.U.M. that cooperative education needs consistent efforts at all levels. Main efforts should concentrate at the local level, so that member education may be integrated with the social, business and investment activities of cooperative societies. It was hoped in this way, that the movement would be able to implement effectively the cooperative principles emphasising that all cooperative societies should make provision for education of leaders, members, prospective members and employees in the techniques of Cooperation, both economic and democratic.

An Assignment in Cooperative Education

A systematic plan was needed to conduct cooperative member education activities at different levels. The C.U.M., therefore, decided to approach the ICA ROEC to provide a specialist to assist in developing and initiating cooperative member education programmes at the national, regional and local levels. Dr. Dharm Vir, Joint Director (Education), was given the assignment by the ICA ROEC for developing and initiating an integrated plan of cooperative member education in Malaysia. The terms of reference drawn for his assignment were as follows:—

- (i) in general, to formulate, initiate and programme an integrated scheme of cooperative member education activities in Malaysia, and
- (ii) in particular, to assist in the following ways, among others:
 - (a) to advise and to help to organise and assist at the courses/seminars at the national level;
 - (b) to assist in the organisation of pilot regional weekend courses in the various States of Malaysia;
 - (c) to follow-up on the courses/seminars jointly organised by C.U.M. and the ICA ROEC as well as the Cooperative College of Malaysia in the previous year, namely the Cooperative Educators' and the School Cooperatives for Teachers Courses;
 - (d) to assist in developing courses at the Cooperative College;
 - (e) to train Malaysians to carry out the education programme for the C.U.M.

To carry out his assignment, Dr. Dharm Vir made three visits to Malaysia during 1970 for a total of 78 days. He undertook the first part of his assignment in January-February 1970. As a part of his work he assisted the C.U.M. in conducting four regional and several local seminars on cooperative member education in five States. In all about 550 co-operators attended these seminars. In the seminars and meetings the

following points were emphasised:

- (a) Cooperative education should be considered as an integral part of the business development of each cooperative;
- (b) All employees and active cooperators should contribute to cooperative education and business development. They should prepare themselves for this task;
- (c) All the cooperative societies and the regional cooperative unions should have Education and Development Committees, programme of Education and some funds for educational work;
- (d) The C.U.M., regional unions and large cooperatives should have Education Departments, equipped with well trained personnel, educational material and audio-visual equipment such as coloured slides and films, etc.

During these seminars, sets of selected books on cooperation and cooperative education were presented by ICA ROEC to the C.U.M. and its affiliated cooperative unions. These books and pamphlets were for cooperators and educators and were to form the nucleus of union libraries.

As an immediate follow-up to the first part of his assignment, Dr Dharm Vir visited Malaysia in March-April 1970 and participated in the following important events:

- (a) National Seminar for Chairmen of Cooperative Societies held at the Malaysian Cooperative College, Petaling Jaya (25 participants).
- (b) Two rural seminars for local cooperative leaders held in and around Kota Bahru (East Coast) in April, 1970 (60 participants).
- (c) The 32nd All-Malaysia Cooperative Conference held at Johore Bahru in April 10-12, 1970.

At the 32nd All-Malaysia Cooperative Conference it was resolved that a national cooperative supermarkets society be established to supply and market consumer goods including the produce of rural cooperators and also to provide all related services required by cooperators in the country. The C.U.M. approached the ICA ROEC to assist in the implementation of

the above resolution. Mr. Ragnar Arvidsson, Specialist in Consumer Cooperation, ICA ROEC, was deputed to prepare a feasibility study for the establishment of cooperative supermarkets in Malaysia in September 1970. The Malaysian Cooperative Supermarkets Society Ltd. was established in 1973 as a result of the feasibility study and the society is functioning and performing a useful and much needed service in the country. Another resolution that was unanimously adopted was that all cooperative societies should have education committees, educational programmes and funds set aside for such purposes.

Dr. Dharm Vir visited Malaysia for the third and last of his visits in December 1970. He participated and assisted in the conduct of the following national seminars held at the Cooperative College of Malaysia, Petaling Jaya.

- (a) National seminar for Committee Members (of Primary Cooperatives) 7th - 12th December, 1970 (75 participants).
- (b) National seminar for Internal Auditors, 14th - 18th December, 1970.

The national seminars organised for special categories of cooperative personnel such as committee members, secretaries and chairmen of cooperative societies were found very useful. The participants by living together and discussing their problems in a systematic manner during the seminars prepared themselves better for the present and future tasks within the cooperative movement. They also realised the value and role of cooperative education as an integral part of the cooperative business and development activities.

The recommendations related to cooperative education were discussed at the regional and local seminars. Some of these recommendations have been effectively implemented by a number of cooperative societies. These societies set up education committees and subsequently initiated new cooperative ventures such as petrol kiosk, canteens, consumer shops, etc. The C.U.M. itself undertook research and education activities in the field of consumer cooperation with the assistance of ICA Specialist in Consumer Cooperation, Mr. Ragnar Arvidsson. He prepared a feasibility study for the establishment of supermarkets and the Malaysian Cooperative Supermarkets Society

Ltd. was established as a result in 1973 with large outlets in a number of towns and cities in the country.

In addition to deputing a specialist, the ICA ROEC gave the following support to the C.U.M.:

- (a) It supplied the C.U.M. with a slide projector and a set of coloured slides for use in cooperative education work. It also supplied one still camera with some accessories to the C.U.M. to prepare photographs, slides etc. for education and publicity work;
- (b) It supplied ten sets of selected books on Cooperation and Management to the C.U.M. and its regional unions to strengthen the libraries of these organisations;
- (c) It enabled some active cooperative educators from Malaysia to further their training abroad under the following programmes:
 - (i) ICA Teachers' Exchange Programme, 1969 and 1970
 - (ii) ICA Fellowship Programme, 1970-71
 - (iii) ICA/UNESCO Seminar of Cooperative Education Leaders held in Switzerland, 1970
 - (iv) SCC 11th International Seminar on Cooperative Education held in Sweden and other European countries, 1970 and SCC 12th International Seminar held in Sweden and other European countries, 1971
 - (v) National Seminar on Cooperative Management held in Singapore, 1970

By participation in these educational activities, the C.U.M. has strengthened the work of its Education & Research Committee. In this way a nucleus has been formed in the C.U.M. for promotion of Cooperative Education in Malaysia.

Cooperative Education—A Continuing Process

The C.U.M. Education & Research Committee continues to plan and organise four to five seminars at the national level each year, three in English/Malay (the national language) and one or two in the national language. At each of these seminars two or three hundred cooperative leaders participate.

The seminars are run on a self-financing basis and each seminar is held in one of the cities/towns throughout the country. The C.U.M. has come a long way from its early efforts to organise seminars in the late sixties when the C.U.M. had to subsidise by providing meals and find accommodation for the participants. As the years went by and as more and more cooperative societies made provision of funds in their yearly budget for education activities, the seminars are now run on a self-financing basis.

Regional cooperative unions and secondary cooperative societies have their own education committees and they plan their own programmes. They often seek the assistance of the C.U.M. Education & Research Committee for resource persons.

Observations

Several useful suggestions for improving cooperative education were made by the participants at the seminars. Some of them have already been implemented by the C.U.M. and other cooperative organisations.

The most important recommendation that emerged as a result of the C.U.M. education activities was the resolution on Cooperative Education adopted at the 32nd All-Malaysia Cooperative Conference held in 1970 which recommended that all cooperative societies should have Education Committees and educational programmes and funds for such purposes. Today all regional cooperative unions and many of the large cooperative societies have active education committees and most societies make provision of funds for education activities.

The C.U.M. should, with the assistance of other bodies, undertake the preparation of study material on subjects of common needs and interest e.g. Cooperative Principles and Practices, Cooperation in Malaysia, Cooperative Management, Financing and Investment, Consumer Cooperation, Consumer Protection and Education, Home Economics, School Cooperatives, Malaysian Economy and Elementary Psychology. These should be made available to cooperatives and their leaders.

It is important for the C.U.M. to have provision of research, advisory and related services for member societies in education, communication, management, new development, investment etc. Research and evaluation activities especially in the field of consumer cooperative education and development should

also be undertaken and assistance in this field be sought with relevant international agencies.

Education sections equipped with trained personnel and audio-visual aids and cooperative literature are needed in the C.U.M. and the regional cooperative unions and secondary cooperative societies.

The education division of C.U.M. and regional cooperative unions should preferably be staffed with fulltime cooperative educators. They should be well trained in educational methods, member communications and business management. Such cooperative education personnel will be able to systematically organise education activities, maintain records and follow-up on recommendations made in the reports.

Conclusion

The potentiality for cooperative development in Malaysia is immense and cooperative member education must play a vital and important role in turning it into reality. In certain fields of cooperative activity like cooperative insurance, credit and housing the Cooperative Movement in Malaysia is so advanced that it has increasingly shared its achievements and experience with the cooperative movements in the neighbouring countries.

Shiva P. Acharya*

Cooperative Member Education- The Nepalese Experience

Introduction

It will not be exaggerating to say that the Nepalese Co-operative movement was introduced in its present sense in the context of rural indebtedness. After democracy in 1950, the Government of Nepal initiated various developmental efforts designed to raise the standard of living of the people in general and of agriculturist in particular. Noteworthy among them is the beginning of the land resettlement project in the Rapti valley. Under this project the vast land areas hitherto forests were reclaimed and brought under cultivation. This project is in fact the first experiment in fostering the development of Co-operatives in Nepal. The new settlers coming from the various flood affected areas of the country, organised credit co-operatives to meet their credit requirements through such credit co-operatives.

Co-operative Education

The Second Five Year Plan of Nepal emphasised the importance of co-operative education. A conference attended by the Departmental officers as well as the co-operative members was held in Bharatpur, Nepal. This conference stressed the need and importance of member education and co-operative training to run the management of the co-operatives smoothly.

Soon after the conference a short term member education programme was designed. Some district Co-operative Officers started to conduct 2 to 7 days short term co-operative education camps for the office bearers and the general members.

*Regional Co-operative Officer Kathmandu, Nepal

Thus, in that very year in 1960 some 1500 members were given education in fundamental principles of co-operation.

Co-operative Training Institute

In 1962 His Majesty's Government of Nepal established a Co-operative Training (Institute) Centre under the Department of Co-operatives with the following primary objectives :-

- (a) To prepare skilled man power required for the development of co-operatives
- (b) To educate the officials, members of co-operatives on various aspects of co-operation.

These objectives were fulfilled:

- (1) by conducting different types and levels of training courses;
- (2) by conducting member education camps in different districts through district co-operative officers,
- (3) by producing educational materials regarding co-operation and its various aspects.
- (4) by promoting research activities in the field of training and co-operative development in general.

Lastly, a new method was also devised to impart cooperative education through seminars. Hence, in 1963, 21 such seminars were organised in the country. Some selected members, especially from the management were invited to participate in those seminars.

In 1968, study circle as a method of co-operative member education was applied to some co-operatives for educating the members and the achievement of which was encouraging.

Mobile Member Education Camps

In 1970, His Majesty's Government of Nepal formulated a co-operative revitalization programme intending to mould the co-operative movement on such realistic approach as to make it more efficient, useful and responsive to the needs of the rural population. The programme laid more emphasis on the qualitative growth of the cooperative rather than the quantita-

tive growth. Besides, it was also realised that some sort of regular member education programme should be continued to enable the members to respond and participate in the management of their co-operatives. So, under the revitalization programme member education camps were started in different districts and thus the members were made aware of the working procedures, members responsibility towards their co-operative etc. etc. At present such member training programmes through education camps are being carried out by the cooperative training centre with the advice of the respective district co-operative offices. The Training Centre is also responsible for the formulation and implementation of co-operative member education programmes with the help of the District Co-operative Offices. To help conduct such training camps in different districts the Training Centre is providing the services of two instructors as resource persons for their guidance.

First of all the District Co-operative Union selects 5 different co-operatives from a district each year. Although the target is to impart co-operative education to all the members of the selected primary co-operative, at present only the management committee members are involved in such education camps. The aim is to disseminate co-operative education to the general member through the Board of Directors. After selecting the Co-operatives the District Union requests the District Co-operative Office to arrange for such training camps at a suitable time to the members.

The training camps are conducted by the co-operative training centre through the District Co-operative Officers. As has been mentioned above the co-operative Training Centre sends two instructors as resource persons to guide and assist the District Co-operative Officers to conduct the camps. Besides the Instructors and the District Co-operative Officer, concerned agencies i.e. Agricultural Development Bank, Agricultural Supply Corporation, Agricultural Extension Office etc. etc. also co-operate in conducting such camps.

The co-operative member education imparted to the members through such camps covers theoretical as well as practical aspects. In order to make it effective, lecture-cum exposition and question and answer techniques are used. Apart from these some other teaching techniques are also adopted, such as group

discussion, role play, business games, workshops etc. Among them group discussion and role play techniques are frequently used. In the near future some other important and effective audio visual aids such as film strips, slides, flip charts, flash cards and puppets are recommended and is under consideration.

At present the topics for discussion under these camps are as follows :—

- (1) concept of co-operation, its objective, importance and advantages,
- (2) Fundamental Principles of co-operation,
- (3) Function of Co-operatives,
- (4) Ward Committee + Sajha Assembly,
- (5) Management Committee, its functions and rights and duties,
- (6) Management of Co-operatives,
- (7) Co-operative Manager, his rights and duties, relationship of members, manager and the management committee.
- (8) Sources of finance, loan, its utilisation and realisation.
- (9) Supply of inputs in relation to the farm plan.
- (10) Co-operative and population education etc.

With reference to the context a number of educational materials in the form of books, booklets, leaflets and brochures are distributed among the participants.

Future needs and conclusion

Member education programme plays a vital role in broadening the horizon of member consciousness and helps them to develop their personalities. This programme helps them to learn their rights and duties, understand the democratic values, system of production, consumption, marketing and distribution in a co-operative way.

There is an urgent need to intensify and expand the member education programme which is limited at present in a few districts only. There has been a lot of demand in several other districts also. Moreover, a little care has to be taken in the

selection of participants. Different members should be selected each year so as to avoid the repetition of the same member.

At present this programme is being carried out at the district headquarters. In future such programmes should be carried out at the headquarter of the primary village co-operative. The programme should be designed in such a way that the maximum number of members, should be able to participate. Apart from the selected members, other active and interested members should also be allowed to participate voluntarily.

Class room lectures and group discussions should be followed by selected film shows and rehearsals.

Participants should be given enough small educational materials.

The Training centre should be equipped with separate project for research work, producing educational materials etc.

International Co-operative Alliance can be of great help in the preparation of such projects. ICA Scholarships and participation in the Seminars held periodically by the ICA in the different countries of the Region would be of immense help also.

Dr. Angel A. Mendoza

Some Aspects of Member Education In Primary Cooperative Societies

A cooperative society, in order that it may truly serve the purpose for which it is organized must be able to meet at least two important criteria: a) it must be a viable economic unit and able to operate efficiently as a business enterprise; and b) it must serve as an effective instrument for social progress and human development.

The cooperative movement is an investment in people. It aims for the emancipation of the weaker sectors of society by organizing the people into voluntary and democratic associations in a manner that will stimulate their initiative, harness their potentials and make them self-reliant members of society. Through their primary cooperatives, they learn to develop techniques of effectively working together in order to solve their common problems, attain their common objective and enhance their sense of brotherhood and solidarity.

But these objectives are not automatically achieved simply by organizing people. Education must go hand in hand with organisation. In fact, every cooperative society should be an educational institution in its own way.

This paper deals with the day-to-day activities, problems related to member education in primary cooperatives. In considering these aspects of member education, it would be important to remember that member education is necessarily affected by various factors and conditions prevailing in the community—the social and economic condition of the people, existing government policies on cooperatives, the attitude and motivation of the leaders. The needs and problems of member education may also vary according to the type of cooperative,

the size of its membership, and the availability of funds.

A Mistaken Idea about Member Education

There is a common belief that education can be given only by specialists or by "educational people". This is far from the truth. There is a lot to learn from the man working in the rice mill, or from the man who drives the delivery truck, or from the bus driver who takes you home from work, or from the girl behind the counter or from the owner of the small village store.

Member education can take place outside the lecture room, meetings or study circles.

I remember an incident that happened in a formal lecture session. The lecturer, he happened to be lawyer by profession, had just finished explaining some of the salient points in the co-operative law. After his talk, he asked his audience if they had any question about the law. There was a noticeable silence in the audience and no one seemed to have anything to say. In an effort to elicit some response from his audience, the lecturer pointed his finger to a man sitting in the front row.

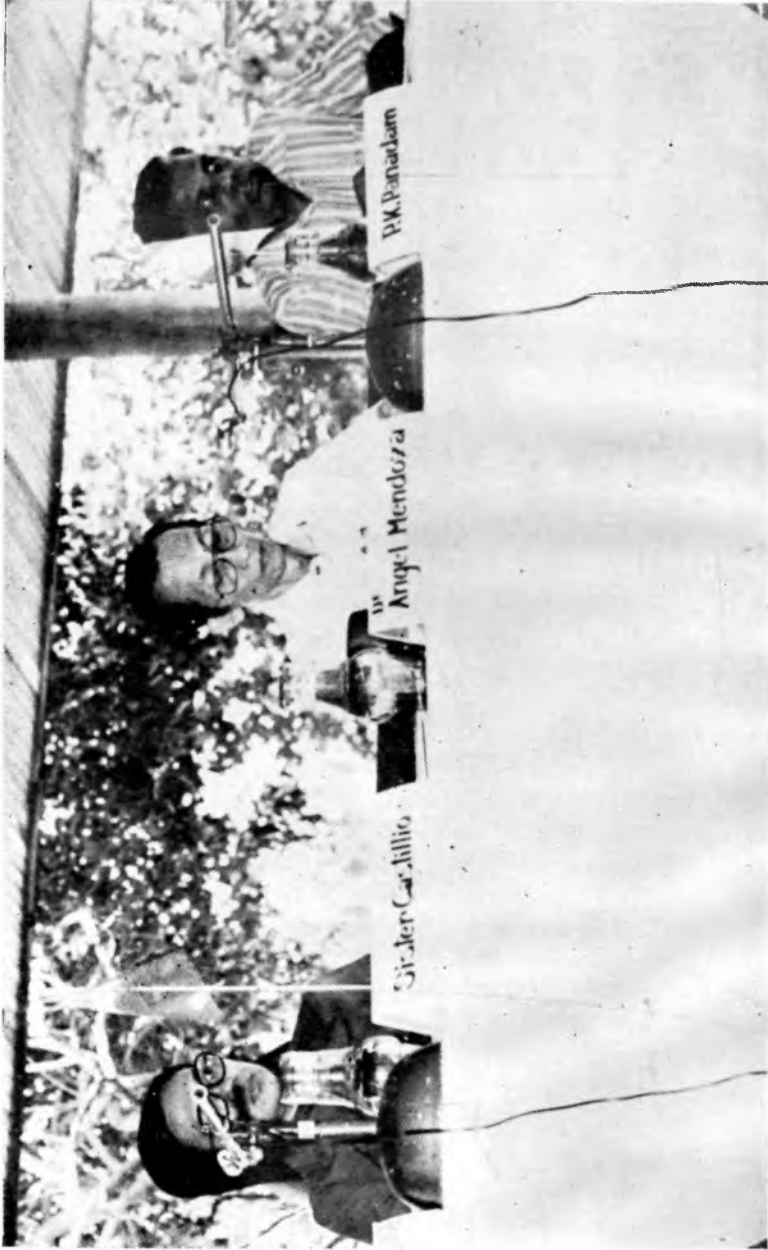
"Perhaps our friend here has some questions to ask", the lecturer remarked, prodding the man to say something.

"I don't have any question to ask sir," the man answered. "I think every thing has been well explained and is clear enough—and by the way, sir, whatever I would ask would be insignificant. You are a lawyer while I am just a simple fisherman who barely had gone to school.

But something quite different happened in another incident. This was about a member of a credit union whose small "sari-sari store" was accidentally destroyed by fire. With tears in his eyes, he was relating his sad experience to some neighbours and how his credit union had helped him with a loan that enabled him to put his store back to business. His neighbours listened with great interest, sometimes interrupting him with some questions. How can we join the credit union? How much can we borrow? How much interest do we pay? The store owner had to answer them in his simple direct manner. The following day, his neighbours were at the credit union office applying for membership.



Participants at the Consultation



Participants at the Consultation

Member Education, Not an "Extra"

Government regulations in the Philippines require that all cooperatives, before their registration or re-registration, must complete the prescribed pre-membership education seminar. Some cooperatives, unfortunately, feel that going through this seminar is merely to comply with the regulations. It must be emphasized that membership education is not a frill, not an "extra". It is as much the life blood of the coop as, for example, its capital and financial structure.

Member education is specially important during the early stage of any cooperative. This is the formative stage during which the pioneer members must be equipped with the proper attitude, the skills and technical knowledge necessary in running their cooperative. These pioneer members will form the core of a growing cooperative. Inevitably, the members who will join later will rely on their leadership, knowledge and experience.

All those involved in promoting and organizing cooperatives should see to it that no society is allowed to register and operate without adequate education and training. But sometimes they tend to become lax on this matter in order to meet statistical targets. The result is that quality is sacrificed for quantity.

Just to give an example of how pre-membership education is being taken for granted: Someone made this remark. "Well, what's wrong about organizing as many coops as we can? If we succeed in organizing 12 and say, 10 fail, at least we will have two operating." That's just like giving an advice to someone to have 12 children. If 10 die, why you should be happy you still have 2 who are alive.

Premembership Education

Membership education given during the pre-organizational and organizational stages should be distinguished from the pre-membership education given to new applicants desiring to become members in already well established cooperative societies. Some people believe that after the pioneer members have received the prescribed pre-membership education, the new

applicants joining after them no longer need the pre-membership education, or that such pre-membership education is not as important. This can be a dangerous idea. In order to insure that this does not happen, the board of directors of the coop should promulgate a policy that would require all applicants for membership, irrespective of social or economic standing, or educational attainment to attend the pre-membership seminar before they are actually accepted into the coop.

Problems of Recruitment

Problems of recruitment of participants to attend the pre-membership seminar have commonly been encountered specially in localities where cooperatives had been a failure. In those places, the name "cooperative" has become synonymous with "failure". History will reveal that in these places, cooperatives have been used primarily to have access to government subsidies, for political purposes, or for some personal or selfish motives of the organizers.

Difficulties in persuading people to attend the pre-membership seminars have also been experienced in small cooperatives, too small to convince people of the economic benefit it can give the members.

In the above cases, extra efforts have to be exerted by its leaders to find effective ways and means to attract members. The use of false propaganda and coercive methods have no place in cooperatives and is likely to end in failure. The utilization of local leaders and the employment of friendly and persuasive methods and the campaign to remove from the minds of the people some wrong notions about cooperatives will be of great value.

Pre-membership seminars conducted in an informal, friendly and lively atmosphere should be able to attract people to participate in them. Our experience tells us that many prospective members prefer to have these PMS sessions right in their neighbourhood. The participants should be consulted as to the time most convenient for them. Group singing, group dynamics, and snacks in the middle or at the end of the session have made many PMS a happy experience for the participants.

Continuous Education

Cooperative education does not end with the pre-membership seminar. To pass the PMS is not enough. If it has to have a lasting effect, member education must be continuous. As we know, a cooperative cannot succeed if it is not able to develop in its members, an awareness of the common good, the good of their cooperative, the good of their community.

“Coop education includes both what people learn and how they learn it. Every phase of experience, which adds to people’s knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens, can have educational significance for Cooperation. Less and less in the contemporary world can education be limited to what is learnt in schools and colleges at special periods of people’s lives. According to the Cooperative concept, education is a life-long process.” (International Co-operative Alliance).

Study circles have proven to be one of the most effective means to achieve all this. The study circle can become a cohesive, loyal group that speaks up freely and frankly. It enables the members to have active, intelligent participation in the affairs of their cooperative.

The study circle can enable the members to grow in initiative, responsibility, participation and cooperation both in their cooperative and in their community.

The San Dionisio Experience

The San Dionisio Credit Cooperative, Inc. is a community based cooperative located in the seaside town of Paranaque, about 12 kilometers from the city of Manila in the Philippines. Organized in 1961, with 28 members and an initial capital of P380, the SDCCI today is the biggest community credit cooperative in the Philippines with almost 4000 members and 4500 special depositors. The members of the San Dionisio Credit Cooperative, come from practically all walks of life: fishermen, salt makers, market vendors, jeepney and tricycle drivers, factory workers, daily wage earners, school teachers and office

employees. From P380, its total assets have reached P4.5 million. The SDCCI has granted loans to its members for providential and productive purposes, amounting to a total of P19.5 million from 1961 to 1978.

The continuous growth of SDCCI has been attributed to its continuous educational activities under its Education and Training Committee and its Board of Directors. Members of the Board and the elective committees are volunteers and do not receive compensation.

During its pre-organizational and organizational stage, and the early years after its registration, the Institute of Social Order in Manila had played an important role in member education.

The San Dionisio Credit Cooperative, Inc., as a primary cooperative, in its later years, has played a unique role in the field of member education. In cooperation with the Institute of Social Order, it has assisted in organizing credit unions and consumers cooperatives in several communities in the Philippines, and in conducting pre-organizational and pre-membership seminars. It has also assisted in conducting residential seminars in cooperation with sponsoring institutions and foundations. Its officers and staff have accepted invitations to act as resource persons in various seminars conducted by cooperative training centres. It has offered its facilities and allowed students from schools and colleges to work in its office as trainees, thus exposing them to both the theoretical and the practical aspects of the cooperative movement.

The SDCCI is given here as an example, but there are other primary cooperatives, which in one way or another, are assisting in a similar manner. Primary cooperatives, specially those well-established ones, should be encouraged to go out of their way in helping other cooperatives in their member education programme. No one else can better impart the practical aspects of the cooperative movement than those who are within the movement themselves. The benefit is mutual. Cooperatives have a lot to learn from each other. Those who teach others learn by teaching.

“Bayanisap”

“Study” is not a very appealing word to some people. Neither is the word “teach” which often implies classroom teacher-pupil relationship. In San Dionisio we introduced the word: “bayanisap” for “Study Circle”. The word “bayanisap” has been coined from three words: bayan (community), isip (to think) and usap (to speak) or “bayang nag-iisip at nag-uusap (the community that thinks and speaks).

The bayanisap is simply an informal grouping of members to stimulate free and frank discussions of topics related to day-to-day living and the various aspects of the credit cooperative activities in the desire to develop initiative, responsibility, participation and cooperation among the members.

Each bayanisap is composed of 10-15 members with a discussion leader and a recorder. Topics for discussion are agreed by the group or provided by the Education and Training Committee. At the beginning of the session, the discussion leader gives an introduction of the topic to be discussed. This is followed by the discussion and everyone is encouraged to participate. The last 15 minutes is reserved for the evaluation of the discussion. The time of the meeting is to be agreed by the bayanisap—when they will meet and for how long will they meet. The Education Committee is responsible for training discussion leaders and recorders of the bayanisap.

Planning and Implementing Member Education Programme

Member education, if it is to get started and done should be well planned. Responsibilities of the people who should be involved in it must be pinpointed and the funds needed provided.

The planning should be started in the Board of Directors for the primary responsibility rests with the board. The educational programme should be carried on by the Education Committee under the supervision of the vice-president who is usually the chairman of the Committee.

One of the most important duties of the Board is to provide a budget for the educational programme. The by-laws of the cooperative usually provides that 5 % of the net income of the

coop must be allocated for the educational activities of the coop. If this amount is not enough, the Board must provide more in the budget.

The Education Committee should consist of as many members as are necessary for an effective educational programme and who are particularly interested in this field and who can give it the time necessary. The duties of the Education Committee is to plan with the Board the educational programme and in general ensure that pre-membership and member education is provided. For employee education and training, the Education Committee should work closely with the manager who is responsible for seeing that employee education is synchronized with the various activities of the coop. Like other committees of the Board, the Education Committee reports each month. The chairman of the Education Committee, needless to say, must try to become a specialist in the field of coop education by attending workshops, seminars and conferences.

The Education Committee should know how to seek assistance from the various educational agencies—the cooperative union, federations and training centers. These agencies supply the specialized services and aids, literature, courses, which one cooperative by itself is not usually able to provide.

Evaluating the Education Committee

Since the success of the educational programme of the coop largely depends on the Education Committee, it is important that it should evaluate itself from time to time. The following are some questions which the Education Committee should seriously ask itself.

1. What problems can the Education Committee do something about?

- Is the Education Committee meeting regularly?
- If regularly, has it more plans than executions?
- Is it sending in an honest report of *things done*, not merely planned, to the regular meeting of the Board of Directors?
- Is the coop vice-president or education committee chairman active as he should be?

2. The Cooperative has problems. What is the Education Committee doing on the following?

- Is it teaching the coop officers to know, and more to live their own rules?
- Is there lack of participation of members in the important activities of the coop?
- Is the Board lax in its educational requirement for new members?
- Is there a very slow rate of increase in membership?
- Are there poor audits by the Audit or Supervisory Committee?
- Is there a large percentage of members withdrawing from membership in the coop?
- In the credit union, is the credit committee too lax in granting loans?
- Are members using loans for purposes expressed?
- Does the coop assist its members with a workable budget plan?
- Are the members delinquent in the payment of their financial obligations to the coop?
- Do members know the advantage of regular saving?
- Are members aware of their duties and responsibilities and not only their rights and privileges?
- Are the members aware that they are the owners and not just the customers of their coop?

3. Is the Education Committee trying its very best to make meetings, study sessions, accurate, thorough, attractive and full of life?

4. Do the members of the Education Committee know their job, do their job, and inspire others through their job?

Conclusion

This paper has dealt mainly on the day-to-day experiences, observations and problems on member education in the primary level of cooperatives. It is an effort to focus attention on the needs and problems of small primary cooperatives, the building blocks that make the foundation of the whole cooperative

movement. Comprehensive cooperative development programmes notwithstanding, the cooperative movement will have lost its real significance, if it fails to make the people for whom its benefits are intended, understand the real purpose and philosophy of the movement, feel that they are part of it and belong to it, and actively participate in it.

It is hoped that this paper can be a humble contribution towards the attainment of that objective.

P.K. Panadam*

Member Education in Singapore

Introduction

The scope of this paper is to describe the education and training activities of the Singapore National Co-operative Union and to show their importance for their successful development of the co-operative movement in Singapore.

The Country

Singapore is a densely populated country with a population of 2.3 million. It is an industrialised country and a large population lives in the city. Singapore is a constitutional democracy.

History and Background of Movement

The history of the co-operative movement in Singapore can be traced to 1925. Amongst other reasons, indebtedness was one of the underlying factors that gave impetus to the movement. The government in its attempt to rid indebtedness among civil servants established credit societies. At present credit societies form about 53% of the total number of co-operative societies in Singapore.

After the Second World War, co-operatives spread to the rural areas and started to diversify their activities. In recent years, the importance of a strong co-operative movement has been recognised. Few of these are Consumer Co-operatives, Transport Co-operatives, Book Co-operatives, Insurance Co-operatives and Medical Co-operatives.

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Setting-up of Co-operatives

The Registry of Co-operative Societies guides and supervises the co-operative movement. It registers co-operative societies and it also assists co-operative societies in their management and operations.

Development of members

The Singapore National Co-operative Union is the co-ordinating body for co-operative activities in Singapore. It is to be noted that an enlightened membership is essential in co-operatives because the success of a co-operative society depends on its sustaining the loyalty of members.

As Co-operative education is vital to the very existence of the Co-operative Movement, the Co-operative Union has always endeavoured to promote the Co-operative education and training for its membership and leadership.

With this object in view, the Co-operative Union had, in the past, consistently sent officials and members of its affiliates for Committee Members and Auditors' Courses at the Co-operative College in Malaysia, and also sent delegates to the All Malayan Co-operative Conferences held periodically.

Since 1960 and throughout the years, the Co-operative Union has availed itself of the opportunity to send participants to the many seminars, conferences and workshops organised by the ICA Regional Office and Education Centre in New Delhi in various countries in the Region. It has also continually sent participants to the Annual Courses of the International Institute for Development, Co-operative and Labour Studies in Tel Aviv, Israel, to the International Co-operative Seminars organised by the Swedish Co-operative Centre in Sweden, and to courses of the Co-operative Consumer Union of the German Democratic Republic at the International Co-operative College in Dresden.

In 1972, the Co-operative Union obtained the services of Dr. Dharm Vir, ICA Joint Director (Education), for a period of 2 months to study the problems and educational needs of co-operative societies, to assist these societies in planning and carrying out educational programmes and also to conduct two national seminars in Singapore.

In addition to seminars, the SNCU in collaboration with the Co-operative Registry produces a quarterly magazine, the "Co-operator", which gives information to members as well as non-members.

Development of Leadership

A major objective of co-operative education is to ensure a steady supply of elected leaders to manage and direct the co-operative organisations. Without enlightened and skilled leadership, the co-operative movement will not progress.

The SNCU in collaboration with ICA, organised seminars for members of Management Committee, and members of co-operative societies.

A few of these are listed below:

1. Regional Seminar on Techniques and Methods of Co-operative Member Education – April 1963.
2. Regional Seminar on Co-operative Training – August/September 1967.
3. A National Seminar on Co-operative Management – 1970.
4. A National Seminar on Education for Consumer Co-operation 14 – 20 May 1972.
5. A National Seminar on Expansion of Co-operative Services to Members – 20 – 26 November 1972.
6. A Workshop on Operations of Consumer Services 4 – 8 November 1974.
7. The 4th Open Asian Conference on Co-operative Management in Singapore 3 – 13 December 1977.

Members who attended and participated in the seminars and courses have enriched their experience and knowledge, and thus able to serve their Societies more effectively and efficiently.

Co-operative Employee Training

In this region training of employees is as important as member education because the co-operative societies cannot be properly administered without competent employees to carry on

the day to day work. The elected members of management committees are honorary workers devoting only a part of their time to the Society.

The employees of co-operative societies attended courses and seminars organised by the Registry of Cooperative Societies. The courses were mainly organised after office-hours. Lecturers were only free to conduct courses after office-hours.

A few of the courses and seminars that were organised by the Registry of Co-operative Societies are listed below:—

1. A Course on "How to Read the Balance Sheet" – 1975.
2. Two Basic Courses in Book-Keeping in 1976, one in English and one in Malay.
3. A Basic Audit Course for Internal Auditors – Sept/Oct 1977.
4. Two Courses on Co-operative Management by the Registrar of Co-operative Societies 29 May – 2 June 1978, and 6 – 8 Sept 1978.

Some considerations

In spite of the fact that there is no training centre in Singapore for co-operative member education and training, with the limited resources available, the Union has been able to organise periodically the above mentioned courses. The Registry of co-operative Societies has also organised similar courses as mentioned.

The majority of the members who have attended the above courses both locally and overseas are at present actively involved in co-operative activities and also in managing their various societies. However these members are of the older age group and as such there is need for training the younger group to continue the activities of the co-operative movement.

The majority of the co-operatives are thrift and loan societies and as such any member education programme initiated should be to cater to the needs of this group of membership.

With the recent development of Consumer Co-operatives organised by the National Trades Union Congress in Singapore

and the diversification of thrift and loan societies to provide consumer services to members, education in Consumer Co-operation would also be of importance.

By and large these are the two areas in which member education activities should be looked into. However, the Union is hampered in carrying out these activities due to the lack of full-time trained personnel. The Union is also handicapped, in this respect, due to the absence of a training centre to train the teachers and to carry out the teaching programme for the members. It is in this area the I.C.A. Regional Office could render assistance. If education is to be a continuous process, then the importance of the above-mentioned factors could not be over-emphasised.

To realise the aforesaid objectives, the fundamental prerequisites are that members should be acquainted with the principles and philosophy of co-operation as well as their role in managing the affairs of their Co-operatives.

The Education Sub-Committee of the Union had drawn up a programme of "Co-operative Education and Training for Singapore" as far back as 1972, but due to the limitations stated earlier it was not possible to carry out the programme.

Proposed Co-operative Training Programme

The contents of the proposed education and training programme is annexed.

It is envisaged hopefully that the Union could carry out some of these activities during 1979-1980. The I.C.A. Regional Office and Education Centre is earnestly requested to look into the possibility of rendering assistance in this field. In this respect, it is felt that a National Seminar on member education with special reference to thrift and loan societies and consumer cooperation would be useful.

APPENDIX

The Singapore National Cooperative Union Ltd.

Proposed Programme in Co-operative Education and Training

I. Objectives

1. Efficiently administered societies
2. Better communication with members
3. Understanding of co-operative principles
4. Development of personnel for co-operative work
5. Re-structuring of societies for expansion
6. Increase in societies and membership
7. Diversification
8. Propagation of the principles and philosophy of the co-operative movement to:
 - (a) members
 - (b) the general public
9. Development of operational hand-books
10. Development of a Co-operative Education and Training Institute in Singapore.

II. Priority in subject areas

1. Co-operative Societies' Legislation—Ordinance, Rules & By-laws
2. Meeting procedures
3. Functions of Committees of Management
4. Implementation of decisions
5. Communication with members
6. Principles and philosophy of co-operative endeavour
7. Specific forms of co-operative endeavour
8. Training of education officers for societies
9. Co-operation between co-operatives and workers/other concerned groups
10. Evaluation of course contents—overseas training courses.

III. Priority of approach

1. Executive officers of co-operative societies—chairmen, secretaries, treasurers
2. Prospective education/publicity/development officers of co-operatives
3. Other members of Management
4. Staff of co-operatives
5. Government officials dealing with co-operatives
6. General membership
7. General public

IV. Methods of educational training

1. Discussion groups/workshops
2. Brain storm session
3. Seminars on specific issues
4. Pamphlets on specific topics
5. Short training courses
6. Newsletters
7. Conferences on general issues
8. Attendance at overseas courses, seminars, conferences, etc.

Proposed Programme—Phase I

<i>Subject</i>	<i>Participants</i>	<i>Method</i>
1. Co-operative Societies Legislation	1. Chairmen and Secretaries 2. Treasurer and other executive officials	Discussion groups (a) Lead paper (b) Study of By-laws of some Societies

Anticipated Outcome—recommendation for revision of Ordinances, Rules, By-laws

2. Meeting procedures (c) Committees (b) General Meetings	1. Chairmen 2. Secretaries and Assistant Secretaries	Lectures and Discussions
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Anticipated Outcome—Better organised and expeditiously conducted meetings

- | | | |
|-----------------------|------------------------------|--------------------------------|
| 3. Accounting Methods | 1. Treasurers
2. Auditors | Lectures and Workshop sessions |
|-----------------------|------------------------------|--------------------------------|

Anticipated Outcome—Better organised and up-to-date accounting systems: a Standard accounting for co-operatives

- | | | |
|----------------------------------|-----------------------------------|---|
| 4. Mechanised Accounting Systems | Chairmen, Treasurers and Auditors | Lectures and Demonstrations by Salesmen |
|----------------------------------|-----------------------------------|---|

Anticipated Outcome—Mechanisation of accounting system, joint ownership of such systems

- | | | |
|--|--|-----------------------------|
| 5. Membership Records, Surveys, Circulars Addressographs | Secretaries and Publicity/Development Officers | Demonstration and Workshops |
|--|--|-----------------------------|

Anticipated Outcome—More effectively organised records and communication systems

- | | | |
|----------------------------------|-----------------------------------|----------------------|
| 6. Economic Pattern of Singapore | All Management Committees members | Lectures/Discussions |
|----------------------------------|-----------------------------------|----------------------|

Anticipated Outcome—Better understanding of the environment in which cooperatives have to operate

- | | | |
|--|----------------------------------|----------------------|
| 7. Aims and Objectives existing societies—relevance to present times | All Management Committee members | Discussions/workshop |
|--|----------------------------------|----------------------|

Anticipated Outcome—Proposals for amendment in objectives and operations of Societies

- | | | |
|---|---|----------------------|
| 8. Commercial Legislation—Companies Act | Chairmen, Secretaries, Development officers | Lectures/Discussions |
|---|---|----------------------|

Banking Act,
Mutual Benefit
Society Ordinance

Anticipated Outcome—Understanding of Limits of Co-operative operations

- | | | |
|--|--------------------------|-------------------------|
| 9. Cooperative Principles and Philosophy | 1. Management Committees | Discussions
Seminars |
| | 2. General memberships | |

Anticipated Outcome—Publication of Pamphlet on Cooperative Principles and Application to possible additional areas of operation

- | | | |
|--|-------------------|------------------------------------|
| 10. Development of specific Co-operatives: Printing Publishing Co-op House Consumers | Committee Members | Brain storm sessions/
workshops |
|--|-------------------|------------------------------------|

Anticipated Outcome—Development of surveys, by-laws and operational recommendations for such co-operative endeavours; handbooks

- | | | |
|---|--|---------------|
| 11. The Money lenders Ordinance; Chit Funds | Management Committees of Thrift and Loan Societies | Study Circles |
|---|--|---------------|

Anticipated Outcome—Better understanding of role of Thrift and Loan Co-ops in the light of the new challenge

- | | | |
|--|---|----------------------|
| 12. Development of Housing Estates, Land acquisition, Tenure Development requirements, Legal Costs | Housing Societies and other diversifying into housing development | Lectures/Discussions |
|--|---|----------------------|

Anticipated Outcome—Handbook of advice on housing development

13. Office Administration Chairmen and Secretaries Managers, Chief Clerks Lectures, Demonstrations, Discussions

Anticipated Outcome—Better organised office administration

14. Office Layout Secretaries, Managers, Chief Clerks, Lectures, Demonstrations
 —Presentation
 —Functionality
 —Lighting

Anticipated Outcome—Better organised offices

15. Personnel Development —training of general clerks Chief Clerks, General Clerks, Typists, Stenographers Lectures Demonstrations

Wichien Sobhon*

Assessment of Cooperative Member Education Programmes in Thailand

I. Historical Development in the field of Cooperative Member Education

In 1916, the first co-operative society was set up in Thailand by the initiative of the government. It has been primarily aware of the cooperative member education because it was the main factor of the achievement of the cooperative business. So the sector which dealt with the cooperative societies were expanded in many provinces, it was adapted to be the Cooperative Promotion Department, one of the departments in the Ministry of Agriculture and Cooperatives. In fact, it was already known at the beginning that it did not fit to the cooperative process, the cooperative member education programmes and activities were initiated and arranged by the government itself. But there was no other choice or other directly responsible organizations to perform or carry on this task, it had to do in that way.

In 1968, according to the Cooperative Act 1968, the Cooperative League of Thailand (CLT) was set up. The CLT has aimed directly at cooperative education and training to all people especially cooperative members, committees and the staff of the cooperative societies as well. So some cooperative education programmes and activities were transferred from the Cooperative Promotion Department to be organized and conducted by the CLT. However, at present the CLT is not strong enough to run all programmes by itself, it has to be supported and helped by the Cooperative Promotion Department and the Cooperative member education programmes are being partly done by the Cooperative Promotion Department. When the

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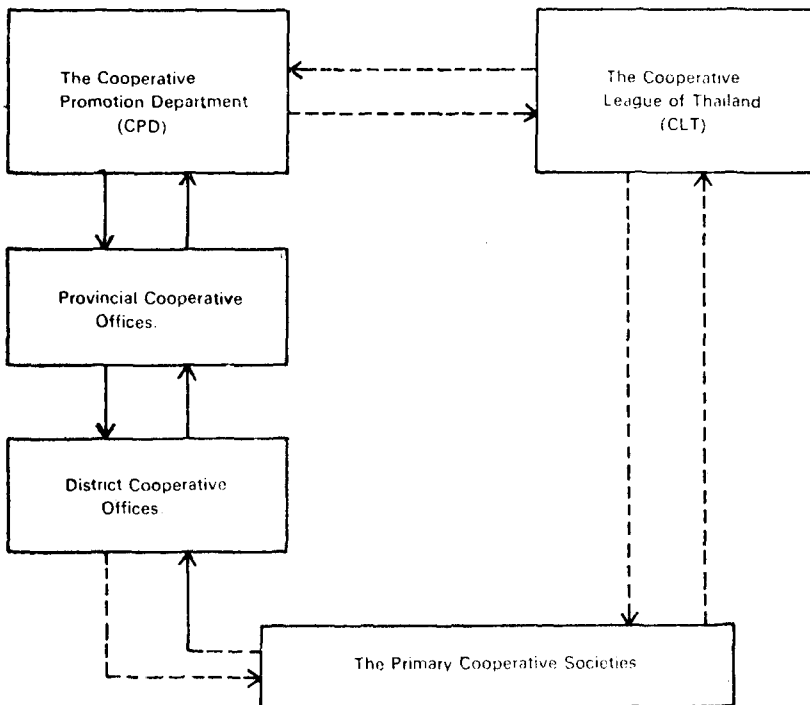
CLT can exercise its full capacity, the function of cooperative education and training will gradually and finally be taken over by the CLT instead of the Cooperative Promotion Department.

II. Existing System and Programmes of Member Education

(a) Administrative Structure, Personnel, and Financial Arrangements

There are two organizations which deal with the cooperative member education: (1) The Cooperative Promotion Department, (2) The Cooperative League of Thailand. Most of the

CHART 1. STRUCTURAL CHART OF COOPERATIVE MEMBER EDUCATION



----- Coordination and Information Line
 _____ Chain of Command Line

programmes were processed in coordination and collaboration among them.

The Cooperative Promotion Department processes the programmes through the provincial cooperative offices, the district cooperative offices and the primary cooperative societies respectively:

- at village or tambon level, district cooperative officer is responsible for education and training of members in small groups,
- at district level, training course is arranged for chairmen and secretaries of the groups in various Amphurs, the course is conducted by mobile training units of the Training Division,
- at national level, the meetings or seminars will be organized for the Chairmen or managers and staff of agricultural cooperatives throughout the country. Training Division of the Cooperative Promotion Department and the Cooperative League of Thailand are responsible for arrangement of such meetings or seminars.

The programmes conducted by the Cooperative Promotion Department are as follows:

- (1) Educating pre-members to show interest and trust in cooperative movement and be ready to organize cooperative societies in the future.
- (2) Local education and training of the cooperative members in several groups at village level. For the purpose of educating members to understand the correct way of cooperative administration.
- (3) Training to its local cooperative leadership such as the chairmen, secretaries of the groups to be capable and good leaders for the members.
- (4) Training the Board of Directors to enable them to manage the cooperative societies and to supervise their own business. This training course will be conducted at Provincial and National Levels.

All training programmes conducted by the Cooperative Promotion Department are financed partly from the interest of a so-called "Cooperative Promotion Fund" and Government budget

in the form of allowances for officers carrying out the programmes.

The Cooperative League of Thailand aims at cooperative education especially the cooperative member education. It has been divided into four divisions:

- (1) The Administrative Division, having responsibility in general administration and services.
- (2) The Training Division, having responsibility in cooperative training to board members, members and cooperative employees.
- (3) The Promotion and Extension Division, having responsibility in cooperative promotion and extension such as publications, exhibitions, etc.
- (4) The Technical Division, having responsibility in statistical collection and research.

The CLT processes the cooperative member education programmes directly to the primary societies with the coordination of the Cooperative Promotion Department. The payments of programmes are covered by the CLT's budget and being supported by other sources. Now the CLT has only 24 employees—not enough to run the programmes. It has to ask for help from other institutes such as the universities, the Cooperative Promotion Department.

(b) Various categories covered such as Members, Housewives, Elected Leaders, Youth, and Prospective Members

The programmes and activities which have been arranged by the CLT are:

1. Technical training in the areas of Consumer Management, Thrift and Credit Cooperative Management, Agricultural Cooperatives Management, etc.
2. Training and educating the cooperative committee men and leaders of cooperative members through systematically planned group discussions.
3. Mobile training units, training and educating the cooperative members on cooperative principles and other related fields. It is a joint programme between the Cooperative

Promotion Department and the CLT.

4. Press and radio programmes such as news, activities, and related fields of cooperatives.
5. *Publications*: Cooperative News, Cooperative Magazine, pamphlets and text books on cooperation, and research.

The cooperative member education programmes conducted in 1979 by the CLT were

1. Seminar for board members of the Thrift and Credit Cooperatives, budgeted Bht 170, 250.
2. Seminar for board members of the Consumers' cooperatives, budgeted Bht 85,100.
3. Training of the board members of the Agricultural and Land Settlement Cooperatives, budgeted Bht 648,000.
4. Seminar for board members and managers of the Agricultural Federations and Agricultural Cooperatives dealing with business, budgeted Bht 49,250.
5. The pre-seminar on Consumer Cooperation, budgeted Bht 36,750.
6. The meeting of the elected leaders of the Agricultural, Land Settlement and Fisheries Cooperatives, budgeted Bht 145,380.
7. Seminar of Leading members of Service Cooperatives, budgeted Bht. 72,750.
8. Seminar of board members and managers of Agricultural Cooperatives dealing with maize marketing business budgeted Bht. 68,250.
9. Meeting of the board members of Fisheries Cooperatives, budgeted Bht 26,750.

(c) Methods and techniques used

The methods and techniques being used in the cooperative member education programmes are:

1. *Seminar*. The techniques are lectures, discussions, and study visits.
2. *Training*. The training programmes could be conducted on lectures, discussions, role-playing, workshop, demons-

tration, practical assignments and study visits.

3. *Mobile training units.* The techniques having been used are: lectures, demonstration, films and slides, books, pamphlets, leaflets, and exhibitions.
4. *Extension programmes.* Techniques used are publications, press and radio, and field visits.

(d) *Educational Material used including audio-visual aids*

The educational materials which have been used in conducting the cooperative education programmes by the CLT are:

1. Amplifiers.
2. One overhead projector.
3. Tape recorders.
4. Slide projectors.
5. One film projector.
6. Flannel boards.
7. Flip charts.
8. Posters.
9. Flash-cards, pictures.
10. Books, pamphlets, brochures, leaflets.
11. Several sets of training packages.
12. Cases.
13. Games.

(e) *Training programmes*

The programmes of training which have been initiated and conducted by the CLT are:

1. Training programmes for cooperative teachers in schools and colleges.
2. Training programmes for chairmen and secretaries of cooperatives in formal groups.
3. Training programmes for Board of Directors.
4. Training programmes for managers and staffs in various levels of all types of the cooperatives.
5. Training programmes on specific topics for accountants, creditmen, salesmen, and other employees of cooperatives.

6. *Others*: The CLT is in collaboration with institutes in training and educating the cooperative personnel and supervisors and related personnel.

III. Needs and Future Programmes

Now the CLT is not strong enough to run all the cooperative educational programmes in the larger extent, because of the shortage of fund and personnel. However, it has been in need to take action on all the cooperative member education and related fields which have been done by the Cooperative Promotion Department as fast as possible. The following programmes need to be performed in the future.

1. *The Cooperative College programme*

The CLT is planning to establish the cooperative college in the next few years. Its objectives are training and educating the cooperative members, selected leaders, and employees. In addition, the Cooperative College Programmes should include research and consultancy.

2. *The Research Programme*

At the present, researches and studies in cooperation and related fields done by the CLT itself are very limited. Although it has been aware of their importance, there are not enough personnel and funds to do in the larger extent. In the future, the CLT needs to enlarge this programme more than now.

3. *The Consultancy Programme*

The CLT has realized that cooperative development needs the interdisciplinary approach. The ideas and suggestions of experienced cooperators and experts in many fields are very necessary in processing the cooperative programmes. Last year CLT was asked by ILO to give technical and financial assistance in organizing "Cooperative Management Consultancy Unit". Unfortunately, CLT cannot provide counterpart fund to pay

for the salary of the staff of this unit. This programme is now halted.

4. Organization Development Programme

The main objective of this programme is to find out the appropriate structure and system of each organization of cooperatives to suggest for development. Recently, a team of experts from the Cooperative League of USA (CLUSA) has been invited by the National Economic and Social Development Board (NESDB) to study and find means and ways to improve cooperative system in Thailand. After 9 months assignment, recommendations have been made particularly in the field of education. The National Training Centre of Agricultural Cooperatives under the CLT, and additional 4 regional training centres are to be organized. The idea of this proposal is to strengthen cooperative movement especially in the field of education and training.

5. The Comprehensive Training Programme

The objective of this programme is, to train the teachers who teach the cooperative courses in the secondary schools, universities, and institutions. It is hoped that this programme would help these teachers working more efficiently.

6. The Mobile Units Training Programme

At the present, it is a joint programme between the CLT and the Cooperative Promotion Department. The objective of this programme is, training and educating the cooperative members and prospective members in the cooperative and related fields. It has been planned to gradually take the action and finally all programmes would have been arranged and conducted by the CLT.

7. The Follow-up Programme

All programmes of cooperative education would be evaluated. So, the follow-up programme is very necessary to be done.

However, some cooperative education programmes have been evaluated by the CLT, but they are so limited. The CLT is planning to broaden this programme.

IV. External Assistance Received and Needed in Future:

(a) From the ICA ROEC

1. Assistance received:

- (1) The technical assistance received from ICA ROEC in the seminar programmes which have been arranged by the CLT are:
 - (1.1) The training techniques on audio-visual aids programme for the cooperative instructors.
 - (1.2) The pre-seminar on the agricultural cooperative marketing programmes.
 - (2) Sponsoring the payments of the CLT's personnel in training and seminar programmes abroad organized by ICA.
 - (3) Coordination of assistance from the international institutes.

2. Needed in Future

The assistance which the CLT needs to receive from ICA ROEC are:

- (2.1) The financial and technical assistance in the training and seminar programmes of the board members, managers, and cooperative instructors.
- (2.2) The research and follow-up programmes; about expert in research methodology and research fund.
- (2.3) The Study Circle Method programme; about supervising technique and educational material.
- (2.4) Sponsoring the CLT's personnel in training, seminar, and study-tour programmes abroad.
- (2.5) Audio Visual Aids: movie projectors, slide projectors, overhead projectors, etc.

(b) From Friedrich Ebert Stiftung*1. The assistance received*

The CLT received the financial assistance from Friedrich Ebert Stiftung in the following programmes:

- (1) Seminar on the Mint business programme.
- (2) Seminar on the institute of agriculturists and rural development programme.
- (3) Training of Board of Directors of the Taxi Cooperatives.
- (4) Training programme for managers and directors of the Agricultural Cooperatives and Provincial Federation of the Agricultural Cooperatives having business on rice mill.
- (5) The training programmes for the cooperative teachers in schools and colleges.

2. Needed in Future

- (1) The financial assistance in the training and seminar programmes: the training programme for the cooperative members, members, the training programmes for cooperative teachers, and the seminar on cooperative management.
- (2) The fellowship for the CLT's personnel in the programme of study tours abroad.
- (3) The fellowships for the international cooperative experts exchange programme.

(c) From ILO.*1. Assistance received*

The CLT received both technical and financial assistance from ILO in the following seminar:

1. Seminar on Cooperative Development and population problem.
2. National Workshop on Cooperative Policies for policy makers.
3. National Workshop on Coop. Policies for Coop. Executives.

2. *Needed in Future*

The CLT needs to receive assistance from ILO in:

- (1) Seminar programmes on the cooperative member education for specialists.
- (2) Family Welfare Education in the Cooperative Sector.
- (3) Financial Support in Organizing "Cooperative Management Consultancy Unit".

(d) From the International Institute for Development, Cooperatives and Labour Studies of Israel.

1. *Assistance received*

The CLT received the fellowships in cooperative personnel training programme in Isreal for 2 persons.

2. *Needed in Future*

The CLT needs to receive the assistance as before, for more participants.

(e) From the Overseas Book Centre

1. *Assistance received*

The CLT received the financial assistance in books for the library.

2. *Needed in Future*

The CLT needs to receive the same assistance more in future.

(f) From the Asia Foundation

The CLT has never received any assistance from the Asia Foundation before, but it is planning to ask for financial assistance in the cooperative member education project and the training for the CLT personnel development programme in the future.

V. Research studies and evaluation already made: suggestions for future studies

The research studies which have been done by the CLT itself and in the name of the CLT, related to some parts of the cooperative member education are as follows:

1. A Case Study of Rural Cooperative in Thailand: Ban Lard Agricultural Cooperative.
2. A Case Study of Rural Cooperative in Thailand: Sun Patong Agricultural Cooperative.
3. A Case Study of Rural Cooperative in Thailand: Soong-Nern Agricultural Cooperative.
4. An Evaluation of the Thai-Israel Multi-purpose Cooperative Project.
5. A Study on the progress of Pranakorn Consumers' Cooperative.
6. A Study on the Progress of Bang Mod Agricultural Cooperative.
7. Thailand Agricultural Cooperatives: An Evaluation with Recommendations for Improvement, by Rufus B. Hughes and others.
8. Recommendations for Improved Organization and Management of Multi-purpose Agricultural Cooperatives in Thailand and, also considering Basic Credit Needs of Agricultural and Cooperatives, by James E. Rose.
9. Cooperative Fisheries Study and Recommendations, Marine Fisheries of Thailand, by L.J. McMillan.
10. Thailand Cooperative Development Survey Trip, by Cooperative Resources Committee. Washington, D.C.
11. The Role of Agricultural Cooperatives in Food Production in Thailand, G.L. Bailur.
12. The Cooperative Instruction and Extension Techniques for Rural Development.
13. Feasibility Study for a Cooperative Insurance Programme in Thailand, by Larry Collins.

The CLT is aware of the research studies and evaluation in the field of cooperative member education very much. The future studies would be continuous, deep and sound. Some

suggestions for the studies in future, are:

1. A Study in Training Strategy for Cooperative Members.
2. A Study in Training Strategy for Cooperative Supervisors.
3. A Study in Training Strategy for Cooperative Managers.
4. An Evaluation in the Cooperative Member Education Programmes.
5. A Study in the Role of Community Leaders in Cooperative Education.
6. More small case studies should be used in training programmes for any group.

VI. Critical assessment of cooperative member education activities

Because of the shortage of personnel, the CLT has never actually done the systematic follow-up programme. It is not surely said about the achievements of cooperative member education programmes. However, by the normative observation and some statistical surveys, it has been seen that the cooperatives are quantitatively and qualitatively more rapidly progressive and increasing. These indicated the effective cooperative member education programmes. The CLT is not satisfied that much. It needs to be improved, both the quality of personnel and techniques. The problem areas of the quality of members which should be improved by means of education, are:

1. The cooperative loyalty of members.
2. Lack of self-help characteristics.
3. Lack of knowledge and understanding in cooperative principles and procedures.
4. Lack of innovativeness.
5. Lack of knowledge in farm management.
6. Lack of ability in group working.
7. Lack of managerial skills.
8. Lack of supervisors and personnel in both quality and quantity.

9. Having not enough educational materials and audio-visual aids.

VII. Recommendations with a view to making the member education programmes more effective

It is clear that either failure or progressiveness of the cooperative procedure is certainly dependent on the human factors of the members. Educational process is only the means to develop those human factors. So the process of educating and training the cooperative members would be carefully considered to be arranged in view of effectiveness. From the experiences in conducting the cooperative member education programmes, the following comments could be made:

1. The programmes would be highly achieved if they get along with the way of members' living, needs, and abilities.
2. The effective educational programmes should be initiated by the members themselves and they are responsible in the programme arrangement.
3. The programmes should cover all the members and the people concerned, such as youth, housewives.
4. Group process the effective technique, should be used in the member education process.
5. The follow-up programme is very important. It should be done relatively.
6. Every programme should be continuous, coordinating. If the programme is arranged by many institutes, they should be planned in close coordination and collaboration.
7. The programme should be more effective, if the instructors are in close relationship with the members.
8. The instructors should be well trained, having the good knowledge and skills in teaching including technique of using learning media. The Cooperative League should organize workshop or seminar for instructors annually at the national level.
9. The training staff should be of the group of multi-disciplinary personnel.

10. Since the small group discussion programme is a very effective training technique, it is necessary to train the leaders on this matter.
11. The cooperation among the Cooperative Leagues or similar organizations of other countries should be more. They should have more interchange of programmes for experts, research workers, training techniques, etc.

Payunsak Petjamroensuk*

Co-Operative Member Education in Thailand

Historical developments in the field of Co-operative Member Education

The cooperative movement in Thailand is more than 62 years old. The first effort to use cooperative enterprises was in the field of agricultural credit starting in 1916 with the establishment of village credit societies patterned after the Raiffeisen system. Since that time cooperatives have been organized in an attempt to meet the people's needs in marketing, land settlement, land hire-purchase, land improvement, fisheries, cottage industries, thrift and credit, housing, consumer's stores, industrial and utilities.

Since the early days of the cooperative movement the government has assumed responsibility in helping the people to establish these cooperative societies and has used part of the national budget in promoting and fostering cooperative development.

Because there is generally a low level of education on the part of the people in the rural areas and because the cooperative idea is relatively new, it has been very difficult to achieve an understanding on the part of Thai farmers, of how cooperatives may be used as a tool towards a better way of life.

In recognition of this problem the Ministry of Agriculture and Co-operatives (formerly the Ministry of National Development) which has the responsibility for cooperative development, drew up a "Cooperative Education and Training Project" to stress the development of human resources as a means toward strengthening the cooperative movement in Thailand. The aim of the project was to provide training and education for

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the government officials working with Cooperatives, committeemen and managers of the various cooperatives and also for co-operative members. Cooperative education and training became a part of the National Economic Development Plan of 1961 - 1966 and has been continued up to now.

The Cooperative Training Centre was established in 1963 on Pichai Road in the Dusit district of Bangkok. To implement this project, it has a staff of approximately 90 people, 37 of whom operate the mobile training units.

The organization of the Co-operative Training Centre under the Co-operative Training division, Co-operative Promotion department is divided into four sections :—

1. Training centre section.
2. Mobile training units section.
3. Institute for co-operative education section.
4. Audio Visual Aids section.

Existing system and programmes of member education

Under the training division, Co-operative Promotion Department, the mobile training units section is responsible for co-operative member education. Now there are 9 mobile training units to operate throughout the country to educate the co-operative members, co-operative committee men and general public, in cooperative subjects as well as in management and operation of cooperative societies and other related subjects. The Mobile unit was first initiated in 1959. Each unit is staffed with five officers and one driver. The teaching duration in rural areas as performed by each unit is about 100-150 days a year. All expenditure for the staff of the Mobile units come from the government budget.

The main purposes of the mobile units are as follows:

1. To educate and to train cooperative members and co-operative committeemen for better understanding of the cooperative principles, cooperative practices, and management of cooperative societies.
2. to train and to extend to the public both adults and children the cooperative principles, the advantages of the

cooperative operation. This would build a basic foundation for further expansion of the cooperative movement.

3. to promote, in addition to the cooperative subjects, the professional knowledge, such as agriculture, cottage industries, etc. among the members and the villagers. This would enable them to increase their earning capacity.

The benefits of the operation of the mobile units are :

1. to assist the cooperative committeemen, cooperative members, and the general public to understand the cooperative principles, cooperative operation, and other related subjects.
2. to arouse the members' interest in cooperative movement and stimulate the desire of the cooperative member to participate in the cooperative operation.
3. to promote cooperative spirit among members and enable them to visualize the advantages of cooperative societies.
4. to change the cooperative members' view-points in the operation of their traditional occupations which may induce the progress of cooperative activities.

In addition the training centre also conducted courses for training and educating officials of the Ministry at different levels, such as provincial and district co-operative officials, inspectors etc. So that they in turn, will be in a better position to perform duties and to train and educate members, committees and managers of co-operatives. Now there are about 1,634 officials to perform this function.

The programme of training courses conducted by the mobile training units section are as follows :—

- Agricultural co-operative committee training course at the provincial level.
- Chairman and secretary of agricultural cooperative group training course at the district level.
- co-operative agricultural members group training course at the village level.
- co-operative agricultural members group training course for improving the status of the cooperative.
- General public course and pre-members education course.

Methods and techniques used

The division brings out publications and mass educational method. They are mainly for purpose of getting awareness and interest of trainees in some new ideas. They include the following mass media of communication:

- Lecture
- Group Discussion
- Study Tour
- Field Work
- Demonstration

Visual-aids, such as film projector, slide projector, poster, overhead projectors, pamphlet etc.

Press and publicity material such as newspaper columns, Bulletin, Manual etc.

A number of films on cooperatives have also been brought out by the Division.

Every year the training division conducts the course for the trainers of mobile training units. It lasts about one month by aiming to improve the capacity of the trainers in teaching techniques.

Needs and future programmes

At present, we lack education material. The material needed is as follows :—

- Co-operative Films.
- Audio-Visual Aids.
- Cooperative text books.
- Handbooks for committee members and members.
- Model techniques in cooperative education.
- Vehicles for cooperative training by mobile units.

The future programme of the mobile training units section will be the same as described above but will emphasize improving the quality of the trainers to teach more effectively by sending them to train in the National Institute of Development

Administration and in foreign countries well known in co-operative development.

The cooperative promotion department has also made contact with International agencies, like ICA, ILO, FAO, SIDA, Colombo plan etc. for fellowships in cooperative training and study.

External assistance received and needed in future from the ICA ROEC

1. Practical training in cooperative education, co-operative publicity and co-operative communication.
2. Experts in co-operative education from experienced countries such as Denmark, Sweden, United States of America, and ILO.
3. As a member of the ICA any kind of mutual collaboration among training centres in the region is always welcome.

Assessment of co-operative member education activities

The performance of the Mobile Training units for Education and training the members of agricultural co-operatives from 1974-1978 are as follows:

Year	No. of Provinces	No. of Days in Operation	Trainees		
			Members	Committeemen	General Public
1974	55	846	—	4,253	—
1975	67	1,164	6,468	5,975	—
1976	68	1,236	15,162	6,834	10,211
1977	71	1,242	19,320	6,438	8,142
1978	72	1,349	25,080	6,850	35,508

Moreover the staff of the mobile training units write the training manual for the provincial and district co-operative officials to conduct training course for agricultural co-operative members group once in a year. The number of trainees is approximately 455,165 a year. For other types of co-operatives

there are the co-operative officials attached to the co-operative societies responsible for education and training the members. For all types of co-operatives there are about 1,643 co-operative officials responsible for Member Education programmes.

Problem areas

The Co-operative Promotion Department in coordination and collaboration closely with the Cooperative League of Thailand will conduct different educational training courses annually for members, committeemen. Currently, the Division is facing many problems in conducting training courses as follows:

1. The annual budget for the operation of mobile training units is usually insufficient to finance the planned activities. This prevents expansion of successful activities and on some occasions, curtails the fulfilment of the programmes.

2. Education equipment is in short supply: charts, posters, films and slides, only a few are available for permanent use. There are not enough specially qualified personnel to prepare such visual aids. At present the Training Division tries to increase qualified personnel and visual aids equipment.

Number of Co-operative societies in Thailand as of December 31,1978.

Types of co-operatives	Number of Societies	Membership	
		Total	Average per society
1. Agricultural co-operatives	815	650,236	797
2. Fishery co-operatives.	10	1,769	176
3. Land Settlement co-operatives	86	56,579	657
4. Thrift and credit co-operatives	258	448,589	1,738
5. Consumers' co-operatives (Co-operative Stores)	172	275,964	1,604
6. Service co-operatives	123	29,812	242
Total	1,464	1,462,949	—

Note: There are 26 provincial agricultural co-operative federations, having 288 co-operative societies as their members.

There are 3 national co-operative federations, having 557 co-operative societies as their members.

Conclusion

Education and training programmes in the past have helped to establish a foundation for future development of the cooperative movement in this country. The government policy emphasizes promotion of the cooperative movement, especially among farmers. The Ministry of Agriculture and Co-operatives through the co-operative promotion department is paving the way for the people to have better living conditions through utilization of cooperative activities. The government, through cooperative officials, is striving to educate not only cooperative committees but also the members, so that they will be able to run their own business. We believe that it is desirable for them to be able to stand on their own feet. But it will take more effort, perseverance, and time before we reach this goal. Our objective will continue to be the planning and carrying out of effective education and training programmes which will permit the cooperative movement of Thailand to grow and prosper and bring the greatest economic and social benefits to our people and our nation as a whole.

IV

**INDEPTH
STUDIES**

Soedjito Sosrodihardjo*

Approaches and Techniques in Agricultural Cooperative Extension Adopted by the Gadjah Mada University, Yogyakarta, Indonesia

Introduction

The Law on Higher Education in Indonesia stipulates that Universities are obliged to fulfil the *Tri Dharma* or Three functions namely:

- a. Education.
- b. Research.
- c. Social services.

For the purpose of conducting social services the Social Services Institute was founded. This institute was founded in 1961 as an interdisciplinary department of Gadjah Mada University. Our first programme was on soil conservation but it grew into various other branches of activities, including the cooperative extension services.

The aim of this paper is to show the various approaches and techniques which are adopted by our Institute in dealing with Cooperative Extension Programmes in a society where past experience is not conducive to a favourable attitude toward co-operatives.

Problems of development and education

We are of the opinion that the most important prerequisite

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for social development is the acquisition of self-confidence. We came to this conclusion after analyzing our field studies. It turned out that there was a very significant correlation between entrepreneurship and rationality which was very obvious. After controlling the other variables which may influence this correlation, however, we came to the insight that food reserves played a preponderant role in this correlation. We then decided that food reserves should be raised in order to promote the acceptance of new ideas. Every innovation requires a certain amount of risk and every unsuccessful attempt may have serious consequences. For this purpose a reserve fund should be set aside in order to overcome the problems raised by eventual failures. Access to a certain amount of reserve fund will stimulate the desire to change. It is no wonder that the first Indonesian cooperative movement was a credit cooperative. In 1888 a savings bank was opened in a small village in East Java¹, while the first Indonesian credit coop was founded in 1896.²

In an overpopulated country like Indonesia, food is the main problem. A reserve fund in case of food shortage is therefore very important.

The task before us was to raise the needed funds. For this purpose we scheduled a training programme where people learned to recognize and to utilize the various natural resources available in the neighbourhood and to turn them into hard cash. The scarcity of available cash and the economic system inherited by the colonial powers in the past led to a dualistic economic system. On the one hand we have the modern system based on money economy and on the other hand we have what we call a service economy, where services or labour are considered as a means of exchange. When these two systems are confronted, the traditional service economy is always at the losing end. It is therefore necessary to draw more money into the villages. In one of our projects people recognized that fancy wood with a very fine texture was available in the forests. Usually this type of wood was turned into charcoal, which they sold at mar-

(1) 'nn, "Spaarbank voor Inlanders to Modjowarno" in *Tijdschrift voor het Binnenlandsch Bestuur* vol. 7, 1892, p. 275.

(2) Dekopin, *Simposium Pembinaan Koperasi kearah Pelaksanaan Pasal 33 UUD*, Jakarta 1977, p.2.

ginal prices. We made them aware that this type of wood was a very good material for woodcarvings. We provided a teacher in woodcarving and helped them with the marketing. Now this handicraft provides job opportunities to drop outs in the surrounding areas. It is, however, too early to start with a cooperative programme. After a reserve fund has been raised we will attempt to induce these people to organize a coop movement. At this initial stage self-confidence and confidence among themselves are prerequisites for the development of a healthy cooperative movement.

Another case at the same initial level is the case of the roof tile industries in the rural areas. These industries produce the traditional roof-tiles as well as the Flemish types. The Housing Project of the Ministry of Public Works once placed an order of hundred thousand tiles in order to help these industries. This opportunity, however, had to be turned down. Cooperation was non-existing and there was a certain mutual distrust among the managers. The poor suspected the rich of being dishonest and the rich suspected the poor to be indolent. The rich were eager to accept the order but due to the differences in standards and size it was concluded that the order could not be fulfilled. After this disappointment the University made an attempt to help. Cooperation at this stage is impossible. We began to induce the owners of the tile industries to adopt a certain size which must become the standard of all tile industries in the neighbourhood. The Technical Faculty developed a handpress which is both efficient and cheap. We also developed a mixing machine to be powered by a small diesel engine or water-power. This machine could be centralized so that the members who paid for the machine could use the machine collectively. At this stage we do not attempt to introduce cooperatives. Bitter experience with coops at the time when cooperatives were political issues and became political lines of action left behind a scar which is not easy to remove. On the other hand we believe in the proverb: Nothing succeeds like success. Success in one case is likely to be followed by another success. We are now trying to introduce a more efficient working procedure. In traditional crafts it is the custom that one man will do all the work from the beginning till the end. In Durkheimian terms, this process of production creates the so-called

mechanistic solidarity.³ The modern approach requires a more rational division of labour which Durkheim mentioned in his famous book.⁴ The division of labour and specialization will eventually lead to an increase in production and creates the so-called organic solidarity. A more effective way of production will enable them to accept a large scale order.

From this experience we conclude that it is a fallacy to suppose that cooperatives should be based on the traditional mutual help. Mutual help is based on a different economic system, where labour or services are the main means of exchange. In a service economy a face-to-face relation is predominant, while money exchange may proceed without direct contact between the parties concerned. A service economy therefore creates the image of sincerity and solidarity, due to its intensive face-to-face relations. The reality, however, is different. Suspicion and distrust influence the day to day relations. The strongest tie seems to be the family relations. In Indonesia as well as in many other Asian countries industries and enterprises are owned by families. Family ties guarantee against fraud, since the system of collective responsibility is the main form of social control. Among the Chinese and various ethnic groups in Indonesia there is a tendency for the various clans to group together in order to cooperate in various economic activities. The Chinese are especially sensitive to social control. A father may place an advertisement in the daily newspaper with the announcement that he is not responsible for the misdeeds of his son. Without this advertisement he will be responsible for the debts and the various activities of his son. Even though among the peasantry such an extreme attitude does not exist, the fact remains that a father is still responsible for his off-spring.

Cooperative movements are, however, open organizations, at least in principle. Family as well as class clusters hinder the development of cooperatives. The entrance fee may be so high, that the lower classes are barred from joining the cooperatives. These classes may represent the two economic systems, as we found in a cooperative of metal industries in the

(3) Emile Durkheim, *The Division of Labour in Society* (Transl. by George Simpson) New York: The Free Press, 1964, p. 70 ff,

(4) *Ibid.* p. 111 ff.

rural areas. There are two approaches in the system of marketing among the members.

- a. The merchandizing approach, where the initiative to produce comes from the members themselves. They produce kitchen utensils etc.
- b. The job-order approach, in which production is based upon orders from outside. They produce parts of textile machinery, waterpumps, parts of sugarmill factories etc.

There is a tendency among these industries to cluster around family ties. According to the traditional way of life, the distinction between "in" group and "out" group is very sharply drawn. This is especially the case where economic interest is at stake. An impersonal relation like that which exists in Western companies seems to be impossible. The personal traditional relations are usually based on personal loyalty. It is therefore very important to gain the support of the local leaders before introducing the cooperative movement. Outside agencies like the universities should limit themselves to guidance and stimulation.

In the case of the tile industries the University tries to approach the local leaders and using the formal channels.

The confrontation between modern economic systems and the traditional systems is now entering a very serious level. The modern economic systems are supported by multi-national capital, while traditional systems tend to be left behind. It is in this respect that cooperative movements should be looked upon.

Between those two systems, a network of middlemen are operating. These middlemen are usually very opposed to Cooperatives, since the former thrive upon this dualistic system. These middlemen usually come from a traditional society with an urban background. It is a seemingly hopeless task to compete with these middlemen. The relations with the peasantry is carried on an individual basis. This informal relation seems to be very effective.

We at the university therefore attempt at the consolidation of these family enterprises with the hope that one day they may organize themselves into Cooperative movements. With the help of the local leaders we endeavour to introduce new working methods at the tile factories so as to make them interdepen-

dent. Specialization and an effective division of labour may induce them to work together as a team. This teamwork approach, however, is completely new and coordination is one of the main obstacles in this project.

In another more successful case under the supervision of one of the members of the faculty of economics, the agricultural coop was combined with welding facilities. This Cooperative movement was founded and supported by the University under the auspices of the former director of the Institute who now becomes the Minister of Agriculture. Member education was begun by teaching the members how to think rationally. Case studies were undertaken by visiting other Cooperatives. The shopping-for-ideas approach seems to be very fruitful. It makes them aware of their shortcomings as well as their strength. Patience from the side of the educators is a necessity. By showing impatience, the educator may ruin his own work.

What we have to do is to induce people to bring their problems to us. One day a village leader asked us to supply his village with running water. We were not in a position to give them material support. What we could do was to contribute our knowledge. The leader supplied us the material needed as well as the manpower for this project. Soon running water was supplied from a hill in the neighbourhood distributed by bamboo poles to the village.

Since water was running freely, the leader asked us to supply young clove trees. He wanted to build a nursery for his people. Soon a pond was built and the leader asked for fish which we supplied freely. This is an example of auto-activity which we try to induce. People are now growing their own cloves and we supply them the necessary information. The greatest difficulty is to find a ready market outside the network of middlemen. It is our hope that with the government regulations, this difficulty will be ultimately solved. The market which is under the control of the government is the rice-market, while cloves fall outside this category.

The Ministry of Trade and Cooperatives asked the University and the Institute to supervise about forty Cooperatives in our region. We apply the same principles to these Cooperatives:

First: Let the managers know how other coops are being managed and induce them to make a comparison. Learning by

doing is the only fruitful way of education.

Second: Let them carry out case studies and teach them to analyse the situation, identifying the limitations and the conducive factors which will lead to the greatest amount of profit. Analysis, planning and control are the main features of this study.

Third: Let them enjoy their successes and exploit every success to reach other successes. In this respect we must remember that one's attitude is dependent on one's interest, both in the material as well as in the immaterial sense. Money is a form of interest but is not always the most important factor. Selfrespect is another form of interest, in this case immaterial interest.

Comparative studies with other coops may induce improvements but it is always possible that cultural as well as religious factors may prevent the transfer of knowledge. It is therefore very important to choose the right subjects in order to avoid adverse results.

The education of cooperative members is therefore a very strenuous task. Only a portion of the population believes in coops and it is very important to avoid the same mistakes. Even though our peasants believe in traditional mutual help, this concept is applicable only in terms of social activities. Social interest may depend on mutual help, since it is a system derived from the traditional or service economy. Social activities require larger groups, but on the other hand economic activities need smaller interest groups which are interdependent from top to bottom. Social activities do not need this interdependency and modern organizational methods. Teamwork is necessary in modern economic activities. Social activities are usually local in character but economic activities require a rational form of organization with interdependent specializations. It is therefore a fallacy to confuse mutual help with cooperation. Mutual help as a system or procedure is not applicable to the modern money economy, but as an ideology it may function as a unifying factor.

Ideology is badly needed in order to face the reality of life. It is a way to interpret reality according to a certain basic philosophy. Ideology is one form of interest which McIver and Page called the common interest.

“The *like* is what we have distributively, privately each to

himself. The *common* is what we have collectively, what we share without dividing up.”⁵

Thus cooperation on economic activities is a form of like interest, based on private interests. Ideology is a form of common interest and functions to clarify and interpret the goals and aims of the cooperative movement.

The peasantry is very concrete in their way of thinking. On the other hand, tradition and culture provide them with a certain ideology which is abstract in nature. The story of Rama and Sita, the stories of Pandawa and Kaurawa are well known among the Javanese peasants. They know every detail of the dialogues, but every time the radio broadcasts the same story, they will listen intensively. Historical plays through the TV network receive the same attention. We were wondering why these peasants were so eager to watch or to listen to these plays. We came to the conclusion that these plays provide them with an interpretation of life. It was on the basis of this conclusion that our staff members are using examples from the Mahabharata to communicate with the peasantry, as well as with the higher strata. The sharp distinction between good and bad as exemplified by the Pandawa and Kaurawa, however, makes it very difficult to explain the malfunctioning of cooperatives. Examples are the main teaching material for the peasantry.

During the colonial period before 1942, the Dutch government applied the so-called oilstain method in their extension services. A drop of oil will rapidly spread itself, so was the assumption. A good example will also spread very rapidly, it was thought. Our experience shows that this assumption is not absolutely correct. A good example, for instance, the introduction of a new variety may spread very rapidly among a certain stratum of the population, but it does not necessarily touch upon the lower classes. We have in our project a pilot study with the intention to introduce new technologies by way of an example. We sincerely hoped that the population will automatically follow our example. We were waiting in vain and suddenly realized that we should approach the population, mix ourselves with the population and asked them what

5) R.M.McIver and Charles H. Page, *Society* London: Mac Millan and Co. Ltd. 1950, p.32.

they needed. To our relief they asked for the appropriate technology we tried to introduce. Then we realized that in their eyes the University staff members were regarded as members of a higher stratum. It was considered inappropriate to imitate the higher strata. We then remembered that the University is situated in the Special Territory of Yogyakarta where the Sultan of Yogyakarta is the head of the territory. About forty years ago, only the higher castes were allowed to wear a certain type of batik. The ordinary people were dressed very soberly in brown or blue sarongs. Even though the situation has changed very rapidly, the underlying ideology remains untouched.

This brings us to the pattern of communication among the peasantry. We discovered that the vertical communication pattern is the most dominant way of life. Horizontal communications seem to be alien to the traditional societies. Even though personal relations are very highly recommended, a discussion on impersonal matters may end with a debate among the leaders, while followers are merely listening.

This vertical communication pattern is appropriate for the implementation of orders but is not conducive to democratic discussions. Cooperation is based on democratic principles. It is therefore necessary to educate the members on the principles of democracy. For this purpose we divide the members into small groups and teach them to discuss practical matters. The size of the groups and the social relations determine the successes of this method.

After the necessary social prerequisites are completed, a thorough knowledge of technical matters is germane to the development of the cooperative movement. Maintenance is a real problem which we encountered in times of low activities. The general policy to be followed is patience. Patience and truthfulness are the main qualities which are required in order to re-awaken the cooperatives.

The Indonesian Government is very much aware of the need of cooperative movements. The Directorate General of Cooperatives is very actively engaged in strengthening the existing cooperative movements with the help of the universities. I do hope that during this consultation new ideas will come up in order to strengthen the position of the cooperatives.

F. L. Dumagat*

Some Views on Cooperative Member Education in the Philippines

“First, educate your members in your own principles. . . and, in the second place, you must educate them generally. Education is desirable for all mankind; it is the life’s necessity for cooperators”—Prof. Stuart

Exactly one century ago this year, Professor Stuart gave the above advice to a cooperative congress held in Gloucester, England. Whether or not there is special significance in the holding of a consultation on cooperative member education this year with the holding of a cooperative congress in England in 1879, it may be noted that cooperative education has the same vitality and urgency a century ago and today.

In the Philippines, cooperative member education has been recognized as a necessary if not indispensable ingredient in the creation or emergence of viable and strong cooperative associations. However, recognition of the necessity and indispensability of cooperative member education is not enough to produce viable and strong cooperatives. Recognition must be translated into action. This is the crux of the problem of cooperative development in the Philippines. And I propose to discuss cooperative member education from this angle.

As a starting point, I am going to review cooperative development with special reference to member education. Then, I shall attempt to describe the present cooperative development, including the strategies adopted of which education and training of members and officers of cooperative associations are part of the whole package. Given the past and present developments I shall then try to identify some important problems and suggest solutions or possible alternative courses of action.

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Historical Perspective of Cooperatives and Member Education

Reviewing the history of Philippine cooperatives brings one to the realization that : (1) cooperative promotion and organization have been mostly the initiative and efforts of the government which were motivated by social, economic, and political problems: (2) such government efforts at cooperative development were plagued by opportunism, mismanagement, misunderstanding of cooperativism, and lack of supervision; (3) such government efforts at cooperative development were not sustained due to changes in government administration and preoccupation: (4) the contribution of the private sector to cooperative development consisted mostly of credit unions and consumer societies; and (5) most of these credit unions and consumer societies were also the victims of the problems of mismanagement, misunderstanding of cooperativism, and lack of supervision and guidance by the agencies concerned.

Perhaps one can say that cooperation is a tradition among Filipinos. And this tradition of **bayanihan** or mutual service and assistance among neighbours and relatives may be as old as Philippine society, itself. Nevertheless, the institutionalization of cooperation or the organization of cooperative associations definitely was a part and offshoot of the spread of cooperativism in Europe in the nineteenth century.

For example, the organization of a cooperative association among hemp producers by Dr. Jose Rizal, the Philippine National Hero, during his exile in Dapitan in 1890s,¹ might have been an offshoot of Rizal's contact with cooperativism in his European stint.

It is, therefore, comforting to the Filipino ego to say that, although he has a tradition of cooperation, the organization of cooperatives is a borrowed concept from abroad which may explain the failure of cooperative associations in the past. For, indeed, the history of cooperativism in the Philippines is replete with more failures than successes and breakthroughs.

To substantiate and illustrate the above general statements about past cooperative development attempts, the contributions by both the private and government sectors are briefly reviewed below.

¹ "This is the CAO" *Cooperative Advocate*, Vol. VI, No. 11 (November, 1964), p. 31.

Cooperative development by the private sector

The promotion and organization of cooperatives by the private sector seemed to have been prompted, initiated, and dominated by church officials and lay leaders.

As early as 1938, an American Protestant missionary, Rev. Allen R. Huber, initiated the promotion and organization of credit unions in the Ilocos, Laguna, and Quezon provinces among the Church of Christ (Disciples) members. By 1939, there were 12 branches of the Iglesia ni Cristo (Disciples) National Credit Union. And by 1941, 30 credit unions were organized with membership of 2,000, capital of 43,000, and issued loans of 68,000. These credit unions, however, perished with world war II. And during the post-war some of the leaders continued to promote cooperatives like Julio Pascua, who organized the Northern Christian College Credit Union, and Santiago C. Manongdo, who organized the United Church Credit Union in 1946.²

Promotion and organization of cooperatives by the Roman Catholic Church, on the other hand, perhaps started some years later than the protestants. The available literature show that as late as 1964, the Catholic Church was directly involved in cooperative promotion and organization by some priests specifically assigned to this work, and indirectly through the Knights of Columbus. There were six dioceses and 36 knights of Columbus Councils responsible for the organization of 77 credit unions and seven consumers cooperatives.³

Besides the churches, the Philippine Rural Reconstruction Movement (PRRM) also exerted some efforts at cooperative development. Starting in 1959, its fieldworkers organized credit unions as part of their "rural reconstruction" mission. By 1963, 21 credit unions were organized and registered with the Cooperatives Administration Office, with 1,471 members contributing 63,966 total deposits, owning 74,202 worth of assets, whose borrowings amounted to 196,240 with repayment rate at 67 percent, and realized net savings of 11,848.⁴

2 Ibid., pp. 136-137.

3 "The Catholic Hand in Cooperative Work," *Philippines Cooperative Advocate*, Vol. VI No. 8 (October, 1964)

4 P. Mabbun, *op. cit.* p. 110.

Government promotion of cooperatives

The first official attempt at cooperatives development was made by Senator Pedro Sandico of Bulacan who introduced a bill on rural credit cooperatives in 1907. This bill was passed by the Philippines Assembly but was disapproved by the Philippine Commission. However, the same bill was sponsored in the Philippines Assembly by Representative Rafael Corpuz of Zambales. It was passed both by the Assembly and the Commission on February 5, 1915 and was known as the Rural Credit Law (Article No. 2508). By 1939, there were 571 agricultural credit associations in 43 provinces.⁵

The result of this initial government effort at cooperatives development were: (1) most of the 71 associations in 1933 were dormant; (2) as of 1939, 159 associations were indebted to the Rice and Corn Fund of the total amount of more than 1 million pesos; (3) only 31 per cent of the 100,000 members were able to borrow, and that total outstanding loans was 3,124,000, and average individual loan extended was 95; and (4) only 35 associations were able to declare and distribute dividends totalling 67,000.⁶

The next effort was the development of cooperative marketing in 1927 with the passage of the Cooperative Marketing Law. By 1938, 161 cooperative marketing associations with total membership of 5,000 farmers were in operation of which 33 associations reported an aggregate sale of 5,529,000. However, of the 161 associations, only 18 were granted loans totalling 300,000.⁷

After World War II, cooperative activities were confined to the distribution of relief and consumer goods until the outbreak of the Hukbalahap rebellion in the late 1940s and early 1950s. To alleviate the problem of rural poverty and agrarian unrest, the government adopted countryside development as an answer to these problems. Credit extension, community development, and resettlement programmes were instituted. In 1952, the

⁵ Mabbun, *op- cit.* p. 97: J.V. Gragasin, *Philippine Cooperatives* (Manila :1972) pp. 48-49

⁶ *Ibid.* pp. 49-51.

⁷ *Ibid.*, p. 54.

Agricultural Credit and Cooperative Financing Administration was established by Republic Act 821 for the purpose of: (1) extending credit to small farmers through their cooperative associations; and (2) promoting, organizing and supervising Farmers Cooperative Marketing Associations (FACOMAs). It was authorized P100 million for revolving capital.⁸

The outcome of this renewed thrust at cooperatives development in 1957 were: (1) 445 FACOMAs with 259,000 members and a P5,125,000 in paid-up capital were organized; (2) ACCFA production loans extended increased to P2,117,500 in 1954, P12,335,200 in 1955, and P19,574,800 in 1956; (3) farm improvement, commodity facility, and merchandizing loans totalled P81,168,300 for the period 1953-1957; and (4) only two-thirds or P49.4 million of matured loans had been repaid.⁹

A View of member education

The literature on cooperative development in the Philippines does not yield much information on cooperative member education. However, one may deduce the nature of member education from the problems and difficulties that confronted cooperative associations.

Going back to the Agricultural Credit Cooperation Associations, Dr. Gragasin cited seven contributory factors for failure of such associations.

In the first place, poor management was ascribed to the lack of men among the members of cooperative associations who possess the technical know-how. Most of the members were purely farmers and they hardly had any education and worst the greater bulk among them were illiterates. Moreover, since the movement was new, the members were not given the proper indoctrination on the objectives, philosophy and workings of the movement. In the second place, the members being illiterates and never

⁸ "The Cooperative Effort in the Philippines," pp. 6-7.

⁹ D. Wurfel, "The Bell Report and After: A study of the Political Problems of Social Reform Stimulated by Foreign Aid" (Ph.D. dissertation, Cornell University 1960), pp. 630-648.

heard of the movement before, failed to appreciate what benefits their association may bring to them. So, instead of using the borrowed money from the associations for some definite constructive investments or improvements in their farm they use it for their immediate family needs or for some other purposes. Thirdly, since the members and officers of the associations were without proper training in cooperative endeavours and since they lack knowledge in management, they did not care whether sufficient securities would be required or not in their lending operations. Thus, when the farmer-borrower failed to meet his obligation when due, the association was at a loss to recover the loans. In the fourth place, since the compensation for the staff and officers who were chosen to run the association was low, they did not care to put forth their time and efforts in seeing that their associations were run properly. In the fifth place, the association allowed politics to set in the affairs of their associations which contributed the essential demise of some associations. . . In the sixth place, many of the member-borrowers secured loans from the association, but were used not according to purpose but in unproductive ventures. . . Lastly, it could be said that the government was partly responsible in the failure of the movement since it was in her supervision of these associations. This condition may be attributed to the lack of men who were trained along cooperative activities.¹⁰

In brief, the problems boil down to the ignorance and non-performance of cooperative members, officers, and employees of their respective duties and responsibilities; and the lack of supervision of the cooperatives by government agents concerned. Ignorance and non-performance of one's duties and responsibilities are, in turn, the consequence of lack of education and training of all concerned.

In the case of the FACOMAs in the 1950s and 1960s the associations were doomed to failure from the start because they were hastily organized without the benefit of proper

10 J.V. Gragasín, *op. cit.* pp. 52-53.

cooperative education of members and training of officers and employees. In the words of Mr. Solomon Cabrera, Head, Cooperative Development Department, Agricultural Credit Administration, in the "Fifth Far East Agricultural Credit and Cooperatives Workshop in May 1965":

Many cooperatives were organized in haste, losing sight of the true objective to enable farmers to avail themselves of government credit assistance. This should never have happened if at the time there had been adequately trained personnel to lead and man the movement.....

Corollary to the lack of adequately trained personnel to man the movement is the improper organization of cooperatives and the inappropriate use to which cooperatives were put, not only by the officers and members of cooperatives but also by the government.¹¹....

In 1970, Dr. V.U. Quintana, former Director of the Agricultural Credit and Cooperatives Institute, University of the Philippines at Los Banos, bewailed the fragmented cooperative education programme of the Philippines :

We do not have a unified and coordinated cooperative education programme in the country. There are no less than 30 agencies, all of them with a limited means, doing cooperative education.¹²

Mr. Roger Banas of the Philippine Rural Reconstruction Movement added that :

It seems that the cooperative education programme in the Philippines is centered on the promotional aspect and very little is being undertaken in really involving the target areas. We have very few qualified cooperative

11. S.G. Cabrera, "Elements of Success" *Agricultural Credit and Cooperatives*, (Seoul, Korea, 1965, pp. 132-133.

12. R.S. Banas, "A Unified and Coordinated Cooperative Education Program in the Philippines" (Mimeographed paper read at the National Conference on Non-Agricultural Cooperatives at Los Banos, Laguna, Philippines on October 11-14, 1970), p.2.

lecturers.. We have a dearth of cooperative materials that could be understood by many. We have inadequate audio-visual aids that could carry the trainers' messages into the minds of the trainees. The dissemination of information on cooperatives is being done by very few institutions.¹³

The New Cooperatives Development Programme

Having discussed our past attempts at cooperative development, let me now show you how we are building up a new cooperatives system. Let me tell you how we are solving the problems that have beset our efforts of making cooperatives viable institutions of socio-economic amelioration.

Rationale.—The new cooperatives development programme which was inaugurated under the New Society in 1973 was part of the package of modernization designed to arrest the impending political upheaval.¹⁴ As Under-secretary for Cooperatives Development Orlando Sacay put it :

The first thing I had to think through was the purpose for cooperative development. For a moment I could not say exactly why we should organize cooperatives.

I finally came to the conclusion that the basic objective of cooperative development is social equity and social justice.

In simpler terms : to give the smaller guy a better break.¹⁵

And as President Marcos wrote :

We envision, therefore, a new society in which equality of opportunity is not a fraud but a fact. An oligar-

13. *Ibid.*, p.3.

14. This refers to the political instability brought about by various interest groups fighting for political power and who exploited the socio-economic difficulties pressing on the people to gain popular support to their bid for power.

15. O.J. Sacay, *Samahang Nayon : A New Concept in Cooperative Development* (Quezon City : National Publishing Cooperative, Inc. 1974), p. 103.

chic society may sincerely believe in equality of opportunity but so long as there is a wide economic gap, the opportunity does not in fact exist. True equality of opportunity begins at the starting line, when a human being is born. This simply means that a few should not be born "with everything" while the many have nothing.¹⁶

Thus, he rationalized in his Presidential Decree No. 175:

Whereas, a parallel measure to the emancipation of tenant-farmers from feudal bondage, as provided for in Presidential Decree No. 27 dated October 21, 1972, is a provision for a strong social and economic organization and system to ensure that they will enjoy on a lasting basis the benefits of agrarian reform;

Whereas, there are equally less fortunate segments of our society who are in need of social and economic amelioration and should have the right to enjoy the privilege of self-development, social growth and economic independence under a truly just and democratic society.

Whereas, there is a need to increase income and purchasing power of the low income sector of the population in order to attain a more equitable distribution of income and wealth.

Whereas, the cooperative institution is a means of attaining a more equitable distribution of income and wealth and providing the common man a dignified level of existence;

Whereas, the Bayanihan Spirit is an inborn trait of the Filipino people which if properly guided can serve as a strong foundation of cooperative institutions;

Now, therefore, in order to effect the desired changes and reform in the economic, social and political structure of our society, I, FERDINAND E. MARCOS, President of the Philippines, by virtue of the powers in me vested by the Constitution as Commander-in-Chief of the Armed Forces of the Philippines, and pursuant to

16. F.E. Marcos, *Today's Revolution : Democracy* (1971), p.120.

Proclamation No. 1081, dated September 21, 1972, and General Order No. 1 dated September 22, 1972, do hereby order and decree the following:

Section 1. Declaration of Policy — It is hereby declared the policy of the State to foster the creation and growth of cooperatives as a means of increasing income and purchasing power of the low-income sector of the population in order to attain a more equitable distribution of income and wealth.

Strategy and Structure. The main strategy of the government in uplifting the poor, who is generally the small farmer, consists of: making him the owner of the land he tills, and an active member of a cooperative¹⁷. As a member of the *Samahang Nayon* or village association, he learns better farming methods and the requisite of cooperative membership. He learns the necessary discipline and the skill of running a cooperative organization. He also saves capital for investment in the cooperative. And he qualifies for the certificate of land transfer and for the guarantee of his amortization to be paid from the Barrio Guarantee Fund (BGF) in case of default.

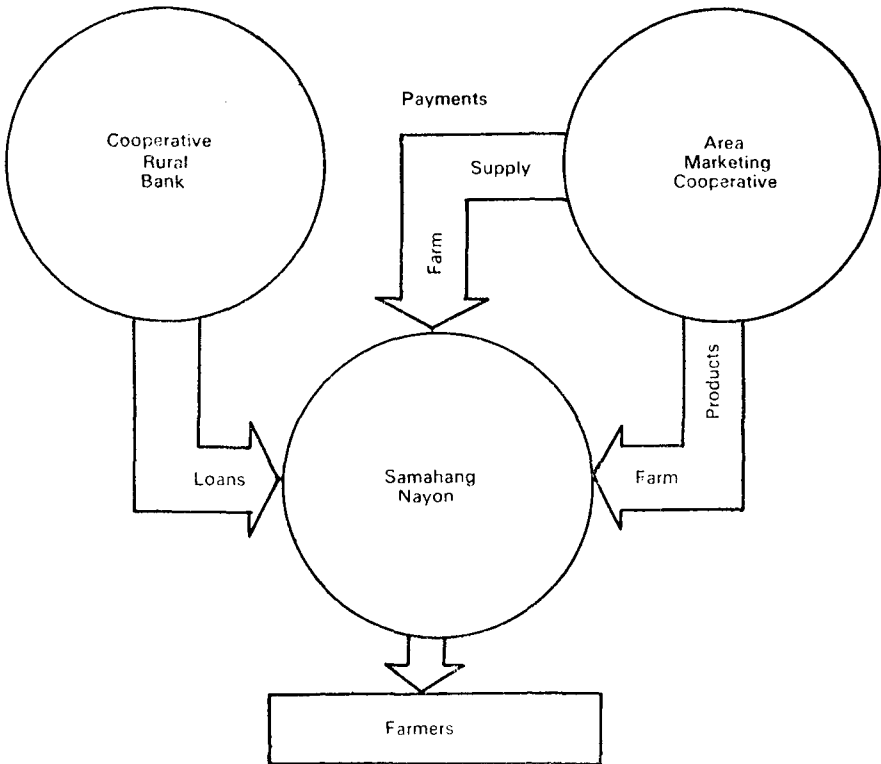
Thus, the small farmer is prepared for cooperative activities. By learning scientific farming, he could now make full use of the land he now owns, thereby enabling him to produce food for the home and the market. By learning discipline and management techniques, coupled with the pooling of capital resources together with other members, the small farmers can now make cooperative big business that will enable them to compete against other business enterprises. Membership in the *Samahang Nayon* and in full-fledged cooperatives enables the farmer-member, therefore, to improve his economic condition through better production, lower prices of farm inputs and higher prices for farm produce by means of buying and selling through the cooperatives. This is facilitated by triangular linkage of the *Samahang Nayon* with an Area Marketing Cooperative and a Cooperative

17. This is embodied in Presidential Decree No. 27 "emancipating the tenant-farmers from the bondage of the soil"

Rural Bank as indicated below.

Lessons from the past have shown that building the cooperative system from top to bottom was disastrous. For this reason, Under Secretary Sacay started building the new cooperative system with the organization and institutionalization of the *Samahang Nayon*. This was stage I.

During stage I, the education and training of cooperative members and officers was intensive. The massive education and training was done through concerted efforts, the Ministry of Local Government and Community Development (MLGCD)



coordinating extension personnel of different agencies like the Bureau of Agricultural Extension, the Bureau of Plant Industry, and the Bureau of Animal Industry, including the mass media. This lasted for 65 weeks. The first 10 weeks or phase I were devoted to organization of Samahang Nayons which included the pre-membership education for members; and the accumulation of capital for investment in full-fledged cooperatives.

Stage II involved the organization of full-fledged cooperatives in the rural areas. Stage III dealt with the organization of consumers' cooperatives in the urban areas. And stage IV took up the integration of the cooperative system. All in all, the cooperative development programme was programmed to last for four years. But as its architect, Undersecretary Sacay, pointed out : "Whether this four-years programme will take four years or 40 to realize, only time will tell." ¹⁸

The implementation of the cooperatives development programme of the government is assigned to the Ministry of Local Government and Community Development (MLGCD) through its Bureau of Cooperatives Development (BCOD) by virtue of Presidential Decree No. 1 which instituted reorganization of the government bureaucracy. Besides the BCOD, the MLGCD has two other bureaus : the Bureau of Local Government ; and the Bureau of Community Development. These bureaus perform staff functions.

The functions of the Bureau of Cooperatives Development are:

1. Establish an integrated system for the promotion, organization, supervision, registration, development and evaluation of all types of cooperatives ;
2. Provide assistance to cooperatives to improve their internal organization and management ;
3. Develop the capabilities of cooperatives to effectively channel credits, utilize modern technology, unify marketing processes and form capital ;

18. O.J. Sacay, Samahang Nayon op. cit., p. 139,

4. Coordinate efforts of local governments and the private sector in the organization and development of cooperatives throughout the country ;
5. Develop new areas of cooperative enterprises such as banking, insurance, housing, investments, and other developmental enterprises ;
6. Conduct studies towards the introduction of innovations in the field of cooperatives ; and
7. Perform such other functions as may be provided by law. ¹⁹

To attain its objectives the Bureau of Cooperatives Development has 103 personnel in 1977 and 110 in 1978. The Bureau has an Education and Training Division which handles education and training programmes and activities. The Special Projects Division and the Promotion and Supervision Division also conduct training activities, in coordination with the Education and Training Division, in connection with their respective programmes.

At the regional level the Regional Development Director, who reports directly to the MLGCD Secretary, implements the cooperative development programme through the Cooperatives Development Division and the Education and Training Division, and through the cooperative section in the provincial level. Under the Cooperative Division is the Promotion, Education, and Training Section which is responsible for education and training programs, designs and activities. As of January, 1979, there are 70 Cooperative Development Officers, 39 Training Officers, 63 Provincial Development Officers, 70 Assistant Provincial Development Officers, 1,444 Municipal Development Officers and City Development Officers, and 1,151 Barrio Development Officers. At the regional and provincial levels, there is functional specialization. But at the municipal and barrio levels, the Municipal Development Officers and Barrio Development Officers perform works related to local governments, community development, and cooperatives development.

19. *Instructor's Manual* (Mimeographed ; Laguna: Community Development Center, 1973), pp. 34-35.

Member education as a component measure.—Given the preceding organizational framework by which cooperatives development and member education are being carried out, one can say that member education is built securely into the co-operative system. In the first place, specific personnel are assigned to handle education and training. In the second place, education and training are part of any programme, whether it be special or regular, conducted by divisions and sections other than the training and education division or section. In the third place, the education and training committee of the individual Samahang Nayons and cooperatives are given the responsibility of conducting the education and training needed by their members, officers, and employees.

At the initial stages, education and training activities are intensive and extensive from the government side because initiative of formulating and establishing a new cooperative system came from the government. Trainers training were initially done at the Education and Training Center of the MLGCD. The trainers, in turn, trained other trainers in the regional, provincial and municipal levels. At the municipal level, the field-workers also trained the volunteer barrio workers (VBW)²⁰ who helped the Barrio Development Workers of the MLGCD recruit and train prospective farmer members of the Samahang Nayon.

After the phase II of stage I or the management training of members and officers is completed, the Education and Training Committees are supposed to take over the responsibility of continuing the training of prospective members (the pre-membership education program) and new members. This is why five percent of the net surplus of all cooperatives are retained by the cooperatives or cooperative associations for their own training programs. This five percent educational fund retention from annual net surplus and the General Fund are sources of financing education and training activities. Another five percent of annual net savings goes to the Cooperative Education

²⁰VBWs are usually teachers of the public schools who volunteered to assist in the pre-membership training of the prospective members.

and Training Fund (CETF)²¹ which is administered by an Advisory Board appointed by the MLGCD Secretary two of whom come from the cooperatives, and one from the Ministry of Agrarian Reform.

To insure the continuity of training programs at the regional and local levels, each region is envisioned to establish regional information and training centers which will produce the trainers needed and implement the *Pamantasan sa Nayon* (School-on-the-air) program. This is a radio program which enables the farmer audience to acquire a recognized formal education through the radio.

The role of the non-government sector.—The cooperatives development program is necessarily a joint undertaking by both government and non-government (or private) sectors. Recognizing this necessity, the planners of the program allowed that the non-government sector may provide trainers, field-workers, and volunteer barrio workers in the joint undertaking of promoting and organizing Samahang Nayons. According to rank, a representative from the non-government sector may serve as assistant officer-in-charge in the municipal and provincial levels, next in command to the municipal or provincial development officers who serve as officer-in-charge for the program.

Supportive Institutions—At least three academic institutions have been providing support to the BCDO's education and training program. The faculties and facilities of the Agricultural Credit and Cooperatives Institute of the University of the Philippines, the Polytechnic University of the Philippines, and the Ateneo de Manila University have been tapped by the BCOD in the formulation and implementation of its education and training programs.

The Agricultural Credit and Cooperatives Institute (ACCI) has been undertaking continuous research evaluation of BCOD's program implementation like that of the Samahang Nayon

²¹Assistance from this fund was awarded, on a case to case basis, to some cooperative organizations for their training programs like the Philippine Cooperative Union League (P67,000) and the Metro-Manila Consumers Cooperative (P180,000). Priority is, however, given to the organization of a National Cooperative Union, and the Construction of a Cooperative Training Complex.

development program, and the area marketing system development program. The ACCI has also provided facilities for workshop, conferences, and seminars held/sponsored by the BCOD and by cooperative federations like the Philippine Cooperative Credit Union League and the International Cooperative Alliance (ICA). Specialists of the ACCI have also served as consultants and lecturers in various occasions dealing with agricultural credit and cooperatives.

Cooperative Member Education and Training by the Government Sector

As noted earlier, the Government took the initiative in revitalizing cooperatives and in integrating cooperatives in the overall drive for rural development and agrarian reform. It is only to be expected, therefore, that, at the initial stages of cooperatives development, the Government should lead in the massive and education campaign prior to and during the process of development.

It is, however, envisioned that cooperative organizations, themselves, take increasing responsibilities for continuing member education, including auditing, publishing, and providing other services needed by cooperative members and primary societies.

From the Government side, the ACCI, the Philippine Training Centers for Rural Development (PTC-RD), the BCOD and the 12 regional development offices conducted training which complemented their respective developmental programs and activities. Details of their contributions are discussed in more detail below.

Cooperative Education and training by the ACCI.— Since its inauguration in 1960, the ACCI has served the training needs of cooperative societies, federations, and agencies in the Philippines and abroad. It had been in close collaboration with the defunct Cooperative Administration Office (CAO) and the Agricultural Credit Administration (ACA) in providing advance training for their personnel and for officers and employees of agricultural and non-agricultural cooperatives.

After the launching of the new cooperatives development program, the ACCI devoted more time in the research evaluation

of the implementation of the Samahang Nayon Program than in actual training. Actual training were confined to serving the needs of client agencies of the government such as the Central Bank of the Philippines, the Philippine National Bank, and the Agricultural Credit Administration by training their credit supervisors and extension workers. Advance training in cooperative management and credit extension were also given to cooperative and bank middle level executives from Bangladesh and Nepal in cooperation with the United States Assistance for International Development (USAID).

In 1977, the ACCI held 11 seminars/schools attended by 932 participants; issued a monthly news letter; conducted 24 hours air time radio programs; and produced and showed posters, slides, and films to an estimated 500 audience/viewers at the cost of P1,000. In 1978, 10 seminars/schools were held participated by 923 trainees.

The year 1978 marked a milestone in the development of ACCI as a training, research, and academic institution. On July 27, 1978, the University of the Philippines Board of Regents approved the creation of the College of Development Economics and Management (CDEM) out of the Institute of Agricultural Development and Administration (IADA) and integrated the ACCI and ARI "as institutes under the overall coordination of the new college, to serve as program centers for research and extension, with particular focus on the national program thrusts of agrarian reform, rural credit, and cooperatives development."

Besides the intensification of training and extension, and research activities, the ACCI is now allowed to offer degree programs on cooperatives and credit through the Department of Agrarian and Cooperatives Studies (DACS) of the CDEM. Syllabi and teaching materials are being prepared for the offering of a Master in Professional Studies specializing in cooperative business management or cooperative education. This degree program may be offered in late 1979 or early 1980.

The Philippine Training Centers for Rural Development—Based on broader objectives than those of both the ACCI's and the BCOD's the Philippine Training Centers for Rural Development also provides training that attempt to integrate the efforts of extension activities in the field by rural development

agencies. This new institution is a "federated network of training centers consisting of: (1) a national training center for rural development (NTC-RD) which "has a national responsibility to train field-level supervisors, subject matter specialists, and training management specialists"; (2) five regional training centers for rural development (RTC-RD) in regional service areas and "which are expected to train area-based field technologists and/or technicians"; and (3) six farmers training centers for rural development (FTC-RD) which "will eventually have sub-regional service areas and will train farmer leader-demonstrators who will serve as effective local contact persons to help plan and implement rural development programs in their respective communities."²²

Understandably, most activities of the centers were geared towards the building up of tie-ups with other institutions/agencies of rural development and the development of trainers and specialists who will eventually carry out various training programs at different levels. As of December 1978, a total of 2,743 participants men-weeks were trained: 412 at the development services specialist level; 1600 at the development program extensionist level and 731 at the development program operation level for the last four months. In addition, multi-agency regional consultations with 74 participants from 13 different agro-based line agencies. In the national level, a national program consultation to review and evaluate relevant recommendations from the series of regional consultations was held and attended by 84 participants composed of bureau directors, planners, project officers and technical specialists. To complement the series of trainings, 26 volumes of major reports were produced during the last four months of 1978, and one volume covering the executive summary of both the regional and national program consultations.²³

²²*The Philippine Training Center for Rural Development*. Presidential Decree 1145 creating the PTC-RD envisions "... to speed up and facilitate agricultural and rural development through an efficient and effective program for the development, distribution and utilization of applicable technologies by the extension workers of all development agencies and institutions within the government and by all Filipino farmers."

²³"Progress Report 78-4" (mimeographed: The Philippine Training Center for Rural Development), p. 1.

These accomplishments, do not have direct and immediate bearing on cooperative member education. Nevertheless, in the long run, the PTC-RD will certainly influence the direction and nature of training and extension provided by colleges and universities in coordination with the ministries involved in rural development.

Education and training by the BCOD.—The education and training program of the BCOD complements the Bureau's drive at consolidating the gains in the organization and developmental stages of pre-cooperative associations and full-fledged cooperatives. At the same time the program ventures into new areas of development which are believed to open up better possibilities for cooperatives development. The new areas are (1) federation of Samahang Nayons to give a voice to these associations in the various levels and centers of policy making; (2) the extension and promotion of cooperatives among special groups such as fishermen, former rebels, the members of the Federation of Free Farmers, and inhabitants of "depressed areas"⁴⁴ and (3) the integration of cooperative principles and practice into the public school curricula.

Training courses addressed to ordinary cooperative members by the BCOD—there were four types of courses, dealing with pre-membership education, farm management skills, and cooperative marketing. These trainings were mainly for the former rebels and peasants and for prospective members of the Metro-Manila Consumers Cooperative (*Super Palenake*). For all four courses, 596 participants attended, with an average of 206 participants per course held at one time only. Each course lasted for an average of 30 hours or four days. Total cost for the four courses was P. 176,560, giving an average cost per course at P 13,582 and an average cost of P30 per participant.

Courses for the cooperative officers. Here, the thrust into the federation of Samahang Nayon and into the marketing field is evident. There were 1598 participants, and the average number of participants per course was 293. The average number of training hours per course was 28, equivalent to four days. The average cost per course held at one time was P9,719,

⁴⁴Refers to poverty-stricken, or battle-stricken area.

and the average cost per participant was P10.

The special trainings for the integration of cooperation into the public school curricula and for other trainers. There were at least four courses with an average of 348 participants per course, held for 233 hours or 29 days per course, at P42,193 cost per course and at P68 cost per participant.

For 1979, 10 types of training courses are planned with total funding of P1,193,500. The average cost per course is P14,554. One may note the emphasis given to the program in integrating cooperation into the school curricula, and on the development of full-fledged cooperatives, and on revitalization of the Samahang Nayons.

Education and training activities in the region.—The education and training activities for ordinary cooperative members are expectedly more and varied in the regions. Only two regions held one of these training courses in 1978, and each course had 46 average participants costing P1,096 per course and P33 per participant. In 1979 there are three regions who conducted a training course with an average of 200 participants at P1,000 cost per course, and 43 cost per participant.

The training for the cooperative members in 1978 consisted of 10 types of courses for which, on the average, only two regions were involved. The average cost per course was P9,265, and the cost per participant was P78. In 1979, there were also average of two regions which offered each of the eight courses. The average cost per course was P19,666, and the cost per participant was P30.

On the other hand, the training for teachers and trainers who will pioneer the integration of cooperativism in the public schools included five types of courses. On the average less than three regions were involved in this type of training at P10,669 cost per course, and P79 cost per participant. In 1979 there were three courses for trainers and teachers engaged in by two regions, on the average, at a cost of P9,276 per course, and P267 per participant.

Based on the data presented for both the BCOD and the regional development offices, one can see that the training of the regional offices were "echoes" of the training conducted by the BCOD. Moreover the training for ordinary cooperative

members was more intensive compared to the training for officers and trainers. In fact, one region failed to report any training for ordinary members. Training courses offered to ordinary members were mostly pre-membership courses for new types of cooperatives such as fishermen's cooperatives and marketing cooperatives. Some are refresher courses which, of course, reflect the "back to the Samahang Nayon" strategy of cooperatives development.

The techniques, methods, approaches, and devices used for training and education.—Considering the facts that: as of 1977, 25 per cent of the 35,274 target barangays remained unreached by the cooperative movement, 42 per cent of the 35,000 target Samahang Nayons to be organized, and 14 per cent of the 20,000 Samahang Nayons to be registered still remain to be attended to,²⁵ the strategy of "echo" and "re-echo" seminars was adopted. This was done at the start of cooperatives development in which trainers were trained, who in turn trained other trainers, and so on to the Volunteer Barrio Workers (VBWs) who finally trained the prospective SN members.²⁶

Workshops and seminars among and between field implementors at different levels were also conducted for better coordination and more effective feedback and problem resolution. Open-forums, demonstration techniques, and the use of visual aids were used to enhance the teaching-learning situation.

In terms of popularizing the cooperative movement, annual awards given to "model farmers," to "most outstanding Samahang Nayons" (MOSAN), and to "most outstanding Area Marketing Cooperatives" were given and provided wide publicity. The assistance of popular "actors" and "actresses" from the entertainment sector was also sought, especially in the opening of new Cooperative Rural Banks.

Closer Look at Cooperative Member Education and Training by the Private Sector The preceding discussion has shown that participation in cooperatives development from the private sector is becoming stronger with the support of church officials

²⁵ "Cooperative Development Program: Development Plan, August 1977" (Mimeographed; Manila: Bureau of Cooperatives Development), p. 10.

²⁶ O. J. Sacay, *op. cit.*, p. 85.

and leaders, including financial assistance from foreign countries. One may even say that through the federation of the credit unions and consumers cooperatives, this private sector has become a strong voice which is asking for recognition through the Cooperative Consultative and Coordinating Committee (CCCC).

At present, there are seven organizations which are active in undertaking cooperative member education and training in the Philippines. These are: (1) the Philippine Cooperative Credit Union League (PHILCUL); (2) the Cooperative Foundation of the Philippines, Incorporated (CFPI); (3) the Southern Philippines Educational Cooperative Centre (SPECC); (4) the Visayas Cooperative Training Centre (Foundation) (VICTO); (5) the Bicol Cooperative Training Centre (BCTC); (6) the Tagalog Cooperative Training and Education Centre (TAGCOTEC); and (7) the Northern Luzon Cooperative Education and Development Center (NORLUCEDEC).

Let me describe in more detail the training activities of these organizations.

The PHILCUL.²⁷—Since its registration as a cooperative federation by the Cooperative Administration Office (CAO) on December 14, 1963, the PHILCUL has been active in the promotion, organization, and development of credit unions.

It was active in the offering of management courses to officers and employees of credit unions, and in the teaching of technical courses for cooperative employees such as book-keeping for book-keepers. It was also active in the dissemination and distribution of information and training materials.

The more recent activities and accomplishments of the PHILCUL were reported in the Leadership Conference and General Assembly held on May 26-28, 1978. The training conducted were: (1) seminar/workshops for auditors attended by 21 Certified Public Accountants who were deputized as PHILCUL-BCOD Auditors and who will compose the audit teams

27 For historical background, see A. H. Brillantes, "The PHILCUL Story" *Philippine Cooperative Advocate*, (December, 1963), pp. 29-43. See also C. Montemayor, "New Frontiers for Credit Unions and the PHILCUL" *Philippine Cooperative Advocate* Vol. VI, No. 12 (December, 1964) pp. 30-31.

who will serve the auditing and book-keeping needs of various cooperatives in the field; (2) trainers seminar for consumer cooperative leaders in cooperation with the Filipinos Cooperative Wholesale Society (FCWS); and (3) trainers seminars sponsored by the DSSD Credit Cooperative. In addition, PHILCUL also continued issuing mimeographed copies of: (1) Officers Manual; (2) Trainers Manual; (3) Supervisory Committee Manual; (4) Audit Manual; (5) Cooperative Insurance; and (6) Circulars. It continued to publish "Ang Payong."

The CFPI.²⁸—Founded on May 20, 1977, the Cooperative Foundation of the Philippines Incorporated took over the functions of the Cooperative Management Services Incorporated (CMSI) in providing competent and well-trained managers for full-fledged cooperatives. Besides this function, CFPI aims "to provide training and education that will develop active and intelligent involvement of Samahang Nayon and members in the activities of their cooperative, upgrade management and staff capabilities and institute standard management information systems, administrative and operating system and procedures. The Foundation will thus conduct seminars, classes, conferences and lectures to carry out this purpose."

An example of CFPI's training output was the seminar/workshop for Auditors jointly conducted with the BCOD and PHILCUL. For this workshop, PHILCUL was able to obtain P67,000 assistance from the Cooperative Development Loan Fund (CDLF).

The five training centres.²⁹—Since the five training centers composed of the SPECC, VICTO, BCTC, TAGCOTEC, and NORLUCEDC have parallel training activities, looking at their comparative performance and the pattern of their training programs may be more meaningful than treating them separately. In fact, they belong to the National Association of Training Centres for Cooperative (NATCCO) which integrates train-

²⁸See A. Arcellana, "Cooperative Foundation Philippines, Incorporated: Nature, Purpose, Functions and Program."

²⁹For more details about the SPECC, VICTO, BCTC, TAGCOTEC, and NORLUCEDC see "Training Centers," *Integrated Cooperative System*.

ing activities by the five centers, to represent the five centers with government and non-government agencies locally and abroad, and to share literature, manuals, and other training materials with the five training centres.

The SPECC is based in Northern Mindanao, the VICTO in Central Visayas, the BCTC in Bicol, the TAGCOTEC in Metro-Manila, and the NORLUCEDDEC in Northern Luzon. These training centers have intimate working relations with the Catholic religious movements such as the Centre for Economic and Social Studies (CESS), Inc. with the SPECC; the Buhi Rural Social Development Center (BRSDC) with BCTC; and the Social Action Centre (SAC) with the NORLUCEDDEC.

Almost all the centers focussed their training on officers, employees, and leaders of cooperatives. The education of members was, understandably not given much attention to. It is intended that the training of leaders in the training centers would be "echoed" by the leaders among the ordinary cooperative members. The training of the management staff or employees of the cooperatives were emphasized, including the management training for the cooperative officers.

In terms of financing the education and training programs at the center, there is a heavy reliance on outside grants despite the training fee charged from the participants.³⁰ The SPECC obtained financial assistance from the Zentralstelle zur Entwicklungshilfe, the Federal Republic of Germany, and the Friedrich-Ebert Stiftung (FES); the VICTO from the FES, the MISEREOR, and the Philippine Business for Social Progress (PBSP); the BCTC from the PBSP; and the TAGCOTEC and NORLUCEDDEC from the FES.³¹

Training techniques and devices.—The training technique used by the five centres includes lectures, demonstrations, study tours, case studies, role playing, and small group discussions. Manuals and mimeographed copies of references were provided to the participants to enhance but not to substitute the lecture-discussion meetings.

Basically, both the government and private sectors follow the

³⁰For example, the NORLUCEDDEC charged a registration fee of P 40 plus a seminar fee of P 145 per participant.

³¹*National Association of Training Centers for Cooperatives, 1977.*

same approaches to cooperative development. This is to say: (1) developing active and dedicated leadership in the cooperative movements; (2) teaching cooperative officers and employees the necessary management skills in running a business; and (3) educating the members for active participation. This is from the point of view of member education. Of course, pooling of capital investments and building an integrated cooperative system are part of the whole scheme.

Whether or not the strategy is working is a question that must be answered by an empirical research. This is true also to an evaluation of present methodologies in member education.

Problems and Prospects:—Having presented to you the past and present developments of cooperative organizations in the Philippines, there are problems which I would like to call your attention to. You may see other problems, and I will appreciate it if you can share them with us. However, allow me to take the initiative of identifying the problems and of suggesting remedial measures.

BCOD does not have line functions:—One immediate observation that strikes one upon looking at the organizational chart of the Ministry of Local Government and Community Development is that, BCOD although it is charged with responsibilities that need field implementation, is merely a staff office that has no direct line authority over the field levels that implement programs on cooperative development. Whatever instructions BCOD wants the field levels to carry out, such instructions must be cleared and signed by the MLGCD Minister who passes on such instructions to the Regional Development Directors, and who also transmits the instructions down the line.

Of course, one reason for assigning staff functions only to BCOD is to prevent BCOD, BLG and BCD from competing against each other for control of the field workers. Moreover, the decentralization principle which was adopted in the reorganization of the government bureaucracy dictates that the Regional Development Offices are encouraged to take more initiative in formulating their own programme of development.

To solve this problem a move was made for the passage of a law making the Bureau of Cooperatives Development Com-

mission which will have field workers working for it in the field. However, it was believed that drastic changes in the administrative set-up might imperil the continuity of programs now being implemented.

Another alternative solution may simply be the recruitment and training of new workers who will be assigned in the municipal and barangay levels solely to promote cooperatives development. In other words, there will also be specialization of functions among fieldworkers in the municipal and barangay levels as in the provincial and regional levels. This will also solve the problem and field complaints that fieldworkers are overworked and undermanned.

Proliferation of training centres.—At first glance, one sees a proliferation of training centers both in the government and private sectors. One cannot see how one training center cannot duplicate the functions and overlap the area of responsibility of the other training centers.

It is envisioned, however, that a National Union of Cooperatives (NUP) will be organized from the existing unions and federations³² which will provide auditing, education, and publication services to the lower level cooperatives. The role to be taken by the government in terms of providing auditing and education services will definitely lessen and eventually be reduced to supervisory and ministerial functions.

Nevertheless, the proliferation of education and training centers may be taken as a healthy sign of the competitive spirit. Whichever of the centers provide the best services to the primaries, and whichever the primary societies want to continuing serving their needs should be given financial support and encouragement by the Government and other funding institutions.

The ultimate problem of reaching the ordinary member.—As noted already, education and training has been addressed by both government and private agencies mainly to cooperative leaders, officers, and employees. One wonders, however,

³²For details see *Integrated Cooperative System* (Recommendations and positions, papers presented during the National Cooperative Symposium held on September 4-10, 1977 in Manila); and "Cooperative Development Plan, August 1977" (mimeographed).

whether or not these leaders and officers were able to pass on their knowledge and cooperative education to the ordinary members. The crucial question related to member education is: were they able to galvanize the Education and Training Committees to conduct member education?

The problem of member education, on the other hand, cannot be treated in isolation from other aspects of cooperative organization. There is a need for activating the Samahang Nayons and linking them with the business operations of the full-fledged cooperatives. This must be done in the barangay and municipal levels. No amount of trainings by BCOD, the Regional Development Offices, or by the five private training centers can substitute for a determined and continuous supervision of the activities of the pre and full-fledged cooperatives.

This is not to say, however, that the cooperative movement in the Philippines will remain dependent on Government and foreign assistance. In fact, the by-laws of all cooperatives provide for the allocation of 10 per cent of net surplus for member education, five percent of which is remitted to the CETF and the other five per cent retained for local use. Eventually, it is hoped that the cooperative movement will "stand on its own feet," so to speak, and become a really viable institution for development.

In conclusion, let me share with you the wisdom of one of our truly great thinkers who combined thinking with heroic acts as paraphrased by our foremost leader today:

A continuing internal revolution is vital if we are to comprehend the meaning of public service, of effectiveness and efficiency. Ultimately bureaucratic ills reflect a poverty of human character which are simultaneously resolved by institutional and attitudinal re-orientation. No less than an internal revolution that touches upon the hearts and minds of our people is demanded. As Mabini once said: "In order to build the proper edifice for our social regeneration, it is imperative that we change radically not only our own institutions but also our ways of thinking and behaving."³³

³³F.E. Marcos, *Five Years of the New Society*, p. 179.

Summary and Conclusion: To recapitulate, I attempted to present member education in the Philippines by first giving a brief historical account of cooperatives development in the past. Here, I indicated that the lack of member education and training or the lack of giving the appropriate training and integrating such training and education with the actual day-to-day activities of the cooperatives was one of the causes for the past failure of the earlier cooperatives development programs. Moreover, I showed that the Philippine Government has always been sympathetic to the establishment of viable cooperative organization and has, in fact, made cooperative organizations the major instruments in rural development.

Hand in hand with the Government, the private sector, through the guidance of active church officials and lay leaders, and other private agencies like the PRRM, has contributed to the promotion and organization of credit unions and consumers associations. These associations, together with federations like the PHILCUL and the NATTCO have become partners of the Government in the new cooperatives development efforts.

It is heart-warming to note, in addition, the generous financial assistance from different international agencies such as the FES and the USAID, without which the training activities discussed earlier might not have been possible.

Education and training by the BCOD.—The education and training programme of the BCOD complemented the Bureau's drive at consolidating the gains in the organization and developmental stages of the pre-cooperative associations and in the integration of cooperatives. Moreover, education and training activities of the BCOD provided the necessary "softening up" support for special projects.

The special projects supported were : (1) the United Nations Development Program assistance project which aimed at strengthening Area Marketing Cooperatives (AMCs) by activating trading between Samahang Nasyon (SN) members and AMCs and between AMC and marketing outlets in Metropolitan Manila such as the Metro-Manila Consumer's Cooperatives (MMCC) through the Cooperative Marketing System of the Philippines (CMSP) and the Manila Market Vendors' Cooperative (MAMVESCO); (2) the organization of Fishing Cooperative Marketing (FCM) in

Masinloc, Zambales and in Mercedes, Camarines Norte; (3) the organization of Area Based Cooperatives (ABC) in Olutanga, Zamboanga del Sur, in Siasi, Sulu, and in Polanco, Zamboanga del Norte; and (4) the organization of farmers cooperatives among former rebels in Pampanga.³⁴

The training courses held for members were essentially the rudiments necessary for understanding cooperative principles and practices and for enabling prospective members to perform the requirements of membership. There were four courses given to 946 participants at a total cost of P191,767. Average cost per participant was P238.33 or P2.77 per participant per hour. The development training and the cooperative marketing seminar were the more costly courses ranging from P3.45 to P6.70 per participant per hour.

On the other hand, the training undertaken for cooperative officers were more varied ranging from workshops, evaluation conferences, and refresher courses. These trainings also reflect the vigorous efforts at strengthening the Kilusaning Samahang Nayons (KSN), the AMCs and the MPs. The six types of courses were attended by an average number of 196 participants per type of course at an average P647.89 per participant or P4.87 per participant per hour.

The training for trainers and teachers for the integration of cooperative subjects into the school curricula consisted of workshops of the preparation and trial of teaching materials, the training for teacher cooperators and of school officials who will be involved in the pilot projects, and the evaluation conferences and try-outs of materials in the pilot projects. The average cost per participant was P867.17 or P6.96 per participant per hour.

It is apparent that member education was conducted only in connection with special projects. It was conducted at a much lower cost per participant per hour compared to the training cost for cooperative officers and trainers/teachers. The training for trainers/teachers was more than twice costly as that for ordinary members'. The higher cost for the trainings of both cooperative officers and trainers/teachers may be explained by the fact

³⁴ See Bureau of Cooperatives Development, "Report on Cooperatives" (1st, 2nd, 3rd, 4th quarter, 1978).

that members' training entails only a minimum of expenses, usually for meal allowances of participants and resource persons only, compared to the training of officers and trainers/teachers which includes expenses for transportation, per diem or accommodation allowance, lease of seminar facilities, and field trips.

For 1979, 10 types of training courses were planned with total funding of P1, 193,500 and average cost per course at P14,555. Only two training courses had anything to do with member education namely: SN revitalization; and pre-seminar on consumers' cooperation. Most trainings were focussed on the integration of cooperatives into the school curricula.

Education and training activities in the regions.—Since the regional offices have direct line supervision and control over the provincial and municipal levels, it is expected that they have more concern over cooperative member education, compared to the BCOD. The courses held varied from orientation seminar, pre-membership education, skills training, and refresher courses. In 1978, the average cost per participant was P39.06 and the average cost per participant per hour was P1.09. In 1979, the average cost per participant would be P37.62 and the average cost per participant per hour would be P0.82. In general, the cost per participant is required from 1978 to 1979.

On the other hand, the training courses given to officers were specific to the type of officers such as Board of Directors and Committee members and were particular with management trainings and orientation seminars for special project. The average cost per participant was P142.65 in 1968 and P236.74 in 1979; and the average cost per participant per hour was P7.04 in 1971 and P13.55 in 1979.

As in the case of the BCOD, training for officers was much costlier than training for ordinary members. However, the variety and extent of training were almost similar. In other words, ordinary member training was equally attended to like that for the officers'.

The training for the management staff was equally attended to. Trainings for managers, book-keepers, accountants, treasurers, and auditors were also held. The cost per participant was P166.86 in 1978 and P175.06 in 1979. The cost per participant per hour was P4.44 in 1978 and P5.47 in 1979. The trainings for the management staff were less costly compared to

those given to officers but more compared to those given to ordinary members because the expenses incurred were mostly travelling and meal allowances.

Trainers' trainings and training for teachers for the integration of cooperative concepts and principles into the school curricula were also given, echoing the trainings conducted by the BCOD. The cost per participant was P120.15 in 1978 and P139.85 in 1979. The cost per participant per hour was P8.18 in 1978 and P6.16 in 1979. Training cost was almost at the level of that for the officers'.

The available data unfortunately do not provide a comparative view of how much resources and emphasis is given to cooperative education and training relative to other concerns such as supervision and control. The average number of regional offices conducting the training, however, show that only about one third of the regions responding to the questionnaires were engaged at one time or another in trainings. The number of regions conducting the trainings ranged from 1 to 3.2 of the seven regional offices reporting.

J.M. Gunadasa*

Cooperative Member Education in Sri Lanka

Introduction

Cooperation is a form of democratic organisation devised to solve the social and economic problems of particularly the underprivileged in society, by minimizing the opportunity available for the exploitation of one by another. Nevertheless, it must not be forgotten that it "is a form of business organisation suitable not only for the poor people but all those who are prepared to practise it in accordance with co-operative principles."¹ As such the world would be a better place to live in if more and more people become true co-operators. But we know, let alone more people becoming true co-operators, there are many who are not co-operators whatsoever. The reason for this is mostly the lack of knowledge of co-operation among many persons. Hence the comment that, "The average underdeveloped community consists of people who suffer from certain difficulties and disadvantages to which they and their forefathers have been accustomed all their lives. In the absence of some enlightening agency it would not occur to them that they could do anything to alter these conditions; nor could they individually."²

The importance of co-operative education is thus, amply demonstrated.

For analytical convenience co-operative education is divided broadly into two parts: member education and employee

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1. K.K.Kulkarni, *Theory and Practice of Co-operation in India and Abroad*, Vol. 1 (Bombay, Co-operators' Book Depot 1968), p.13.

2. I.L.O., *An Introduction to Co-operative Practice* (Geneva, 1954), p.13.

education. The focus of the present study is on the former. Fundamentally, its aim is to make non-co-operators become co-operators and co-operators become true co-operators.

Although the aim of co-operative member education is clear, the means of achieving it is less clear and intriguing. The purpose of the present study is to make an analysis of the issues pertaining to this problem and the analysis is restricted to only those issues which have a direct bearing on the Sri Lankan experience in co-operative member education. Specific reference to co-operative employee education is deliberately avoided except where it becomes relevant to the main theme.

The study is divided into three parts. The first part presents a brief account of the history of co-operative member education in Sri Lanka under six phases. An attempt is made to outline the main aspects of member education in each phase. This is followed by a condensed discussion of the present state of co-operative member education in the country. The contents of this part are mostly based on a field survey conducted for this specific purpose; but where necessary material from published sources are also used to ascertain the validity of some of the findings of the field survey. In the third part of the paper an effort has been made to identify the requirements vital for the preparation and successful implementation of a co-operative member education programme in Sri Lanka.

Part I

Co-operative Member Education in Historical Perspective

The history of co-operative member education in Sri Lanka may be divided into six phases as follows:

1. Initial phase (1904—1926)
2. Consolidation phase (1926—1942)
3. Post-war phase (1942-1952)
4. Study-circle phase (1952-1964)
5. Revival phase (1964-1970)
6. Reorganisation phase (after 1970).

Initial Phase (1904-1926)

The available evidence¹ suggests that co-operative member education during this phase was not conducted on any organised scale. To organise the societies of the day the government depended heavily on the Divisional Revenue Officers, the village headmen and the local chiefs. It is hard to believe that these persons provided an adequate knowledge of the principles and practice of co-operation to the prospective members. Nor can we presume that all these organisers at the village level had a clear idea of co-operation. The Registrar of Co-operative Societies at the time acknowledged² that the societies were formed with little knowledge of their functions and objectives and after the formation of the societies the members did not know how they should proceed with their work. The result was that out of 54 co-operative societies registered upto 1915 only 6 continued to function after the end of this phase.³

Several methods were adopted to spread the message of co-operation among the people. The Registrar of Co-operative Societies, the Secretary of the Ceylon Agricultural Society and the Secretary of the Board of Control of Co-operative Societies went on circuit to each province to address meetings on co-operation. The Registrar also used to explain the principles and the method of co-operation to those associated with the Ceylon Agricultural Society. The Agricultural Instructors of this society were sent out to the districts to address the people on co-operation. All-island Co-operative Conferences held in 1914 and 1919 were made occasions for educating both members and non-members: the Governor who presided over these meetings and the Registrar of Co-operative Societies used these occasions to make speeches on co-operation.

To inculcate the idea of co-operation among school children also some attempts were made during the initial

1. Most of the evidence relevant for this phase was culled from G.Kurusooriya, *Co-operation: Its Rise and Growth in Ceylon* (Colombo, The Co-operative Federation of Ceylon, 1971).

2. *Ibid.*, p. 20.

3. *Ibid.*, p. 18.

phase. Co-operative societies were formed at a few schools such as the Jaffna Hindu College, Trinity College, Kandy and the Uduvil Girls' Boarding School.

The importance of co-operative member education was well recognised since this early stage itself: a resolution passed at the 1919 All-Ceylon Co-operative Conference pointed to the need for holding training classes for co-operative workers.⁴ Nevertheless, even by the end of this phase the form of co-operative member education provided does not appear to have succeeded in creating a widespread awareness of co-operation as a means of solving the social and economic problems of the masses. Hence the comment made by Stockdale in 1921: "The movement still lacks the wholehearted support from the leading residents of the island."⁵

2. Consolidation Phase (1926-1942).

With the appointment of Campbell as a full-time Registrar of Co-operative Societies⁶ co-operative member education in Sri Lanka received a new impetus. He held a strong belief in the need for imparting a knowledge of the theory and practice of co-operation before initiating work through co-operative societies. In 1931 pointing to the problem the Registrar had to face, Campbell stated that, "it is quite impossible for four men, however industrious and efficient, to give over 250 societies scattered all over Ceylon the intensive education and close supervision which they need."⁷

Despite the handicap the Registrar had to face, a systematic co-operative member education programme was evolved during this phase for the first time since the introduction of the co-operative movement into the island. From the begin-

4. *Ibid.*, p. 23.

5. *Ibid.*, p. 26

6. Mr. W.K.H.Campbell, a civil servant serving in Sri Lanka at the time assumed duties as Joint Registrar of Co-operative Societies from 1926 onwards. Upto this year Mr.F.A. Stockdale functioned also as the Registrar of Co-operative Societies in addition to the duties of his substantive post as Director of Agriculture.

7. W.K.H.Campbell, *The Ceylon Co-operative Manual* (Colombo, The Ceylon Government Press, 1931), p. 118.

ning of the second phase therefore, as a matter of policy, no co-operative credit society was registered without providing a sound knowledge to the prospective members, of the principles and practice of co-operation, especially in relation to the efficient management of a co-operative credit society.

The co-operative member education carried out during this phase was designed to train three target groups:

i. non-members or prospective co-operative members, ii. co-operative members, iii. office bearers of co-operative credit societies. Prospective co-operative members were educated on co-operation by the Co-operative Inspectors. When the former showed a positive response to form themselves into a co-operative society that was made the occasion for such training. A society however, was not registered till the level of knowledge of the prospective members on co-operation was considered to be adequate for the purpose. Monthly meetings held in preparation for the registration of a society were used to impart the requisite knowledge of co-operation. The topics dealt with at these meetings consisted of the explanation of the duties and responsibilities of the members of a co-operative credit society.

Even after the registration of a society the education of the members was continued: the means used mostly was restricted to holding monthly general meetings of the societies. At the meetings the by-laws of the societies were read and discussed. In most instances the discussions were led by the Co-operative Inspectors. Their participation at general meetings was eagerly anticipated by the members.

To train the office bearers of the co-operative credit societies special training classes were held. Apart from discussing problems common to the societies of the day the office bearers were provided with the instructions on the efficient management of their societies. After the training, the office bearers in turn were expected to train the members of their respective societies.

The effort expended on member education work was paid back with dividends. The societies registered during this phase proved to be efficient and stable co-operative institutions. Members began to develop a high sense of responsibility in respect of the affairs of their societies.

However, since no proper system had been devised to continue this educational process the intensity of the member education work begun during this phase could not be maintained at the same pace as the number of societies registered gradually increased: by this time the number of co-operative credit societies had risen to 2036 from about 300 in 1926.⁸ Hence by 1942 this system of co-operative member education ceased to function. Although a specifically designed institutional set-up was not established to continue and expand the member education work initiated during this phase certain aspects needed for developing such a set-up were gradually evolving. The newly recruited Co-operative Inspectors were trained in India and the opportunity was also provided to the willing participants to involve themselves in conducting co-operative education in the capacity of honorary supervisors.

3. Post-war Phase (1942—1952)⁹

The deployment of the Co-operative Inspectors to organise new co-operative societies under the emergency drives of the period led to an abandonment of the co-operative member education begun during the earlier period. Co-operative societies were registered even though their membership did not have

8. G. Kurukulasooriya, *op. cit.*, pp. 49 & 65.

9. This was a period of emergency caused by the consequences of the World War II. Food became scarce and the equitable distribution of even the available items of food was a problem seriously felt by the government. Co-operative societies were used as an ad-hoc solution to this problem. Leaving aside the co-operative credit societies the government launched a vigorous campaign to form co-operative stores societies throughout the island. The intention was to use them as agents for the equitable distribution of scarce commodities. A large number of societies—as many as 4000 within the three-year period 1942-1945—were formed in haste. This may be compared with the 2036 co-operative credit societies organised within a period of 31 years, 1911-1942. Along with the difficulties experienced in the procurement of food the government also began to realize the importance of promoting the local production of food. For this purpose yet another type of co-operative society, the Co-operative Agricultural Production and Sales Societies were formed again in the form of an emergency drive beginning from 1947. Also see, Tilak E. Gooneratne, *Fifty Years of Co-operative Development in Ceylon through Consumer Societies* (Colombo, Lake House Investments Ltd., 1966).

any idea of co-operation.

If there was any co-operative member education during this third phase that was restricted only to a programme of one day training designed to provide training to the committee members of co-operative societies. One or two committee members from each of 40 to 50 societies were invited for a training class at a time. The technique of instruction used were restricted to lectures and discussions. Topics covered consisted of the explanation of the by-laws and the management procedure of the societies and these classes were conducted by the Co-operative Inspectors themselves. Since the scope of the training was limited its contribution to co-operative member education too may have to be regarded as negligible.

4. Study Circle Phase (1952—1964).

This was a period during which attempt was made to spread co-operative education among members through a system called "study circles" conceived on the model of Swedish co-operative member education prevalent at the time. The main components of this member education programme were the School of Co-operation, the study circle leaders and the study circles themselves. The function of the School of Co-operation in this programme was to train the study circle leaders and prepare the lessons to be used by them at the study circles. The study circle leaders were expected to form the study circles and conduct training classes for the participants on the basis of the training acquired at the School of Co-operation. The participants in a study circle were restricted to a number between 10 and 15. The study circles were given the freedom to decide on the place, time and frequency of holding their study meetings. Lessons prepared by the School of Co-operation were given to each member of a study circle about a week prior to holding the meeting. The questions and answers prepared at the study circle sessions were sent to the School of Co-operation through the study circle leaders for further comments and evaluation. An honorarium was paid to the study circle leaders for the work they were doing.¹⁰ The Co-operative Inspectors were expected

10. "The Group Leader was to be paid Rs. 4.40 per meeting and at 5 cts.

to check the performance of the study circles once a month. Their assistance was sought also to organise and conduct the study circles.

The study circle programme of member education was relatively more elaborate than many of the programmes carried out upto this time. In retrospect, it also appears to have been too ambitious. The programme was designed without paying due regard to the realities of the co-operative movement at the time. The School of Co-operation was not adequately equipped to handle the programme as designed. The services of competent study circle leaders could not be obtained continuously for a sufficiently long period as planned at the beginning of the programme. These shortcomings in the design of the programme led the actual performance to fall very much short of the expectation. Although the plan was to train 75 study circle leaders only 37 could be trained during the first year of its implementation. Out of them only 6 remained as active group leaders by 1956. The number of participants in the study circles at the peak of their operation was only 408, a negligible fraction of the membership of the co-operatives of the island at the time.¹¹ This scheme of member education began to lose ground from the very first year of its operation.

After the initial break-down of the programme attempts made at three subsequent stages to revive the study circle system with marginal modifications¹² failed to bring about the desired results and it was abandoned after the last attempt of 1962.

There is however, an exception to the general state of performance of the study circle system. The specific case of the fishermen's study circles begun in 1955 under the guidance

per mile from his residence to the place of meeting but the total payable per month was not to exceed Rs. 60/-". See page 3 of paper on "The Progress and Problems of Co-operative Member Education in Ceylon", I.C.A., *National Seminar on Co-operative Member Education*, School of Co-operation, Polgolla (Ceylon). November 16-21, 1974, mimeo.

11. In 1951 the total membership of the primary co-operatives in the island was 1,173,066. By 1957 this rose to 1,315,555. Even if the lower figure is taken one can see that the number of persons who were trained under the study circle system was very negligible.

12. The first was in 1957, the second in 1959 and the third in 1962. At the third attempt the Co-operative Inspectors were entrusted with the task of conducting the study circles.

of the Canadian Consultant, A.H. Mc Donald appears to have functioned with greater success. Discussions held in these study circles were related to the practical problems of co-operative production, marketing and distribution of fish and fish products. Trained Co-operative Inspectors functioned as the leaders of the study circles. The study circles formed under this programme were used effectively to put up meeting halls and fish auction sheds and also to provide certain recreational facilities. A gift of four cinema vans from Canada led to the introduction of an effective audio visual technique into this particular member education programme. A noteworthy achievement through the programme was the revival of certain defunct societies and the formation of a number of successful fishery co-operative societies.

The success story of the fishermen's study circle project may be attributed partly to the full-time commitment of the Department of Co-operative Development to implement it under a separate section of the Department, the Extension Division. Hence it may be presumed that the project also ceased to function when administrative changes were effected to decentralise the functions of the Extension Division in 1961.

Besides the attempts made to conduct member education classes by means of study circles a series of seminars of short duration (2 to 3 days) were also held during this phase: representatives from about 50 to 100 societies participated in them and each society sent about two participants. The leadership at the seminar sessions was taken by the Co-operative Inspectors. Group discussion was the main method used to train the participants.

The other important development relevant to member education during this phase as mentioned earlier comprises the creation of the Extension Division in the Department of Co-operative Development to concentrate on co-operative education and extension. It was attached to the School of Co-operation. Services of a foreign consultant (I.L.O. expert, E.B. Loveridge) were obtained with a view to reorganising the School of Co-operation and planning out "the whole system of Co-operative Education in Ceylon".

The Extension division was provided with a staff of about sixty officers to attend to the education and extension work on

a full-time basis.¹³ One of the functions of this division was the preparation of the study material for the use of the study circle leaders and members. Some of the Canadian aid extended under the Colombo Plan was used for this purpose.

Despite the repeated attempts made and the institutional changes effected during this period, it is unfortunate that member education could not be sustained for a sufficient length of time. After the last attempt to revive the study circles in 1962 there was almost a complete breakdown of the member education work till 1964.

5. Revival Phase (1964-1970).

A fresh start for co-operative member education was made again at the beginning of 1964. The programme tried out consisted of a two-day seminar. Only two societies participated in a session. Each was expected to send 15 participants. Lectures and discussions were the only techniques of training used and they were led mostly by the Assistant Commissioners and the Co-operative Inspectors. A novelty was that the seminars were held at a neighbouring location outside the areas of operation of the participants' societies and the participants were required to stay at the seminar location through the duration of the two-day session.

These seminars were first tried out on an experimental basis in five districts¹⁴ under the direction of the Assistant Commissioners of the respective divisions. The principal of the School of Co-operation was in charge of the overall supervision to the programme. Like the earlier member education programmes this one too was abandoned after about 1965. If there was any activity in member education after this year, till 1970 it was more a sporadic exercise depending on the individual initiatives of the District Unions and the societies rather than a systematic

13. This division of the Development was entrusted with seven categories of functions: (1) study circles and seminars (2) fishermen's co-operative education, (3) education of employees, (4) co-operative education among youths and school co-operatives, (5) co-operative women's guilds, (6) film shows and (7) publications.

14. The five Assistant Commissioners' divisions chosen were Ratnapura, Anuradhapura, Kurunegala, Kalutara and Galle.

cally designed programme.¹⁵ Towards the end of this phase the concern was more on the need for the Royal Commission on Co-operation appointed in 1968. After this event there was preoccupation with the recommendations of the Royal Commission¹⁶ and the need for member education was not felt with any interest till the reorganisation of the Multi-purpose Co-operative Societies was over.

6. Reorganisation Phase (after 1970)

In 1970 an all-island drive was launched to reorganise the Multi-purpose Co-operative Societies. The Department of Co-operative Development as well as all others connected with the co-operative movement was preoccupied with this task till about the end of 1973. Co-operative member education during this period therefore, was once again neglected. Fresh interest was developing only about 1975 when initiative was taken to develop a member education programme by means of a pilot project.¹⁷ A noteworthy development during this phase was the increase of the teaching staff of the National Co-operative Council (NCC) by the recruitment of 26 Education Assistants¹⁸ for its 26 district education centres. Setting up of women's committees in each of the 26 co-operative divisions beginning from October 1976 has to be regarded as another attempt made to revive the

15. However, it must be noted that the officers of the Department of Co-operative Development almost always extended their assistance when that was sought by the District Unions to conduct member training courses. The former District Unions were the district level co-operative institutions which represented the apex organisation, the Co-operative Federation of Ceylon. After the reorganisation of the Multipurpose Co-operative Societies the Co-operative Federation of Ceylon was reconstituted as the National Co-operative Council of Sri Lanka in July 1972. Along with this change, at the district level, District Committees of the National Co-operative Council were set up in place of the former District Unions.

16. Sessional Paper No. II—1970. *Report of the Commission on the Co-operative Movement in Ceylon* (Colombo, The Dept. of Govt. Printing, 1970).

17. Co-operative Management Services Centre. *A Programme of Co-operative Member Education through MPSC in Sri Lanka, 3/4H-2(E)* (Colombo), mimeo.

18. *NCC Progress Report for the Year 17-05-1975 to 27-05-1976* (in Sinhala), p.16. These teachers however, are engaged more in employee education than member education.

co-operative member education in the recent past.

A clearer idea of the state of co-operative member education during the period after 1970 may be formed when the statistics in the table I are examined. The co-operative education meant for school children and non-members does not seem to have been carried out upto 1976-77. The coverage of non-members

TABLE I
Progress of Co-operative Member Education
in Sri Lanka 1973/74—1978

Year	Type of Class	No. of Classes Held	No. of participants	Proportion of Participants as a % of Total
1973/74	Directors	41	792	14.8
	Com. Members	295	8035	6.0
	Members	14	349	0.2
1975/76	Directors	38	708	13.3
	Com. Members	121	3055	2.3
	Members	141	6335	0.3
1976/77	Directors	38	1290	24.2
	Com. Members	85	4765	3.5
	Members	143	6355	0.3
	School Children	190	39000	—
	Non-members	20	600	—
1978	Directors	—	1588	29.6
	Com. Members	—	452	0.3
	Members	—	17955	0.9
	School Children	—	42162	—

Note : According to the Administration Report of the Commissioner of Co-operative Development for the year 1974 the total number of directors, committee members, and members were estimated as follows:

Directors of only MPCS (at 15 for each)	..	5340
Committee members of all (at 9 for each)	..	135,000
Members of all Societies (including school societies)	..	1,945,464

Source : Figures relating to the years 1973/74 to 1976/77 were taken from the Annual Progress Reports of the NCC. The figures relating to the year 1978 were collected from the NCC Head Office. Percentages were calculated by the writer.

is clearly negligible. But the number of school children who attended the co-operative education classes is remarkably high. A programme to train the directors, committee members and members of societies has been carried out as an annual feature. But its impact on the number trained is marginal. This is particularly so in respect of the training of members. The percentage of members trained during the periods 1975/76 to 1976/77 is not even 1% of the total co-operative membership of the island.

According to the data pertaining to the year 1978, in 8 of the 26 divisions no member education whatsoever had been carried out; classes for training committee members had been held only in 7 divisions.

Part II

The Present State of Co-operative Member Education in Sri Lanka

A field investigation conducted to examine the prevailing state of co-operative member education in the country shows no remarkable change of the position outlined in the earlier section. Out of a total number of 66 institutions surveyed¹ the

1. This field survey was designed to collect information from three groups of respondents: i. institutions conducting member education, ii. members and non-members and iii. school children. Three sets of questionnaires were administered to these three groups as follows:

Question No. 1 (meant for institutions)

(a) Assistant Commissioners of Co-operative Development	14
(b) District Secretaries of the NCC	13
(c) General Managers of Multi-purpose Co-operative Societies	39

Total	66
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Question No. 2 (meant for members and non-members)

(a) members	176
(b) non-members	176

352

These members and non-members were selected from the areas of operation of the 39 MPSC's chosen for administering the first set of questionnaires.

(Contd.)

percentage of institutions carrying out any member education activity is less than 30. Means adopted to impart the knowledge of co-operation to members and non-members consist of lectures, seminars, discussions, film shows, radio programmes, exhibitions and the distribution of publications. The most frequently used among them are the lectures and the discussions. Seminars, radio programmes and film shows are held at relatively lesser frequencies.

The persons who lead these different forms of educational programmes can be categorised into three groups: i. teachers of the NCC education centres, ii. Inspectors of the Department of Co-operative Development and iii. others (employees of societies and trained voluntary workers). Out of these number of Inspectors of the Department of Co-operative Development engaged in this work is greater than either of the remaining two groups. This shows that the role played by the Department of Co-operative Development in member education, especially in respect of the development of staff for teaching, is still more significant than that of the NCC. Many institutions do not have a specific officer charged with the function of conducting member education. Only 38% of the institutions surveyed seem to have an employee entrusted with the responsibility for member education work.

About 38% of the member education classes are held at the district education centres of the NCC. At the village centres also an equivalent percentage of classes are held. Thus more than 70% of the member education classes are conducted either at a district centre or at a village centre. Holding classes at the village temple however, is a rare occurrence. More than 90% of the member education classes are held either in the

Question No. 3 (meant for school children)

(a) Total number of school children

170

The students selected were those studying in the 9th grade and above and they belonged to 138 schools.

It must be admitted that due to the time constraint the above sample had to be drawn rather arbitrarily. Due to the same constraint the sample represents only 15 of the 26 co-operative divisions. Nevertheless, the finding of this survey when corroborated with information from other sources seem to give a fairly accurate picture of the prevailing state of co-operative member education in Sri Lanka.

morning or in the evening. The number of evening classes is slightly higher than the morning classes. The night classes are as infrequent as 4% of the total.

Film shows, picture posters and diagrams are the most frequently used audio visual techniques at the classes. More than half of the education classes conducted are localised programmes restricted to the areas of the individual societies. Nevertheless, about 20% of the classes are meant to be general ones held on a district basis. Nearly half the number of classes held are meant to train selected leaders who in turn are expected to train the members in the villages. Classes conducted to train the members directly without using such selected leaders account for only about 21 per cent.

Although member education needs to be continued as an annual activity, about 20% of the institutions surveyed have not carried out any activity in member education during the past 7 or 8 years. Only in 14% of the institutions the same specialised person is allowed to continue with the duties related to member education.

The main problem the institutions face in carrying out member education activities seem to be associated with the lack of equipment and teachers. The lack of interest of the members is considered to be another challenging problem. The indifference of the members to co-operative education is attempted to be explained in terms of their preoccupation with the solution of their day to day problems. This sort of explanation, however, is not as strange as the belief held by persons attached to about 2% of the institutions; they maintain that there is no need for co-operative member education. Out of the institutions which emphasise on the need for co-operative member education only 8% believe that there should be specially trained persons to carry out this work.

That the present state of co-operative member education in Sri Lanka is far from being satisfactory is clearly seen when it is examined even from the vantage point of its recipients, both the members and the non-members. Out of a total of 352 persons interviewed only 39% are aware of the existence of opportunities for obtaining a knowledge of co-operation. Worst still is that only 13% of the respondents have participated in any member education programme.

The majority of the persons who have received some knowledge of co-operation have acquired it by listening to radio programmes. Film shows and exhibitions rank next in popularity. Attending lectures, seminars and discussions to make oneself familiar with co-operation is a relatively less popular means. Many of the classes are conducted either once a year or once a month. The classes held once a year have no continuity.

As the members say the lack of information about the availability of opportunities to receive co-operative education appears to be the main cause for their non-participation in such programmes. However, about 25% of the members state that they are able to devote time for this purpose. But it is heartening to note that only 0.8% of the members believe that co-operative education is not necessary. Although the need for co-operative education is felt by a large majority of persons it is unfortunate that this need is not fulfilled over more than half a century. The existing schemes of co-operative member education are considered to be unsatisfactory by more than 60% of the persons interviewed.

The state of co-operative education among school children portrays no different picture. In 51% of the schools included in the survey, as the students say, there are no co-operative societies. Out of the students interviewed only 23% are members. The proportion of students who have held any office in the school co-operative societies is only 1.7%. In many of the schools where the societies are formed a sales point seems to be functioning. But the holding of general meetings is rare. Only 9% of the students have said that they have got rebates from their school co-operative societies. While 26% said the profits are reinvested in the business of the societies, 18% of the students do not have any idea about what is happening to the profits of the school co-operatives.

The chief means adopted to impart the knowledge of co-operation to school children consist of giving lectures at the meetings, seminars rank second. Many of these are conducted by the school teachers themselves. In about 25% of the cases outsiders are invited to address the students on co-operation.

More than 90% of the students held the opinion that a knowledge of co-operation is useful to them and therefore, they are in need of it. But as many as 68% of them are dissatisfied

with the existing opportunities for gaining such education. About 78% of the students are prepared to receive some education on co-operation outside the school hours if the opportunity could be provided. According to the students' opinions there is a possibility of conducting additional classes in the respective schools themselves either after the school hours or at a weekend at the rate of one class a week with a duration of two to three hours.

What appears from this review of the past and the prevailing state of co-operative member education is that in Sri Lanka almost throughout it has been a relatively neglected field. The spurts of activity have only touched the fringe of the problem. The approach to co-operative member education has always been ill-conceived and piece-meal than systematic and comprehensive. It would not have been possible to formulate a pragmatic member education programme without a systematic study of the related issues.

Studies on Co-operative Member Education. Apart from any serious studies there were not even national level discussions aimed at identifying and solving problems connected with co-operative member education till the beginning of 1960's. Serious thinking on co-operative member education at a national level was provoked for the first time in 1964 when a national seminar on co-operative member education was held in Sri Lanka at the initiative of the ICA Regional Centre in New Delhi.²

The deliberations of this seminar led to the preparation of a programme of co-operative education for the whole-country by the Co-operative Federation of Ceylon in 1965.³ This programme prepared at a macro level was not implemented. Probably it could not be implemented as its preparation was not based on a proper study of the related issues⁴.

2. I.C.A., National Seminar on Co-operative Member Education, 1964

3. Co-operative Federation of Ceylon *A Programme of Co-operative Education for Ceylon* (Colombo, 1965).

4. Although the School of Co-operation was set up in 1943, from the beginning it was expected more to train the co-operative inspectors than conduct studies on different aspects of Co-operation in Sri Lanka. The

(Contd.)

During the recent past however, there has been a positive change of the apathy that prevailed in respect of the need to understand the issues connected with co-operative member education. The newly set up Co-operative Management Services Centre (CMSC)⁵ has prepared a few monographs and booklets on co-operative member education⁶. In many of them attempts are made to evolve a specific member education programme for Sri Lanka. The approach adopted by the CMSC in these attempts appears to have been based on the Japanese and Indian experiences⁷ in co-operative member education in the recent times; it is both pragmatic and innovative. The main attempt of the CMSC consisted of experimenting with a hypothetical member education programme in a selected Multi-purpose Co-operative society⁸ in the latter half of 1975. This

Co-operative Federation of Ceylon set up in 1955 was not equipped even reasonably adequately to conduct such studies. The priorities of the Department of Co-operative Development preclude any serious studies being conducted at its own initiative. Thus, till about the beginning of 1970's no attempt seems to have been made to study the problems connected with Co-operative member education in Sri Lanka.

5. The Co-operative Management Services Centre (CMSC) was set up under the patronage of the ILO, SIDA and the Government of Sri Lanka with a view to providing the consultancy services necessary for the development of the co-operative movement of Sri Lanka. The institution started functioning only after 1970.

6. CMSC, *A Programme of Co-operative Member Education through MPCs in Sri Lanka*, op. cit.; CMSC, *Co-operative Women's Groups*, 3/4H-4(E) (Colombo) mimeo.; CMSC, *Prosperity through Co-operative Member Guidance*, 3/4H-5(E) (Colombo), mimeo.; CMSC, *Co-operative Member Education: a Case Study*, 3/4M-2(S) (Colombo, 1975), mimeo in Sinhala; CMSC, *Co-operative Member Education Programme*, 3/4H-3(S) (Colombo), mimeo in Sinhala; CMSC, *Family Welfare through Co-operation*, 3/4H-7(S) (Colombo, 1975), mimeo in Sinhala; CMSC *Preliminary Survey on Co-operative Member Education: Alawwa MPCs Ltd.*, SR 25(E) (Colombo 1977) mimeo.; CMSC, *A Plan for Co-operative Member Education in Sri Lanka; Business Guidance, Home Improvement Guidance* (Colombo, 1976), mimeo

7. See, CMSC, *Co-operative Member Education: A Case Study*, 3/4M-2(S) op. cit., ICA, *ICA-NCUI Co-operative Education Field Project Indore District, India—a report* (New Delhi, ICA, 1975).

8. CMSC, *A Programme of Co-operative Member Education through MPCs in Sri Lanka*, op. cit. The society selected for this experiment was the Galagandara MPCs of the Kandy District. The experiment however

was followed by the preparation of a co-operative member education plan for the entire island⁹. Organisation of the members into functional or social groups in the village and the provision of home management and farm guidance services were the main features of this plan. The other novel feature is the proposal made to secure the participation of housewives to create a better awareness of the co-operative way of solving social and economic problems.

The second attempt made by the CMSC was to evolve a strategy of co-operative member education in a selected Multi-purpose Co-operative society in 1977¹⁰. This was based on the findings of a field survey conducted in the area selected for this specific purpose. Although certain recommendations for implementing a programme of member education in the area of the selected society were made they were not implemented.

The two exercises referred to above were followed by a third exercise in yet another Multi-purpose Co-operative society¹¹ towards the end of 1977. Like in the earlier exercise a field survey was conducted and an experimental educational programme was drawn up by taking into consideration the findings of the field survey. A distinctive feature of this exercise is that the employees of the society were used to conduct the member education work. Before engaging them in this work the selected employees were given a training at the School of Co-operation. After the training however, nothing more seems to have happened even in this experiment. The other societies chosen for similar education programmes in the recent past were the Mawanella and the Hemmathagama MPCs's. In these the initiative was taken by the Co-operative Marketing Federation (MARKFED). The NCC also initiated recently another member education experiment to revive the credit societies of

failed due to lack of co-operation from some of the institutions participating in the experiment after the initial spell of enthusiasm was over.

9. CMSC, *A Plan for Co-operative Member Education in Sri Lanka*, op cit.,

10. CMSC, *Preliminary Survey on Co-operative Member Education, Alawwa MPCs Ltd.*, op. cit This society is located in the Kurunegala District.

11. The Society selected for this experiment was the Weligama MPCs of the Matara District. See, National Co-operative Council of Sri Lanka, *Reorganisation of the Weligama MPCs* (Colombo), mimeo.

the Dedigama electorate. But none of these attempts have led so far to the implementation of a member education programme of the required scale and degree of success.

Besides the above noteworthy in the field of co-operative member education are the two projects started with foreign assistance—one to train co-operative teachers¹² and the other to provide co-operative education to women¹³ by laying special emphasis on consumer services of the co-operatives. The former was preceded by a feasibility study¹⁴ and the latter is functioning still at the level of an experimental project covering only five selected Multipurpose Co-operative societies¹⁵ in the Kandy District. The latest development in the field of co-operative member education consists of the arrangements that are being made currently to implement a member education plan by the Extension Division of the Department of Co-operative Development in collaboration with the NCC. Even in this the Department of Co-operative Development is hoping to play the leading role as it happened in the earlier educational programmes.¹⁶

What this situation shows is that so far no systematic attempt has been made to study the problem of co-operative member education in the country. Although the few attempts referred to above have made contributions to this field in their own way, they are only isolated studies. It is doubtful to what extent the generalizations made from them could be used to formulate a generally applicable programme for the country

12. On a request made by the National Co-operative Council of Sri Lanka this project was donated by SIDA & SCC through the ICA R.O.E.C. The project was started in August 1978: *Project for Training of Co-operative Teachers in Sri Lanka*.

13. This project has been donated by SIDA, SCC and the Union of Co-operative Consumer Guilds in Sweden. While the ICA acts in an advisory capacity the NCC functions as the executing agency. The project was started in October 1978: *Project for Women's Consumer Education and Information through Co-operatives in Sri Lanka*.

14. Lennart Skaaret, *Report on the Feasibility Study in the Field of Co-operative Education in Sri Lanka* (New Delhi, ICA, 1976) mimeo.

15. Kandy, Kundasale, Wattedigama, Teldeniya and Harispattuwa North are the five MPCs selected.

16. See Circular No 12/1/79/5 dated 16th January 1979 issued by the Commissioner of Co-operative Development on Member Education Plan.

as a whole. This leaves us with the question as to what steps should be taken to remedy the existing defects in co-operative member education.

Part III

Determinants of the Success of a Co-operative Member Education Programme

It should be understood without much elaboration that to disseminate the knowledge of co-operation among both the members and the non-members a programme of education designed for the purpose needs to be implemented. This exercise consists of two parts: the preparation of a programme and its implementation. As mentioned earlier, in the past, on one occasion though a national programme of co-operative education was prepared in Sri Lanka it was never implemented¹. Even if an attempt was made to implement this programme it is doubtful whether it could have been implemented successfully: for, it had been neither comprehensively prepared after a careful study of the vital issues nor adequately detailed out for the purpose of implementation. In outline the programme dealt with nine aspects: objectives, methods, educational activities prevailing at the time, previous failures, proposed programme personnel, financial arrangements, a unified education service and the role of the Co-operative Department. The topics and the order in which they have been arranged and dealt with imply that the whole programme was sketchy and ill-conceived though the attempt is certainly commendable; because with the facilities available at the time possibly more refinement could not have been achieved by the Co-operative Federation of Ceylon, which prepared it.

In order to both formulate and implement a comprehensive co-operative member education programme five aspects need

1. Co-operative Federation of Ceylon, *A Programme of Co-operative Education for Ceylon*. op. cit. Before this there were other occasions when attempts were made to launch education programmes as shown in the first part of this paper, e.g., the study circle system started in 1952 and the two-day seminars conducted in 1964. These attempts however, were not based on a national programme as the one referred to above.

to be carefully studied : 1. content of the training course, 2. strategy and techniques of training, 3. organisation, 4. financing and 5. planning. Since each of these has to be more closely scrutinized they are analysed in the following sections.

1. Content of the Training Course

Upto about 1950 the content of co-operative member education was restricted to the explanation of the co-operative method in so far as it was relevant to the formation and the conduct of business of the co-operative credit societies. Under the study circle system in the early 1950's the knowledge provided to members was made broader and covered two aspects : (a) the world of work and wealth and (b) cooperation. In the fishermen's study circle programme the content of education consisted of "social education which throws light on their own problems and teaches them to live together and work together for their common welfare. The practical problems of better and more efficient methods of Co-operative production, marketing and distribution² . ." were considered to be the important aspects of this form of social education.

When one to two-day member education seminars were held a number of topics ranging from 'the Co-operative Movement in European Countries' to stock control and disposal of profits were discussed.³ In a more recent attempt to prepare a plan for member education for Sri Lanka the content of member education is indicated under five aspects⁴ : i. topics having a bearing on the immediate needs and interests of the members, ii. topics and problems 'important for the efficient conduct and development of the co-operative business', iii. ideological content to provide inspiration and motivation to members to take up positions of leadership at different levels, iv. knowledge needed to raise the income and general standard of living of the families and v. specialised knowledge needed to promote the

2. I.C.A., *National Seminar on Co-operative Member Education*, op. cit., p. 4.

3. CMSE, *A Plan for Co-operative Member Education in Sri Lanka*, op. cit., p.5.

4. Co-operative Federation of Ceylon, *A Programme of Co-operative Education for Ceylon*, op. cit., p.3.

interests of different age and functional groups such as export commodity growers, women, youth and children. In almost all these exercises excepting the last one perhaps, not much thought seems to have been given to the development of the content of education.

The content of education is as important as any other aspect of a member education programme. The nature of the content can make a programme either attractive or uninteresting to the participants. More than the success the failures of past attempts in member education in Sri Lanka may be attributed partly to the ill-conceived nature of the content of the courses conducted.

To plan out the contents of a member education programme to be attractive to the participants ideas may have to be sorted out in respect of three questions; i. whom are we going to teach? ii. what do they want to know? and iii. what do we expect out of teaching?

Target Groups—In the past, the recipients of co-operative member education have been identified in terms of five categories: i. members of co-operative societies, ii. committee members of co-operative societies, iii. prospective leaders or elite members of co-operative societies, iv. school children and youths and v. the general public and prospective members of co-operative societies. The identification of the recipients of member education in terms of these categories alone prevents us from looking at them from their respective vantage points. There is heterogeneity in the compositions of both members and prospective members of co-operative societies in a diversity of ways. Out of these at least two aspects deserve particular attention: age differences and functional differences. Considering the age differences the recipients of member education may be separated out into two broad categories; the school children and the adults. The latter may in turn be divided into two groups: the youths and the others. In all these groups functional differences arise out of the occupational and social commitments of persons. Accordingly, the recipients of co-operative member education may have to be identified in terms of interest groups like farmers, labourers, industrial workers, housewives and other professional groups. It is heartening to note that since recent times attention has been directed to iden-

tify the recipients of member education in terms of these functional and social groups.⁵

The significance of the differentiation between different social and functional groups lies in the fact that the educational needs of the different groups vary both in content and form. Moreover, there is also a variation of the response pattern of the different social and functional groups to the learning process. Awareness of this is vital to designing the content of education to suit the different interest groups. It is this presumption that provokes the second question posed earlier: what do these different interest groups actually want to know in their respective social contexts?

Educational Needs of the Target Groups—The school children nowadays as a group are motivated to learning primarily to pass the examinations and secure jobs. Hence what they want to acquire basically is that area of knowledge that helps them to achieve this objective. Most of the time this is what is emphasised by both parents as well as teachers. In this context the need to acquire a knowledge of co-operation, while studying in the schools, is rather marginal; it is not an essential requirement to pass any of the examinations held under the school curriculum of Sri Lanka. It is taught only in the G.C.E. ordinary level classes and can be left out if the students so desire as it is only an optional topic. By leaving it out no student is likely to face the risk of failing any examination held under the school curricula. In this situation the desire of the school children to learn about co-operation is more dependent on their curiosity to know things yet not known by them. Although a large majority of the school children have this curiosity only a few of them tend to sustain interest in a subject of this sort after the initial exposure to it if the knowledge acquired tends to be confined to a mere intellectual plane without being applied to practical situations.

Adults as a very broad heterogeneous group do not have a pointed aim as passing examinations. Their main concern is with the procurement of those needs which enable them to enjoy a better standard of living. What they want to know

5. CMSC, *A Programme of Co-operative Member Education through MPSC in Sri Lanka*, op. cit., p.7.

therefore, consists of the means of achieving this objective with less expenditure of money and time: they are generally disinterested in the knowledge that does not contribute to the achievement of this objective.

For a person to enjoy a better standard of living three conditions have to be fulfilled: increase of income; availability of the goods, services and facilities and the information to make use of them. All adults are interested in the knowledge that leads to the fulfilment of these three conditions. Hence what they learn should be translatable into practice to generate higher incomes, to procure the goods and services and to make use of them. The type of knowledge useful to the adults therefore, is bound to vary from person to person depending on the already acquired skills, training and preferences of the individuals. Nevertheless, it is possible to identify these individuals in terms of distinct social and functional groups having certain characteristics in common. The type of knowledge appealing to the housewives then may not be interesting to either the farmers or the youths. Similarly what the paddy farmers want to know may be uninteresting to the vegetable cultivators.

Objectives of Co-operative Member Education—If what we want to teach under a co-operative member education programme is only what the recipients of this education want to know no further discussion is needed to identify its content. But we as co-operators want to teach them more than that they simply want to know. The additional knowledge we wish to impart is on co-operation. It covers a wide field catering to the requirements of both intellectual exercise and practical application. At the member level, due to a number of reasons, it may not be possible to cover both these areas exhaustively. One important reason among them is that the members have to be taught not only what we want them to know but also what they want to know. So the content of the education has to be designed to achieve a compromise between these two requirements. Designing the course content to satisfy this condition is not a simple task. It involves preparing contextually relevant lessons aimed at identifying and solving the common problems of the different social and functional groups. This makes the task of preparing the content of member education a specialised job. It has to be based on research and investigation into

the constantly changing problems and training needs of the members and prospective members. This is more the function of a research unit set up for this specific purpose. Hence it is difficult for us at this stage to formulate any conclusive ideas relating to the content of the education course. Nevertheless, it is useful if some guidelines in categorical terms are laid out to serve as a frame of reference for the preparation of the contents based on specific research and investigations.

The objective of imparting the knowledge of co-operation to members is to inspire them to solve their problems by getting organised co-operatively. The degree to which this objective would be attained depend on two things: i. the motivation arising from the conviction of the greater usefulness of the co-operative method and ii. the knowledge of the technicalities of using the cooperative organisation to procure the needs and solve the problems. To convince the members of the greater usefulness of the co-operative method its advantages and disadvantages may have to be shown in relation to those of the alternative methods of social and economic organisation. For, co-operation is not the only method that is available for solving one's social and economic problems: the capitalist and socialist methods are equally strongly advocated by others. The amount of knowledge needed to create the conviction in favour of the co-operative method may have to be determined empirically after evaluating the response patterns of the different member groups. The importance of this kind of assessment may be readily understood when the factors contributing to the loss of interest of participants of a member education course are taken into consideration. Knowledge meant to convince a person becomes redundant and boring after the point of conviction. Similarly, proceeding with further knowledge without creating the conviction first is unlikely to serve the purpose of such education as it does not lead to the requisite change of attitudes.

Knowledge of the technicalities of using the co-operative organisation to procure the needs and solve the problems of the members has to be elaborated under two aspects: i. the technicalities of organising and acting co-operatively and ii. the technicalities pertaining to the procurement of the needed goods, services and facilities. The areas of knowledge that come

under these two aspects may be outlined as follows:

i. Technicalities of Co-operative Organisation.

- (a) procedure of organising a co-operative society.
- (b) organisational structure of a co-operative society.
- (c) duties and responsibilities of persons belonging to different functional groups of a society, i.e. members, officials, employees and govt. officers.
- (d) laws, by-laws and procedures that have to be followed in the management of the affairs of a society.
- (e) techniques of detecting whether the society is being managed to maintain co-operative efficiency.
- (f) the measures that the members can take to correct a society that is being mismanaged.

ii. Technicalities pertaining to the Solution of Different Categories of Problems.

(a) information relating to the course of action that the society and the members have to follow in solving the following problems of agricultural production:

1. supply of credit and other inputs like fertilisers and agro-chemicals
 2. correct use of the inputs
 3. protection of crops from pests and diseases
 4. marketing of crops
 5. purchase of machinery and equipment and implements.
- (b) a knowledge of the opportunities available and the assistance provided for industrial production.
 - (c) exploring together the possibilities of procuring services that are commonly needed by the members; e.g. transport, health care, education of children etc.
 - (d) home guidance particularly for the housewives of the member households.
 - (e) procurement of consumer commodities.

Unless the lessons and training exercises pertaining to the

above aspects are prepared by a competent team of persons after studying the educational needs and problems of the different member groups co-operative member education, despite all other elaborate arrangements, tends to be reduced to a casual exercise.

2. Strategy and Techniques of Training

From our discussion in the earlier section it is clear now that the knowledge of co-operation has to be provided to persons belonging to diverse interest groups. The range of variation among them in age, educational background, experience, attitudes and social commitments is wide. Hence how these diverse interest groups should be approached for the purpose of giving co-operative education needs to be carefully examined: adopting the same approach in respect of all interest groups is unlikely to be effective as the past experience shows.

Conventional Approach—During the early phases of co-operative member education in Sri Lanka the need for a well thought out strategy had not been recognised. Holding publicity meetings for the non-members and society meetings for the members comprised the chief means of gathering the audience for imparting the knowledge of co-operation to adult groups. Separate one-day training classes were held to train the committee members of the societies. To provide co-operative knowledge to school children the main method used consisted of organising school co-operative societies; giving lectures on co-operation at the schools occasionally was the other method. These methods were not fundamentally changed till the study circle system was started in 1952.

The strategy of forming study circles to impart co-operative education can be regarded as a useful innovation to meet the challenge of heterogeneity of the members. With modifications to suit the different areas and the particular needs of the interest groups it could have been used as an effective strategy for member education. The reasons for its failure however, are more attributable to the shortcomings of the organisation than to the strategy itself. After the failure of the study circle system there has been a reversion to basically the traditional methods of holding meetings or training classes with certain modifica-

tions of the courses. The meetings were either publicity meetings or the business meetings of the societies. The training classes were held either in the form of classes held in schools or in the form of discussions and seminars.

In addition to these it must be remembered that from the time of the first full-time Registrar of Co-operative societies,⁶ i.e., Campbell, the importance of providing reading material was recognised. The Registrar himself prepared a handbook⁷ designed for the use of those interested in co-operation. But the literature available for the use of the members was scarce during the early phases and the situation began to improve gradually only after the setting up of the Extension Division of the Department of Co-operative Development in 1956.⁸

The use of mass media is another approach adopted after about 1960. Talks and discussions on co-operation were broadcast over the radio from time to time. Films depicting selected themes on co-operation were shown. Articles on co-operation were published in the newspapers and journals. Later a fortnightly co-operative newspaper was begun to be published as a regular feature. Co-operative journals also have been published at intermittent intervals. Even at present these methods are being followed without fundamental changes. But the time is now ripe to re-examine the efficiency of these methods. Does this package of methods and approaches constitute the right type of strategy to handle a complicated job like co-operative member education?

Co-operative Member Education as Adult Education—Co-operative education meant for school children to a great extent can be treated as any other aspect of school education provided the right incentives are given. Therefore, let us leave it aside for a while. The co-operative education meant for adults on the contrary, should be different from the formal type of education provided in the schools; the former falls within the general field of adult education.

6. See foot-note No. 6 of Part I of this paper.

7. W.K.H. Campbell, *The Ceylon Co-operative Manual*, op. cit.

8. This, however, should not be misconstrued to mean that the literature available conforms to the type of course content discussed in the earlier section.

In an adult education programme like the co-operative member education, the approach must necessarily be different from that adopted in respect of school children. But unfortunately in Sri Lanka this distinction has not been clearly maintained in practice. This may have been due to a lack of adequate thinking on the importance of the need for adopting a right type of strategy for conducting co-operative member education.

The prevailing approach to co-operative member education appears to be conditioned by four assumptions relating to training:

- i. the acquisition of knowledge pertaining to a particular subject leads to that knowledge being put into action;
- ii. the learning process is simply related to the ability of the trainer to train and the capacity of the trainee to absorb what is taught and hence the belief that the trainee learns what the trainer teaches;
- iii. action by individuals separately leads to the improvement of job performance;
- iv. it is the institution or the person organising training that is responsible for it and therefore the training process begins and ends with the training course itself.

Any approach to co-operative member education based on the above assumptions is likely to produce only limited results since no provision for translating the assimilated knowledge into action is incorporated into the training process. Realization of the constraints imposed by the assumptions underlying the traditional approach to adult education has led to a reformulation of them in following terms;⁹

- i. action is produced by motivations and skills and the skills are developed through practice;
- ii. three conditions influence the learning process :
 - (a) motivation and absorptive capacity of the trainees,
 - (b) norms and values of the trainees, and

9. Rolf P. Lynton and Udai Pareek, *Training for Development* (Homewood, Illinois, Richard D. Irwin, Inc., 1967), pp.4-13.

- (c) behaviour of the trainer and the methods of training used by him. Motivation is in turn affected by the individual work situation of the trainees.
- iii. the improvement of job performance is dependent not only on individual learning but also on the values and norms of the trainees and their individual work situations. When what is learnt remains unused it can lead to frustration.
- iv. training is not solely the responsibility of the training institution alone. There are three partners to it : the trainee's organisation, the trainee and the training institution. The training process does not simply begin and end with the training course : rather it consists of three phases : pre-training phase, the training phase and the post training phase. The success of training is dependent on all these three phases to an equal extent.

The reformulated assumptions concerning training stated above throw new light on the type of strategy that may have to be adopted in respect of an area of adult education like the cooperative member education. It can be outlined under several aspects.

A New Approach to Co-operative Member Education—Firstly, the approach to co-operative member education has to be based on the training of persons not individually but in groups. Considering the norms of group behaviour and the requirements of training methodology one of the basic criteria for forming groups should be commonness of interests of persons willing to participate in the programme. Besides the commonness of interests there may be other criteria contributing to maintaining coherence within groups. Such opportunities also may have to be exploited wherever possible in forming the training groups. Nevertheless, the formation of groups has to be based on the principle of voluntary participation. It is advantageous to use the exercise of group formation itself to build up the village level co-operative leadership. This in fact should be regarded as the beginning of the action-oriented leadership training. It should form part and parcel of the programme designed for the training of the general

membership. The alternative approach to leadership training generally practised in Sri Lanka consists of holding separate training classes meant only for the leaders. The danger of this approach is that it invariably tends to be isolated from reality and deteriorates to the level of a class meant for school children rather than for action-oriented adults. Moreover, according to this practice it is rarely that persons having true leadership qualities get selected for further training in leadership.

The co-operative leadership at higher levels should evolve from small beginnings at the village level. The cooperative member education must be used to stimulate this process. The presumption underlying this viewpoint is that leaders are already there in the villages and elsewhere in the society; there is no need to create them. Instead what is needed is their identification. On this basis the practice of appointing leaders as has been hitherto followed in the exercises of co-operative member education has to be regarded as undesirable.

Leadership is not a life-time right conferred on any person. On the contrary, it is a personal characteristic that has to be maintained by means of upholding the requisite values and standards and acquiring the relevant skills. The moment a person fails in these he also ceases to be a true leader and this must be reflected in action if the leaders are to be used effectively to make co-operative member education success. Following from this contention comes up the practical question of identifying the correct leadership at the village level, who should identify the leaders and how should that be done?

The task of identifying leaders should best be left to persons who are specially trained to engage in member education work; for, this aspect is an important part of their specialised training. Possibly the identification of the leaders may be tied up with evaluation of the performance of the training groups. To a certain extent the assignment of the task of group formation itself may be used for the purpose of identifying the grass-root level leadership.

In accordance with the new concepts of training outlined above, training after the formation of groups has to be closely linked with operations and management of the respective societies. As much as possible the needs and problems of the

interest groups should be identified as the problems and needs of the societies. What the societies are doing to solve the members' problems must be made known to the interest groups. In this respect evolving a system to provide the opportunity for representatives selected from each interest group to observe and participate in the different operational aspects of the societies is likely to provoke and sustain the interest of the participants if this method prove to be successful the other members of the interest groups also could be given the same opportunity in rotation. The advantage of a method of training of this nature is that the members too get the opportunity of experiencing the management problems of the societies. This leads to a better understanding of the mutual problems of the membership and the management, a condition fundamental to the development of the healthy co-operative spirit.

The initiative for training the members and conveying the message of co-operation to prospective members at the village level has to be taken by the co-operative societies in the respective areas. In this respect the Multi-purpose co-operative societies can play a major role¹⁰. At the level of these societies a specially trained full-time officer may have to be engaged in the work connected with member education; for member education is in fact the keystone of co-operative development.

A question that needs careful thought is whether the officer in charge of member education at the society level should be regarded as any other employee or as a person privileged to share the same status as that of the committee members (or the members of the Board of Directors of a Multi-purpose co-operative society). Tentative opinion of the writer is more in favour of the latter, due to several reasons. The committee of

10. According to the *Statistical Quarterly*, 1977 January-March, issued by the Department of Co-operative Development there are 284 Multi-purpose Co-operative Societies with 8461 'pradeshikas' and retail distribution outlets in the entire island. The membership of a MPC society on average is about 6400. The total population within the area of operation of a Multi-purpose Co-operative Society, on average, is about 46500. This works out to about 1500 people per retail outlet. Thus, by using the net work of Multi-purpose Co-operative Societies and their 'pradeshikas' it should be possible to implement a member education programme effectively throughout the island.

management of a society must have a closer understanding of the problems and the needs of the members. In providing this understanding the person in charge of member education can contribute to a considerable extent if he is able to communicate with the other committee members at the same level and with equal status. This may be achieved by making provision for the person in charge of member education to participate in the committee meetings. His presence and the opinions expressed by him at the meetings are likely to exercise certain restraints on the unco-operative actions and decisions of the other committee members. Moreover, if a committee of management continues to manage a society inefficiently and unco-operatively the person in charge of education at the society level is in a position to keep the membership informed of the developments of the society and also educate them on the course of action that has to be taken in the exercise of their membership rights.

In following a strategy of this sort, however, the person in charge of education cannot be left to enjoy this privilege without being properly directed and closely supervised by a higher level co-operative leadership having responsibility to the general co-operative membership. As to how this may be done would be examined later under the organisational aspects in another section of this paper.

Within the organisational structure of the Multi-purpose co-operative societies no single person at the level of the primary would be able to successfully manage a member education programme according to the new concepts of training outlined above unless he is assisted by others working at the level of the *pradeshikas*. Thus at the *pradeshika* level also there is the need for a person to be charged with the responsibility of organising co-operative member education. For the same reasons adduced above it is desirable if this person is also given the same status as that of the other committee members of the *pradeshikas*.

According to the prevailing organisational structure of the Multi-purpose co-operative societies the opportunities available at the *pradeshika* level to provide the members a training through practice are very limited. In other words the powers and functions assigned to the committee of a *pradeshika* are

not adequate both to create the motivation in the members for participation and also to impart the knowledge and training through practice. To correct this situation certain structural changes in the organisational set up of the Multi-purpose co-operative societies have to be made with a view to transferring more power and functions to the committees of the Pradeshikas.

Co-operative Education as an Integrated Process: It is desirable if both persons chosen to be in charge of member education work—one at the Pradeshika level and the other at the primary level—are selected from the leaders of the interest groups. This would enable the training of co-operative leadership to proceed as an unfailing resultant of membership training; membership training and leadership training then become an integrated process capable of stimulating the development of natural leadership. But, to make use of this leadership at the two levels, i.e., the Pradeshika and the primary, facilities are needed to be provided at the district and national levels to direct, supervise and evaluate both membership and leadership training. Hence the need for specialised and skilled personnel at the district and national levels.

According to the prevailing practice co-operative member education and co-operative employee education are regarded as two independent areas having no relationship with each other. This is undesirable due to two main reasons. One is that the educated employees tend to get alienated from the membership of a society. The resultant of this would be the development of an employer/employee relationship prevailing in a capitalist organisation as is to be observed from the type of trade union activity indulged in by the co-operative employees in certain instances. The other reason is that by not linking co-operative member education to employee education the opportunity available for making the former attractive especially to the youths and school children remains unexploited. These lapses may be remedied by making co-operative member education a compulsory requirement for a person to be eligible to receive co-operative employee education. By this means the different aspects of co-operative education can be graduated in several levels to function as one integrated process. The beginning made with member education could be directed to a second stage of

leadership training at several levels, and this in turn can be linked with prospectively higher levels of employee training. A scheme of this nature not only provides incentives for member education to both adults and school children but also it paves the way for the dissemination of knowledge of the different aspects of co-operation systematically and in keeping with the ultimate aim of co-operative education.

For spreading the knowledge of co-operation among school children too the interest-group-strategy may be effectively used. While getting the members of the interest groups actively associated with the management of the school co-operatives, it is necessary to familiarise them with the activities of the other co-operative institutions. For this purpose the students in a school may have to be organised around group leaders on the same basis as discussed above. From among the group leaders a leader can be selected to function as the school-level organiser of co-operative activities among the students. With the assistance and concurrence of the Dept. of Education, it should be possible to use the school co-operative leaders by the specialists of co-operative member education working at the district level, to organise the relevant training and educational exercises.

Techniques of Training—It may be evident now that under the methods and approaches discussed above a wide range of techniques need to be used to provide the training envisaged. In Sri Lanka, however, the techniques of training used in co-operative education have remained confined mostly to giving lectures and holding discussions. Although the film show is a powerful audio-visual technique its use has been relatively less frequent mainly due to the lack of adequate facilities. The apex organisation of the co-operators, the NCC which is expected to play the leading role in co-operative education at present has only one cinema van, one projector and three films for this purpose. On most occasions documentary films are borrowed from various sources.¹¹

11. In addition to these there are about 100 films at the School of Co-operation, Polgolla. Out of these however only 10 seem to be usable for extension purposes. Even these films cannot be used for member education

Besides the three techniques currently used there is the possibility of introducing other effective techniques like role playing in simulated situations, observation and subsequent review of the operations of the different aspects of management of societies and illustration by means of posters, chalk boards, slide shows, tape recordings and video tapes. Carefully designed study tours, exhibitions and displays based on the performance of the different co-operative institutions can add further variety to the stock of techniques.

The use of the same technique over and over again in all situations tends to make a training programme uninteresting to the participants. Moreover, the same technique of training may not be suitable for different groups of participants. This points to the need for selecting training techniques rather discreetly. The training process itself could be used to identify the right type of techniques suited for the different occasions and different groups. Evaluation of the effectiveness of the different techniques of training should also be made with a view to developing new and better techniques. These again are functions that must be assigned to persons trained for this kind of specialised work. Since the training techniques and the content of education are closely related to each other the development of techniques must be taken together with the development of the content of the training courses.

Duration of Training—The duration of any member education programme is another aspect that is crucial to its success. A member to be provided with the type of knowledge referred to earlier may have to be exposed to a number of training sessions. The interval at which a training session should be conducted becomes a vital question.

Due to economic and other considerations adults may not be able to participate regularly when the sessions are held too

in the village areas as there is no film van provided for the purpose. Since almost all these films are in English their usefulness to local audience is also restricted. So far only two films on co-operation have been produced—Agricultural Co-operation of Palugama (16 mm) and Sahan Eliya (35 mm)—in Sinhala to suit the requirements of the local audience. Besides the films the other audio visual equipment available at the School of Co-operation are restricted to 2 film projectors, 2 slide projectors, 1 tape recorder, 1 camera and 1 epidiascope (broken).

frequently. This is particularly so if the sessions are going to be held at times when the would-be participants have the opportunity of getting engaged in financially remunerative work. On the other hand if the sessions are held at long intervals of time the knowledge gathered by the participants at one session may be forgotten by the time the next session is held; and the continuity of the training course is likely to be lost. This may soon lead to loss of interest of the participants. It is on the basis of these considerations that ultimately the length of duration of a member training course may have to be determined. Generally, a training course lasting for a period of at least six months with fortnightly sessions appears to be consistent with the above discussed conditions.

Time and Place of Training--The other details that require careful attention pertain to the time and place of holding training sessions. The duration of a single training session also needs to be thoughtfully determined. It is rather unwise to enumerate generally applicable rules in respect of these questions. Leaving sufficient flexibility to let the decisions relating to these matters be taken to suit the particular circumstances prevailing in the different areas appears to be the more desirable practical approach.

3. Organisation

In order to set up an organisation adequate for implementing a programme of co-operative member education attention has to be directed to three aspects. First the trainees and trainers must be clearly identified. Secondly, the institutions that should be associated with the implementation of the programme have to be determined. Thirdly, the roles expected to be played by the respective institutions and the relationships among them need to be specified. In Sri Lanka there seems to be some confusion in these matters.

Training Personnel--It was shown that neither the trainees nor their training needs have been rightly identified. Thus they were never systematically organised for the purpose of providing a continuous training course. The isolated attempts made in selected localities cannot be taken as a substitute for a well-organised island-wide training programme.

The question who should be the trainers again is an unanswered question. The officers of the Co-operative Department, school teachers, honorary workers and the education officers of the NCC have all functioned as trainers from time to time. One of the reasons for leaving co-operative member education in the hands of almost anyone who was volunteering for the job is that it has not been considered as a specialised job requiring certain skills and concentrated training. For example, none of the persons presently involved in co-operative member education are specifically trained for this purpose.¹² Moreover, they are preoccupied with functions other than member education. The latter is only a residual activity of the trainers depending on the availability of time and their willingness to do some additional work. Officers of the Dept. of Co-operative Development are normally busy with the performance of the statutory functions of the Dept. and the education officers of the NCC are more engaged in the training of co-operative employees.

Training Institutions—Prior to the setting up of the Department of Co-operative Development in 1930 co-operative member education was conducted mostly by the Ceylon Agricultural Society. Until the formation of the Co-operative Federation of Ceylon it was either the Department of Co-operative Development or the respective co-operative societies and unions in the districts that took the initiatives for co-operative member education. None of these institutions were specifically engaged in this work under any long-term plan. For the Department of Co-operative Development member education has been only one of a number of other functions. Considering the time and attention devoted it has almost always remained as a marginal function of the Department. The School of Co-operation set up in 1943 functions under the Department of Co-operative Development mainly for the purpose of training the officers of the Dept. of Co-operative Development : except for some occasional involvement, co-operative member education has not come within its purview.

Thus, upto 1955, outside the Dept. of Co-operative Deve-

12. Out of the 60 NCC employees presently engaged in co-operative education only 28 (21 in Sinhala and 7 in Tamil) seem to have acquired any kind of formal training even in co-operation.

lopment there was no apex co-operative organisation at the national level to provide the required degree of direction and guidance to co-operative member education in the country. After the formation of the Co-operative Federation this shortcoming was remedied as envisaged by the former Registrars, Campbell and Calvert. But still no member education programme showed any remarkable improvement both in duration and effectiveness. This, to a considerable extent, may be ascribed to the state of dependence in which the Ceylon Co-operative Federation has had to function.

Lack of a clear national Policy— From the inception the Co-operative Federation has been depending on the Department of Co-operative Development for both the requisite technical skills as well as the resources. This dependence has hindered the apex organisation from building up its own skilled personnel and other facilities needed to proceed with a member education programme of the required magnitude. It was further confounded by the policy the Department of Co-operative Development has been following. From the beginning it maintained that co-operative member education is not a direct function of the Department of Co-operative Development; it is the responsibility of the apex organisation of the co-operators. Hence the Co-operative Federation was expected to play the major role.

But the latter has not been able to perform the role assigned to it due to the limitations referred to earlier. Thus, the Department also has had to take initiatives for organising co-operative member education under its Extension and Publicity Division created in 1956. The Department can command the resources but not spare the time needed for it. Whenever the Co-operative Federation made attempts it had to fall back on the Department for assistance which the latter has not been able to extend continuously due to changing priorities : for, the Departmental staff has had to be often withdrawn from member education work for engagement in other more urgent duties. What appears from this is that there has been no clear policy at the national level regarding co-operative member education. Both the Department of Co-operative Development as well as the National Co-operative Council have been conducting co-operative member education in periodic spurts of enthusiasm; the former without the time to spare and the latter

without the expertise and the facilities.

Extension and Member Education—In principle there is no debate on the assertion of the Dept. of Co-operative Development that the National Co-operative Council, as the apex organisation of the co-operators should be responsible for organising co-operative member education in the country. If there is no ambivalence on this position the existence of a separate Extension Division in the Department of Co-operative Development to organise member education can hardly be justified. This is detrimental to the development of the institutional strength of the National Co-operative Council both in providing the leadership and also in building up the movement through member education. Moreover, extension is redundant when member education is provided; for both these are a form of adult education intended to change the existing behavioural patterns of the people in production, consumption, and organisation. The need for extension arises after research and discovery. Without these extension is yet another word for mere member education similar to that given to school children. But the development of the content of a member education programme discussed earlier has to be based on research. Thus, if the National Co-operative Council is made responsible for organising member education, organising research into this aspect also becomes its responsibility; for no meaningful co-operative member education can be conducted without that being based on research into members' problems, educational requirements and techniques of training.

When the National Co-operative Council is entrusted with the task of carrying out a member education programme based on these principles the need for a separate Extension Division in the Department of Co-operative Development ceases. This however does not mean that the Department of Co-operative Development should have nothing to do with member education. The expertise, resources and facilities available in the Department can be extended to the NCC to study problems, develop the content of the courses and evaluate performance and keep the relevant authorities informed of shortcomings and possible solutions to them.

The personnel attached to the School of Co-operation and the Extension Division can function as a team of Departmental

experts. Co-operative Management Services Centre is another national level institution that could be used for this purpose. Talent available in these institutions can be effectively tapped if a separate research and training unit is set up as implied earlier in the course of discussing the need for developing both the course content and the techniques of training to meet the requirements of different interest groups. With the adoption of an unambiguous policy and the provision of supporting facilities the National Co-operative Council should be able to take over full responsibility for carrying out a comprehensive member education programme for the country.

Organisational Structure for Member Education—The basic organisational structure needed to carry out a comprehensive member education programme of the required magnitude is already extant. The National Co-operative Council can function as the apex level institution responsible for conducting member education. It has 26 district centres; they can be used to implement any programme at the district level. The district centres of the NCC are able to enlist the co-operation of the member societies to implement the programme at the society level. Out of these, the Multi-purpose co-operative societies can be used to good advantage. The areas of operation of these societies cover the entire island. At the village level these societies have a network of branches called the 'pradeshikas'¹³.

When the members are organised around leaders in terms of interest groups as referred to earlier it should be possible to link up that village level organisation of members through the society level organisation to the existing organisational structure of the NCC. Linking up the institutions functioning at the different levels leads to the formation of an organisational structure extending continuously from the national level to the grass-root level. But this alone is inadequate to ensure the successful implementation of a programme; the roles the respective institutions and the persons attached to them should play also need to be clearly determined.

The main function of the National Co-operative Council should consist of directing the implementation of the national

13. See footnote 10 of this section.

programme relating to member education. This is not possible unless the NCC also provides the necessary infra-structural facilities. These include the provision of buildings, equipment, vehicles and study material for the use of those associated with the implementation of the programme, both at the national and district levels. That the existing position in respect of these needs considerable improvement has already been pointed out by a survey made earlier.¹⁴ To direct the implementation of a programme satisfactorily at the national level follow up and evaluation are necessary. This points to the need for devising appropriate administrative arrangements at the national and district levels.

According to the prevailing state none of these functions are being performed by the NCC to reach the required scale of operation. This state of affairs may be partly related to the apathy that has prevailed in respect of member education. At the head office of the NCC though there is an education section the personnel and the administrative arrangements provided are not adequate to handle the job of directing the implementation of a member education programme of the required scale of operation. The staff officer, the four District Secretaries and the two Education Assistants working in this section are more engaged in routine paper work than directing and evaluating the performance of member education. One main cause for this is the preoccupation of the NCC with employee education. In practice even for the NCC, co-operative member education has become only a marginal function. At present there is a system of progress evaluation by getting down progress reports from the districts. But it is rarely that they are used for progress evaluation. Probably there is hardly any time available for this purpose: the system already prevailing demands more attention for other routine jobs which no doubt can be assigned to less qualified personnel than the officers presently handling them. There is no uniformity in the progress reports themselves: assessment of progress by using them is likely to be a laborious process. As a result of these shortcomings the NCC has not been able to

14. Lennart Skaaret—Report on the Feasibility Study in the Field of Co-operative Education in Sri Lanka—op. cit.

effectively supervise the progress of member education activities in the country. These defects therefore, need to be corrected before embarking on any member education drive of the suggested magnitude.

At the district level the District Education Centres of the NCC can be used as district implementational units. They have to be manned by persons who have received a specialised training in member education. They must be persons having innovative capacity and some training to do research on the problems and issues connected with member education in the respective districts. They also have to act as persons in charge of organising and co-ordinating member education both at the society and village levels. The district Committees of the National Co-operative Council can be assigned a supervisory and organisational role within the districts. For the district level personnel to perform their duties efficiently the district education centres have to be provided with better facilities than are presently available.

The training of district level education officers, though necessary is likely to be a problem in view of their varying educational backgrounds. The academic qualifications of about 50% of the total number of District Education Officers cannot be considered as adequate to receive the type of specialised training mentioned earlier at the same level along with the remaining 50% of the district education officers. The former possess either G.C.E. (A.L.) or G.C.E. (O.L.) qualifications while the latter possess degree qualifications. This problem also needs to be carefully considered when arrangements are made to provide training to the district education officers.

Organisation of member education at the society and village levels can be entrusted to the Multi-purpose co-operative societies. Multi-purpose co-operative society should have a separate officer to be in charge of this work. The person selected for this position should have both the necessary academic background as well as the skill and talent needed to carry out co-operative member education at the village level by making use of the interest groups and their leaders. This officer however, would not be able to carry out his specialised assignment unless the society extends the necessary facilities. In this regard it may even be desirable to create a separate section in the

offices of the societies to attend to all the work connected with member education. If the services of a typist and a clerk are made available to the officer in charge of this section he should have no difficulty in carrying out a member training programme both at the society and at the village level. To organise the work at the village level however, the officer at the society level may have to be assisted by the committee members of the 'pradeshikas' of the Multi-purpose co-operative societies and the leaders of the interest groups.

4. Financing

Financing a co-operative member education programme is closely related to the identification of the items and magnitudes of expenditure involved in the implementation of the programme. It is hard to say that the different aspects of financing a member education programme were systematically examined in the past.

Prevailing Procedure—According to the existing system the allocation made by the NCC to a district to conduct co-operative education is restricted to a maximum of Rs. 3000 per year. In addition to this each district secretary is given the freedom to raise the necessary funds for education work from the co-operative societies in the respective districts. But the collection of these additional funds is not subject to a meaningful check. Since the NCC office does not scrutinise the accounts relating to the additional funds raised from the societies within the districts there is room for both wastage and mismanagement. Furthermore this form of financing leads either to over-expenditure or under-expenditure depending on the degree of enthusiasm and efficiency of the district secretaries and the responsiveness of the societies to contribute the additional funds. It is not always that the societies respond favourably to requests made for funds by the district secretaries. This is particularly so when the societies have failed to make profits. According to the by-laws of the societies the contributions for promoting co-operative education are made from an education fund set apart from their profits. When the societies continue to incur losses it is hard to get these contributions.

The allocation made to the districts by the NCC subject to

a maximum of Rs. 3000/- per district per year is inadequate to carry out an effective member education programme. But the NCC is seriously constrained in providing more finances from its own resources.

Inadequacy of Funds—The funds of the NCC come from two main sources; the co-operative fund and the contribution made by the People's Bank. The former consists of the annual contributions made by the co-operative societies and the amount contributed by each society is subject to a limit of 10% of its profits. Hence the amount accumulating in the co-operative fund is dependent on the amount of profit made by the societies. If the amount of profits the societies make go down the co-operative fund also shrinks.¹⁵ What this means to the NCC is that its activities too have to be curtailed accordingly.

Out of the two sources of finances referred to earlier the co-operative fund is the main one; the contribution made by the People's Bank is only about one and half lakhs of rupees. Even whatever amount that can be pooled up for the co-operative fund is not tapped fully due to certain shortcomings in the collection procedure. According to the prevailing practice the contribution for the co-operative fund can be determined only after the annual audit of a society is completed. If the annual audit shows that the society has been able to make profits there is no doubt that the society is able to pay. Nevertheless, the societies do not feel obliged to pay it promptly on their own accord unless they are persuaded to do so by some authority. Normally, it is the officers of the Co-operative Dept. who function as the authority persuading the societies to make the contribution to the co-operative fund. This however, is

15. When a society has failed to make any profits the contribution it is required to make to the Co-operative Fund is only Rs 5/- per year. The total amount contributed to this fund during a four year period is as follows:

	Rs
1971	651,252.00
1972	538,330.00
1973	695,114.00
1974	1,354,313.00

During the year 1974 the amount allocated from this fund to meet the maintenance expenses of the NCC was Rs. 965,989.00. See the *Annual Administration Report of the Department of Co-operative Development*.

not an authority that is unfailingly exercised. On the other hand, if the societies are functioning truly co-operatively there is no need for such persuasion. But both these conditions do not prevail as one expects. The result is that the contributions to the co-operative fund are not coming in as regularly as desired. Besides the two sources of funds referred to there are no other dependable incomes of substantial magnitude that the NCC is able to use. Thus, financially the NCC is greatly handicapped in launching a comprehensive member education drive. This problem therefore, should receive serious attention if anything meaningful is to be attempted on the member education front.

Means of Generating Funds—Co-operative education is now internationally accepted as one of the five cardinal principles of co-operation. To put it conversely, if true co-operation is to prevail co-operative education also must prevail. There cannot be co-operative development without co-operative education. But according to the practise adopted in the Sri Lanka Co-operative movement the co-operative education can prevail only if societies make profits. For without profits the co-operative fund ceases and the NCC would be starved of funds. What this points to is the need for rethinking on the mode of determining the amount of contribution that each society should make to the co-operative fund. Rather than a percentage of the profits it would be desirable if a certain percentage of the annual turnover of a society is adopted to compute the amount of contribution that each society should make. The need for co-operative education arises more strongly when a society functions unsatisfactorily and unco-operatively. Invariably losses are incurred by societies in such unco-operative contexts. Unfortunately education also cannot be provided in such instances as funds are not forthcoming from the loss making societies. Hence the current practice in Sri Lanka has set up an incongruent background to co-operative member education.

Collecting a contribution for the co-operative fund on the basis of the turnover of each society seems to be more desirable due to several reasons. By adopting a principle of this sort it is possible to build up a bigger co-operative fund, which in turn could solve the problem of NCC funds to a considerable extent. If the turnover of one society is higher than that of another it

implies that such a society should also be able to make higher profits provided its management is efficient. Assuming that the management is efficient as it should be in a true co-operative then it should be able to make a higher contribution too. This is not likely to affect the society adversely. If however, the management of the society is inefficient it may not be able to make profits. A co-operative society falls into this situation mainly due to the apathy and indifference on the part of the membership. If a society having a large turnover continues to incur losses it could bring about disastrous consequences to both the members and the movement as a whole. The only effective way to prevent this lies in creating a greater awareness in the members through a programme of education. Spending the resources of a society on such a venture is no wastage of funds even though the society is incurring losses. The very fact that a society is sustaining losses should be sufficient reason for it to spend rather liberally on an education programme. For it is by this means that at least in the long-run such a co-operative would be able to make profits. Hence a bigger society should be prepared to spend more than a small one on a member education programme; the stake of the former is greater than that of the latter if the society degenerates due to inefficient management.

The above approach to financing a member education programme can be adopted without doing away with the existing method of collecting 10% of the profit as a contribution to the Co-operative Fund. Even without implementing a member education programme of the magnitude implied in this paper the available income of the NCC is hardly enough to balance its annual expenses; the expenditure in excess of the income during the audit period 1.1.1976 to 31.12.1976 has amounted to Rs. 171848/-. With increased activity in member education the excess of expenditure over the present income of the NCC is going to be much higher than this amount. The additional expenses would be met if the Multi-purpose co-operative societies within the areas of operation of the former are requested to set apart a certain percentage of their turnover for carrying out member education within their respective areas. In a way this amounts to a systematisation of the existing procedure of allowing the district secretaries to raise funds from the respective societies organising member education within the districts.

Need for Foreign Assistance—Even with additional contributions from societies all the expenses needed at the beginning to carry out an effective member education programme may not be available; some societies may not respond to the request for funds. Above all the initial investment needed for the procurement of equipment, buildings vehicles and other facilities tends to be rather high. At the initial stage therefore, it may be necessary to explore the possibility of securing some foreign assistance to solve these basic problems.

Already the co-operative movement of Sri Lanka has been fortunate to receive external assistance for two projects: one for the training of co-operative teachers and the other for women's consumer education and information through co-operatives. It is hoped that the former would ultimately lead to the evolution of a scheme to impart specialised training to the district education officers and others involved with the task of conducting member education. Women's consumer education project on the other hand could be used as an experimental ground for developing relevant course content, organising interest groups of housewives and identifying the appropriate techniques of training.

Film vans along with film units, motor cycles for the use of the district education officers, tape recorders, slide projectors, video equipment and a printing press for producing the literature needed are some of other important items that should be considered for procurement through external assistance. To this category may be added the training of persons abroad in fields relevant to member education whenever such training is considered to be necessary.

When the facilities needed to conduct a comprehensive member education programme are taken into account the external assistance received by the co-operative movement of Sri Lanka so far cannot be considered as significant. It is restricted to a few items as follows:

Items	Numbers
Film units	1
Film vans	1
Vans	1
Cassette recorder	1
Ordinary camera	1

In addition to the above every year the movement has been receiving books and publications and about 15 scholarships for training of persons abroad. It is unfortunate that these were received without being tied to any member education programme; Needless to say that they are inadequate to meet the implementational needs of a systematically drawn up member education programme. The importance of having a programme before going in search of external assistance therefore is worth remembering if the co-operative movement of Sri Lanka is to benefit from the generosity of others.

5. Planning

By raising additional funds alone it may not be possible to carry out a member education programme to achieve the desired results. To ensure that the funds along with the other resources are used to advantage specific allocations have to be tried to the individual components of a member education programme. These must necessarily be conceived in terms of project units. Approach to planning in this form involves not just the planning of one aspect as it seems to be happening but three aspects together: financial planning, activity planning, and time planning.

Existing State of Planning — The existing procedure of planning consists of requesting the secretaries attached to the respective district committees of the co-operative council to submit the education programmes prepared by them. There is no particular system or a set of guidelines provided to them to prepare these programmes. Hence they vary considerably in content and form from one district to another. Some programmes are more sketches while the others contain more details. After obtaining the district education programmes the NCC office prepares an all-island education programme and this is then sent to the districts for implementation. In this exercise how the all-island plan is integrated or co-ordinated with the district plans is not clear. There is neither an exchange of ideas nor any form of consultation between the district education officers and the NCC office.

Preparation of a programme with the specific target is a basic requirement to follow up and evaluate the progress in imple-

mentation. This offers the added advantage of facilitating the administration of the programme. The fact that there is at present hardly any follow up or evaluation is mainly due to the lack of a properly planned out programme.

Need for a Planning and Research Unit — In planning out a proper member education programme all the different aspects discussed in the earlier sections have to be taken into consideration. It should come within the purview of a group of persons concerned with the study of the issues and problems related to conducting member education and management of co-operative organisations. As suggested earlier persons with specialised knowledge in the field drawn from the NCC, CMSC, the School of Co-operation and the Dept. of Co-operative Development can be used to function as a planning cum research unit at the national level. The national level planning unit may have to be assisted by similar planning units set up in each of the co-operative divisions. The divisional planning units may include the district education officers of the NCC and representatives from the co-operative societies having experience in member education work. The role of the Board of Directors of the NCC, and the other lower level co-operative institutions should consist of organising, supervising and directing the planning and implementational processes in conformity with the general policy relating to member education as determined by them both at the national and society levels.

Pilot Projects—Before a comprehensive plan is drawn up for implementation on an all-island basis, it is advisable to make a more modest start with a few pilot projects in the districts: one MPC Society may be chosen from each district for this purpose. The staff of the proposed national level research and training unit and the district level officers who are expected to assist them should be closely associated with the implementation of these pilot projects. At the end of the first year of implementation of the pilot projects, both the district officers and the personnel of the national level research unit may be able to use their experience to plan out a comprehensive co-operative member education programme to cover the entire island.

Recommendations

1. *Comprehensive Programme.* In Sri Lanka from the beginning of the co-operative movement, co-operative member education has been conducted in an ad hoc fashion. Since this approach has already proved to be ineffective co-operative member education has to be conducted on a more systematic and comprehensive basis. For this, a carefully prepared programme of co-operative member education needs to be implemented.

2. *Procedure of Programming.* The preparation of a member education programme must be based on a study of four aspects: (1) content of training, (2) strategy and method of approach to training, (3) organisation and (4) financing. The study of these and the preparation of the programme may be assigned to a team of experts consisting of both local and foreign personnel attached to a research and training centre set up for the purpose.

3. *Policy.* There should not be any ambivalence in the policy relating to co-operative member education. The responsibility for conducting co-operative member education should be transferred over in full to the National Co-operative Council. It should take initiatives in respect of co-operative member education without leaving it to be another function of the Department of Co-operative Development.

4. *Research and Training Centre.* Since planning and programming for co-operative member education has to be a continuous process it should necessarily be backed up by studies and research into problems of training. In translating the findings of research into practice not only members but also their trainers need to be re-educated and retrained. For this

purpose a research and training centre may have to be set up at the national level with a certain degree of decentralization of its functions to involve even the district level officers.

5. *Constitution and Management of the Research and Training Centre.* Functions of the research and training centre should consist of research, training and planning and programming of member education activities. It may employ both local and foreign personnel depending on the availability and the needs of expertise either on temporary or permanent basis. Local personnel for the centre can be drawn from the Department of Co-operative Development, Co-operative Management Services Centre, the School of Co-operation or from any other institution which has persons with the necessary skills. It is desirable if this centre could be managed by a semi-autonomous body constituted of representatives from institutions closely concerned with co-operative member education.

6. *Pilot Projects.* In order to evolve an effective member education programme a considerable amount of preparatory work needs to be done. This consists of identifying the right content and techniques of training and also the appropriate approach to organising the people for training. As these cannot be perfected overnight it is desirable if the member education programme is allowed to evolve from experimentation with pilot project set up in each district. It should be possible to make this sort of start in co-operative member education with whatever facilities already available.

7. *Organisational Set-up.* From each district a Multipurpose co-operative society may be selected to set up the pilot projects referred to under No. 6 above. After selecting the societies the following organisational arrangements may have to be considered for experimentation:

- (1) Formation of interest groups at the village and pradeshika levels;
- (2) Identification of leaders at group, village and pradeshika levels;
- (3) Selection of a person to organise and conduct member education work at the society level;
- (4) Identification of the manner in which the NCC officers, have to be involved in carrying out the member

education work, both at the national and at the district levels.

8. *A Committee to Work Out Details.* To begin with a working committee consisting of persons having the necessary experience and background may be entrusted to work out the details relating to the organisational aspects laid down under No. 7 above.

9. *Financing.* In addition to the contribution made to the Co-operative Fund, the societies should be required to spend a certain percentage of their annual turnover to provide training for their members. The exact percentage that should be so set apart may be determined after implementing the pilot projects referred to under No. 6 on an experimental basis. Simultaneously, it is also worthwhile exploring the possibility of getting financial assistance to member education work from institutions like the People's Bank, C.W.E. and other public corporations which have dealings with the co-operatives.

10. *Foreign Assistance.* The foreign assistance needed for member education work under the proposed scheme should be phased out into two parts: (1) assistance needed for the pilot projects and (2) assistance needed for the expansion of the member education programme. While the identification of the former should be entrusted to the working committee referred to under No. 8, the type of foreign assistance needed for the second part of the scheme may have to be determined from experience gathered during experimentation with the pilot projects.

11. *Phasing out the Programme.* The duration of the pilot projects should be about one year. During the second year programming and other preparatory work may be completed along with a gradual increase of the number of project units in the districts. From the third year onwards the programme should be implementable throughout the island.

12. *Administrative Arrangements.* In order to carry out the scheme proposed above the administrative set-up of the NCC should be restructured to facilitate greater supervision and follow up of co-operative member education activities in the field.

13. *Implementation at the Village Level.* The Multi-purpose

Co-operative society may be used as the institution responsible for organising and conducting co-operative member education at the village level. It should cater to the educational needs of all the other co-operative societies located within its area of operation.

14. *Structural Changes in the Multi-purpose Co-operative Societies.* Since co-operative member education needs to be oriented to enable the trainee members to apply the knowledge acquired, steps may have to be taken to provide adequate facilities and opportunities for this purpose in the societies. Assignment of more powers and functions to the pradeshika committees of the Multi-purpose co-operative societies is one important change that leads to the provision of such opportunities.

15. *Two Assumptions.* There are two assumptions underlying the contents of this paper. Firstly, co-operative development is not possible without co-operative member education. Secondly, if any attempt at co-operative member education is to be effective in building up a strong co-operative movement in Sri Lanka, it must be organised as a comprehensive programme on an all-island basis: sporadic exercises isolated in both time and space tend to dissipate in the milieu of non-co-operative social and economic life as it has hitherto happened. But a final word of caution: a co-operative member education programme as proposed in this paper needs to be implemented as a package if success is to be achieved and one should not be naive to expect the fulfilment of that overnight. All contemporary problems await urgent solutions: yet they are never sought by being desperate and impatient?

V

Group Discussions

&

Recommendations

GROUPS

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Report of Group I

Chairman : Mr. Chong Thin Huatt, Malaysia

Rapporteur : Mr. Brian C. Cooper, Australia

Question 1: What are the special characteristics of the environment of today in the developing countries which need to be given due consideration in evolving a suitable cooperative member education/member relations programme?

The Group has agreed to utilise the ICA Commission's definition of Education, which states: "For the purposes of Co-operation, education needs to be defined in a very broad sense which includes academic education of more than one kind, but much besides. It includes both what people learn and how they learn it. Every phase of experience, which adds to people's knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens, can have educational significance for Co-operation".

1. Discussion settled on considering the scope of education need. It was decided to consider training of people at the primary cooperative level, including staff, members and non-members alike. For secondary and tertiary level cooperatives it was decided to consider leader development.

2. Discussion continued on a consideration of environmental factors, national factors, artificial, internal and external, within control and beyond control. - These were listed as:

- (a) A lack of ability to generate enough funds with which to promote education. Where funds are available, insufficient priority given to allocation of funds to education.
- (b) There are problems of social inequality, political unrest, political intervention and economic depression.
- (c) Cooperative leaders are not adequately equipped or

motivated towards the undertaking of commitment to education.

- (d) There are language and dialect factors inhibiting communications. Communication between racial communities is frequently difficult by language and social class factors.
- (e) Local and personal problems and needs tend to override interests in wider needs and issues.
- (f) The poor distribution of modern communication media (T.V., radio, telephone) inhibits mass communication techniques. Poor programme design prevents effective communication. Competing entertainments on competitive stations diminishes drawing power of cooperative programmes.
- (g) High illiteracy levels in some countries inhibits communication and education.

Question 2 : What support is required at local, district and national levels for the development of a suitable member education/reasons programme? Identify the kinds of support and the types of institutions that could support in such a programme.

In consideration of question No. 2, the following consensus of opinion evolved.

The education programmes must be tailored to be effective within the available monetary and other resources.

This means that:

- (1) at all levels of societies funds must be provided by such societies for education and training activities, supplemented by funds from secondary and apex levels as well as funds from governments (except Malaysia and Korea).
- (2) at all levels of cooperative societies material support is needed in terms of:
 - Resource personnel
 - Resource and research centres
 - Resource trainer facilities
 - Publications and aids production

- aid reproduction equipment
- methods evaluation and revision, personnel/facilities
- mobile aid facilities
- identification of training needs

(3) From international resources support requirements are :

- material support (CEMAS)
- projects from international bodies such as ILO, FAO World Bank etc.
- collaborative project support by donor and recipient country

Question 3 : Evaluate the various member education/relations policies and programmes of the developing countries and identify reasons for their limited success. What new strategies would you recommend for the development of a meaningful member education programme?

(1) In evaluation of the various training plans and policies of developing nations

Policies

- (a) ambivalence of clarity for accountability of conduct of training in Sri Lanka.
- (b) no conflict in Thailand. Policies work satisfactorily.
- (c) cooperative movement is weak in Indonesia and must have government support. Movement has no means to educate members so must rely on government. Non-members receive the same benefits as members, therefore they are not motivated to become members. Policy now directs that cooperative education and training to be carried out by the movement.
- (d) responsibility in India with the National Cooperative Union of India with government supplementary funds. Policy is working satisfactorily.
- (e) In Korea government policy sets down environmental policies. Cooperative Movement determines how to apply policy for improvement of cooperative activity. Education

is marketing and productivity oriented. Funds provided through 10% of primary society profits directed to member education. National Cooperative Federation supplements funds from commission earnings. Agricultural Cooperative Federation conducts supplementary member education.

- (f) In Malaysia national policy is to uplift rural standards of living and productivity. Both cooperative movement and government agencies are implementing programmes. Some cooperatives are evolving as companies and are training in response to specific needs. There is a move to put Co-operatives on the same footing as private, corporate ventures. There is a need for true Co-operative training to be directed at Committee-men.

Recommended new strategies were :—

1. New programmes should grow from the primary membership and Co-operative Society level through their expressed needs, members are to benefit from the basic education programme. Problem resolution and identification is to be part of the programme. The longer term development of societies will also need to be considered. The role of the Primary Societies is to be defined. A comprehensive scheme should be originated to cover all levels and sectors of the movement.
2. Adequate personnel and resources to be made available with which to fulfil the programme.
3. The Co-operative Education Project sponsored by I.C.A. in collaboration with NCUI at Indore has provided valuable guidelines and lessons. If similar requests for projects arise in the region, ICA should respond with their support.
4. From the identification of primary needs, programmes should be designed and produced for every level of activity and in accordance with the programme production.
5. Every employee of primary societies to be trained well. A designated person at each primary society to be responsible for member education. In smaller societies Committee Members could be appointed, and in larger socie-

ties, an employee should be appointed exclusively to the task of educating members. Where there are many employees, some should be given specialised skills from training institutes in specific areas of specialization

6. Every Co-operative Society to make provision in their budget for Co-operative Education.

Report of Group II

Chairman : Mr. J.K. Lumunon, Indonesia

Rapporteur : Mr. F.L. Dumagat, Philippines

1. The special characteristic of the environment of today in the developing countries which need to be given due consideration in evolving a suitable cooperative member education/ member education programme.

The special characteristic of the environment of today in the developing countries which need due consideration for evolving a suitable cooperative member education/member relation programme are political, socio-cultural, technological, and economic constraints.

A. *Practical constraints*

(1) The political constraints include government interference or domination over cooperative policy and programme. In some cases such government interference arises because of government financial assistance to cooperatives or because governments have taken the initiative of developing cooperatives for socio-economic development. Consequently member education programmes become irrelevant to the real cooperative education needs of cooperative societies.

(2) It is also recognized that cooperative promotion and development are difficult under non-democratic and/or unstable regimes which frequently change their policies affecting cooperatives. Moreover, Members of Parliament or political parties sometimes exert pressures on cooperative leaders. Thus, cooperative member education programmes vary under the different regimes and made ineffective.

(3) The previous anomalies and failures of cooperatives under past regimes have created discontent and frustration among cooperative members and prospective members which make it difficult to revive cooperatives and implement member education programmes.

B. *Socio-cultural constraints*

(1) Corrupt practice in the cooperative movement and in government give rise to the misuse of funds intended for cooperative and member education.

(2) Iniquitous and rigid social structure prevent the implementation of meaningful member education/relation.

(3) Widespread illiteracy and poverty make it difficult for member education to be formulated in the level of primary societies resulting to government taking the initiative of formulating policies/programmes for member education.

(4) The lack of women participation in cooperatives due to socio-cultural inhibitions make it necessary for cooperative member education programmes to include women as targets for such programmes.

C. *Technological and Resources Constraints*

(1) There is inadequacy of trained and competent educators to implement member education programmes.

(2) There is also inadequacy of funds and materials for member education.

II. Support required at local, district and national levels for the development of a suitable member education/relation programmes, kind of support and type of institutions that could support such programmes. (See Page 262)

3. Evaluation of member education/relation policies and programme of the developing countries and reasons for their limited success.

Among some countries in South-East Asia, policies and programme for member education/relation are absent. For the absence of such policies/programmes the cooperative movement, government should take the initiative of formulating and implementing them with least government interference. In the absence of a cooperative movement, government should initiate the formulation of member education policies/programme with active participation of the primary societies. The policies/programmes formulated should be practicable, simple, and

Level of Cooperative Organisations	Support required	Source/Institution
1. Local	1.a) Logistics e.g. funds equipment materials	1.a) Training Centres, CEMAS-ICA, government cooperative movement.
	1.b) trainers/educators.	1.b) Leaders from cooperative movement, government training centres, colleges.
2. District (secondary level)	2.a) Funds and logistics	2.a) Government, Cooperative movement.
	2.b) facilities	2.b) Government, Cooperative Movement.
3. National/ (tertiary level)	3.a) Funds and logistics	3.a) Government, Cooperative Movement.
	3.b) Seminars for national policy makers and cooperative leaders.	3.b) Training Centres, Cooperative Movement, Government
	4.a) Planning and production of teaching materials.	Government, Cooperative Movement, Foreign Aid, CEMAS, Universities.

workable with active participation from the primary societies, specifically the education committees of the societies. The course content of such education programme must be addressed to the basic problems affecting cooperatives and members, and should train members in problem-solving and democratic decision-making. Education Programmes should be carried out under democratic, friendly and open relations between educator and participant. Education should be tapped from the cooperative movement and from more viable cooperative societies, including journalists, teachers, social workers who are sympathetic to the Cooperative ideals.

The strategies, in developing education programmes may include pilot projects where different approaches for cooperative member education can be tested. Radio programmes and news, write-ups in dailies and journals may be used to promote acceptance of member education programmes. Committee members should form study groups to improve their performance as educators and should undergo at least one day training workshops once a year. Study circles for members should be organized.

The reasons for limited success of existing member education policies and programmes are:—

1. Lack of competent and dedicated trainers;
2. Lessons irrelevant to the needs and problems of members;
3. Duration of programmes formulated for higher officials in the government or in the cooperative movement without involvement of members in the cooperative societies.
4. Undemocratic socio-political structure;
5. Lack of suitable teaching materials.

Report of Group III

Chairman : Mr. P.E. Weeraman, Sri Lanka
Rapporteur : Sister Leontina Castillio, Philippines.

The Group felt that cooperative member education deserves the highest priority in the matter of cooperative development. The need of a genuine cooperative movement in each country is highlighted by the fact that, as said by Mr. Blanchard, the Director-General of the ILO, what is being sought by way of a New World Economic Order, is "a transfer of the ideals of the Cooperative Movement to the larger world community."

Question 1: What are the special characteristics of the environment of today in the developing countries which need to be given due consideration in evolving a suitable cooperative member education/member relations programme?

The special characteristics of the environment of today in the developing countries of this Region:—

1. Widespread poverty—the widening gap between the "haves" and "have nots".
2. Poor distribution of wealth, especially of land. Absence of land reform programmes or poor implementation, if any.
3. Illiteracy and educational systems that do not meet the needs and aspirations of the general population.
4. A high rate of population growth.
5. A growing tendency of the population to go and crowd the cities and urban areas.
6. High rate of unemployment and exploitation of manual labour.
7. Leadership is mostly confined to privileged classes.
8. Tendency to extravagance due to temptations offered by the middlemen profit-making world (multinationals) through mass media.

9. Economic exploitation through unequal trade relationships between the developed and developing countries, and the growth of unhealthy foreign influence which are beyond the control of the developing countries.
10. Extensive foreign cultural invasion that affects directly and indirectly the daily life of people.
11. Apathy towards social and economic development.
12. Frustration caused by undemocratic and unjust administration.

Question 2: What support is required at local/district and national levels for the development of a suitable member education/relations programmes? Identify the kinds of support and the types of institutions that could support in such a programme.

Support required for the development of suitable Member Education Programmes:—

1. The socio-political climate should be favourable.
 - a. The existence of individual autonomy is necessary.
 - b. The law on cooperatives should have no provisions contrary to Cooperative Principles.
 - c. There should be no government interference, Government's role should be confined to regulatory function.
2. Financial support is needed for cooperative development.
 - a. Funds should be at the disposal of the movement. The bulk of contribution should come from the movement, especially the primaries. Funds from other sources even from the government should be in the form of grants without conditions attached.
 - b. A system should be set up within the cooperative movement for finding funds for cooperative education. The following method is suggested ;
As it is the duty of each cooperative society to engage in the education of its members, every cooperative should set aside funds for cooperative education on

the basis of a percentage of its turnover. It should be charged to the Training Account of the society. A part of the funds set aside should be sent to its secondary society. The secondary society must do the same as the primary and also give a part of its education funds to the tertiary/national organisations.

- c. Within the cooperative set up, there should be an appropriate organisational structure for taking care of education in each level.
- d. Support should include the training of trainers and field workers, production of materials, planning, monitoring, evaluation, research development of cooperative education.

Question 3 : What new strategies would you recommend for the development of a meaningful member education programme?

Strategy/Plan of Cooperative Member Education

1. Basic Cooperative Education should be given to all.
 - (a) members and potential members,
 - (b) committee members,
 - (c) employees.
2. The cooperative education programme should involve the members in its planning and implementation.
3. There should be a graded system of continuous cooperative education. In certain countries cooperative education should be accompanied by functional literacy programmes. Contents, methods and communication process and educational materials should be relevant and fitted to the needs of the members. Contents should not deal only with cooperative principles, practices, history etc., but with everything that affects the life of the members and the enterprise of the society.

Question 4 : Evaluate the various member education/relations policies and programmes of the developing countries and identify reasons for their limited success.

Most developing countries have no well planned member education programmes. In the countries of this Region, the

priority given to Cooperative Member Education by the government and the movement is low. In general, there is poor and weak leadership because the government has taken over the control of the cooperatives.

Guidelines on Cooperative Member Education for the South-East Asian Region

I

The belief of this Consultation is that in the search for a New World Economic Order the adoption of the principles and practice of Cooperation could offer a very promising solution to the contemporary economic and social problems. The pre-requisite for evolving such a New World Economic Order lies in the development of a genuine cooperative economy.

The spread of cooperative education is one of the most important instruments for achieving this objective: for it is through education that convictions could be created to sustain commitment for any form of organisation. And the creation of this conviction is particularly important in respect of the members who comprise the movement.

Education in this context "include academic education of more than one kind but much besides. It includes both what people learn and how they learn it. Every phase of experience, which adds to people's knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens, can have educational significance for Cooperation. Less and less in the contemporary world can education be limited to what is learnt in schools and colleges at special periods of people's lives. The cooperative concept is of education as a life long process". (vide ICA Principles Commission Report, 1966).

For cooperative member education to be successfully disseminated, the conditions that contribute to it as well as constrain it need to be clearly identified. They are, of course, closely related to the environmental situations of the respective countries. The Consultation made an attempt to identify them in general terms as applicable to the developing countries of South-East Asia as a whole. They are as follows:

1. Economic

- (a) Incomes either below or close to subsistence levels of living and a highly inequitable distribution of income and wealth.
- (b) Widespread incidence of landlessness and uneconomic holdings resulting mainly from population increase and fragmentation of agricultural holdings.
- (c) Under-utilisation of resources, particularly land and labour, and the existence of widespread unemployment and under-employment.
- (d) Undesirable effects of modernisation.
- (e) Low levels of productivity.
- (f) Indiscriminate use of technology.
- (g) The weak bargaining power of the countries of the region vis-a-vis the developed world in the international markets.

2. Social

- (a) A rate of population growth in excess of the rate of economic growth.
- (b) Migration of rural folk to towns.
- (c) The erosion of the social cohesion and structure leading to an individualistic outlook undesirable for the promotion of Cooperation.
- (d) Barriers to communication resulting from cultural differences such as language, race, caste, social status.
- (e) Socially entrenched leadership patterns preventing the emergence of committed and democratic leadership.
- (f) A low level of literacy in a majority of countries.
- (g) The prevalence of educational systems that are incompatible with the social and economic needs of the region.
- (h) An unsympathetic press.
- (i) The damaged image of the movement resulting from corrupt practices or poor leadership.

3. Political

- (a) Political interference and undemocratic governmental

intervention and bureaucratic intransigence leading to the people withdrawing their participation.

- (b) The existence of social unrest, political instability and undemocratic regimes.
- (c) Frustration arising from too frequent changes of policies and programmes.
- (d) Enactment of laws, rules and regulations contrary to Cooperative Principles.

4. Technological and Resource Constraints

- (a) The lack of trained and competent educators and trainers committed to the cause of Cooperation.
- (b) The inadequacy of funds, materials and other facilities necessary for education.

II

In the context of the environmental characteristics analysed above the Consultation sought to identify the areas of support required at the local, district and national levels for the development of suitable member education/relations programmes. The consensus of the Consultation in this respect was in favour of the following propositions:

- i. The governments of the South-East Asian Region must pursue a positive policy for the development of a genuine cooperative movement. Firstly, this must necessarily entail the enactment of laws that are not inconsistent with the Principles of Cooperation. Secondly, besides the performance of its regulatory functions the governments of the region should also act as a catalytic agent promoting cooperative education in conformity with the wishes of the cooperators.
- ii. In order to preserve the character and independence of the movement, a major proportion of the finances for cooperative education needs to be procured from within the movement itself. Any supplementary financial assistance given unconditionally by governmental or other appropriate organisations may be accepted. The funds

from within the movement must be generated on the basis of a self-imposed discipline which stipulates the annual allocation of a certain percentage of the business turnover of the cooperatives for the purpose of cooperative education. Of the allocations so set apart at the primary and secondary levels, an appropriate percentage may be remitted to the promotional cooperative organisations at the secondary and national levels.

- iii. The necessary technical support to train the personnel and develop training materials and techniques should be provided. Similarly, facilities must be made available to conduct research and plan out the contextually relevant programmes of cooperative member education. Since planning has to be taken up as a continuous process monitoring and progress evaluation also should be provided for. This may preferably be made the function of an institution having the necessary cooperative background but one other than that responsible for implementing the programme.
- iv. A carefully designed organisational structure of the movement is an essential requirement for the successful implementation of a cooperative member education programme.

III

The situation of cooperative member education in the region is further confounded by the shortcomings of the policies and programmes of the past. Looking at the shortcomings the policies and programmes in retrospect, the considered opinion of the Consultation was that most developing countries in the region have not been able firstly to formulate suitable programmes of cooperative member education and, secondly, to implement effectively even when the plans and programmes which have been well drawn up. This shortcoming appears to be mostly related to the low priority given to cooperative member education by the governments as well as the organisations vested with the responsibility of promoting Cooperation. To retrieve the movement out of this distressing situation the Consultation makes the following recommendations:

- (a) The different target groups such as members, office-bearers, employees and prospective members must be trained in the Principles of Cooperation and their application. A special attention should be focussed on the needs of women, youth and children.
- (b) In planning, implementing and evaluating a cooperative member education programme the participation of the recipients of such education also must be ensured. This means that the evaluation of the performance of member education programmes must be taken up by both those who are involved and an outside agency as mentioned earlier.
- (c) Since cooperative member education is a continuous process, it must be conducted according to a graded scheme to suit the different levels of knowledge as well as requirements of cooperative promotion, organisation and management. This necessarily entails the designing of appropriate need-oriented education programmes, the improvement of literacy where necessary.
- (d) Contents, methods, communication processes and educational materials must be designed to suit the member needs and problems as identified by them in their specific contexts.

VI

On-Going Activities

&

Plans

P.E. Weeraman*

Thoughts on Cooperative Member Education

The Principle

On the recommendation of the Principles Commission of the International Cooperative Alliance, cooperative education was included as a Principle of Cooperation in the ICA's Rules in 1966.

Neither this nor the other Principle added to the ICA's Rules, on the recommendation of that commission, viz. Cooperation among Cooperatives, was new to the Cooperative Principles.

The Rochdale Pioneers had cooperative education as one of their Principles and their motto "each for all and all for each" is what has now been included as the Sixth Cooperative Principle.

These Principles have been reformulated to express their real meaning but none of these Principles has been changed to something else. It is important for Cooperators as well as the general public to note that Principles don't change. They can be substituted by other principles and then what happens is that some other concept or way of doing things has taken the place of the earlier way. If the principles of Cooperation are changed, a new type of Cooperation comes into being. It has then to be called by another name such as New Cooperation. If the new type of Cooperation connotes compulsion or governmental management or middleman profit making, then even "New Cooperation" would be an euphemism.

It is important to note that the fundamental concept of Cooperation has not been changed by the reformulation of the

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Cooperative Principles. Whilst adhering to Cooperative Principles what may be changed are methods and practices, for example, single-purpose-societies may give place to Multi-purpose Societies; supply or sale of goods on a consignment basis may give place to outright purchasing; the duties of Federal Cooperatives may be added to, ie. from being only the agents of their members to being also the supervisors of the activities of the latter. These methods and practices may be changed to suit the requirements of changing times provided the character of the enterprise is not changed from a cooperative one to an uncooperative one i.e. the enterprise continues to conform to the Cooperative Principles.

In the case of the Principle of Cooperative Education too, the principle has been reformulated to mean not only the education of a society's members in the character and functioning of a cooperative, but also as said by the Principles Commission "education is a very broad sense which includes academic education of more than one kind but much besides".

"It includes both what people learn and how they learn it. Every phase of experience, which adds to peoples knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens, can have educational significance for Cooperation. Less and less in the contemporary world can education be limited to what is learnt in schools and colleges at special periods of people's lives. The cooperative concept is of education as a life long process".

Member Education

The new concept on cooperative education is the education of (a) the members, (b) the office-holders and (c) the general public, in the principles and practices of cooperation. The most important of these three groups is the members, for three reasons:—

- (1) they are the groups for whose benefit the cooperative has been formed (by themselves);
- (2) if they do not know the character and functioning of a

cooperative they will fail to run their enterprise on cooperative lines,

- (3) if they do not know what they are about they will not be able to get the office-holders to discharge their duties properly.

Therefore it is essential that the members acquire a full and proper understanding of

- (a) the Principles of Cooperation and the philosophy behind it; and
- (b) the methods and practices that may be adopted by cooperatives.

The all-important and primary purpose of cooperative member-education is to convince the member of the justness of the cooperative methods of satisfying common economic needs. If this conviction is not there, educating the members in the methods and practices of Cooperation would be of only academic value. It is only the conviction of the righteousness of a cause that will produce or sustain a movement. Therefore, unless this obtains, there will be no Cooperative Movement. For this very reason, member education is the most important part of cooperative education.

The basic human values that are embodied in the Cooperative Principles have not only to be understood but also to be lived up to by the members, thus making Cooperation a way of life, and this can result only from proper member-education.

It is only proper member-education that will prevent the members from agreeing to courses of action that are not in conformity with Cooperative Principles.

After the members have been convinced of the justness of the Cooperative Way and of the fact that Cooperation is the best method of social and economic betterment, they should be taught the economic and democratic processes involved. They must be taught the law and the by laws pertaining to their cooperatives as well as the bylaws of the cooperatives to which their cooperatives are affiliated, and the working rules of their society.

The Characteristics of Member-Education

If member education is to have any meaning, it must be undergone voluntarily. No headway can be made in the practice of Cooperation if cooperative education is undergone under compulsion or merely for the sake of gaining a qualification. The concept might be understood but the practice of cooperation will not follow if cooperative education has been undergone with ulterior motives.

Therefore the first characteristic of member education is that it must be undergone voluntarily.

Likewise the teachers of Cooperation should be persons who have taken up themselves the task of teaching Cooperation because of their desire to spread the cooperative doctrine and promote the cooperative way of life, a desire born of their conviction that Cooperation is the best way of achieving social and economic betterment.

In sum it means that persons convinced of the value of Cooperation should teach it to persons who have volunteered to learn it. The teachers should be missionaries of Cooperation, not mercenaries, and the members should be willing students.

Also, the teachers should not be faddists or uniformed enthusiasts. Therefore they should be persons who have had long personal experience of cooperative work. The teacher should preferably be one who can speak from his own personal experience and not from his theoretical knowledge alone. It is then that the teacher will be able to solve problems of management presented to him by the members and thus be their guide, philosopher and friend.

However teaching cannot be done by every person who has cooperative experience. Therefore persons selected to be teachers of cooperation should be trained in the techniques of teaching by competent trainers. In the alternative trained teachers with Cooperative experience should be selected to be cooperative educators.

Whoever is selected to teach should possess the *sine qua non* for teaching cooperation, viz. a genuine faith in Cooperation. The cooperative education of the members should not be confined to the Principles, methods and practices of

Coöperation. The members should also be taught the why and the wherefor of the enterprise that has been undertaken by their cooperative to satisfy their common economic need or needs, and all that they should know about their own occupations which are related to the common enterprise. For example in a cooperative society of tea producers the members should be taught the best methods of growing tea and the methods adopted by the society to obtain the best return for their produce.

In certain enterprises the members must not only maintain high standards but also impose certain disciplines on themselves e.g. in a milk producer's cooperative they should refrain from adulterating the milk, supply it to the collection centres in due time, etc. etc. The voluntary acceptance of internal disciplines is of great moral value as well as of material value because the profitability of the enterprise is enhanced thereby. All this form part of the member-education programme, for the improvement of members' standards both materially and morally.

Hence the need to teach not only the theory and practice of cooperation but also the requirements for the success of the enterprise undertaken by the cooperatives.

The Methods of Member-Education

Member-education should be carried out in ways that are convenient to the members. The convenience of the members and not of the educators must always be kept in mind. The educators must go to the members. The educators should not expect the members to come to them. Member-education must be considered as an effort to spread the cooperative movement and so the usual attitude of expecting the pupils to come to the teacher should not be adopted. Therefore member-education classes should be held in the very village in which the members live, or at centres of the members' choice. Classes should be held at hours that are convenient for the members. If the members can meet only at night the educators must be prepared to hold classes at that time. The educators should arrive in the village early enough to go around collecting the members if necessary. The cooperative educator must regard his member-pupils as his flock and

treat their village as his parish. In short he must regard himself as a missionary of Cooperation. A cooperative educator may have several such parishes, but not too many. His area of operation should be compact and contiguous, so that he could be in effective touch with his member-pupils, gradually becoming their guide, philosopher and friend. He should come to know each of his pupils personally and closely, by visits to their homes and places of economic activity.

Besides holding formal classes for teaching Cooperation and for matters relating to the common enterprise, there should be periodical social gatherings with a touch of cooperative education such as a film show or play depicting the value of Cooperation.

There should also be member-education programmes at semi-district or district levels such as training classes of one to three days, residential seminars for cooperative leaders, and general conferences of cooperators of each secondary society's area of operations.

A most effective method of member-education is the Study Circle Method. The brighter members of cooperatives should be trained to be Study Circle Leaders and then placed in charge of Study Circles. The members who attended these Study Circles would be more receptive to the leaders as the latter have been selected from among the members. What they teach would be more convincing due to the fact that they belong to the members and so are not likely to mislead the members.

About twenty years ago there was such a scheme of Education for Study Circle Leaders in Sri Lanka. They were trained for three months and placed in charge of Study Circles. They taught the members the philosophy and principles of Cooperation, the law and the bylaws and the keeping of accounts. All this proved very useful and popular. A later government which did not have a proper appreciation of the value of cooperative member-education abandoned this method as well as other cooperative educational programmes.

The Study Circle Method is perhaps the best method of member education in countries where the general standard of education is high.

The Climate essential for Member-Education

Cooperative Member-Education will succeed only if the climate necessary for it exists. Several factors would make up this climate. Firstly, as said earlier, those who undergo cooperative education should do so voluntarily and they should be persons who are free to put what they learn into practice. This means that members of cooperative societies should be persons who enjoy individual autonomy to the full. The laws of the country should guarantee "freedom of the mind to express itself without fears", to quote the words of President Jayawardana of Sri Lanka.

The Cooperative Principles of Voluntary Association and Democratic Control also presuppose the existence of individual autonomy. Unless the members of cooperative societies enjoy this autonomy there will be no purpose in educating them in the principles and practices of Cooperation for they will not be free to practice Cooperation in its genuine form.

Secondly, the imparting of cooperative education should be done by voluntary organisations of the cooperators themselves, not by government department or institutes. The latter will not be free to teach Cooperation without fear or favour. They will not be free to criticise any wrong step taken by the government in regard to the cooperatives. Ideally, it is not desirable for such educational bodies to receive any grants from the State, because even that will bring with it a certain restriction on criticism of government policy through the fear of losing such grants. Although it is the duty of the State to foster Cooperation specially in the Developing Countries, the function of spreading the doctrine of Cooperation should be in the hands of organisations which are completely independent of government control or patronage. If the organisation imparting cooperative education is not free, by law or implication, to criticise any acts of the government that are contrary to Cooperative Principles or harmful to the growth of the cooperative movement, the education they impart will not be of much value. In fact, by its failure to point out any errors of the government in regard to the cooperative movement the members will be given the impression that such acts are not harmful to the proper growth of the Movement.

Ideally, therefore, the funds of cooperative educational bodies should come from the people themselves, not from the State.

It is only when the funds for cooperative education are provided by the cooperators themselves, either individually or through their cooperative societies, that the members will be able to ensure the proper imparting of cooperative education. As in other matters of cooperative societies, it is the member who knows best what their interests are in regard to cooperative education i.e. know best what their organisations should do for cooperative education.

Thirdly, the laws of the land should provide the necessary atmosphere for the healthy growth of genuine cooperatives. If the laws relating to cooperatives have provisions which violate the Principles of Cooperation, there will be no point in trying to educate the members in principles and practices which cannot be adopted due to their transgression by the very laws of the country. Therefore, the law in regard to cooperatives, if there be one, should be in complete conformity with Cooperative Principles. Any such law that is contrary to Cooperative Principles will undermine the character of the movement and make the teaching of genuine Cooperation to be of only academic value. Furthermore, it can create a sense of frustration among those who wish to have a genuine movement, and it can also create a certain disrespect for the Principles of Cooperation and all they stand for. This disrespect would be engendered by the disrespect shown to them by the very laws enacted for the development of cooperatives. What is developed under such erroneous laws would be far from genuine cooperatives and this in spite of the fact that what is now being sought in regard to a New World Economic Order is "a transfer of the ideals of the cooperative movement to the larger world community" as said by Mr. Francis Blanchard, Director General of the ILO (vide ICA's Review of International Cooperation, Vol 70 No 1 of 1977). And as said by Swami Vivekananda, ideals are not mere fantasies of the imagination. They are what have been actually achieved by men. And this applies to Cooperative Principles as well, for these Principles were drawn from what had been actually achieved at Rochdale. And again, as said by Swami Vivekananda, what should be

done is not to reduce ideals to the levels of lesser men, but to raise their levels to that of the ideals. The existence of cooperative laws that are in conformity with cooperative Principles is essential for making cooperative member education meaningful.

Fourthly, the Cooperatives themselves must be free of the uncooperative practices if member-education is to be meaningful. Otherwise the members would be learning what is not actually practised and so their learning would be of only academic value. The precepts they learn in member education classes should be practised by the cooperatives so that the members would learn more by example than by precept. It should be possible for a cooperative educator to explain everything that is done by a cooperative as an implementation of a Cooperative Principle or Practice. The availability of genuine cooperatives is an essential condition for the success of member-education, for teaching by example is more effective than teaching by precept. Study visits to genuine cooperatives would therefore form an essential part of member-education.

Fifthly, there should be no "drive" for member-education. It must be done the slow and sure way, by teaching and discussion, and at the pace which suits the members. Member-education should not be looked upon as the reaching of a certain standard of proficiency similar to passing an examination. It is the changing of attitudes that matters above all else, the assimilation of the cooperative concept and its practice as a way of life.

Last but not least, if there be a government department to promote Cooperation, such department should be free to propagate genuine Cooperation and to promote the growth of genuine cooperatives, without any interference from the State. If the work of such department runs contrary to genuine Cooperative Development, member-education will be seriously undermined.

To sum up, the only hope for the existence and survival of the Movement is none other than the education of the members in the theory and practice of genuine Cooperation. The Movement will last only as long as there are members who are firm believers in the concept of cooperation. So it is member-education that can keep the torch of Cooperation aflame.

Sister Leontina Castillio

School Cooperatives as Agents of Social Change

Before accepting the invitation to participate in this seminar and present a position paper, I found myself asking questions about you. What are your expectations of this seminar? How do you think, your expectations will be met, given the time and structure limitations of this seminar? How do you see yourselves as Cooperative educators? Do you think that you are engaged in something very worthwhile? Do you feel that your work is producing the kind of cooperative member you envision?

It was difficult to come up with conclusive answers to these questions, but there are a few "perhaps". Perhaps you know that cooperative education is very important, but because of the rapid changes taking place today, you don't feel that what you are doing is all that important. Perhaps, given all the time and working along with good number of fellow cooperative educators will make your work more effective. Perhaps also a more responsive membership to a balanced cooperative education programme is what is needed. Perhaps you are hoping that somehow or other during this seminar you will acquire new insights and a new spirit so that you can go back to your work more convinced of the worthwhileness of what you are trying to do.

The more I thought about what your expectations might be, the more uncertain I became of knowing what they really are. And in my uncertainty, there were moments when I wished that I had not agreed to give this paper, moments when I felt like backing out. Then it occurred to me that my own uncertainty about you must be similar to your uncertainty about the people you are trying to educate. Perhaps in your own uncertainty, there have been moments even when you regretted having gotten into your present position as cooperative educators.

But our uncertainties should challenge us to discover the root

cause of our problems. Only in so doing can we face them squarely and find out that after all, they are manageable.

This paper will be an attempt to get you moving along these lines on quite a different road since I will use our schools' Cooperative Education Programme as a setting.

I divide my presentation into three parts: first, what is a school having this Cooperative programme; second, what is social change; and third, how can a school cooperative programme be an agent of social change?

I. The School

Let me explain what a school means to me. A school may be described as a place, a time, an environment where a person is being formed and prepared for adult life. We hope that by graduation time, our young men and women will have been prepared to continue their own education. One objective of school is to prepare its students so that they will be able to continue learning as adults.

How do we determine whether or not our prospective candidates are ready to graduate—to begin learning as adults? Do we know how adults learn? Is the school helping the students become adults?

Appendix one and two of this paper is a list of learning principles and learning conditions put together by some behavioral scientists in an attempt to describe how adults learn. During the discussion period, one of the things you can do is to look through this list and see whether or not you agree with some or all of these principles and conditions. You might want to draw up an entirely new list. For further discussion, you can look at some of the principles you agree on and share what you are doing to inculcate those principles; what is done to check whether or not they have been inculcated. When it comes to the learning conditions, you might ask whether or not you are capable of creating those conditions you consider important.

As you begin to discuss in greater depth those learning principles and conditions, and the role of the school in inculcating such principles and developing the ability to create the learning conditions, you will see more clearly why our schools alone cannot do the work of education; that some kind of collabora-

tion is necessary—namely, collaboration between the school and the families of the students, between the school and some of the other institutions of society. After you have seen more clearly that some kind of collaboration is necessary, you might be ready to find out what your cooperatives are doing to bring about the much needed collaboration.

II. Social Change

What is social change? In the context of the topic of this paper, let us assume it to mean changing society for the better. Do we know what that better society is? Are we communicating to others our vision of a better society?

One of the more recent documents from Rome "Justice in the World" has this passage relevant to our topic :

The method of education very frequently still in use today encourages narrow individualism. Part of the human family lives immersed in a mentality which exalts possessions. The school and the communications media, which are often obstructed by the established order, allow the formation only for the man desired by that order, that is to say, man in its image, not a new man but a copy of man as he is.

But education demands a renewal of heart, a renewal based on the recognition of sin in its individual and social manifestations. It will also inculcate a truly and entirely human way of life, injustice, love and simplicity. It will likewise awaken a critical sense, which will lead us to reflect on the society in which we live and on its values; it will make man ready to renounce these values when they cease to promote justice for all men. In the developing countries, the principal aim of this education for justice consists in an attempt to awaken consciences to a knowledge of the concrete situation and in a call to secure a total improvement; by these means the transformation of the world has already begun.

Since this education makes men decidedly more human, it will help them to be no longer the object of manipulation by communications media or political forces. It will

instead enable them to take in hand their own destinies and bring about communities which are truly human.

Accordingly, this education is deservedly called a continuing education, for it concerns every person and every age. It is also a practical education; it comes through action, participation and vital contact with the reality of injustice.

This is something else you might want to do during your discussion period. In a parallel vein, you can ask to what extent our cooperatives are helping our members become aware of the injustices in our society. If injustice is too strong a word, then change it to imbalances—the imbalances of power and material possessions. Are our cooperatives reinforcing those imbalances, or merely tolerating them, or trying to correct them?

Is there any practice in our cooperatives which directly or indirectly brings about imbalances of power and material possessions? We must identify that before we can talk of re-organizing education to bring about justice.

Let us look at an example. Let us assume that in a certain cooperative, there is an imbalance of power—that the chairperson of the board has too much power and the other board members too little. In the guise that everybody else in the board is too busy and he has all the time to spare, he keeps on making all the decisions. Unless the other board members spend time to understand their duties and privileges and then attend meetings to participate and exercise their rights and functions, this imbalance could be perpetuated and become a structure.

Relationship between structures, behaviour, and attitudes cannot be emphasized strongly enough. When this relationship is ignored or not understood, the objective result is failure and the personal experiences are confusion, anxiety, withdrawal. Take, for example a person who grew up in the countryside. He is accustomed to the rural structure, and his behaviour and attitudes are attuned to that structure. When he comes to the city, he is in a new structure and his rural behaviour and attitudes are ineffective, obsolete. If he cannot change his behaviour and attitudes, he becomes ineffective and obsolete, a misfit in the city. Take another example, a cooperator who has been trained abroad for a number of years. During his period of

training, he acquired new behaviours and new attitudes. He returns to his developing country, to the old structures, attitudes, and finds out soon enough that he is ineffective. If he cannot change this structure, or change his behaviour and attitudes, then he may end frustrated.

If you are looking for examples of the relationship between behaviour and attitudes, you can go through appendix one, the list of learning principles and conditions. The principles are mainly behavioural, while the conditions are attitudinal. On the relationship between behaviour and attitudes, we are more familiar with the way attitudes affect behaviour. But the relationship is more than that—behaviour also affects attitudes. People who do the work children do, after a while tend to develop the attitudes characteristic of children.

Appendix 3 is a list of attitudes compiled by an education doctoral candidate. These are the attitudes she considers necessary for industrial development. The note at the end of the list is important: all of these attitudes must be present in some degree or other in a people living in a society whose structure is strongly influenced by industrial development. Something else you might want to do during the discussion period is to go through this list and pick out what you consider the three most important for cooperative members in your area, and then ask what is your cooperative doing to help develop those attitudes. What behaviour are your members engaged in? What attitudes are necessary for these behaviours? One way to change attitudes is to change behaviour.

You may want to ask the question "What is a change agent?" In the case of a school, the school is a change agent with respect to its students. After graduation, we hope that our graduates will become change agents with respect to the community where they are in. A change agent should bring about change when needed. And when the changes are coming too fast, or when they are too scattered, the change agent is one who can regulate the rate of change and give change the desired direction.

III. The School Cooperatives Programme as Agent of Social Change

For this part, permit me to use the experience of our Augustinian private schools in the Philippines. The 26 schools

that the Augustinian sisters run and manage cater mostly to the education of the lower middle socio-economic class. The members of this Congregation are all natives and citizens of the Philippines. In their Congregational Chapter of 1970, and in response to the call of the times, they envisioned their schools to help build a strong middle class conscious of their rights and duties as Christians and citizens of the country. In their 1975 General Chapter, they defined their Mission Statement as an educational thrust of forming socially-aware and value-oriented Filipino Christians responsive to the needs of the times.

Two programmes were adopted by the Augustinian schools to put to life their Mission Statement. First they evaluated their Christian Formation Programme in their schools. From being very doctrinal, they adopted the principles of Building Christian Communities so that students' values and attitudes are affected through faith sharing and experience.

Second, they introduced Cooperatives in their school curriculum. They believe that Cooperatives can play a big role in forming wholesome values of thrift, industry, cooperation, trust, honesty, responsible leadership, brotherly love and concern, and others.

Here, they teach Cooperatives as an integrated subject in their elementary grades and as elective subject in their secondary school. Their students put up Laboratory Cooperatives for Savings and can borrow from the schools' credit unions. They are special members of the schools' cooperative consumers stores so that whatever they learn in theory, they practice.

Two evaluative studies were conducted to find out the effectivity of the cooperatives programme. The first involved two sample schools. The second was to measure the schools' administrative practices affecting the success of the programme in all their schools. The first study showed that success measured in terms of ability to promote good human relationship is of much higher value than success measured in terms of material gain. The second study showed the need of adequate and continuous education programme for the school administrators administering the programme. They were only oriented once when the programme started. There is a need to continually update the administrators.

The experience of the Augustinian Sisters of the Philippines could serve as a model for others to follow. Their cooperatives programme includes the yearly summer training of their teachers to update their knowledge, to evaluate the previous year's experience and learn new techniques and methods. They advocate the so-called problem-solving method or "communication education" "instead of the" depositing/banking education."

Depositing or banking education is knowledge for knowledge's sake. It is concerned solely with adding to the fund of knowledge—like adding books to a library. It is concerned with understanding and comprehending reality from a detached, observer's point of view. In such a system, the teacher shares his fund of knowledge with his students, and his students acquire the skills which will enable them to add to the fund of knowledge.

In the so-called "communication-education," something more is added—the element of involvement, the element of intervention. Teachers and students are seen not as uninvolved spectators of reality, but as persons shaping and being shaped by what is happening. The communication between the teachers and students is very much in the form of reflections on their interventions in the world and their interactions among one another. They learn and grow as partners through their shared reflections on their actions in the world.

Shared reflections is a form of dialogue. This type of dialogue pre-supposes that those who engage in it must have already taken some action to make a better world, must be filled with a profound trust in men and their creative power to engage in action and to reflect. Without action and without trust, this type of dialogue is not possible.

The cooperative teachers in Augustinian schools regularly undergo this type of dialogue with other subject area teachers. This is part of the Augustinian Sisters on-going formation programme for their teachers.

Recently, the Congregation has been introduced to a Systems Development Approach to enable it to have functional effective apostolates by maximizing its meagre personnel and material resources. Hopefully, the same approach will be adopted by the Congregation's Cooperatives Education Center in its Five-Year Plan on Cooperatives.

Learning Principles

1. LEARNING IS AN EXPERIENCE ACTIVATED BY AND OCCURRING WITHIN THE LEARNER.

Learners are not "taught." They become "motivated to seek newer knowledge, skills and behaviours".

2. LEARNING IS THE DISCOVERY OF PERSONAL MEANING AND RELEVANCY.

Learners more readily accept and use concepts which have meaning to them and are relevant to their needs and problems.

3. LEARNING IS SOMETIMES A PAINFUL PROCESS.

Changing behaviour often requires giving up old, comfortable ways of believing, thinking and acting.

4. LEARNING RESULTS FROM EXPERIENCE.

People become independent when they have experienced independence; trusting when they have experienced trust; responsible when they have experienced responsibility; loving when they have experienced love.

5. LEARNING IS HIGHLY UNIQUE AND INDIVIDUAL.

Each learner develops his own way of learning and solving problems. As he becomes exposed to the methods of others, he can refine his own in order to become more effective.

6. LEARNING HAS ITS RICHEST RESOURCE IN THE LEARNER'S SELF.

The learner's background of experiences provides a wealthy resource for problem-solving and learning.

7. LEARNING IS BOTH AN EMOTIONAL AND INTELLECTUAL PROCESS. . . .

Learners have feeling as well as thoughts. Learning is maximized when learners say that which reflects both what they think and feel.

8. LEARNING IS A COOPERATIVE AND COLLABORATIVE PROCESS.

Helping each other to learn requires a process of interactive interdependence.

9. LEARNING IS AN EVOLUTIONARY PROCESS.

The ability to be understanding, accepting, trusting, confronting, sharing, helping and evaluating requires a developing, evolving process. It cannot be imposed.

Appendix 2

Learning Conditions

1. AN ENVIRONMENT OF ACTIVE PEOPLE.

People learn when they feel they are personally involved in the learning process.

2. A CLIMATE OF RESPECT.

When a high value is placed on individuality, a sense of caring prevails.

3. A CLIMATE OF ACCEPTANCE.

Accepting a person means that he can be himself and hold his beliefs.

4. AN ATMOSPHERE OF TRUST.

When people end up feeling a trust in themselves and in others.

5. A CLIMATE OF SELF-DISCOVERY.

When learners are helped to meet their own needs rather than having their needs dictated to them.

6. A NON-THREATENING PSYCHOLOGICAL CLIMATE.

So that persons can confront persons, and ideas confront ideas.... without fear.

7. A CLIMATE OF OPENNESS.

When personal concerns, feelings, ideas and beliefs can be expressed and examined openly.

8. AN EMPHASIS ON THE UNIQUELY PERSONAL NATURE OF LEARNING.

When each individual knows that his values, his beliefs, his feelings and his views are important and significant.

9. A CLIMATE IN WHICH DIFFERENCE IS DETERMINED TO BE GOOD AND DESIRABLE.

When differences in people are as acceptable as differences in ideas.

10. A CLIMATE WHICH RECOGNIZES THE RIGHT OF INDIVIDUALS TO MAKE MISTAKES.

Learning is facilitated when error is accepted as a natural part of the learning process.

11. AN ATMOSPHERE THAT TOLERATES AMBIGUITY.

When alternative solutions can be explored without the pressures of immediate answers.

12. AN EMPHASIS ON COOPERATIVE EVALUATION AND SELF-EVALUATION.

When people can see themselves as they really are, with the help of their peers.

Appendix 3

Attitudes considered necessary for development

1. Regular work habits, industry and honesty. The latter refers to honest effort in return for wages whether the work is supervised or not; responsibility in the use of the employer's property and so on.
2. Inquiring, critical and experimental outlook.
3. Commitment to long-term planning.
4. Interest in material things.
5. Acceptance of achievement norms, that is, experience and education above ascribed status and age, a sense of balance between education and experience and deeds above words, official position or social status.

6. Commitment to deferred gratification, thrift, and the accumulation of wealth for the individual and for the society.
7. Interest in non-traditional forms of investment, for example, industry and savings banks.
8. Desire for change.
9. Acceptance of legal norms, namely, contract before relationships and law before customs.
10. Recognition of the importance of time and punctuality.
11. Respect for accuracy.
12. Sense of balance between the individual and society, between obligation to the wider group and individual independence.
13. Acceptance of equal behavioural rights for all including political, legal and social rights; racial, tribal and district equality; and women's rights.
14. Acceptance of dissent and tolerance of criticism from either indigenous or foreign sources.
15. Acceptance of control as a legal, central authority.
16. Belief in personal responsibility in accord with authority and legal and social rights.
17. Willingness to delegate authority and to cooperate with equals.
18. Delight in the imagination.
19. Desire to participate in public affairs including active participation and public watchfulness.
20. Desire to learn regardless of whether the source is foreign or indigenous and whether it is from peers, superiors or inferiors, and regardless of possible conflicts with existing beliefs, customs, practices and past or present commitments.
21. Aspiration both for oneself and for the group. It springs from a belief in the possibility of advancing self socially, economically and politically and desire to do so as well as from a belief in the future of one's district, tribe and nation.

N:B. This group of attitudes represents a syndrome. Development does not occur unless they are all coming into existence or gathering strength.

A Brief Report on the Activities of the Women's Co-operative Consumer Education Project

Background : The Women's Co-operative Consumer Education Project seeks to satisfy several long-felt needs within the Co-operative Movement of Sri Lanka. It is a well-known fact that the Co-operative Movement here has functioned efficiently in the field of consumer supplies but the main effort was in the field of equitable distribution of scarce commodities. We had not been able to enter effectively into the field of Consumer Education and Information, guiding members in regard to nutrition and health, quality consciousness and consumer protection. It is also a well-known fact that the women of Sri Lanka have only marginally participated in the Co-operative Movement. It is true that there are several Women's Co-operative Societies, but in the mainstream of co-operative activity their influence has been very small. It is in this context that this two-year project launched by the National Co-operative Council of Sri Lanka with the assistance of the Swedish Co-operative Centre, the Swedish International Development Authority and more particularly the Consumer Guilds in Sweden takes on a new significance in the future development of Co-operatives in Sri Lanka.

Objectives: The objectives of the Project can be very broadly defined as "the education of the consumer, particularly the home makers of Sri Lanka, in regard to the value of consumer information, nutrition education, and quality consciousness and to create among them an awareness of the role that Co-operatives can play in promoting and protecting consumer interests."

Phased Programmes : The project was officially launched on the 23rd of October 1978. The first few months were spent on recruiting staff, setting up of the office and establishing contacts with the project area societies and several supporting institutions. Actual operations started on 1st of January 1979.

The Project has two phases. The First Phase will be limited to the five Multi-Purpose Co-operative Societies in and around Polgolla with the project office based in Kandy. In the Second Phase it is planned to extend the Project activities to ten more societies. It is hoped that the activities initiated by the Project will find common acceptance to ensure *continuity* even after the Project as such ceases to function.

The Project Staff: As mentioned earlier, this Project is a joint venture with the Swedish Co-operative Centre (SCC)/the Swedish International Development Authority (SIDA), the Swedish Co-operative Consumer Guilds and the National Co-operative Council of Sri Lanka sharing the costs. The NCC is the executing agency for the Project and it has appointed a Project Director who will be in overall charge of the Project and who will be responsible for the successful implementation of the Project proposals. The Project Director is assisted by a staff consisting of—

- One Consumer Education Officer
- One Member Relations Officer
- One Consumer Information and Publicity Officer

and secretarial staff. The Swedish Co-operative Centre has made available the services of an Adviser who is assisting the Project for a period of 6 months. She started her assignment on 1st February. It is our hope that SCC/SIDA will be able to provide the assistance of the Adviser for a longer period.

The Project Staff works in close collaboration with the NCC, the Boards of Directors and Central Women's Advisory Committees of the Multi-Purpose Co-operative Societies (MPCSs), Department of Co-operative Development, School of Co-operation, Polgolla, and has the support of several institutions already working in the field of women's activities, nutrition and health, e.g., the Farm Women's Extension Programme, Ministry of Agriculture, Nutrition Department, Ministry of Health, Food & Nutrition Policy Planning Unit, Ministry of Plan Implementation, Family Planning Association and Women's Bureau.

Project Direction Committee: A Project Direction Committee consisting of 19 persons with considerable experience in co-operative work has been set up to guide the project. Among

those included in the Committee are: The President, NCC, the Commissioner, Department of Co-operative Development, the Principal, School of Co-operation, and nine women members from MPCSSs.

Organizational Structure at the Society Level. As mentioned earlier the Project in the First Phase is confined to five societies, namely,

1. The Kandy MPCSS
2. The Wattagama MPCSS
3. The Kundasale MPCSS
4. The Teldeniya MPCSS
5. The Harispattuwa North MPCSS.

In practically all these Societies Women's Committees were already active at the time of inclusion in the Project. The Project works in close collaboration with the Women's Advisory Committees and the Boards of Directors of the Societies concerned and the staff of the Societies. Each Society has, at the branch level, a Women's Advisory Committee consisting of five persons selected by the women members in that branch area. The members of these branch committees elect a Central Women's Advisory Committee consisting of five persons, who work in close collaboration with the Board of Directors of the Society. The Project seeks to implement its Programme through the Central Women's Advisory Committees, and through them the Branch Level Advisory Committees, and thus reach the members at the grassroots on a three-tiered approach.

Four of the five concerned MPCSSs have already appointed a Consumer Education Officer who will function as the Secretary to the Central Women's Advisory Committee and who will act as the Chief Liaison Officer between the Society and the Project.

Training Activities So Far. The Project has been in operation for about four months now. In the early stages a programme for orientation of Women Leaders, and for field level discussions with the Co-operative members was carried out. We have so far held two workshops for the women concerned, and 27 field level discussion meetings, with an average attendance of

about 60 persons per meeting of whom about 90 per cent were women. We have had the support of the School of Co-operation, Polgolla, the Farm Women's Extension Programme, and the Department of Health in these workshops.

We are at present preparing a field survey questionnaire which we will use in randomly selected households. The information we receive through this survey will guide us in our Project activities.

We have been able to provide two short training courses and on-the-job-training in some Co-operative Stores for the newly recruited Consumer Education Officers. It is our intention that they be further trained on the job exposing them to certain problems and experiences.

Overall, a satisfactory base has been built up and we are fortunate in having a highly motivated workforce and similarly motivated women in the villages.

The Food Pyramid. Since the provision of nutrition education is a major concept in the Project for member motivation it is planned to use the Sri Lanka Food Pyramid for this purpose. The concept of the Food Pyramid is widely used in the Scandinavian countries for nutrition education. The Food Pyramid clearly illustrates the daily requirements of basic and supplementary food items in a simple and easily understandable way and hence become a useful tool for nutrition education. We have discussed the Food Pyramid concept with the relevant authorities in the Ministries of Food and Co-operatives, Health, Agriculture and Plan Implementation. The Food Pyramid, developed by Swedish and Sri Lankan nutrition experts, has now been officially accepted by the relevant authorities. Pre-testing will start during the month of May.

All Women Leaders and Consumer Education Officers will participate in a two-week soya bean cooking and nutrition education course run in co-operation with the Ministry of Agriculture and UNICEF.

Income-Generating Activities. In our several meetings at the field level a need for income-generating activities within our Project has frequently been expressed. One of the first activities to be explored has been poultry farming. In our recent discussions with the Women's Bureau in the Ministry of Plan Implementation, the Director of that service expressed strong desire

to co-operate with us in this field. We plan to explore the possibilities for income-generating activities further.

Project Support Communications. The Women Leaders and the Consumer Education Officers will play a significant role in the production of teaching aids, e.g., booklets, posters, slide sets, exhibitions and perhaps educational toys for children on nutrition. The production of a calendar for 1980 on the Food Pyramid is also planned. In addition, press and radio coverage has started and will be increased. Black-and-white photographs as well as colour slides are being shot regularly to cover the development of the Project.

The possibility of making a television programme on our Project and the Food Pyramid will be looked into. This Programme would be aimed particularly at policy-makers, since television ownership is yet limited.

An additional purpose of the Project is to give information back to the Swedish Consumer Guilds which are arranging study circles on Sri Lanka. Among the topics under study are co-operation, nutrition, and the situation of women in Sri Lanka. It is planned that five groups from the Swedish Consumer Guilds will visit our Project in November and December 1979.

Some Experiences And Observations. This is a pilot project in the South-East Asian region in the field of Consumer Education for Women through Co-operatives. The numerous meetings and discussions we have held both at Women Leaders' level and at the village level have been of an exploratory nature, the purpose being to identify needs and to ascertain those factors which will help motivate and maintain the interest of the women members in the villages.

The needs which have emerged from these discussions are as follows:—

1. Co-operation and co-operative practice
2. Nutrition, Health and Family Welfare
3. Farm guidance and improvement of home gardening
4. How to improve Co-operative shops and its services
5. How to ensure distribution of profits in the Co-operatives
6. How to activate women in the Society
7. How to involve the entire villages in community activities
8. How to provide meaningful programmes for the youth,

especially unemployed girls

9. How to evolve income generating activities at village level
10. How to provide a common forum and meeting place in the village
11. How to achieve collaboration with other programmes in the village.

These are some of the most important needs that have been identified. The survey we plan to conduct may give us further information. Needless to say, our Project must centre around these identified needs.

Overall it could also be said that the attitude of the Women Leaders, the Directors of the Boards, and of the concerned staff in the Societies has been very positive and this has helped us very much in our field activities. In the villages the response has been most encouraging. One can identify among the participants a desire to get involved, to participate and to influence action. In order to sustain their interest and involvement it is necessary for the Project to ascertain positive benefits for the participants, e.g., increased knowledge, improved services and increased economic benefits.

With the collaboration of the Government institutions and individuals concerned we hope to establish the Project objectives as an integral part of the Co-operative Movement, and thus ensure its continuity and expansion. It is also our hope that the experiences gathered by the Project will assist in the implementation of more effective Member Education Programmes in our Co-operative Societies here in Sri Lanka and elsewhere.

Proposed Organisation of Cooperative Education in Sri Lanka

1. Introduction

This paper will in full be presented to the Commissioner for Cooperative Development and to the National Cooperative Council of Sri Lanka. Relevant parts of the same is hereby presented to the Member Education Consultation in Trincomalee, April 1979.

2. A Central Body for Co-operative Education

To achieve results there must always be a clear chain of command. This is not easy to construct in the case of Co-operative Education. Traditionally a considerable responsibility for Co-operative Education rests with the co-operative department and the work of its field officers. National Co-operative Council has been established with the task to disseminate Co-operative information and education. This apex organisation is economically weak because it has been considered that it should not do business, not be integrated with any national organisation for wholesale or production.

In the country there is a great call for Co-operative development. It is therefore necessary to consider the expansion of Co-operative Education as such and to find ways for the co-operative department and the national apex organisation to meet in one Central Body.

These are the reasons:—

- .2.1 Co-operative Education must be dealt with as a *unity*.
Education of staff (whether from government, unions or

primary societies) should be coordinated with committee-men and member education to ensure a good understanding between these groups and joint efforts to promote co-operatives.

- 2.2 Nevertheless, separate study-programme must be formulated for staff, committee-men and members respectively in order to make them know their tasks and understand their position in the co-operative society.
- 2.3 Co-operative Education is an important part of general education in the nation and particularly of adult education. A joint planning and execution of Co-operative Education is important to achieve the maximum result, for the coordination with other adult education efforts and to secure the necessary prestige for the co-operative movement.

Recommendation 1.

- A Co-operative Education Board be set up in the country with equal number of representatives from the co-operative department and the national apex organisation.
- It may be agreed upon to call in representatives of other institutions and departments to sit on this Body.
- This Body be in charge of or responsible for the work of a Co-operative College (School of Cooperation, Polgolla) and any other nation-wide co-operative education institution set up on the same level.
- The Co-operative Commissioner himself should be one of the representatives in the Body. However, it is most important that the day-to-day problems of Co-operative Education are the responsibility of one particular person in the Commissioner's office, whether a senior Assistant Commissioner or a Deputy Commissioner. He should also be a member of the above Body.
- On the side of the national apex organisation there seems to be only one major problem when accepting the proposed central body for Co-operative Education. The national apex organisation will always be responsible for co-operative public relations and propaganda. It is often difficult or sometimes even impossible to differentiate between this

task and member education/information. This problem could be overcome if the apex plans its public relation work over a 12 months period and the central body does the same. This will make it possible to agree on special arrangements for membership campaigns and member information and education.

Recommendation 2.

- A co-operative college and any other co-operative education institution on the same level, which it is considered important to maintain for national reasons, should be organised as a *parastatal or statutory body* and the Co-operative Education Board suggested in Recommendation 1, be its management committee.
- An alternative solution is that the Co-operative Education Board itself is registered as a parastatal or statutory body, managing the Co-operative College and other institutions.

This will have several advantages:—

1. It will make it possible to construct separate salary scales and terms of employment for senior staff.
2. It is possible to regard the Co-operative College as one entity in all respects. This is important in questions of development; for instance concerning technical assistance to the College.
3. The construction of a Cooperative Education Board (Central Body) and of the College as a parastatal institution releases the Commissioner as well as the national apex organisation of a number of routine questions and they may concentrate themselves on the formulation of policy and guidance and supervision respectively.

3. Patterns of Organisation

A. MPCSSs and District Unions

Local Education. For all co-operative societies, whether primary or secondary, it is true to say that if they feel responsible

for and pay attention to Co-operative Education in their respective areas of operation they have reached a maturity which in itself is an evidence of success. It is assumed that branches affiliated to a certain M.P.C. Society have some common bond, either the same crop or crops, an easily identified geographical area of operation or that their members mainly are of one and the same village. Thus it should be possible to identify certain common interests and problems on the branch level and correspondingly there is an interest for the society to disseminate information and co-operative education to its affiliated branches.

On the side of the local branches there might well be several local conditions which constitute a particular background for co-operative education. A branch may not have a good storage building whereas other branches have; staff may be better or worse in other branches or the area of operation may have more or less rain-fall than other areas in the society. There is thus also a common bond for members of one particular branch and as it is agreed that member education should be very closely connected with the realities in the marketing situation. Member education adjusted to local conditions cannot be transferred to other authorities but must remain the responsibility of the primary society itself. Consequently an adaptation to local conditions of the education given to primary societies staff and committee men is also necessary.

Co-operative Education at MPCs level

In the MPCs there should always be a full time *Co-operative Education Secretary* (CES) and in the small societies a part-time CES; i.e. a senior officer using certain time of the year for educational activities. An Educational Sub-Committee of three to five persons should be elected in each MPCs to support the work of the CES. The CES and the Sub-Committee will prepare a *Co-operative Education Plan* for the coming year and this education plan will serve as the basis for *Votes for Co-operative Education* by the Annual General Meeting of the society.

On the initiative of the Sub-Committee and the CES the Board of Directors and the Annual General Meeting of the

society will recommend the local branches to plan their own education activities. CES is to assist them in this and he shall visit all branches as often as possible, but at least once a year.

The Co-operative Education Board should be created to construct systems for staff, committee and member education and to produce study material for those purposes.

From a point of view of office organisation and postal distribution it is not practicable to conceive that the central body should communicate directly with some 300 societies.

As the Co-operative Education Board cannot maintain contacts with hundreds of societies it should concentrate on assisting the district unions in the organisation of co-operative education on the district level and also the work of the district unions to establish a sound education activity among the affiliated primary cooperative societies.

It is certainly possible for the Central Body to maintain contacts with 26 Co-operative Education Teams (CET). This number is also suitable for Co-operative Education Secretaries.

B. Establish Mobile Co-operative Education Teams

The present system of stationary District Education Centres of NCC should be replaced by mobile units (Cooperative Education Teams) operating at a district level. The duties of the CET should be to assist and coordinate the cooperative education activities among the cooperative societies within the district, and to coordinate cooperative education activities at local/district level with the national cooperative education programmes. The main point is that, the work of the CET must under no circumstances give the co-operative in their respective areas of operation the feeling that as these wings are established the societies are thus exempted from responsibilities for co-operative education or from financial obligations in this matter.

The Teams could preferably be staffed by a number of Tutors/ Study Organisers corresponding to number of cooperative societies/ members in the area.

The Teams should be well equipped with study material and teaching aids and could also act as a district branch of the central body.

C. Coordination

The education activity of the MPCs and its affiliated branches is the responsibility of the society. The co-operative department can in many ways impress upon the MPCs the importance of a well organised education activity; a very effective way being to instruct the inspectorate staff to check that the intentions of the Central Body are being carried out.

As half of the delegates of the Co-operative Education Board are representatives of the co-operative apex organisation decisions taken by the apex on co-operative education policy, such as the organisation of local co-operative education outlined here, with a co-operative education secretary, an education will reflect the opinion of the MPCs and the action taken by the Central Body about the necessary local adjustment of the national policy.

As mentioned in the introduction to this memo it is necessary in our country to have, for a considerable time, a special organisation for co-operative education at least on a central and district level. Co-operative Wings are therefore necessary to support education systems and study campaigns decided upon by the Central Body. It is important that the Wings never take initiative from the societies in the area but on the other hand work to support a long-term organisation of co-operative education in the MPCs and their affiliated branches.

D. Special Primary Cooperatives

In the case of certain co-operatives, e.g. school societies, credit societies and industrial co-operative societies special co-operative education plans are prepared, built on direct contract between central institutions and the co-operative societies.

Such special co-operative education plans are certainly necessary when a particular type of co-operative is introduced on a broad scale but it should be kept in mind that in the long run these educational activities must be carefully co-ordinated with any measures decided by the Central Body. This is to avoid confusion and save money when producing study material.

There are some children in co-operative education. The group of miscellaneous societies, handicraft, fisheries, housing and so on, is in each case too small to be very much observed or provided with special education scheme or study material.

It may be necessary to call in staff from these societies to short courses for "stock-taking" i.e. to find out their knowledge in cooperation, book-keeping, management etc., and similarly to make courses on a regional/district basis, for committee-men of these societies. In order to follow up such activities properly the Co-operative Education Teams should be responsible for the organisation of co-operative education among these societies in the district.

Recommendation 3.

- Co-operative Education Secretaries (CES) to be introduced in all MPCs and given proper recognition.
- Co-operative Education Secretaries be selected among experienced employees in the society whenever possible, but essentially they must be people with a cooperative background.
- Education Sub-Committee be formed in all MPCs.
- Annual votes for Co-operative Education in all MPCs and other primary societies.
- Special systems of Co-operative Education for special societies, by means of contacts with the co-operative societies from the central body through the Co-operative Education Teams.
- Co-operative Education Team to be introduced in all 26 districts and given proper recognition.
- The main task of Co-operative Team be established and secure the organisation agreed for Co-operative Education in secondary and primary level.

4. Committee and Member Education

4.1 The Member Elite

In all co-operative societies, in all countries, the continuous work depends, to a considerable extent, upon a group of interes-

ted members who have fundamental knowledge about the co-operative ideology and the economy, organisation etc. of their co-operatives. We would like to feel that the committee and the staff form part of the *member elite* as well as the former committee-members. The thing to observe here is that the committee should always aim at increasing the group of interested members and also to increase their knowledge. The means and methods available are :

- Meetings of the societies
- One-day courses
- The spread of co-operative journals, booklets and other informative material
- Study groups
- Radio education
- Visits from the Co-operative Department and the Apex Organisation
- Self studies/ correspondence education

The committee-members are taught in week-long courses on a society/district level or in meetings at a society level with the Secretary/manager. It is the responsibility of the Co-operative Education Secretary of the society and of the Team to teach these means and methods to the committee and staff and to check the efficient distribution of informative material.

It is important for the co-operative movement to publish and distribute a co-operative journal. This is a means for regular information to the members and their societies which may be used also in study groups. To achieve good results considerable attention should be paid to the distribution of the journal. It must reach the members soon after publication and some members are given the responsibility to forward the most important items of information.

4.2. *The Majority of the Members*

The four main ways of reaching the members are:—

- The man to man teaching done by branch staff and committee members.

- The meetings of the society
- One-day courses in the society
- Radio education.

Again to teach the means and methods is the responsibility of the CES and of the Teams but it is felt that too little support is given by inspectors/officers visiting the societies in checking and advising on these matters. Particular emphasis should be put on the meetings of the societies. Inspectors and others visiting these meetings should be taught how to present the work of the society in such a way that, if possible, it is understood also by the cooperative illiterate members.

Radio education is emphasised here, one should aim at two series of programmes in the long run; *Educational Programmes* and *Informative Programmes*.

- Week-long courses for chairmen and vice chairmen of all societies be organised and methods and means in member education taught.
- For the committees study-groups be organised in subjects like “The Duties of the Committees” and “How to Read the Balance-Sheet”
- Permanent study-groups be organised in as many societies as possible. These simple correspondence study courses be supported by radio education.
- One-day courses be organised in all branches at least once a year.
- The efficient distribution and use of a co-operative journal is a common interest for all co-operators. The national apex organisation and the Central Body should therefore jointly look into this matter.
- A booklet called “Membership in Co-operative Societies” be worked out, translated to all languages necessary and carefully distributed to service as one of the main means in nation-wide membership campaigns.
- Co-operative Education Secretaries and Co-operative Teams should visit all societies as often as possible but at least once a year.
- The Co-operative Education Team is responsible for and checks committee and member education of the special primary societies in each district.

ANNEXE I
PROPOSED ORGANISATION OF COOPERATIVE EDUCATION IN SRI LANKA
 Cooperative Teacher Training Project, Sri Lanka

M.P.C.S. Statistics—30th June 1978

Province	District or ACCD Division	No. of -societies	No. of Branches	No. of Members	No. of employees
1. Western	i. Colombo	13	469	176,000	5000
	ii. Gampaha	19	727	200,000	5000
	iii. Kalutara	12	438	125,000	3000
		44	1634	501,000	13000
2. Southern	i. Galle	17	523	118,000	2800
	ii. Matara	8	432	180,000	2500
	iii. Hambantota	9	233	85,000	1200
		34	1188	383,000	6500

Province	District or ACCD Division	No. of societies	No. of Branches	No. of Members	No. of employees
3. Central	i. Kandy	20	580	116,000	2900
	ii. Matale	11	214	46,000	1000
	iii. Nuwara Eliya	9	190	44,000	1400
		40	984	206,000	5300
4. UVA	i. Badulla	11	322	91,000	1900
	ii. Moneragala	5	73	24,000	500
		16	395	115,000	2400
5. North Western	i. Kurunegala	11	435	165,000	2300
	ii. Kuliyaipitiya	6	278	69,000	1500
	iii. Chilaw	7	267	59,000	1400
		24	980	293,000	5200
6. North Central	i. Anuradhapura	23	318	74,000	1400
	ii. Polonnaruwa	9	107	41,000	900
		32	425	115,000	2300

Province	District or ACCD Division	No. of societies	No. of Branches	No. of Members	No. of employees
7. Northern	i. Jaffna	22	450	151,000	2800
	ii. Paranthan	5	69	25,000	400
	iii. Mannar	7	67	19,000	300
	iv. Vavuniya	6	86	36,000	400
		40	872	231,000	3900
8. Eastern	i. Batticaloa	13	157	38,000	700
	ii. Kalmunai	9	147	56,000	600
	iii. Ampara	6	80	35,000	70
	iv. Trincomalee	9	132	57,000	600
		37	516	186,000	1970
9. Sabaragamuwa	i. Kegalle	10	466	147,000	2600
	ii. Ratnapura	13	393	117,000	2600
		23	859	264,000	4600
Total		272	7653	2,295,000	50000

Proposed Project for Member Education Programme in Sri Lanka

Drafting Committee:—

Chairman	—	Mr. P.K. Dissanayake
Secretary	—	Miss J.C. Tennakoon
Members	—	1. Mr. P.E. Weeraman
		2. Dr. J.M. Gunadasa
		3. Ms. Kathrina Larsson
		4. Mr. U.B. Bandaranayake
		5. Mr. M. Pathinathan

Revised Project Proposal for a Pilot Project for Member Education in Sri Lanka

1. Background

Co-operative Education has for a considerable length of time not received the necessary emphasis and support in Sri Lanka. Government policy decisions in respect of cooperatives had resulted in the composition of committees of management especially in the MPCSS of five elected members and nine persons nominated by the Government. This led to greater government intervention in the day-to-day affairs of the society and the rapid reduction of member participation, member control and member involvement. In fact it could be said that the cooperative as a democratic form of organisation practically ceased to exist.

The recent changes in policy in respect of cooperatives would show that it is the intent of the Government to do away with Government nomination and instead handover the control and management of the cooperative society to its members. Hence arises the need to launch a meaningful member education programme as would ensure the emergence of a well informed and

adequately oriented leadership and to help the members to get the best benefits from their cooperative society, strong enough to play an effective role in the economic development of the membership and the community.

2. The Overall Objective

The overall objective of the project will be to take meaningful steps to strengthen the cooperative movement by ensuring an enlightened and committee membership.

3. The Specific Objectives

The specific objectives of the pilot project would be:—

- 3:1. To evolve a suitable structure for the carrying out of an effective cooperative education programme which will encompass members, potential members, committee members and staff;
- 3:2. To provide suitable training programmes for the training of trainees;
- 3:3. To identify suitable strategies to assist the members to understand the concepts of cooperation, the role of the cooperative society and their own role in the efficient performance of their society, and to develop suitable leadership at society level;
- 3:4. To enlist the support of suitable agencies and institutions to assist the programme.
- 3:5. To produce or help to produce suitable teaching material to be used by the trainers at various levels of need;
- 3:6. To undertake a bench mark field survey and follow it up with periodical review and evaluation to measure progress and to improve the effectiveness of the Project;
- 3:7. To make available the experiences gathered in the pilot project for expansion to other societies on a phased basis;
- 3:8. To carry out any other activities which are incidental or conducive to the objective of the Project;

4. The Operation of the Project

4:1. The responsibility for operating the pilot project will lie with the National Cooperative Council of Sri Lanka

(NCC). The Department of Cooperative Development and other related organizations and institutions will render necessary assistance for the successful implementation of the Project and for the subsequent expansion to other societies.

4:2. The NCC will constitute a Project Advisory Committee which will function in an advisory capacity for the project and provide necessary guidelines, approve suitable plans and programmes for the Project and periodically review the activities of the Project. This committee will meet at least once in 5 months.

4:3. The Project Advisory Committee will consist of the following:—

- i. The President, NCC.
- ii. The Commissioner, Cooperative Development.
- iii. The General Secretary, NCC.
- iv. The Principal, School of Cooperation.
- v. The Presidents of the 5 Societies selected for the Project.
- vi. A representative from the Women's Consumer Education Project of the NCC.
- vii. A representative of the Teachers Training Project of the NCC.
- viii. Not more than two others nominated by the NCC on the basis of their experience and knowledge of Cooperative work.
- ix. The Project Director who will also function as the Member Secretary of the Board.

4: 4. Sub-Committee of the Project Advisory Committee

A sub-committee of the Project Advisory Committee consisting of:

1. The President, NCC
2. CCD and RCS or his representative
3. The General Secretary, NCC
4. One of the members from among the Society representatives.
5. One of the representatives from the on-going NCC projects
6. The Project Director as Secretary.

This Sub-committee will meet at least once a month and assist the implementation of the Project and will, where necessary, take decisions for the furtherance of the Project pending the approval of the Project Advisory Committee.

4:5. The pilot project will be for a period of two years with possible extension for a further period if such is considered necessary.

4:6. The pilot project will be confined to an easily manageable physical area, and will be confined to 5 societies in the first phase.

4:7. In selecting the five societies for the Project the NCC will seek the assistance of the Cooperative Department.

4:8. The selection will be based on the following criteria:—

1. That the Society has elected its Board of Directors and also the members of the Branch Committees;
2. That the Society is an economically viable one with adequate funds to support a programme for member education;
3. That the society operates at a satisfactory level of management efficiently;
4. That the Society is able and willing to appoint or set apart one or two officers specifically for the work in the Member Education Programme. /

Selections of societies will however not be limited to good societies only but an attempt will be made to get a wider spread among good, bad and indifferent societies.

5. The Organisational set up for the Project

5:1. At the national level there will be a Project Director appointed by the NCC who will be assisted by two field officers and supporting staff.

5:2. At the Society level one Member Relations Officer and one field officer would be appointed by the MPCS concerned who will work in the first phase of the Project under the general direction and supervision of the national level Project staff.

5:3. National level Project staff will work in close collaboration with the Board of Directors and the Branch Committees

of the selected societies and eventually with other committees of management of other cooperative societies within the area of operation of the selected MPCSSs. They will have the support of the NCC and the Cooperative Department, field staff at all levels.

5:4. Suitable consultancy services will be made use of to support the Project.

5:5. Each of the MPCSSs selected for the pilot Project will appoint an Education Committee including representatives from the Women's Advisory committees. This committee will function as an advisory committee for the Project and will liaise between NCC and the society concerned. The Member Relations Officer will function as the member secretary.

5:6. The Project office will be located in a suitable district in such a way as would facilitate the inclusion of one or two Tamil speaking area MPCSSs without unduly expanding the area of operation of the Pilot Project area.

6. Work Plan

6:1. The Project strategy would be a phased approach to the various levels of the members and functional groups in each society.

6:2. *Phase 1* (A period of about 6 months)

The attempt would be to involve the members of the Board of Directors, selected staff of the societies, the members of the branch committees and of women's committees and committees of management of other cooperative societies in the area of operation of the MPCSSs. In a series of activities, designed to involve them in socio-economic situations of the community, the cooperative society, the roles they are expected to play and the needs for better member understanding to strengthen their cooperative.

6:3. The target groups would be involved in field level discussion activities to enable them to better understand the field situation and also to effect necessary attitudinal changes.

6:4. The target groups would also be introduced to various exercises in group dynamics, group action and also techniques of better communication.

6:5. During this Phase the Project staff and selected staff at the society level would be provided with suitable training and

orientation to facilitate successful implementation of the Project.

6:6. *Phase II* (about 18 months)

Each of those involved in Phase I programme would either by himself or with others identify functional groups in his allotted area and would proceed to involve functional groups in a series of discussions and study circles with a view to including them in decision-making process within the community and the society. By this process a systematic attempt would be made by about 200 persons in each society area to involve the mass of the membership—potential membership—in a direct contact programme with a view to increasing member interest.

6:7. Where it is not possible to maintain the motivation of the trainees at society level on a voluntary basis, steps will be taken to reimburse expenditure and even pay an honorarium from society funds and where necessary supplemented with funds from the NCC.

6:8. The Member Education Officers at the society level, the national level Project staff and other related staff would actively support the field programme.

6:9. The Project staff in collaboration with the NCC ongoing other Projects and also other organisations would assist the field programme with necessary advice, teaching materials, etc.

6:10. Where a society selected for the Project is unable to meet the cost of additional staff the NCC will support such staff by the payment of 75% of their salary in the first year and 50% in the second year.

7. Supporting Agencies For the Project

1. Department of Cooperative Development
2. School of Cooperation, Polgolla
3. Cooperative Management Services Centre
4. University of Sri Lanka
5. Ministry of Education (Adult Education Section)
6. Ministry of Agriculture

(This list will be added to when necessary).

8. Project costs for the two years period has been roughly estimated as follows:—

	1st Year	2nd Year	Total
a. General overheads			
Project Director	15,000	15,500	30,500
Two field officers	18,000	18,400	36,400
Clerk/Typist	4,800	5,000	9,800
Translator	7,200	7,400	14,600
b. Consultancy	15,000	10,000	25,000
c. Travelling	15,000	15,000	30,000
d. Supporting society level staff	30,000	25,000	55,000
e. Office and furniture, equipment, stationary	5,000	5,000	10,000
f. Production of study materials sub-contracting	25,000	25,000	50,000
g. Training programmes	50,000	50,000	100,000
h. Evaluation		5,000	5,000
i. Contingencies	10,000	10,000	20,000
	195,000	191,300	386,300

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ICA Cooperative Education Materials Advisory Service (Cemas)

In response to a widely-felt need to improve the supply and quality of materials used in cooperative education and training in the developing countries, the Cooperative Education Techniques Project was launched in 1973 by the International Cooperative Alliance (ICA) with the assistance received from the Cooperative League of the USA.

The initial task with which the Project was charged was to carry out a survey into educational materials and techniques used in the developing countries with a view to identifying the main areas of action required to improve the existing provision. As a result of this survey, a report was made, recommending *inter alia*, the establishment within the framework of the ICA and its Regional Offices, a Cooperative Education Materials Advisory Service (CEMAS), the functions of which are

- (i) to collect materials, and information on materials available to and/or used by cooperative institutions in the developing countries, for the purpose of compiling an inventory of such materials;
- (ii) to provide advice and information regarding the use and availability of suitable materials to potential users in the developing countries and, where possible, to facilitate the exchange of such materials ;
- (iii) to produce proto-type materials where special need for such was identified.

The ground work for the CEMAS operations has been laid in the London office and work on the inventory of

*Joint Director (Education) ICA ROEC, New Delhi

materials is well underway. Materials used in connection with cooperative education and training in more than 30 countries have been collected, evaluated and classified according to quality and the areas of cooperative study to which they are mostly suited. This aspect of the service will continue as an on-going operation, details of other items being added to the inventory as they become available. Information on materials already listed is readily available to cooperative training institutions in developing countries on request.

A similar service on a modest scale has also been initiated by the ICA Regional Office & Education Centre for South-East Asia, in 1967 through CEMAS UNIT at New Delhi. Another CEMAS UNIT has been established at the ICA Regional Office for the Central and East Africa at Moshi (Tanzania). The CEMAS UNITS in the Region collaborate with the CEMAS, London, but work within the framework of their respective Regional Offices.

An important function of the CEMAS operation is the production of proto-type educational materials on particular subjects where there appears to be specific need for these for cooperative education and training purposes in the developing countries. The production of such proto-type has been commended. A list of educational and training materials produced by the CEMAS/London can be procured by actual users by making a specific request. In this connection, one can make initial contact with CEMAS Liaison Officers in their respective countries, and also the ICA ROEC, New Delhi.

As matter of regional priority it has been decided to produce management cases, role plays, case books on Cooperative Management, training packages and some audio-visual aids to provide support to cooperative trainers and management training programmes in South-East Asia. The following priced publications of the ICA ROEC and other educational materials are available from the CEMAS New Delhi Unit :

- (i) Manual for Study Circle Leaders
- (ii) Communication and the Cooperative Teachers
- (iii) Farming Guidance in the Cooperative Movement in Japan
- (iv) Economics of Consumer Cooperation

- (v) Key to Household Economy
- (vi) Balanced Diet
- (vii) The Aims and Principles of Cooperation and Their Application in the Developing Countries
- (viii) Cooperative Member Education & Communication (along with case studies on two agricultural -coops in Japan)
- (ix) Book-keeping for Fisheries Cooperatives
- (x) A series of speeches on cooperation.

In addition, the ICA ROEC had produced some study material and Study Circle Kits as an aid to Cooperative Member Education programmes undertaken by it on a pilot basis in Delhi, and other parts of India. Some useful material was also produced by the ICA/NCCI/Field Project in Cooperative Education, Indore. The ICA ROEC also plans to produce some training packages which would be useful for the field workers and organisers in the field of Coop. Member Education extension and farm guidance.

The main priority before the ICA CEMAS London is to produce material which would help in improving cooperative member relations and member education programmes in the developing regions of the world. It has therefore decided to produce a model member education plan and a manual on techniques of preparation of national cooperative education plans.

A special feature of the CEMAS New Delhi Unit is the ICA Film Library Service. The service, which has been started on an experimental basis for India, will be expanded to other countries of the region.

A Strategy for Development of Cooperative Education at the Local Level

Recently the ICA CEMAS London has undertaken to develop a strategy for improvement in the planning, implementation and evaluation of cooperative member education programmes. Special proto-type material will be produced as a part of the strategy and tried out in the developing countries of East Africa. To begin with, effort is being made to develop a training programme for the field education officers

who are concerned with conducting member education programmes at the primary level and thus improving the performance of rural cooperatives in different countries of the developing Regions. A Report has been produced by a Special Consultancy Agency called 'Tecmedia', Loughborough (England) for the ICA-CEMAS. This Report discussed analysis and presents the findings related to the problems of how to improve the performances of members, committee members and secretaries/managers in small rural cooperatives throughout the developing countries.

The formulation of performance objectives and the performance problem analyses were based on an attempt to identify relevant common denominators for the type of cooperatives the project is aiming at—small rural cooperatives. The target population descriptions are, however, biased towards the East African region, on the assumption that the first field trials would be carried out in that area.

It should be stressed that proposals at this stage can only be at the *strategic level*, further detailed analysis is required before the appropriate tactics can be designed. This is the first draft to be used as discussion document in a special consultation meeting called by the ICA CEMAS London from 14th to 19th May 1979. The comments given by the Experts and other participants in this Meeting will be useful for revising the draft Report.

The main concern of ICA/CEMAS has been expressed as one of deciding what contribution could be made in the form of supportive materials, and other means, towards the efforts to train and educate the ordinary members elected committee members and secretary/managers of these cooperatives. It was decided, therefore, that the improved performances desired of the target groups should be derived very carefully and from these statements of performance (performance objectives) we would work backwards to decide upon the best ways of bringing them about.

The analysis has, so far, considered only performances of members and committee members, the categories which have been seen as having priority at the first stage of an action programme. The crucial role of the secretary/managers and other staff is not forgotten, but will be analysed at a later stage. At the core of

the problem, of course, was the desired performances of the ordinary members (the summit). From these the desired performances of the committee members and secretary/manager would be likely to emerge.

The following table gives the original statements (ICA CEMAS) of the desired performances of the ordinary members and the corresponding benefits that would be likely to accrue to the cooperatives:

The problem, therefore, becomes:

How can the performance discrepancies, between what exists now and what it is desired that members shall do, be reduced or made good?

The report addresses itself to this problem. The relative roles of field educators and supportive personnel, are discussed only in so far as they are identified as being effective instruments in bringing about these desired performances.

The principal elements of our *proposed strategy* therefore are that:

- (a) Field Education Officers (F.O.E.) become the instigators of performance change in the rural cooperatives.
- (b) A simplified course for F.O.E.s be designed in the analysis of performance problems and in the arrangement of performance change.
- (c) Various guidelines for F.E.Os and target populations could be produced.

The next point to consider is who will train the F.E.Os? It is suggested that instruction to the *trainers* of F.E.Os is provided as a part of ICA/CEMAS action programme, in collaboration with Techmedia. The trainers should learn philosophy, techniques and skills of analysis, design and implementation from qualified course managers.

PERFORMANCE OF MEMBERS	resulting in	PERFORMANCE OF CO-OP
1. Do business with co-op instead of with competitors		Increased volume of trade (better prices, higher surplus)
2. Encourage others to become members		Increased volume of trade (better prices, higher surplus)
3. Proper conduct in business dealings with co-op		Less risk of losses and other problems
4. Repay debts promptly		Reduced (or no) problems with loans appears, or tied up working capital
5. Invest money in shares if asked to do so		More working capital
6. Not demand or allow unequal treatment		Able to serve more members better
7. Participate, intelligently, in policy making		Operations based on better guidelines
8. Demand proper measures of control, Ensuring that they are effectively applied		Reduced (or no) losses from theft, embezzlement etc.
9. Does not interfere unnecessarily in the day-to-day management of the Co-op		More consistent and effective management.

Our Researchists

1. Prof. Soedjito Sosrodihardjo
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Yog Jakarta, Indonesia
2. Mr. Fay L. Dumagat
Researcher and Senior Lecturer
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University of Philippines
Los Banos, Philippines.
3. Dr. J.M. Gunadasa
Senior Lecturer
University of Peradeniya
Department of Geography
Sri Lanka

Programme

15th April, 1979	Arrival of participants
16th April, 1979	Visit National Cooperative Council of Sri Lanka (NCC). Discussion with the President NCC. Sight seeing in Colombo. Visit some Cooperative Establishments around Colombo.
17th April, 1979	
08.00 a.m.	Leave Colombo for Kandy. Visit Sandalankawa M.P.C.S. and Dunagaha Coconut Producers Co-operative Society.
12.00 noon	Lunch
2.30 p.m.	Leave Dunagaha for Kandy.
4.30 p.m.	Arrive in Kandy.
18th April, 1979	
9.00 a.m.	Visit project cooperative societies of the Women's Consumer Education and Information Project.
12.00 noon	Lunch
1.00 p.m.-2.30 p.m.	Discussion with the Principal and staff of the School of Cooperation, Polgolla.
19th April, 1979	
8.00 a.m.	Leave Kandy for Polonnaruwa.
11.00 a.m.-1.00 p.m.	Arrive at Sigiriya and sight seeing
1.30 p.m.-3.30 p.m.	Lunch
4.30 p.m.	Leave Polonnaruwa for Trincomalee.
6.00 p.m.	Arrive at Trincomalee.
20th April, 1979	
10.00 a.m.	Formal opening of Consultation in Trincomalee by the Minister for Food & Cooperatives.
12.30 p.m.	Lunch
2.00 p.m.-5.30 p.m.	Introductory Session—brief explanation on the mechanics of the Consultation Selection of Chairman/Vice-Chairman of Consultation. Selection of General Rapporteur and Drafting Committee for the Consultation Introduction of Participants and brief presentation of their background papers.

21st April, 1979

morning session
afternoon session

Presentation of Thailand Study and Discussion
Presentation of Indonesian Study and Discussion

22nd April, 1979

morning session
afternoon session

Free
Presentation of CEMAS and Discussion

23rd April, 1979

morning session
afternoon session

Presentation of Sri Lanka Study and Discussion
Presentation of Philippines Study and Discussion.
Group Discussions and preparation of Group reports

25th April, 1979

9.00 a.m.-12.30 p.m.
afternoon

Presentation of Group Reports in Plenary
Drafting Committee sittings and preparation of final conclusions and recommendations
Preparation of Sri Lanka Project Design by Sri Lanka Delegation

26th April, 1979

9.00 a.m.

Presentation of Sri Lanka Project Design in plenary

4.30 p.m.

Final Plenary—presentation of Conclusions and Recommendations of the Consultation by the Drafting Committee—and adoption of final conclusions and recommendations.

7.00 p.m.

Concluding ceremonies

7.30 p.m.

Closing of Consultation

27th April, 1979

8.00 a.m.

Leave Trincomalee for Anuradhapura

12.00 noon-1.30 p.m.

Arrive at Anuradhapura—

Visit Multi-purpose Cooperatives on the way.

2.00 p.m.-6-00 p.m.

Sight seeing at Anuradhapura.

28th April, 1979

8.00 a.m.

Leave Anuradhapura for Colombo via Negombo Fishermen's Cooperative Society

12.00 noon-2.30 p.m.

Lunch

3.00 p.m.

Leave Negombo for Colombo.

5.00 p.m.

Arrive in Colombo

29th April, 1979

Departure of Participants.

List of Participants

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1. Mr. Brian C. Cooper
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3. Mr. Faqirul Quader
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6. Mr. J.K. Lumunon
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PHILLIPPINES

14. Mr. Fay L. Dumagat
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15. Sister Leontina Castillio
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19. Mr. P.K. Dissanayake,
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2. Mr. J.M. Rana
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3. Dr. Dharm Vir
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THE INTERNATIONAL COOPERATIVE ALLIANCE

is one of the oldest of non-governmental international organisations. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895, it now has affiliates in 66 countries, serving over 336 million members at the primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of cooperation in all parts of the world.

Besides the Head Office of the ICA, which is in London, there are three regional offices, viz., the Regional Office & Education Centre for South-East Asia, New Delhi, India; the Regional Office for East and Central Africa, Moshi, Tanzania and the Regional Office for West Africa, Bingerille, Ivory Coast. The Regional Office in New Delhi was started in 1960, the office in Moshi in 1968, and the West African Regional Office in 1979.

The main tasks of the Regional Office & Education Centre are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishments of the United Nations and other international organisations, to promote economic relations amongst member-movements, including trading across national boundaries, to organise and conduct technical assistance, to conduct courses, seminars and conferences, surveys and research, to bring out publications on cooperative and allied subjects and to support and supplement the educational activities of national cooperative movements. The Regional Office and Education Centre now operates on behalf of 14 countries, i.e. Australia, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka and Thailand.

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