

THE REVISION OF COOPERATIVE STAFF TRAINING SYSTEM OF SRI LANKA

-report of the national symposium

COLOMBO 7th - 10th APRIL 1980



PROJECT FOR TRAINING OF COOPERATIVE TEACHERS IN SRI LANKA

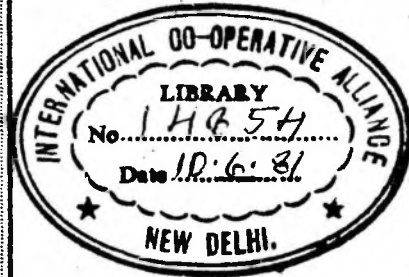
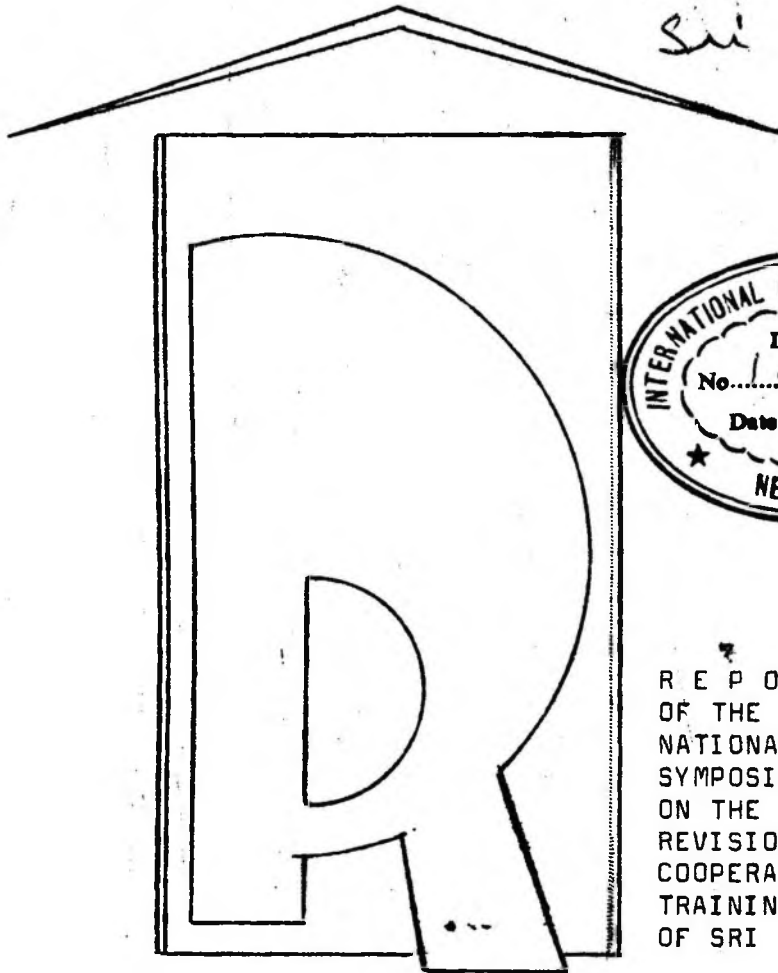
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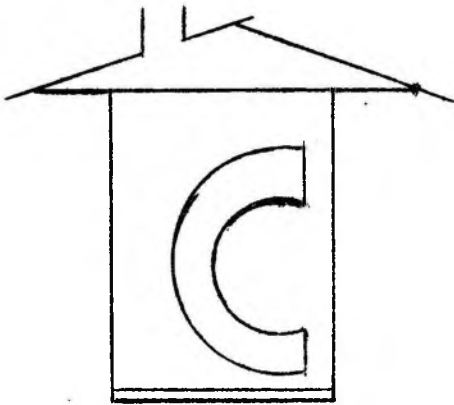
HELD AT ARTI, COLOMBO
APRIL 07-10 1980

Organised by the ICA-SCC-NCC Project for
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PROJECT FOR THE
TRAINING OF COOPERATIVE
TEACHERS IN SRI LANKA


National Cooperative Council
of Sri Lanka
455 Galle Road, Colombo-3

F O R E W O R D

It gives me a great pleasure in presenting this Report of the National Symposium on the Revision of Cooperative Staff Training System of Sri Lanka which was held in Colombo in April 1980. This is regarded as a historical event for the Sri Lanka Cooperative Movement when a serious consideration of the problems of cooperative education and training had taken place. The National Symposium has made very valuable suggestions and recommendations, which are being placed before the respective authorities in this country.

The compilation of the report, putting material in order and bringing it to this shape has been a big task by itself. I take this opportunity of thanking the members of the Drafting Committee in finalising the final manuscript of this report. I place on record my deep appreciation of the work done by Mr Daman Prakash, our Technical Advisor (Audio-Visual Aids) in going through the manuscript and in designing the layout of this report. My sincere thanks are also due to the secretarial staff of the Project in handling the manuscript and typewriting this report.

We, at the Cooperative Teachers' Training Project, are highly satisfied with the outcome of the Symposium and it is our very sincere hope and wish that the Cooperative training and education system in Sri Lanka would very soon serve the needs and requirements of the Cooperative Movement in the present day context.


W.U. Herath
Project Director

Colombo-3,
September 01 1980.

NATIONAL SYMPOSIUM ON THE REVISION OF COOPERATIVE
STAFF TRAINING SYSTEM OF SRI LANKA

MEMBERS OF THE DRAFTING COMMITTEE

Symposium Chairman : Mr RB Rajaguru, ICA Regional
Director for South-East Asia

Working Groups

1. Mr SB Divaratne, Principal, School of Cooperation, Polgolla
2. Mr K Kaneshalingam, Staff Officer, NCC
3. Mr KR de Silva, President, Kurunegala MPCs Ltd.
4. Mr SPS Edirisinghe, School of Cooperation, Polgolla
5. Mr Jaya Herat, President, NCC
6. Mr M Pathinathan, District Secretary, NCC-Jaffna

Task Group

1. Mr TDJ Vitharane, Dy Commissioner for Cooperative Development
2. Mr RGGG Gunasekera, Chairman, CMSC
3. Mr Palitha Ratnayake, Chairman, MARKFED
4. Mr SB Divaratne, Principal, School of Cooperation
5. Mr Bo Lund, Project Director, TTP (upto August 1 1979)
6. Mr WU Herath, Project Director, TTP

Project Technical Staff

1. Mr Stig Ivarsson, Chief Technical Advisor
2. Mr Daman Prakash, Education Officer (Audio-Visual Aids)
3. Mr ER Mudiyanse, National Counterpart

Special Invitees

1. Mr Chandra Angunuwala, General Secretary of the NCC
 2. Mr LB Herath of the CMSC
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REPORT OF THE NATIONAL SYMPOSIUM ON THE REVISION
OF COOPERATIVE STAFF TRAINING SYSTEM OF SRI LANKA

I SYMPOSIUM
CONCLUSIONS
AND
RECOMMENDATIONS

1. The National Cooperative Council of Sri Lanka (NCC) in collaboration with the Project for Training of Cooperative Teachers in Sri Lanka (TTP) and the International Cooperative Alliance (ICA) arranged a Symposium on the Revision of Cooperative Staff Training System of Sri Lanka in Colombo from 7th to 10th April 1980.
2. Unanimous conclusions and recommendations adopted by the members of the National Symposium at the final plenary held on 10th April 1980 are as follows:

THE SYMPOSIUM treated the Working Committee Reports along with the Cooperative Teachers' Training Project's TASK GROUP report on the Revision of Cooperative Staff Training System fully while taking into consideration the ideas expressed by the Committee and individual members.

Training Needs of the Staff of Cooperative Organisations (Evaluating the Present System)

WHILE RECOGNISING the benefits gained from the present cooperative education system and ENDORSING the views on the defects and gaps in the system as indicated in the Report, the NATIONAL SYMPOSIUM RECOMMENDS the following:

1. The Cooperative Staff Training should be so designed as to (a) increase the effectiveness of employees in their job-performance by providing them with opportunity for gaining the necessary job-knowledge, improving their skills and developing correct attitudes; (b) cater to the training needs of all types of cooperative societies; and (c) provide for career planning and development.
2. The training should further create conditions for the employees to (a) achieve a high level of job-satisfaction and morale, (b) adopt themselves to environmental changes, (c) ensure continued development of Cooperation as an effective strategy for attaining economic and social objectives of the membership.

Proposed Staff Training System, Assessment
of Trainees and Cooperative Member Education

3. The entire training and education in the Cooperative sector should be considered as a package programme.
4. While emphasising the need for continuous job-training, the NATIONAL SYMPOSIUM RECOMMENDS that the basic foundation course and other courses in given areas for managerial grades should be adopted.
5. An employee recruited to a particular job must, in the first instance, be trained in that particular job and a choice if selected a different job-specific training should follow afterwards.
6. The facilities for job-rotation at any level should be within the legal framework available for such rotation or in the alternative with the consent of the employee.
7. The present junior level training course is redundant and it may be, therefore, abandoned.
8. The NATIONAL SYMPOSIUM CONCLUDES that the examinations are the best method in assessing the performance of a trainee. The effect of a training programme on a trainee should be assessed by a test as well as a performance evaluation.

Structure and a Policy for
Cooperative Education System

While observing the absence of a clear national policy on Cooperative education, lack of coordination in the education programmes and the need to democratise the cooperative education structure, the SYMPOSIUM RECOMMENDS the following:

9. A National Committee for Cooperative Education and Training consisting of not more than 15 members be set up under the National Cooperative Council of Sri Lanka with the following representatives:
 - President of the NCC (Ex-Officio Chairman)
 - Representative from the Department of Cooperative Development
 - Representative from the Coop Management Services Centre
 - Representatives from the apex level cooperative organisations
 - Representatives from the Cooperative Teachers
 - Reps nominated by the NCC from among the eminent Cooperative workers
 - Reps from managerial cadres of cooperative organisations
10. There should be a national level Cooperative Training Institute under the National Cooperative Council of Sri Lanka having supervision and guidance over the three provincial colleges.

to be situated in Kurunegala, Jaffna and Galle.

11. District Coordinating Committees for cooperative education should be set up at the district levels.
12. Training units should be set up at the Multipurpose Cooperative Societies with education officers in-charge of them. These units should work according to an annual educational plan decided by the Society concerned.
13. Logical career development schema with training facilities and economic incentives should be prepared and implemented for the cooperative teachers. Teachers should be provided with facilities to conduct training sessions for cooperative staff.
14. Cooperative research with facilities for cooperative teachers should be a feature of the cooperative education system.

General

While agreeing with the concept of the new cooperative staff training system as proposed by the Cooperative Teachers' Training Project, the NATIONAL SYMPOSIUM RECOMMENDS

15. that the suggested cooperative training system should be carried out on a pilot basis by the Cooperative Teachers' Training Project in an area and in the societies identified for the purpose.
 16. Until the new system is tested and approved, the present system may be continued with modifications, where necessary.
 17. Cooperative Member Education Scheme as recommended by the ICA Experts' Consultation Conference held at Trincomalee in 1979 should be implemented by the NCC in the same area selected for carrying out the new staff training system.
 18. Cooperative Development Fund should eventually be transferred to the National Cooperative Council of Sri Lanka.
 19. The cooperative societies should provide in their annual budgets for expenditure on cooperative education and training and not depend on a levy on the profits for these activities.
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REPORT OF THE NATIONAL SYMPOSIUM ON THE
REVISION OF COOPERATIVE STAFF TRAINING SYSTEM OF SRI LANKA

II REPORT

Introduction

1. The National Symposium on the Revision of Cooperative Staff Training System of Sri Lanka was held by the Project for Training of Cooperative Teachers in Sri Lanka (TTP) at A.R.T.I., Colombo, April 7-10, 1980. The Symposium was organised with the active support of the National Cooperative Council of Sri Lanka (NCC) and the International Cooperative Alliance (ICA).
2. This Symposium was a follow-up of a Task Group which was appointed by the Project Advisory Committee of the TTP at its 2nd meeting held in Galle in 1979. The terms of reference of the Task Group were as follows:
 1. Evaluate the relevance and importance of the present training arrangements for the staff of cooperative societies;
 2. Suggest a system to cater to the actual training needs of the staff of cooperative societies;
 3. Suggest organisational arrangements to carry out such a system;
 4. Reformulating the curricula on the basis of the training programmes recommended; and
 5. Suggest an action programme to implement the system decided upon.
3. The TASK GROUP consisted of the following:
 1. Mr TDJ Vitharana, Deputy Commissioner for Coop Development
 2. Mr RGGG Gunasekera, Chairman of the Cooperative Management Services Centre (CMSC)
 3. Mr SB Diverstine, Principal, School of Cooperation, Polgolla
 4. Mr Palitha Ranapayake, Chairman of the Sri Lanka Cooperative Marketing Federation (MARKFED)
 5. Mr Bo Lund, Project Director of TTP (upto August 1 1979)
 6. Mr WU Herath, Project Director of the TTP.
4. The Task Group prepared a report which formed a basic document for discussions at the National Symposium.

Symposium Objectives

5. The objectives of the National Symposium were as follows:
 1. To discuss various aspects of the proposed cooperative staff training system as indicated in the report of the Task Group of the Project for Training of Cooperative Teachers and treat comprehensively the points involved in deciding a course of action;
 2. To have an open discussion on educational system/structure in the Cooperative sector to implement such a system.

Symposium Participants

6. The National Symposium was attended by 41 representatives coming from the Ministry of Food and Cooperatives, Department of Cooperative Development, Cooperative Management Services Centre, Cooperative Employees' Commission, School of Cooperation, Institute of Development Administration, National Institute of Business Management, National Cooperative Council of Sri Lanka, Sri Lanka Cooperative Marketing Federation Limited, Sri Lanka Cooperative Rubber Societies' Union Limited, Sri Lanka Cooperative Industries' Union Limited, All-Ceylon Coconut Producers' Cooperative Societies' Union Limited, Sri Lanka Cooperative Fisheries Federation Limited, NCC district councils in Galle, Jaffna, Colombo, and Kurunegala. The National Symposium was also attended by the selected teachers from cooperative educational centres, Presidents and General Managers of selected multipurpose cooperative societies.
7. The International Cooperative Alliance (ICA) was represented by Mr RB Rajaguru, Regional Director for South-East Asia, and Mr JM Rana, Director (Education).

Topics discussed by the Symposium

8. The National Symposium discussed the following topics:
 - A) The Report of the TASK GROUP with special reference to the following three areas:
 1. Training needs of the staff of cooperative organisations;
 2. Proposed system of cooperative staff training and assessment of trainees; and
 3. Structure and Policy for Cooperative staff training.
 - B) Reports of the Working Groups of the Symposium.

Inaugural Session

9. The Symposium was inaugurated by the Hon'ble Minister of Food and Cooperatives, Mr SB Herat. Among those who addressed the inaugural session were Hon'ble Deputy Minister for Food and

Cooperatives, Mr Saratchandra Rajakaruna, Mr RB Rajaguru, ICA Regional Director for South-East Asia, Mr PK Dissanayake, Commissioner for Cooperative Development, and Mr Jaya Herat, President of the National Cooperative Council of Sri Lanka. Mr WU Herath, Project Director, proposed a vote of thanks. The inaugural session of the Symposium was attended by about 200 distinguished guests.

Methodology of the Symposium

10. The National Symposium was chaired by Mr RB Rajaguru, ICA Regional Director for South-East Asia.

11. The topics for discussions at the Symposium were allocated in terms of priorities. The topics were extracted from the report of the Task Group. Members of the Task Group were invited to introduce the three important segments of the Report. The introduction by the Task Group members were supplemented by the participants attending the Symposium. Based on the discussions of these three segments, the Symposium was further sub-divided into three working groups in order to concentrate the discussions and to prepare concise reports. These were later on submitted to the plenary of the Symposium. The Plenary Session of the Symposium agreed on some recommendations and it requested the NCC to follow them up.

12. In order to discuss the Report of the Task Group in detail, members of the Task Group presented three segments of the report to the Symposium. The introductions of these segments were made in the following order:

1. Introduction to Task Group Report by Mr WU Herath
2. Training Needs of the Staff of Cooperative Organisations by Mr TDJ Vitharane
3. Proposed Cooperative Staff Training System, Assessment of Trainees and Cooperative Member Education Programmes by Mr RGGG Gunasekera; and
4. A Structure and a Policy for Cooperative Education System by Mr SB Sivaratne.

13. Mr WU Herath, introducing the Task Group Report in general, stated that the idea of setting up of the Task Group developed as a result of a decision taken by the Project Direction Committee meeting held at Gallo on January 11, 1979. The general consensus of the meeting was to request the Project to undertake a study and suggest a revised system for cooperative staff training in the country. However, due to time constraints and the limited objectives of the Project, the Task Group presented the report on the following areas only:

- a) Evaluate the relevance and importance of the present training arrangements for the staff of cooperative societies;

b) suggest a system to cater to the actual training needs of the staff of cooperative societies.

14. However, the report has been prepared keeping in mind the essentiality of an integral approach of cooperative education and training for members as well as leaders of cooperatives.

15. It has been the expectation of the Project to put these ideas before a broad-based forum so that concrete recommendations could be formulated on the new system. Aspects of a structure for implementing the proposed system could be discussed and identified. The Project Advisory Committee of the TTP at its meeting held in December 1979 decided to organise the Symposium.

TRAINING NEEDS OF THE STAFF OF COOPERATIVE ORGANISATIONS (EVALUATING THE PRESENT SYSTEM)

16. The topic was introduced by Mr TOJ Vitharane, Deputy Commissioner for Cooperative Development. He made the following points:

17. 'Staff Training' is the process of aiding employees to gain effectiveness in their present or future work through the development of appropriate skills, knowledge and attitudes. This means that if an activity is properly to be called 'training', it must be designed to increase the effectiveness of employees in the work of the organisation.

18. If a training programme is to result in performance improvement, it must be based on a realistic assessment of the real training needs of the staff of cooperative organisations. If a training programme does not yield performance improvement, then obviously it must have not been based on the real training needs of the staff. This is a further reason for a careful assessment of real training needs before a training programme is launched. Training without proper identification of needs can do more harm than good.

19. Training needs, could never be static. They are for ever-changing. Any attempt to make an exhaustive list of the methods of identifying training needs would be unrealistic. It is better to start with an activity area of a cooperative in which performance improvement would most be required. Once this area is identified decision will have to be made as to what the real needs of training are in those particular areas. There are certain pitfalls in the assessment of training needs. Sometimes the attitudes, whims and the bias of organisers of training programmes could creep into the assessment of training needs. Preconceived notions regarding the problems of the cooperatives, kinds of solution needed may influence the drawing up of training programmes.

20. Sometimes training programmes are projected to suit limited needs and competences available and without the real assessment of the actual needs of the organisation. Such training programmes have no real relationship to the needs.
21. In the like manner, there is the temptation to rely on training programmes or experiences of other countries which could be transferred here. The fact that a particular training programme has been successful in one place; does not necessarily mean that it was going to produce the same or equivalent results in a different atmosphere.
22. Another shortfall in the assessment of the training needs is that of being satisfied with a superficial identification of the training needs.
23. These are some of the problems which are faced when preparing training programmes without a proper identification of the training needs of the organisation. This is largely due to the defects in the present training arrangements. There has been no systematic evaluation of the training needs of the cooperative employees and the organisational requirements.
24. In this context a small paragraph from the Laidlaw Commission Report is worth quoting. They say 'there is altogether too much learning at present towards purely theoretical' book learning and courses in which the only measure of learning is an examination mark. Men who will manage and operate efficient cooperative enterprises will get only a small part of the necessary skills and knowledge from books and lectures and a great deal from training and direction on the job. By comparison, the successful superintendent of tea estate gets little training from books and lecturers, he gets a rather thorough in-service education in the field and on the job over many years under the guidance of those who learned it the same way.
25. This clearly shows that the actual training needs of the Cooperative employees have not been properly identified. Training is not something that can be merely administered or injected into employees. It requires their interested response and active participation. This could be obtained only if a correct identification of their training needs are made and the training programme designed accordingly. Such a training programme could be presented as an opportunity for improvement and development and thus to be desired and supported by each staff member.
26. Persons in managerial and supervisory positions must be on the alert to discover the needs of their staff for training. They must make a complete survey to ascertain their needs before embarking on an organised programme of training. Such a survey should show the particular employees or groups of employees for whom training is needed, indicated appropriate starting places and provide a valuable plan for the step-by-step development of the programme as a whole.

27. There are a few questions which could be asked while determining the training needs of the staff:

- What precisely does this person or this group need to learn?
- How can this group of employees become more effective in their present work?
- What abilities and skills should they need to develop before they can be promoted?
- Who needs training most or soonest?
- Which levels or group should be concentrated on?
- What types of training can be done with existing resources and what needs external assistance?
- In what areas of work is training most needed?

28. This sort of thing will vary from organisation to organisation.

Therefore, an important question is about the ultimate goal or the end or the need of the particular organisation and then formulate the training programme to achieve that end. Such an assessment of training needs will help the organisation to deploy the staff for the smooth attainment of the goals of that particular organisation. To be effective, each staff member must be equipped with necessary skills, thoroughly trained with sufficient information to carry out his assigned duties; the total group of persons must be organised so that their work fits together into a cohesive pattern, and they must be supervised in such a way that they will work correctly, smoothly and willingly.

29. A proper assessment of the training needs helps to design a training programme to achieve the following:

- to give each employee the knowledge and skill required for efficient performance of his duties and thus to make him an effective member of his unit in the quickest possible time;
- to inspire in him real pride and interest in his work;
- to relate his work to the service performed by his organisation to the development of the country and help him to see what he is doing in a wider setting;
- to develop in him the proper attitude towards the public and the ordinary member;
- to install a sense of urgency and responsibility;
- to inculcate good work habits;
- to attain flexibility and adaptability;
- to promote cooperation, team work and staff morale; and
- to help the employee to reach his full potentiality and make the most of his ability.

30. The success of any training programme depends on the attitude of the employees and on their desire to learn. Active steps should be taken to promote employee interest and participation. An important way of building interest is to give employees an important voice and part in developing the training programmes. Training cannot be fully effective unless employees and the policy makers on all levels recognise it as a natural and necessary activity of value to each individual personality as well as to the organisation as a whole.

31. Staff are the most valuable assets of any organisation. It is only the staff that can make things happen. A properly selected, oriented, trained and developed staff can make even a bad organisation produce good results.

32. The results of this planned development should give the trainee knowledge and skills to make him an effective member of the organisation. It should inspire interest in him. It should encourage him to further the interests of the society. This should also help him to develop proper attitudes. Success of any training programme depends upon the desire to learn.

33. Discussion on the introduction made by Mr TDJ Vitharane followed.

34. It was pointed out that short-term basic courses should be introduced which would help the staff to understand their job better. It was also felt that there should be a system of job-rotation which brings in field experiences to the training classes. It is necessary that the policy makers should realise the value of training and without their cooperation and support any well-designed training programme will make much headway. On the question of validity of holding short-term courses, it was pointed out that legality of such courses cannot be established in view of the present system which governs the service conditions of a cooperative employee vis-a-vis the Cooperative Employees Commission. It was felt that an evaluation of a trainee can best be done by the organisation with which the employee is working and not by an outsider. The emphasis on evaluation was the job performance.

35. It was felt that the staff should be given a regular training in the subject of Cooperation as this would make the staff realise the philosophy of Cooperation and the unique distinction it enjoys vis-a-vis the private business. It was pointed out that the Cooperative Movement is a community development movement and hence the training imparted to the staff should facilitate the process of that development.

36. It was a general opinion of the National Symposium that the policy makers should be included to encourage in-service training programmes for the Cooperative staff and that all employees must be exposed to professional training. The training

imparted to the staff should be from the point of view of the objectives of the cooperative organisations and the needs of the staff itself. This could be done at three levels i.e., Operational, Supervisory and Managerial. It was also felt that education of members should also go on side by side.

37. Policy makers have to be trained in such a way that their attitudes change towards their staff as well as towards the need of the staff; manpower study; identification of appropriate basic courses; a scientific job analysis; training to meet job-requirements and an appropriate recruitment policy.

38. The National Symposium also suggested that after the induction of employees to their jobs they can be allowed to operate their positions for some period. In the meantime, a job appraisal can be undertaken on the basis of which employees can be shifted to the position which they like most from which the organisation is going to benefit ultimately.

39. On the question of in-take of trainees for various training courses, the National Symposium suggested that training opportunities should be given to private individuals with the hope that they would be helpful to the Movement when there are opportunities. It was felt that whenever there was a need of recruitment of certain categories of people, sufficient number of properly qualified candidates was not available in certain areas. By offering training opportunities to private candidates, it was felt that such situations would not arise as properly trained people conforming to the job-requirements would be available in the open market. Another point made at the National Symposium was that the trainers should be attached for some time to some selected organisation in the private sector so that they gather the experience of the private trade and that they would be able to impart proper techniques to their trainees for the benefit of Cooperative organisations. The costs incurred on such an exercise may appear to be superfluous but it could be a useful one in the interest of the Movement. The Cooperative organisations have to find money from their own resources to cover some of the costs of training. These costs in the ultimate analysis would bring back better economic resources in the Movement. The allocation on Cooperative education and training programmes can be met by the societies from their own funds. The cost of not training is much more than the cost of training.

40. In this context, an example of Consumer Cooperative Training College of Sweden (Var Gard) was cited by Mr JM Rana. He pointed out that the Swedish Consumer Cooperative Movement realised that their staff needed training on more scientific lines and that they needed a set up to carry out such training programmes. The Movement, therefore, selected a Cooperator and made him in-charge of establishing and operating the Consumer Cooperative Training College (Var Gard). The Principal was given a free hand

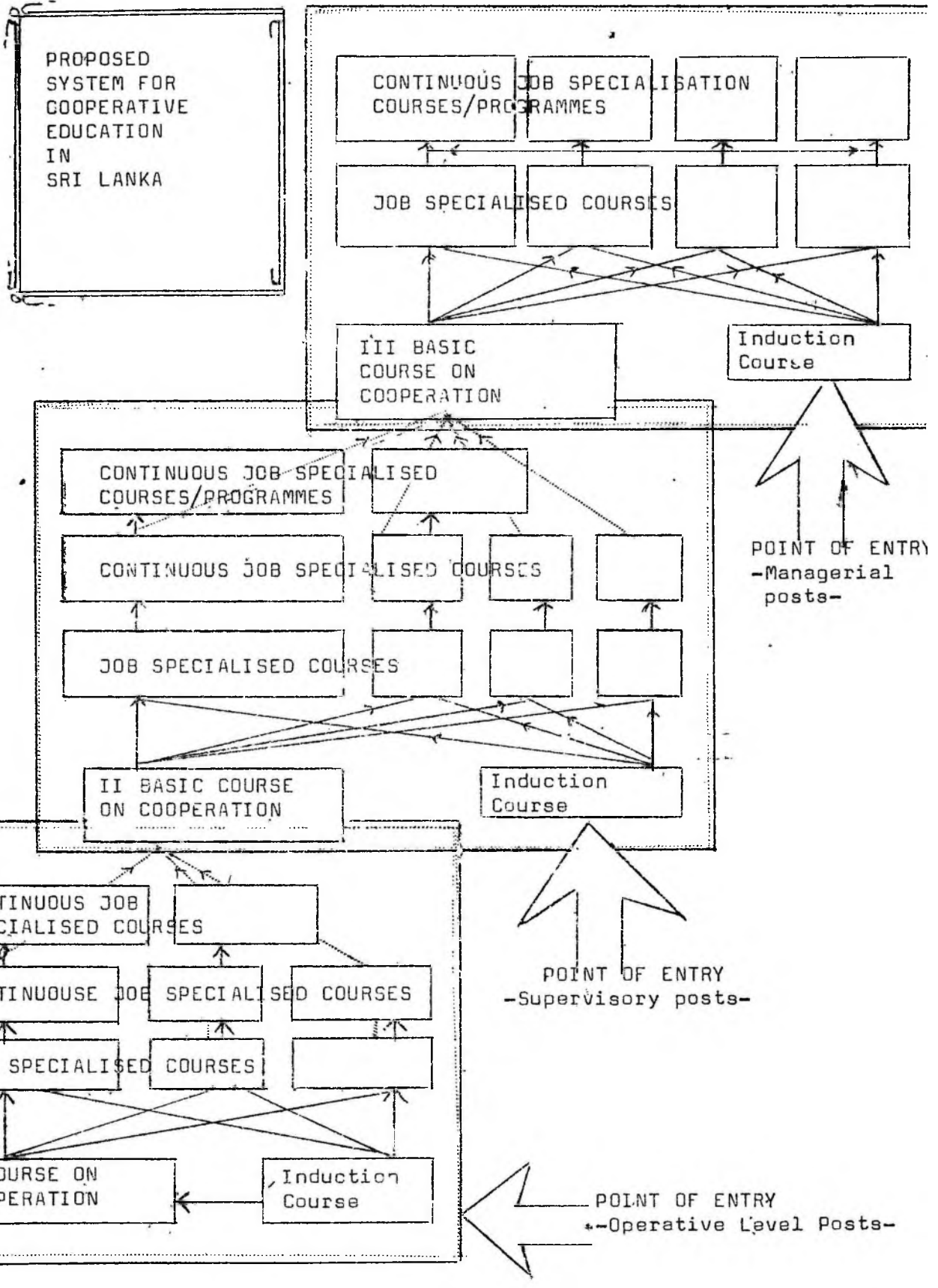
in the development of the institution and in designing the necessary training programmes. Mr Rana also pointed out that if there is a proper appreciation of the need of having properly coordinated training programmes in the Movement, it would not be difficult to find sufficient funds. Mr Rana pointed out that the present structure of running training programmes in Sri Lanka has to be revised in that context although the programmes had been of great value to the staff as well as to the Movement. He emphasised that priority should be laid on offering training programmes to the managers and that they should be involved more and more in the actual practice of their organisations. A continuous performance appraisal has to go on within the organisation.

41. Mr JM Rana also pointed out that in Japan and in the Republic of Korea the practice of recruiting successful managers as lecturers in the cooperative training colleges is maintained.

42. It was pointed out that the number of training staff available to the National Cooperative Council of Sri Lanka (NCC) is grossly inadequate. There are about 60-70 teachers available for training of nearly 41,000 Cooperative employees in the country. The NCC should undertake a survey of the training needs of the staff as well as of the organisations.

PROPOSED COOPERATIVE STAFF TRAINING SYSTEM,
ASSESSMENT OF TRAINEES AND COOPERATIVE MEMBER
EDUCATION PROGRAMME

43. The topic was introduced by Mr RGGG Gunasekera, a member of the Task Group. Mr Gunasekera pointed out that the Task Group had discussed the question of training systems in the Cooperative Movement from the point of view of providing on-the-job-training programmes to three levels of staff e.g., Operative level, Supervisory level and Managerial level. He pointed out that a similar structure has been operative in the Swedish Cooperative Movement with success. A sketch of the training system suggested by the Task Group is given on the following page. It was not the intention of the Task Group to follow the Swedish system in its entirety but to adapt it suitably to meet the requirements of the Sri Lanka Cooperative Movement. The intention of the Task Group was to develop a system which would enable an employee to enter at the operative level and move upwards to the managerial level. In the process of this development, the employee would continue to do the specified job as well as to undergo job-specialised courses and move from one segment to another. Direct recruitment from outside is also possible to all the three levels. At every point of entry there should be a provision of an induction course to the employees where they are given an orientation of their jobs as well as a course on Cooperation. It was felt by the Task Group that it was not possible for the Movement to get all its employees from within the Movement and for certain positions



recruitment from the open market would have to be done. The employees taken from the open market have to be informed about the objectives of the organisation as well as of the Movement. This process is taken care of by offering induction courses as well as the basic course on Cooperation.

44. Mr Gunasekera pointed out that any system which is designed for training of employees should ensure that the employees are trained to perform their jobs effectively. There should be a system of job-rotation and the specific training should be provided to specific jobs in addition to the general training to achieve proper institutional competence. The proposed training system also ensures that there is a proper feedback arrangements between the trainees and the trainers and between the trainees and their organisations. It was pointed out that a training system cannot be a rigid system. If the system is static it would not deliver the goods, it may result in frustration and malfunctioning. Any training arrangement must change along with the changes in the society. He cited the example of the accounting system introduced to the Multipurpose Cooperative Societies (MPCSs) in 1970. The system needs revision as the accounting needs of the societies have changed considerably. If these changes would eventually mean new inputs, new training material, training of trainers in the new methods, a great deal of practical work on the part of the trainees, a revision and standardisation of forms and other material conforming to the needs of the organisation. In the event of the system being revised its other elements have to be changed. Some of these are:

- classification of positions (only if the structure is accepted)
- identification of skills involved in each job
- identification of training needs.

Assessment of Trainees

45. Mr Gunasekera referred to the various systems of assessment currently in use. The trainees undergo these courses mainly to improve their qualifications and to obtain their confirmations and promotions. The training, as such, is not geared to improve the skills. It was pointed out that after a nine months course in the Cooperative Employees' Advanced Level course there had been only a 5% pass in the first attempt. The syllabus for the various Cooperative Employees Certificate courses were drawn up many years ago and since then many changes have taken place in the structure of the Movement while very little changes have been made in the syllabus. It was necessary, therefore, to evolve systems of assessment according to training objectives. It was pointed out at the National Symposium that there was no system of examination for in-service training in the Swedish Cooperative Movement. Discussion on the points made by Mr Gunasekera followed.

46. Dr JM Gunadasa pointed out that there was a relationship between the Cooperative Movement and its organisation as a whole; relationship within the Cooperative society itself; and relationship of the Movement with outside. Any training system adopted should have a flexibility and it should conform to the requirements of the Movement, the employees and the Cooperative societies.
47. Mr RB Rajaguru pointed out that there were certain environments which bring out a need for training. He emphasised that training of employees and education of members should go on simultaneously. He also pointed out the need for generating adequate training material for the three steps of the training system that has been suggested by the Task Group. It was, therefore, necessary that there should be an effective coordination between the two training programmes e.g., staff training and cooperative member education. A greater emphasis should be laid on leadership training. The Task Group had gone into the question of education and training from the point of view of the needs of the Movement and the career prospects of the staff involvement. The Task Group had suggested a more flexible system. It had adopted an organic approach keeping in mind the changes which occur in the human elements.
48. Mr JM Rana made the following observations on this topic. He wondered as to who would be responsible for introducing the changes in the system as well as in assessment. Would it be the government, or the CCD/Department of Cooperative Development, or the NCC. He felt that the NCC, which is a national apex organisation of the Cooperative Movement in Sri Lanka, must take the responsibility of introducing the required changes. He mentioned the need of improving the training environments to operate the present cooperative training programme more effectively. He pointed out that the physical conditions available at district cooperative education centres in the country are inadequate. The trainees have to travel long distances to attend their classes, There were no boarding and lodging facilities available, libraries were grossly inadequate, and there were no recreational facilities available. These were a few handicaps which brought a sense of disappointment on the trainees and which affected their studies and hence the poor results. He also pointed out that the structuring of district cooperative education centres were not in a proper order as the OIC also worked as the District Secretary of the NCC.
49. Mr Rana also pointed out that the teachers working at the district cooperative education centres also do not enjoy their appropriate designations. No opportunities were available to the teachers to undertake field studies to equip themselves with the field situations. They have no control over their syllabus. They do the teaching according to a syllabus formulated by somebody else; and their students were tested by somebody else. The teachers

are apparently working under difficult conditions and constraints. He emphasised the need of keeping those points in view before deciding on a new system.

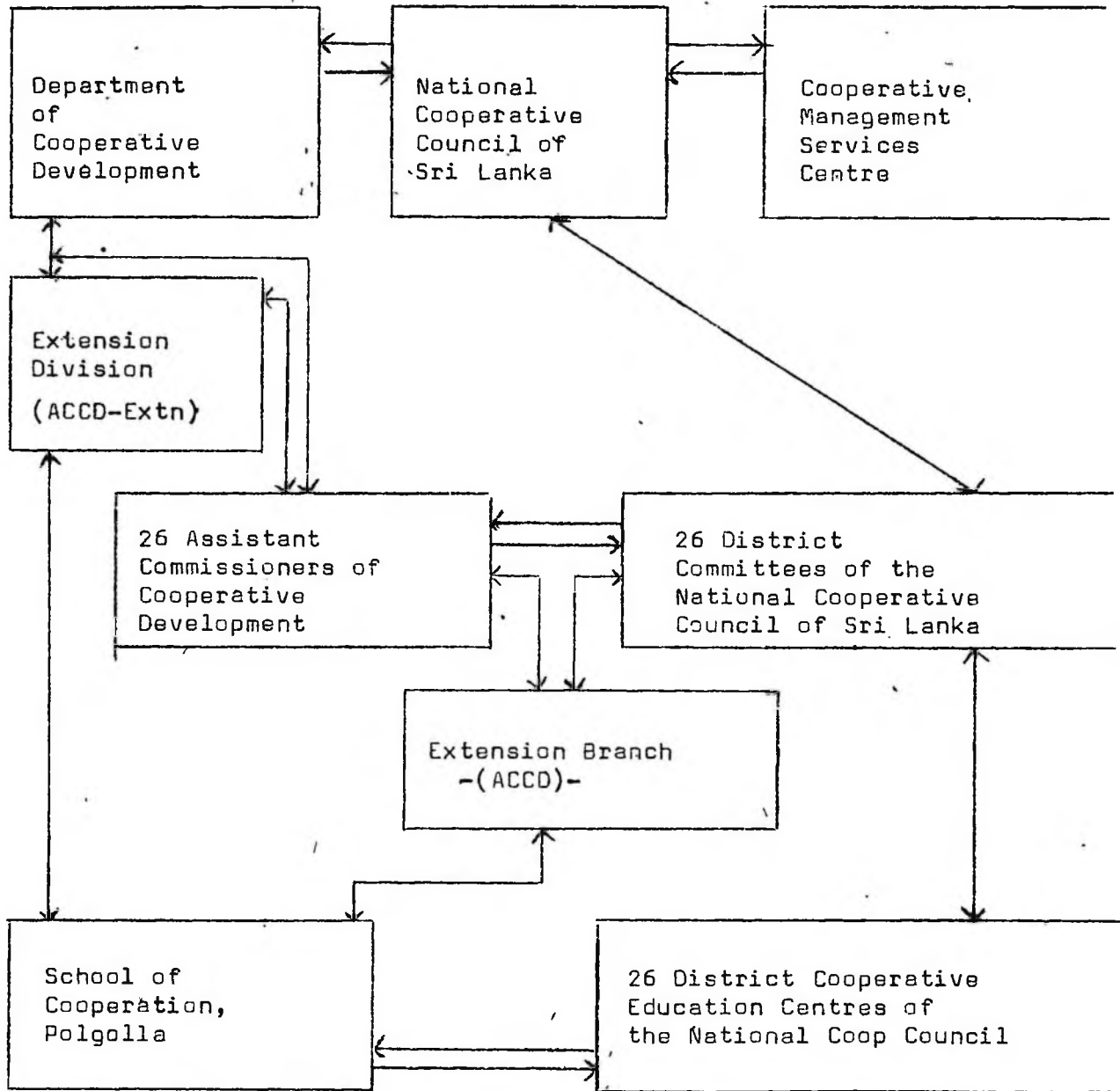
A STRUCTURE AND A POLICY
FOR COOPERATIVE EDUCATION SYSTEM

50. The topic was introduced by Mr SB Divaratne, a member of the Task Group. Mr Divaratne explained to the National Symposium the present structure of Cooperative training in the country. He pointed out that the Task Group did not deal with the topic in full detail but only a few aspects have been highlighted in the Report of the Task Group. Mr Divaratne made use of the chart showing the existing training arrangements (next page). He explained that the School of Cooperation, Polgolla, was a departmental training establishment catering to the needs of the officers of the Department of Cooperative Development. It offered courses for Inspectors and other staff. It also held examinations and published results. He pointed out that the usefulness and effectiveness of the Inspectorate courses had not been studied or assessed in a systematic order so far and it was, therefore, necessary that these aspects were looked into. He was of the view that the Inspectors' courses did not serve any useful purpose except for their promotions and confirmations. He felt that it was necessary that the training programmes offered to the inspectors of Cooperative Societies should also be skill-oriented. Acquisition of knowledge and development of skills were both inter-related. He pointed out that for a training programme there should be:

- a. Skill development and job-orientation based on the identification of needs;
- b. A carefully thought-out training structure; and
- c. A proper and objective evaluation system.

51. He was of the view that policy makers should be involved in the exercise of designing a structure and formulation of policies. He was of the opinion that more effective training programmes should be offered to the leaders e.g., members of Board of Directors so that they understood the value of staff training. They should also be given training in the operation of their societies and taking correct decisions at the Board meetings. He pointed out that the Extension Division of the Cooperative Department was doing this type of work and he was able to coordinate the activities of the Extension Division with the work programmes of the School of Cooperation. (Mr Divaratne is the Principal of the School as well as the Assistant Commissioner in charge of the Extension Division of the Department). The cooperative member education programme is done by the Extension Division mainly to give the members some knowledge about their cooperatives and the importance of democratic elements. Special

COOPERATIVE TRAINING STRUCTURE IN SRI LANKA



short-term courses are offered by the Extension Division at the School of Cooperation exclusively for the Chairmen and the members of the Board of Directors. Mr Divaratne pointed out that there was lack of interest on the part of the presidents as the full number did not turn up at such short-term courses.

52. Mr Divaratne wondered as to what changes would become necessary in implementing the proposed structure of staff training. Who would conduct the examinations - at the NCC level, society level or at the Departmental level? Who should formulate the policy? Should it be the Department or the CMSC or the NCC? What sort of conditions should govern the recruitment and promotional aspects of the trainees? It would be essential to involve the Cooperative Employees' Commission in the entire process as they have a say in linking of training with career development. There has to be some machinery to evolve a system of career development and promotional aspects. He felt that the NCC should play a vital role in this.

53. Mr Divaratne pointed out that the societies should set apart certain amounts from their budgets to undertake educational and training programmes at the society level itself. He informed the Symposium that a number of societies have made such allocations and recruited education officers (education assistants or training officers) in their societies to undertake such programmes. The NCC should take steps to equip these functionaries in carrying out their tasks properly. The training of middle level management people can be taken up at some level. The CMSC is involved in this process to some extent. A discussion on the points made by Mr Divaratne followed.

54. Mr RB Rajaguru pointed out that in the development of Cooperative Movement in Sri Lanka the Department of Cooperative Development had always played a leading role. He only wished that there be a greater de-officialisation of the Cooperative Movement. The objective of the government was to hand over the management of Cooperatives to their members. He pointed out that in India, for instance, there are no departmental training institutions to train the Cooperative Departmental staff. All staff members have to undergo training at the training centres operated by the National Cooperative Union of India. Similar situations also exist in Malaysia and Bangladesh. He thought it was necessary that the policy and strategy be legalised. He wondered whether there had to be revolutionary changes or evolutionary changes.

55. Members of the National Symposium were of strong opinion that duplication of training efforts should be avoided. There should be a National Advisory Committee at the national level, adequately represented by national organisations, trainers, training beneficiaries which should advise on the education and training programmes in the country. Training at the society level

should be done by the societies themselves. The National Advisory Committee would ensure that a few of the 26 district cooperative education centres be properly equipped to run specialised training courses for the entire movement. There had to be a decentralisation of institutional arrangements. Instead of having 26 centres there could be a few, say about 9, which could offer training programmes of quality.

56. The members of the National Symposium felt that the duration of the present training programmes was too short, while the syllabus was wide. There was no adequate specialisation available among the teachers. A large number of trainers did not have any practical training as they had been recruited either from the open market or through other means.

57. Mr Jaya Herat, President of the NCC, felt that a new system of training in Sri Lanka was needed and the existing resources available should be streamlined in such a way that there was no duplication of efforts and resources. He agreed with the idea of creating a national level advisory committee and with the objective of directing cooperative training programmes. He was of the opinion that the Cooperative Teachers' Training Project (TTP) would improve the quality of the present faculty members through its training programmes. He mentioned that the NCC would always support the work programmes of the Project as they would ultimately improve the quality of teachers.

REPORT OF THE NATIONAL SYMPOSIUM ON THE
REVISION OF COOPERATIVE STAFF TRAINING SYSTEM OF SRI LANKA

III GROUP DISCUSSIONS

Group Discussions

At this stage, the members of the National Symposium were sub-divided into three Working Groups. Each group was to undertake a detailed discussion on the three items which were introduced to the general body of the Symposium by the three members of the Task Group.

The Working Groups discussed the following topics:

Working Group A	Training Needs of the Staff of Cooperative Organisations
Working Group B	Proposed Staff Training System, Assessment of Trainees and Cooperative Member Education Programme
Working Group C	A Structure and a Policy for Cooperative Education System.

REPORT OF WORKING GROUP A

-Training Needs of the Staff of Cooperative Organisations
(Evaluating the Present System)

Members of the Working Group

1. Mr SB Divaratne, Chairman
2. Mr K Kaneshalingam, Secretary
3. Mr G Loku
4. Mrs Karuna Abeykoon
5. Miss Jayantha Tennakoon
6. Mr Chandra Angunawela
7. Mr Daman Prakash
8. Mr LB Herath
9. Mr SS Pathinathan
10. Mr K Ratnapala
11. Mr ER Mudiyanse
12. Mr S Sivamaharajah
13. Mr D Gamage
14. Mr M Shanmugadasan (not present for the group meeting)

01. The Working Group was constituted by the Symposium to discuss in detail the topic on Training Needs. The topic was initially discussed by the Task Group and later on by the plenary session of the National Symposium.

02. The topic was introduced by Mr TDJ Vitharane, who was one of the members of the Task Group. In his introductory remarks, Mr Vitharane mentioned that the training of staff should lead to the effectiveness of the organisation and its performance. Identification of training needs should lead to performance improvement and if the needs are properly identified and met the improvement in the organisation can be ensured. Identification of needs should be related to individual countries and local situations and should not necessarily be copied from other situations and countries. Mr Vitharane indicated that there has been too much theoretical learning. He emphasised that the training should be work-oriented and which should involve the trainees in actual work.

03. The Working Group ENDORSES the views expressed by Mr Vitharane and TAKES INTO ACCOUNT the views expressed by the Task Group in its Report.

04. The Working Group of the National Symposium, while ENDORSING the views expressed by the Task Group that Cooperative staff training should be so designed as to:

- a. Increase the effectiveness of employees in their job-performance by providing them with opportunity for gaining the necessary job-knowledge, improving their skills and developing correct attitudes;
- b. Cater to the training needs of all types of Cooperative societies; and
- c. Provide for career planning and development;

CONSIDERS that the training should further create conditions for the employees to:

- a. Achieve a high level of job-satisfaction and morale;
- b. Adapt themselves to environmental changes;
- c. Develop healthy working relations; and
- d. Ensure continued development of Cooperation as an effective strategy for attaining economic and social objectives of the membership.

05. Such training, we are of the view, should be based on an assessment of the realistic needs of the Cooperative organisations concerned, the specific jobs to be performed and in relation to the trainees themselves. A scientific assessment of this nature will involve, in the first place, an analysis of the organisation itself. This should take into consideration the organisational objectives in relation to such aspects, as the volume of business, market share, standards of services to be provided, the projection of the image of the Cooperative, surplus to be generated, the amount of member-rebates and employee-relationship. Secondly, an analysis of the various jobs to be

performed followed by a survey of manpower will complete the process. We are in agreement with the view expressed by the Task Group that such a systematic assessment has not taken place in the past.

Responsibilities for Needs Identification

06. The identification of training in our view is primarily the responsibility of the managers and the immediate supervisors of the organisations where such specialised skills are available. The group also takes note of the fact that the Department of Cooperative Development has already initiated action to set up training units in cooperative societies.

Pitfalls

07. The group wishes to sound a note of caution in regard to the following pitfalls which are not very uncommon in the analysis of training needs:

- Tendency to determine training needs on mere assumptions
- Transplantation of training systems based on assessments made in other countries where the conditions have no relevance here
- Superficial identification
- Excessive weightage on concepts and theoretical knowledge
- Irrational priorities
- Personal bias
- Preconceived notions

Types of Training Needs

08. The Working Group identified two types of training needs, viz., the special needs which are specific to individual organisations and the general needs which are common to all types of cooperatives and to a very great extent in most categories of employees. Regular training courses and basic courses can be developed on the basis of those needs identified as common. Some of the general needs on the basis of which common courses can be developed are:

- a. Cooperative knowledge including cooperative philosophy
- b. Environment - social, economic and legal
- c. Interpersonal relations and social psychology

Guidelines

09. The Working Group wishes to RECOMMEND the following very broad based guidelines for the identification of training needs:

1. For which jobs the training will be required.
2. At which levels i.e., operative, supervisory and managerial, training will be urgently required.
3. What are the most critical areas for training (are they: knowledge of Cooperation, selling, work methods, cost control, record keeping, communication, skills, inter-personal relations).
4. What precisely must the trainees learn?

Constraints

10. The National Symposium proceeded to consider the constraints that are inhibiting the successful operation of a staff training system. Some of these constraints are due to inherent weaknesses in the existing framework. Following are the major constraints identified:

- Lack of support by policy makers. Training functions do not receive due recognition on account of the fact that the policymakers are not properly educated on the value of staff training.
- Defects in the recruitment policies.
- Lack of clearly defined policies and objectives.
- Inadequacy of trained personnel to carry out the training functions.
- Inadequacy of physical facilities at the cooperative education centres.
- Lack of incentives.
- Absence of appropriate yardsticks (norms) to be used in assessments.
- Inappropriate placement of trained employees.

Recommendations

11. Having considered these various constraints the Working Group wishes to make the following RECOMMENDATIONS for the consideration of the National Symposium:

1. An exercise for the identification of training needs on the lines suggested be carried out on a pilot basis;
2. For the purpose of this exercise, a limited number of Cooperative societies may be selected.

PLENARY SESSION ON TRAINING NEEDS
OF THE STAFF OF COOPERATIVE ORGANISATIONS
(Evaluating the Present System).

12. The Report of the Working Group was presented to the Plenary Session of the National Symposium by Mr LB Herath on behalf of the Working Group.
13. Mr Herath made the following introductory remarks.
14. The Working Group took into consideration the scope of the Task Group Report and, therefore, it did not go out of this scope and agreed with the main points made by the Task Group in its report. Mr Herath pointed out that the group endorsed the points made by Mr TDJ Vitharane while introducing the Task Group to the general body of the Symposium.
15. The Working Group made the following points:
Staff Training should create conditions for the employees to:
- achieve a high level of job satisfaction and morale;
 - adapt themselves to environmental changes;
 - develop healthy working relations; and
 - ensure continued development of Cooperation as an effective strategy for attaining economic and social objectives of the membership.
16. The Working Group felt that identification of training was the responsibility of the managers and the immediate supervisors of the organisations concerned. The identification of training needs is a specialised task and, therefore, the national organisations together with some specialised organisations/agency should undertake this task.
17. The Working Group felt that prototype training programme from developed countries need not be transplanted in Sri Lanka, as these have their own limitation as the background and context in Sri Lanka differs substantially. However, experiences from developed countries could be made use of by adapting them to the local conditions. Irrational priorities, personal bias, pre-conceived notions, superficial identification of training needs, and excessive emphasis on theoretical input should be carefully eliminated.
18. The Working Group felt that special emphasis should be laid on (a) knowledge of Cooperation, (b) Social, economic and legal environment; and (c) interpersonal relations and social psychology, should be included in common training programmes for cooperative employees in order to make them aware of their own significance in the realisation of the objectives of the organisation.

19. The Working Group had laid down certain guidelines in order to identify the training needs.
20. The Working Group pointed out some limitations and constraints in the operation of training system. Some of them are due to inherent weaknesses in the existing framework. These could be: defective recruitment policies, insignificant support from the policymakers themselves, unclear objectives and policies, lack of trained trainers, absence of proper training environments, lack of incentives, absence of assessment techniques, and inappropriate placement of trained employees.
21. The Working Group recommended that an exercise for the identification of training needs should be undertaken on an experimental basis in a limited number of carefully selected Cooperative societies.
22. A discussion on the report of the Working Group then followed.
23. The members of the National Symposium AGREED that the task of job analysis should be undertaken by the National Cooperative Council of Sri Lanka with the help of its members. The NCC could enlist the support of some other organisations in carrying out this task.
24. It was pointed out that the identification of training needs, implementation of training and its assessment cannot be done by different agencies. It was essential that the NCC, which runs and operates the training programme should be fully responsible for all aspects of training. These aspects invariably include: planning, general survey, recruitment of training staff, formulation of syllabus, running of centres, assessment of trainees, and conduct of examinations etc. The NCC could, however, involve other organisations from within the country, to carry out its responsibilities.
25. The plenary session of the Symposium adopted the Report of the Working Group.

REPORT OF WORKING GROUP B
-Proposed Staff Training System, Assessment of
Trainees and Cooperative Member Education Programme

Member of the Working Group:

1. Mr KR de Silva, Chairman
2. Mr SPS Edirisinghe, Secretary
3. Mr SH Uluwatte
4. Mr Godfri Silva
5. Mr AWCK Ariyawanse
6. Mr RGGG Gunasekera
7. Mr PA Senaratne
8. Mr Lalith de Silva
9. Mr SP Liyanage
10. Mr WU Herath
11. Mr VE Shanmugam
12. Mr JM Rana
13. Mr MD Fernando

Background of the Cooperative Staff Training

01. The Working Group is of the opinion that the present cooperative employee training system is the result of a crash programme of employee training commenced in the year 1957 to train the managers of the newly formed small primary cooperative societies, and subsequently enlarged to embrace the training of other higher and lower level employees. The levels of training have been expanded from an ordinary level to a junior level and advanced level subsequently. The course content of the syllabi too has been changed from time to time taking into consideration the training needs of the large multipurpose cooperative society to which additional responsibilities have been entrusted.

02. Along with the reorganisation of the present Cooperative Movement in early Seventies the Cooperative Employees' Committee was instituted to regulate the conditions of service, salary scales and disciplinary procedures of employees. In so regulating a recognition was given legally to the then existing Cooperative employee training certificates by specifying these as recruitment qualifications for different job positions; apparently a review of the effectiveness of the training system had not been done. The fact that approximately 30,000 old employees were saddled on the new organisations with a sizeable number holding these certificates, it was incumbent to follow the same training system so as to avoid any violent imbalances with those of the employees who have been already trained and those who had to receive training in the future.

Shortcomings in the Existing System

03. The Working Group agrees with the conclusions of the Task Group, when it says that the 'System has been developed

by the School of Cooperation on certain assumptions of training needs of the Cooperative Sector... without the involvement of the beneficiaries. But the Working Group also observes that the Task Group itself had adopted the same approach by forming assumptions of their own without involvement of the beneficiaries. This Group also agrees with the observations of the Task Group in paragraphs 3.43, 3.44, 3.45, 3.46, 3.47 and 3.48.

Proposed Staff Training

04. The Group wishes to indicate that the attention of the Group had to be focussed basically on staff training even though it felt that the entire training and education in the Cooperative sector has to be taken up as a package programme since there is inter-relation. The Group focussed attention to the scheme of training appearing on page 19 of the Task Group report and in principle agrees with the broad classification of Cooperative employees in three categories viz., managerial, supervisory and operative level, for the purposes of training. The Group had the benefit of referring to a detailed classification of jobs into the said categories, and wishes to record that jobs coming under Nos. 302, 304, 305, 306, 307, 312, 313, 314, 315, 317 should go under supervisory level and not under operative level (as per annexures given). Again, the Group wishes that the operative level employees be sub-divided into two categories:

- A. Frontline workers performing purely manual work e.g., watchers, labourers, cleaners etc.
- B. Other frontline workers performing functions of a lesser manual nature;

for the purpose of conducting induction courses as well as basic courses in Cooperation.

05. The Group agrees with the proposals appearing in paragraph 4.21 of the Report of the Task Group on the main stages of training for all categories of employees.

Induction

06. The Working Group agrees that the provision of an induction course to every new recruit should be obligatory on the part of the employer organisation and should also be undertaken by the employer on the guidelines and a training-kit provided by a specialised organisation.

Basic Course in Cooperation

07. The Working Group agrees on the need for a basic training course in Cooperation for all levels of employees. This course has to be designed to suit the four different categories of employees. The duration of the course and the content should be designed by the TTP after a suitable survey of the beneficiaries.

This has to be a regular course, to be provided by a specialised institution e.g., district cooperative education centres of the NCC. But, Cooperative societies, capable of undertaking this function may do so in collaboration with the NCC.

Job Specific Training

08. A training in Cooperation may not be treated as a requirement for recruitment to a job position in a Cooperative society, but the Working Group felt that those candidates possessing such qualifications should receive preferences over the others. An employee recruited to a particular post, must, in the first instance, be trained in that particular job and a choice in selecting a different job-specific training should follow only afterwards. Different job-specific training courses will have to be designed by a suitable specialised agency, to cover the various types of functions. The job-specific training may vary according to the objectives of different Cooperatives. This training should consist of both theoretical and practical aspects with special emphasis on practical performance.

Job Rotation

09. The Working Group feels that facilities for job rotation at any level should be within the legal framework available for such rotation or in the alternative with the consent of the employees.

Implementation

10. The Task Group does not give any indication as regards the implementation programme for the proposed scheme. The Group deliberated on this aspect in detail and felt that the Scheme should be tried out as a pilot project in a selected district and a selected apex organisation for a minimum period of two years. Periodical evaluation on performance every half year and a final evaluation at the end of the two year period should be the guiding factor to expand the training system onto a national level. During the period of the pilot project the existing system may be continued with suitable modifications which do not seriously affect the standard of the certificate. The Working Group felt that the present junior level course is redundant and that as it is not a recruitment requirement, it may be abandoned.

Assessment of Trainees

11. Since Cooperative examination certificates are no more a requirement for either recruitment to a course, or promotion in Cooperative service, the Working Group has the following observations in this regard.

- (a) The basic course in Cooperation be considered a requirement for confirmation in any job-position.

- (b) Every employee should be made to undergo a job-specific training course designed for his job. This and a suitable performance evaluation should be the basis for extra incremental benefits or such other incentives.
- (c) Such training should be considered as additional qualifications for promotions.

12. The Working Group AGREES with the Task Group Report that the examinations are not the best method in assessing the performance of a trainee. The effect of a training course on a trainee may be assessed by means of a suitable examination as well as a performance evaluation to be undertaken subsequently.

Cooperative Member Education Programme

13. The Working Group studied the Project Report on Cooperative Member Education (see annexure) and AGREES with the recommendations therein. However, the Group feels that this too should be implemented in the same district selected for the staff training as a pilot project in the first instance by the NCC.

PLENARY SESSION ON THE PROPOSED COOPERATIVE STAFF TRAINING SYSTEM, ASSESSMENT OF TRAINEES AND COOPERATIVE MEMBER EDUCATION PROGRAMME

14. The Report of the Working Group on the above subject was presented to the plenary session by Mr SPS Edirisinghe on behalf of the Working Group.

15. Mr Edirisinghe made the following points.

16. The Working Group took into consideration the work done by the Task Group on this subject. The Working Group endorsed the views expressed by the Task Group in its Report.

17. The Working Group felt that the training programmes in Sri Lanka have been in operation for quite some time and they have been of great value. It was felt that the emphasis on various aspects of training needs some changes in the context of the present day policies. The levels of training have been expanded subsequently. Relevant changes in the curriculum have yet to be made.

18. The Cooperative Employees Commission (CEC) regulates the conditions of service, salary scales and disciplinary procedures of employees. Proper legal support was, therefore, given to the certificates. It was pointed out that the training system should be developed with the support of the national level cooperative organisations, as well as with the multipurpose cooperative societies and other societies whose employees need training. Involvement of beneficiaries in the development of training programmes was essential.

9. The Working Group was of the opinion that the entire Cooperative training and education programme should be treated as a package programme as both segments are inter-related.

20. Referring to the levels of trainees e.g., managerial, supervisory and operative employees, the Working Group was of the opinion that the operative level employees should be further sub-divided into two categories: (i) frontline workers performing manual work e.g., watchers, labourers, cleaners etc., and (ii) other frontline workers performing functions of a lesser manual nature.

21. The Working Group was of the view that induction courses to every new recruit should be obligatory. It also agreed that induction courses should also include basic courses in Cooperation. Suitable suggestions on such courses should be formulated by the NCC together with the TTP. Societies capable of undertaking such functions may do so with the support of the NCC and the TTP.

22. It may not be necessary to insist on training in Cooperation for recruitment to job-positions in a Cooperative society, but the Working Group felt that candidates possessing such qualifications should enjoy preference over others. Each job has its own qualifications and requirements and Cooperation does not necessarily form a part of it. The training should lay emphasis on job-training and practical performance.

23. The Working Group felt that the junior level training was not serving any purpose and suggested its discontinuouation.

24. Regarding assessment of trainees, it was felt that a basic course in Cooperation be considered a requirement for confirmation in any job position; and all employees should undergo a job-specific training course. This, and a suitable performance evaluation should be the basis for extra incremental benefits or such other incentives. This would pave the way for promotional aspects.

25. The Working Group maintained that the examinations were not the best method in assessing the performance of a trainee. There can be a system of job-appraisal or evaluation.

26. Regarding the Cooperative Member Education Programme, the Working Group was of the opinion that staff training programme should be implemented in the same district as is selected on pilot basis for implementing the cooperative member education programme (as per Trincomalee Conference report).

27. The PLENARY SESSION then discussed the Report of the Working Group. The following main points were made at the Plenary Session of the Symposium.

28. On the question of job rotation, it was felt that there were certain limitations. Employees are recruited for certain jobs and it was difficult for the organisations to rotate them as they may not have the required qualifications. It was, however, felt that the organisations concerned could themselves undertake an internal assessment and rotation of job could be undertaken by them keeping in view the legal framework. The concept of job rotation was available in several other countries and it was felt that such an experiment could be tried out in Sri Lanka as well.

29. It was pointed out that the role that the certificates play is significant. They bring validity to the job and are recognised by various agencies within the Movement. There was nothing wrong with the certificates. They were still relevant although their utility might have gone down. It was suggested that a careful look must be taken at the syllabus and other relevant procedure to make them more effective and meaningful. The total review of syllabi was needed and it was suggested that the NCC should take up this matter seriously, and on an urgent basis.

30. The members of the National Symposium suggested the creation of a special fund for cooperative staff training and education. This fund was intended to provide basic requirements in the development of an effective and well-integrated training programme.

31. Manpower survey should be undertaken by the NCC with the help of other organisations as this forms a part and parcel of any training programme.

32. It was recommended by the members of the National Symposium that priorities in training need a proper definition. It was mentioned that in the previous years there was a great emphasis on certificates, while in the present context they may not be needed at all. The need of the present day Cooperative business is highly management oriented. Therefore, it was found necessary that more management oriented programmes should be offered to the employees. The needs of the Cooperative Movement are not static. They keep on changing. The training programme should, therefore, also keep on changing. These should be more dynamic so that they are able to meet the needs of the Movement and that of the employees effectively. The NCC should continue to undertake continuous appraisal of the effectiveness of its training programmes.

33. It was pointed out that any revision of the training programmes in the country should be done by the NCC. It could enlist the support of specialised Cooperative organisations, and technical education/training institutions in this regard.

34. The members of the National Symposium also felt that political interference in recruitment policies should be minimised, as this would result in wrong recruitments and ultimately not conducive to the growth of a true Cooperative Movement.

35. Mr JM Rana emphasised on granting of a greater autonomy to the district cooperative education centres and their faculty members.

36. The training material for the use of teachers and participants should be produced in Sinhala and Tamil strictly in accordance with the syllabi currently in force. A reference was made to this activity of the TTP. It was stressed that the aspect of producing the training material in a sophisticated manner could be delayed. The urgent need was to produce the material and make it available. Already some work in this direction had been initiated by the Cooperative Teachers' Training Project.

37. Keeping in view the limited number of teaching staff available, it was suggested that the faculty members should be given training in subject matter, training methodology, techniques of communication and adoption of participative training methods. The work being done by the Project (TTP) in this direction was also pointed out. It was felt that the faculty members should be equipped with the needed simple teaching aids and proper environments at the cooperative education centres should be created.

38. On the question of examinations, it was mentioned that a moderating committee be constituted of the following: The officers-in-charge of the NCC education centres; Cooperative Teachers Training Project, and the faculty members of the School of Cooperation, under the chairmanship of one of the OICs. This committee should look after the setting of question papers and evaluation of answer-scripts.

39. Paper-setting should be done jointly - 50% of the question paper to be set by the faculty members of the district cooperative education centres and 50% of the paper to be set by the subject matter specialist. The entire work of paper setting should eventually be the responsibility of the faculty members of district cooperative education centres.

40. It was necessary to grant some amount of autonomy to the district cooperative education centres within the overall policy guideline. The centres should have authority to operate the budget and a reference to the NCC could be made in case there was any need for a change in the approved budget.

41. The Officer-in-charge of the district cooperative education centre should be designated as Principal and the other teaching members could be designated as Lecturers. The OIC should enjoy

certain financial powers and administrative powers in order to carry out the work of the DCEC effectively.

42. The faculty members should be exposed to field experiences.

They should devote themselves to certain field work at least for two or three months in an year so that they could handle the classroom situations with confidence. The cooperative education centres should also take in certain experienced managers to work as faculty members for specialised subjects for limited durations. This should be an accepted policy for at least the centres which are currently under the coverage of the TTP. If possible, longer duration deputation e.g.; 2 to 3 years should be considered for the managers to work with the DCECs. They should be encouraged to write down their experiences and convert this material in the shape of training material.

43. On the field training programme, a reference to the on-going activity of the TTP was made. It was considered to be an appropriate activity of the TTP.

44. Selection of examiners should be carefully done by an Examination Committee comprising of the President and General Secretary of the NGC, Deputy Commissioner of Cooperative Development, Principal of the School of Cooperation, Chief of the Education Section of the NCC and the Director of the TTP.

45. It was emphasised that the NCC should undertake to develop at least one DCEC as a perfect model in respect of physical facilities, educational environments, library and reading room facilities, residential facilities, academic performance and extra curricular activities. Other centres should be subsequently improved and brought upto this level.

46. Mr TDJ Vitharane pointed out that some changes in the Examination system have already been undertaken. Keeping in view the discussions at the National Symposium he promised to have another look at the system and to see that more changes could be brought about.

47. The Plenary Session of the National Symposium then adopted the Report of the Working Group.

REPORT OF WORKING GROUP C
-A Structure and a Policy for
Cooperative Education System

Members of the Working Group

1. Mr Jaya Herat, Chairman
2. Mr M Pathinathan, Secretary
3. Dr JM Gunadasa
4. Mr TDJ Vitharana
5. Mr DP Wattesinghe
6. Mr KMWO de Silva
7. Mr RD Weeratunga
8. Mr D Nesiiah
9. Mr WGUI de Silva
10. Mr RB Rajaguru
11. Mr Stig Ivarsson
12. Mr SBYM Mudiyanse
13. Mr Lal Liyanarachchi
14. Mrs Susila Palihakkara

01. This subject was dealt with by the Working Group under the following three main headings:

- A. Present Structure and Policy
- B. Defects of the Present Structure and Policy
- C. Proposals to Remedy the Defects

A. Present Structure and Policy

02. In considering the present structure we have to take into account the personnel engaged in Cooperative education including staff training and cooperative member education at present.

03. The following three institutions are engaged in this function:

- National Cooperative Council of Sri Lanka
- Department of Cooperative Development including the School of Cooperation
- Cooperative Management Services Centre

National Cooperative Council of Sri Lanka

04. The National Cooperative Council of Sri Lanka is at present conducting three regular courses for cooperative employees, viz.,

1. Cooperative Employees Junior Level Certificate Course (correspondence course)
2. Cooperative Employees Ordinary Level Certificate Course (correspondence and institutional course)
3. Cooperative Employees Advanced Level Certificate Course (institutional course)

05. Apart from the above regular courses, the National Cooperative Council, through its district cooperative education centres, is conducting ad hoc courses for various levels of Cooperative employees. Along with this, it is conducting cooperative member education programme also,

Department of Cooperative Development and the School of Cooperation

06. The Department of Cooperative Development and the School of Cooperation are also engaged in cooperative education and training programmes. The School of Cooperation is conducting various regular courses for cooperative inspectors and short-term courses for various government staff. Along with this, it is conducting short-term specialised courses periodically for middle and top level managerial staff of the MPCs. The Extension Division of the Department of Cooperative Development, which is presently affiliated to the School of Cooperation, has recently engaged itself in the field of cooperative member education.

Cooperative Management Services Centre

07. This is mainly engaged in Cooperative management consultancy services. But some ad hoc training classes for managerial staff of MPCs are also conducted by the Centre.

Financing

08. School of Cooperation and the Department. These institutions get their funds directly from the government allocations.

09. The National Cooperative Council of Sri Lanka gets its funds from the Cooperative Fund which is administered by the CCD & RCS.

10. Cooperative Management Services Centre is funded by the Government. For regular courses conducted by the NCC district cooperative education centres, employees get their usual salaries during the training period. Employees attending district level and national level training courses conducted respectively by the NCC, School and the CMSC get their travelling and subsistence from their respective societies.

Facilities

11. At the DCECs, the training classes are held with meagre facilities and limited training staff. The School of Cooperation and the CMSC in comparison are better equipped.

Designing of Training Courses

12. Cooperative Member Education formulated by the School of Cooperation in consultation with the NCC. Regular courses are designed by the School of Cooperation on their own; ad hoc courses

at the district level are designed by the NCC and the Department according to the needs.

Recognition of the Courses

13. The CEC recognises the departmental examination certificates of the regular courses as a requisite qualification.

Policy

14. There is no national policy regarding staff training and Cooperative member education.

Departmental Policy

15. To train all the Cooperative employees (regular courses)

16. Short-term policy - Training the managerial staff and the accounting staff. Proper education policy does not exist. Priorities have not been decided for training.

Training Capacity

17. Training capacity at the District cooperative education centres is not fully utilised. The societies do not pay sufficient attention for training of their employees.

B. Defects of Existing Structure and Policy

18. The following defects could be noted in the existing structure and policy:

- The structure does not have a properly constituted body for directing and coordinating education policy.
- Absence of proper planning and policy making.
- No demarcation of responsibility between the institutions involved in cooperative education; duplication and overlapping of training programmes.
- Lack of adequate physical and technical facilities in the district cooperative education centres.

19. The following defects are spotlighted in the district cooperative education centres run and operated by the National Cooperative Council of Sri Lanka:

- Inadequacy of audio-visual aids
- Lack of library aids
- Lack of proper facilities e.g., furniture, toilet etc.
- Lack of recreational facilities
- Lack of residential facilities
- Lack of policy in distributing the facilities. Absence of horizontal and vertical communication among educational institutions and authorities

- Facilities do not exist for unofficial Cooperators with experience and top level employees with experience to become teachers/trainers.
- The funds available for cooperative training and education are inadequate as the control of the Cooperative Fund is not in the hands of the NCC.
- Lack of training units at society level.
- The societies do not fix targets in their annual plans for employee training and cooperative member education.
- Absence of systematic development or policy for training of trainers. Proper policy has not been laid down for scholarships.
- Trainers in-charge at the district cooperative education centres have been compelled to undertake other activities which are not directly relevant to educational functions.
- Inadequacy of facilities for trained personnel to develop themselves further and to utilise their training.

C. Recommendations

20. A national steering committee for cooperative education, as a statutory body must be set up. The composition of the Committee will be as follows:

- 1 Representative from the NCC
- 1 Representative from the Cooperative Department
- 1 Representative from the CMSC
- 4 Representatives elected by the general body of the NCC from among the eminent Cooperators

21. This body should be in-charge of directing, coordinating, planning and formulating policies with regard to Cooperative education.

22. Under the NCC there should be a national level cooperative training college as the superior centre having supervision and guidance over three regional colleges situated in Jaffna, Galle and Kurunegala. The district centres within the respective regions must come under them. The national level and regional level colleges should be well-equipped in the first instance and these facilities, as and when possible, must be extended to all the district cooperative education centres.

23. Streamlining and demarcating of various levels of training must be undertaken by a committee to be set up by the Symposium. Our recommendation on this is that the basic cooperative education for employees and the cooperative member education come within the purview of the NCC. Details have to be worked out by the above mentioned committee in the matter of demarcation of specialised courses between the NCC, School of Cooperation and the CMSC. The training of the governmental staff must come within the purview of the School of Cooperation.

24. Coordinating body similar to the district cooperative education committee existing at present must be established at the district level.
25. A Cooperative education levy from the Cooperative societies on a criteria which have to be worked out later on the basis of membership and training needs must be levied. This must be amalgamated with the Cooperative Fund and controlled by the national steering committee on Cooperative education. All these contributions must be made statutory.
26. Facilities should be provided to train experienced Co-operators and experienced Cooperative employees and to get them involved in the training activities.
27. Training units must be set up at all MPQS level with education officers in-charge of them. These units must assist not only in the training of their staff but also the staff of other types of cooperatives in the neighbourhood.
28. Societies must set up targets in the annual plan for employee training and cooperative member education.
29. A policy must be formulated regarding training of trainers for the purpose of continuous development. The practice of restraining the staff going on scholarship if they have gone once must be done away with. Action must be taken to retain the staff trained on training methods in the training field.
30. All cooperative scholarships must be channelled through the NCC.
31. Engaging the training staff at the cooperative education centres at other routine activities must be curtailed. Further adequate staff must be assigned to the district branches and the district centres of the NCC.
32. The national steering committees on Cooperative education by setting up research units and extending research facilities must give enough opportunities for the trained staff to utilise their training and also to develop themselves further.

PLENARY SESSION ON A STRUCTURE AND
A POLICY FOR COOPERATIVE EDUCATION SYSTEM

33. The Report of the Working Group on the subject was presented to the Plenary Session of the Symposium by Mr M Pathinathan on behalf of the Group.
34. Mr Pathinathan made the following introductory remarks.
35. The Working Group took into account the work done by the Task Group on the subject and AGREED with most of the suggestions made by them.

36. The Group felt that the entire structure of Cooperative staff training needed an extensive overhaul and improvement. The Working Group felt that proper policy with a clearly defined programme has to be developed in order to provide a proper staff training arrangement to the Sri Lanka Cooperative Movement.

37. The Working Group felt that there was a duplication of work in the field of Cooperative education and training in the country and it should be avoided. The Group felt that all such programmes should be properly coordinated. Group was of the opinion that the present district centres were not truly geared to the training programmes in terms of physical facilities, authority, training material and other matters. There was a lack of proper financial support and several procedures needed simplification. The Group laid a special emphasis on the decentralisation of Cooperative staff training system. The Group felt that administrative powers now enjoyed by the NCC over the district centres should be gradually transferred to the district committees of the NCC and that the NCC headquarters should concern itself mainly with policy, evaluation and examinations etc. The NCC should formulate policies with regard to a smooth operation of the district centres and the total programme as such rather than administering them directly from Colombo.

38. The recipient Cooperative organisations e.g., MPCs and other societies, should make appropriate provisions in their budgets towards Cooperative member education and staff training programmes and that they should be able to undertake some of such programmes at their levels with the support of the NCC.

39. The NCC should formulate policies and programmes for the development of their training staff and giving them appropriate opportunities to improve their knowledge and skills.

40. The Working Group suggested that a national level committee on cooperative education should be created with appropriate representatives which should be responsible for administering the cooperative training and education programmes. The Group also suggested the creation of a national level cooperative training college and a few regional level cooperative training colleges at the initial stage. These institutions should be properly staffed and equipped so that more effective professional courses could be conducted there. If found successful and feasible, similar facilities could be extended to all the districts in the country.

41. The Working Group also recommended the imposition of an educational levy on cooperative organisations to finance the cooperative education and training programmes at the national level.

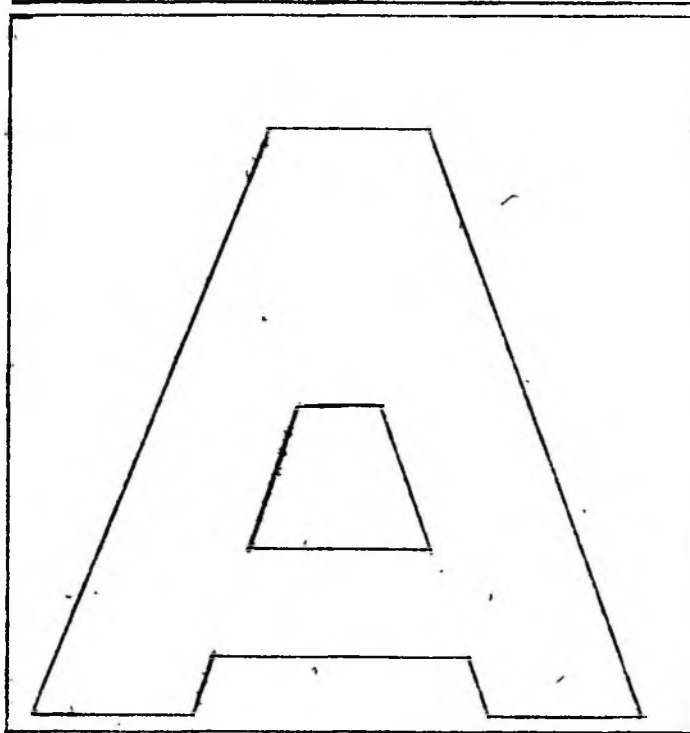
42. The Working Group was of the view that training staff be given opportunity to go to the field level more frequently than at present.
43. The NCC should undertake other functions e.g., documentation and research etc.
44. The Plenary Session of the Symposium then discussed the Report of the Working Group C.
45. The Plenary Session of the National Symposium made the following observations.
46. The Symposium AGREED with the feelings of the Working Group that the training structure was not properly coordinated. It was felt that the NCC, which is executing training programmes in the country, should devote more time and resources for the improvement of the utility and contents of the training programmes. They should involve the training beneficiaries in the development of training programmes.
47. The Symposium AGREED with the idea of setting up a national steering committee on cooperative education and training under the auspices of the NCC. The Symposium was of the firm and unanimous opinion that such a committee should be set up immediately and that its terms of reference must be carefully and clearly defined. It was suggested that the representation on the committee should also include the training beneficiaries, and that the committee should operate with the NCC President as its Chairman. The committee should have an independent secretariate of its own and should have at its own disposal the required finances.
48. The proposed committee should take care of staff training and Cooperative member education programmes with the full support and cooperation from the Department of Cooperative Development and the School of Cooperation.
49. It was pointed out that it would not serve any useful purpose to have a statutory committee or organisation to undertake cooperative education and training programmes as such a committee would become subordinate or a functionary of the Department of Cooperative Development. The intention was to let the NCC carry out the promotional aspect of the Movement i.e., cooperative education and training.
50. Mr RB Rajaguru and Mr JM Rana pointed out that an organisation like that of the proposed committee was already successfully operating in India. All government cooperative officers undergo their training at the training institutions run by the National Committee for Cooperative Training of the National Cooperative Union of India. Such structures are also available in Malaysia, Bangladesh and a few other countries of the Region of South-East Asia. It was pointed

out that the Cooperative Movement in Sri Lanka is quite mature and the national apex organisation has the necessary experience in running its own training and education programmes.

51. The General Secretary of the NCC, Mr Chandra Angunuwela, mentioned that the NCC was already discussing the question of integration of its two projects into the framework of the NCC once the external assistance to these projects ceases. He mentioned that the NCC could convert the TTP into a national level cooperative training college while the Women's Consumer Information Project should be integrated with the general cooperative member education programmes in the country, but that it should remain as a district project with a district forum on women's activities and women's participation. Both these projects could also coordinate their activities within the NCC to carry out research, publications and documentation programmes. He pointed out that assistance from the ICA and local organisations should be available to the NCC to realise this objective.

52. The National Symposium strongly RECOMMENDED that the Cooperative Development Fund should be gradually transferred to the NCC. To begin with, it was suggested that the NCC should be authorised to jointly operate the Cooperative Development Fund, and ultimately it could be transferred to the NCC. Any other development e.g., education/training levy should also be transferred to the NCC. The NCC should also approach its affiliates to raise money for promotional activities. The NCC should prepare an annual budget and inform its constituents about their obligations. Such practice is available in Japan where all members of the Central Union of Agricultural Cooperatives (CUAC) contribute to a Central Fund. Mr RB Rajaguru pointed out that no member of the CUAC has so far defaulted in their contribution to the Fund. Such efforts could be initiated in Sri Lanka by the National Cooperative Council.

53. The Plenary Session of the Symposium then adopted the Report of the Working Group.



ANNEXURES TO THE REPORT OF THE
NATIONAL SYMPOSIUM ON THE REVISION
OF COOPERATIVE STAFF TRAINING
SYSTEM OF SRI LANKA

TEXT OF THE WELCOME SPEECH MADE BY MR JAYA HERATH,
PRESIDENT OF THE NATIONAL COOPERATIVE COUNCIL
OF SRI LANKA

Honourable Minister, Honourable Deputy Minister, Additional Secretary of the Ministry, Mr RB Rajaguru and Mr JM Rana of the ICA, the Commissioner for Cooperative Development and his supporting staff, the Food Commissioner, distinguished invitees and participants, Members of the Board of Directors and the Chairmen and staff of the District Councils of the NCC, the Project Director of the Cooperative Teachers' Training Project and his staff and fellow Cooperators,

01. I consider it a proud privilege to welcome all of you this morning and draw your attention to a particular aspect of this Symposium, namely the Revision of the Cooperative Staff Training System of Sri Lanka.

02. Education and discipline are two of the most important aspects in the moulding of a good citizen. This axiom holds good, even in the case of any Movement and the Cooperative Movement, I believe, has progressed the world over due to the dedication, education and discipline of its pioneers and promoters.

03. In Sri Lanka, Cooperative education has been in progress for several decades but unfortunately today the Movement appears to have lost its original dedication, vigour and vitality. It may be that exigencies of situations in the past prompted us to adopt changing patterns of Cooperative management, these in retrospect I feel have done more damage to the Movement itself.

04. Today in Sri Lanka, to the ordinary layman, the success of Movement is measured not by high sounding names but by the manner in which he is serviced and treated at the ordinary village or street pradeshikaya. A vast majority in Sri Lanka thinks that Cooperation is limited purely to consumer cooperatives. Here again, it is due to the lack of knowledge of the Movement. Cooperative consumer service is only one aspect of a gigantic Movement.

05. Our people have been made to think in limited terms about the Cooperative Movement due to historical and social needs. Our endeavour should be to enlighten them and educate them on the ideals and functions of the Cooperative Movement. In Sri Lanka today the Cooperative Movement faces this historical challenge and task. It has to compete with both the State and private sectors in a free economy. The State sector has an enormous patronage, while the Private sector has immense

resources for management education both nationally and internationally. The resources available to us are limited in many ways. A very redeeming feature, however, is that the vast experience, expertise and resources of the well-developed international cooperative movement have been made available to us. Institutions like the International Cooperative Alliance and the Swedish Cooperative Movement have helped us in a big way and, I am sure, it will collaborate further in promoting spheres of education and other related activities. Let us utilise their goodwill and support to our advantage.

06. Today the Government, in its wisdom, has freed the Cooperative Movement of the centralised control it had on it during the recent past. As promised, the Movement has to a very great extent, been given back to the elected representatives. We, as Cooperators, are extremely thankful to our Honourable Minister and the Government for giving back to us our lost rights. However, this would mean that a very heavy responsibility is being cast on us and we must be able to meet the challenge, and this is where the subject of Cooperative education and training assumes great importance. This is why I am of the firm conviction that this Symposium is one of great significance as we can devote some time to this grave need of ours and possibly help in evolving useful strategy for improving the effectiveness of our education and training programmes.

07. It is also noticed that a very large number of educated younger people are increasingly getting interested in the affairs of the Movement as the older Cooperators give way to them. Institutions like the National Cooperative Council of Sri Lanka have a duty to education and make the younger Cooperators aware and alive to their responsibilities. It is in that spirit that we sponsor this National Symposium.

08. To keep the Movement active and alert we have to educate those involved in it at all levels - be it a member, office-bearer, employee or a government functionary. This will enable them to use the available resources to better advantage giving them much needed job satisfaction. However, let us not only educate them about the benefits that they could get but also stress on them their responsibilities, and service towards society which, in principle, is the message of the Cooperative Movement, namely service to their fellow-beings.

09. Ladies and Gentlemen, I commend this Symposium to you.

ANNEXURE 02

TEXT OF THE INAUGURAL ADDRESS DELIVERED BY
HON'BLE S B HERAT, MINISTER OF FOOD AND COOPERATIVES,
GOVERNMENT OF THE REPUBLIC OF SRI LANKA

Honourable Deputy Minister, Chairman of the National
Cooperative Council of Sri Lanka, the Commissioner for
Cooperative Development, Mr RB Rajaguru,
Ladies and Gentlemen,

01. I am happy to be present in order to inaugurate this
National Symposium. The fact that this is a Symposium devoted
to education and training makes me happier still. I believe
that whatever the field of endeavour, quality is of paramount
importance. Lack of quality, leads to general incompetence,
slackness and failure.

02. In Sri Lanka today, the Cooperative Sector is a very
important one. It is important, not only because of its
history and its evolution, but also because the Movement fulfils
today a vital role in many aspects of the development of this
country. Whether it is the Consumer Movement distributing
important and essential commodities to the public, or other
areas which handle the procurement of paddy or the manufacture
and export of industrial goods or textiles, the Cooperative
Movement as such is an integral part of the economy of Sri
Lanka. Its role is a growing one. But, it must grow in
competition with other sectors. Cooperatives must be strong
enough to compete in serving the people with both the private
and the public sectors of the economy.

03. Therefore, the question of strengthening the Cooperative
Movement to meet this competition is a crucial one. It is
here that education and training of personnel and staff becomes
so greatly relevant. An untrained and uneducated set of people
cannot run enterprises in this day and age. The very survival
of enterprises and organisations depends on informed decision
making, and this does not come automatically to the people. There
is a whole body of knowledge and expertise which is necessary
to be imparted. A knowledge of markets, question in regard to
pricing, matters connected with the display of goods, stock
control, proper accounting, the placing of orders at the
proper time, all these and many more aspects go into the running
of a Cooperative enterprise. The success of the enterprise would
depend amongst other things on the competence of the persons
who are running it, and competence in turn depends on education.

04. This Symposium is, therefore, timely. We have to train our-
selves to meet the challenges ahead. Education is, in fact, a
life long enterprise. But, there are times when specialised education

is necessary. The Symposium, to my mind, seeks to divert people in the Cooperative Sector towards this specialised kind of thinking and training. Therefore, I wish to thank the National Cooperative Council of Sri Lanka, the International Cooperative Alliance, the Department of Cooperative Development, the Cooperative Management Services Centre amongst others for meeting together to organise this National Symposium. I welcome the participants and hope that through their common endeavours they would be able to evolve profitable schemes of education and training which would prove to be of great benefit to the entire Cooperative Sector in this country. I further hope that through these efforts, we will, in the course of the next few years be able to upgrade the quality of personnel serving in the Cooperative Sector and through these means develop further the resources within the sector as well as be in a position to expand the sector to other important areas.

05. May I also suggest that after this Symposium is over, that consideration be given to the setting up of some machinery to evaluate the results of the Symposium over the coming period. I feel that very often, very useful material which comes out in the course of the Symposiums like this tend to get forgotten after their conclusions. Therefore, implementation is perhaps even more important than formulation of schemes. With this thought, I would like to leave you to your deliberations. You have my very best wishes for a successful discussion, and I reiterate my sincere thanks to all concerned for this very relevant and timely decision.

Thank you.

ANNEXURE 03

TEXT OF THE SPEECH DELIVERED BY
HONOURABLE SARATHCHANDRA RAJAKARUNA, DEPUTY MINISTER
OF FOOD AND COOPERATIVES, GOVERNMENT
OF THE REPUBLIC OF SRI LANKA

My dear Honourable Minister, Additional Secretary, the
President, Mr Herat, the Commissioner for Cooperative
Development, Mr Rajaguru, Ladies and Gentlemen,

01. I believe that we have been invited today to participate
in a very important discussion or seminar. At the outset,
I wish to thank the National Cooperative Council for taking
an interest to hold an important seminar of this nature. Also
I thank the Council for inviting me and my Honourable Minister
to this seminar. I believe that you all are aware of the nature
of the economic foundation or the trade system that is taking
shape today in the country. Specially, our Cooperative
presidents, general managers and the people of this country
are well aware that a free economic system is the policy of
this Government. Therefore, in accordance with the
policy, the cooperatives are compelled to face a considerable
amount of threat from the Private sector and we are forced
to compete with it in trade matters. I should remind you at
this moment that our Cooperative system is not facing a
problem as the former government had to face during its regime.
The policy of that government was to distribute all imported
goods through the Cooperatives only. It is because of that
policy that we are compelled to face a threat as this today.

02. I do not regard it as a threat. Surely we can face this
threat fearlessly. When the Government was formed we gave
the choice to the people to transfer their rice ration books to
private traders in keeping with the policy of the Government.
But as the public had a great confidence in the Cooperative
societies, it was only a few who transferred their rice ration
books. The majority remained with the Cooperatives. Many
thought at that time that the Cooperatives would break down
completely and get destroyed. But nothing of that sort happened.
Day by day the Cooperatives progressed. I know that all
cooperatives are carrying on increased business activities with
the public today.

03. Therefore, because of this new economic system, it is
our duty to shape the Cooperative staff on a new system to
suit the demands of the country. We see that it is very essential
today. If we do not adopt this system it would result in a
considerable loss. If staff training is not done, a considerable
loss will occur. I wish to point out as an experienced business
man, how this business should be done, how the customers should

be addressed. These should be done to suit the place and the occasion. One should be cunning in trade. Otherwise this business cannot be carried on. I had the opportunity of going to meet private traders to collect contributions for the Coöperative Exhibition now being held at Gampaha. I went to meet VT Devanayagam Pillai, whom everybody knows. He is a leading businessman in Pèttah today. He is a millionaire. I was astonished to see how politely he addressed his customers.

04. This millionaire addresses the public in this manner and wins the love and the confidence of the people. He talks to everyone in this manner, in the same way, as we worship Lord Buddha. See how that man wins the confidence of the people! Not only that, last night I went into the textile selling centre of the Mirigama Coöperative Society. When I was visiting the Coöperative Shops I spoke to the gentlemen who were there. They spoke to me as if they did not recognise me!

05. Are the sales good? As a result of the wrong actions of the responsible people, the sales are poor. See ladies and gentlemen, what wrongs responsible people can do! Goods are distributed for sale as a monopoly to each and every one. Goods were also given to the Coöperative Societies to sell. They complained that various goods were not given on a monopoly basis.

06. The other fact is his knowledge, please understand. Mr Liyanage does not know what the policy of this country is. That was why he blamed the officials. Therefore, we should, as far as possible, train the societies. And now, it is too late. This work should have been undertaken long ago.

07. We do not have clever personnel in our country. You know that everyone who comes to us seeking a job brings the SSC Certificates. There is nothing beyond that. The person who comes asking for the job says, 'I have 3 or 4 credits'. This system must go. When a person passes the 8th standard, what knowledge does he possess? His system of education should change. It is only by changing that system that we could be relieved. The Department of Education should indicate what kind of work one should do according to his knowledge and skills. We will be able to select good and clever people for our programme of work. What clever people joined the Coöperative organisations in the past! The only qualification was to be a 'torch bearer' to the MP of the area. Those are the type of people who entered the Coöperatives. This is a severe blow to us. People who are clever at trade have not joined the Coöperative Sector. Just a small percentage, with an ability and cleverness to improve a programme of work could be found among the total force.

08. During the past there were 4 coöperative societies in my electorate. The society that has 15,000-20,000 rice ration books earns a net profit. The society that has the highest number of rice ration books runs at a loss - why? because of the clever

general manager attached to the society. It is not necessary for me to speak at length on these matters. We have all realised the fact that this work had to be done quite early.

09. We thank the National Cooperative Council of Sri Lanka to start this as soon as possible and to go from village to village and from district to district and train the Cooperative staff working with the Cooperatives. If that is done, we will be able to improve this Movement. Money is not needed for this work. It is not necessary to consider the money side of it. People are ready to come forward. Business people are ready to come forward. Through these seminars they could learn now business could be carried on. We know how our older people carried on the trade. We should take advice from them. Coat, tie, full kit are not necessary for this. Common people know how trade should be carried on.

10. Therefore, we should take advice from clever people and those people should give us advice. We are ready at any time. As many say, I too accept the fact that there are people who have no national consciousness. There is another group of people who have a national consciousness. Therefore, I wish this movement begins today, to prosper successfully and through it, may the Cooperative Movement be a success.

Thank you.

(The speech was delivered in Sinhala.
This is the translated version)

TEXT OF THE SPEECH DELIVERED BY
MR RB RAJAGURU, REGIONAL DIRECTOR FOR SOUTH-EAST ASIA
OF THE INTERNATIONAL COOPERATIVE ALLIANCE, NEW DELHI.

The Honourable Minister, the Honourable Deputy Minister, the President of the National Cooperative Council of Sri Lanka, the Additional Secretary, the Commissioner for Cooperative Development, the Project Director of the TTP, distinguished guests, Fellow-Cooperators and friends,

01. It is indeed a privilege and an honour for me to be present at this very important function. In a sense this is a unique occasion, in that for the first time in this country in the field of cooperative education and training, we have been able through the Cooperative Teachers Training Project to constitute a high level forum of persons knowledgeable and experienced in the field of education and training to look at the situation in the country and to formulate policies and strategies to improve the effectiveness of the cooperative education and training.

02. I am indeed happy that the Cooperative Teachers Training Project, which has now been operative in the country for about 18 months, set up a task force which went into this question and prepared a background report which will form the base of the discussions at the Symposium which the Hon'ble Minister will inaugurate today. I am sincerely hopeful that the deliberations will be fruitful and that you, the Hon'ble Minister, the Commissioner for Cooperative Development and all others concerned will give every assistance to implement the outcome of the Symposium.

03. Hon'ble Minister, permit me to make a brief survey of the situation in the country and this I do in response to the observations made by the Hon'ble Deputy Minister in regard to the attitudes and thinking prevailing among some of the employees and even management of some Cooperatives. The Cooperatives in this country have passed through many phases and over the years, both the Department and the NCC have had continuous education and training programmes both in respect of members, committee members, etc. and also in respect of the employees. That there was no sustained and consistent effort, must be admitted. Most often the programmes were sporadic and short-lived. This was more so in the field of member education. In the field of employee training, we have evolved a stable programme which now has been in operation for some time. It may very well be that these efforts were responsible for a large proportion of those dealing with the Cooperatives especially in the Consumer sector to opt to remain with the cooperatives

even though the present government gave the consumer the option to leave the cooperatives, and trade with the private sector. But this in itself is by means adequate. We have to plan for the future. We got to take the changing environment into consideration and see whether the systems operating now are adequate to meet the challenges ahead. The Hon'ble Minister, when he took over the Ministry, made a policy declaration that he would give back the management of the cooperatives to the members themselves - and this promise has been kept. Elections to the Board of Directors, which had not been held for years, have now been held in practically all the large multipurpose cooperatives and elected Boards are now functioning. This is a new situation which makes greater demands on our education programmes.

04. Further, the entire economy in the country is passing from a rigidly controlled economy to a free economy - bring with it the new changes, new challenges, which the Cooperatives must face and cope up with. As mentioned by the Hon'ble Deputy Minister, the Cooperators by and large have been accustomed to protection and monopolistic situations provided by the government - a free economy throws their ranks in disarray. Sometime in March this year, I had the opportunity to visit some of the MPCs in the Monaragala and Bibile areas where we are undertaking a research study in respect of small farmers. We had occasion to visit several branches of the MPCs - and then we found that very many of them were dependent on the food stamps for their sales - they were not developing new initiatives to increase sales. Their sales were primarily during the first two weeks of the month, and after the food stamps have been exchanged, their sales dropped steeply - and then they were carrying very heavy stocks which were not moving. But yet local initiative had not emerged to meet the precarious situation. If the situation goes unattended, then the future may be bleak. Hence, Hon'ble Minister, to my mind, arises the need to initiate moves which will result in a bigger dialogue at a larger forum on issues in relation to cooperative of a much larger dimension than those we hope to focus on during this Symposium. This Symposium will concentrate on policies and strategies for cooperative education and training.

05. I believe, what the country needs is a forum for discussions of the wider issues involved vis-a-vis cooperatives and their development. The Hon'ble Minister is aware that in very many countries of the Region, once every 3 or 4 years, the Cooperators meet in a congress - a congress which is representative of all shades of Cooperative activity in the country, and then take a hard look at the situation, the problems faced and evolve strategies and work programmes to help in the accelerated development of the cooperatives. This form of exercise does provide an opportunity to those deciding policy and for the functionaries to get a proper feedback from the rank and file of the average Cooperator and hence constitute one of the best methods of entrenching the democratic structures which have now emerged due to the changes brought about under the Hon'ble Minister's

leadership. I would strongly recommend to the National Cooperative Council and to you, Hon'ble Minister, that action be initiated early to hold a Cooperative Congress. A congress, to be meaningful, must have its dialogue starting at the grass roots and the views and opinions expressed must eventually filter through the various tiers in the Cooperative system - the divisional, district and provincial levels, so that by the time the issues are discussed at the National Cooperative Congress, a very large proportion of the membership of the Movement have had the opportunity to express their views on the subjects under consideration. I would very strongly commend this to all concerned.

06. In the field of Cooperative education and training itself as I mentioned earlier, there have been various efforts at different times. One significant fact that has to be taken note of is the absence of a clear policy on Cooperative education and training, and the absence of a united approach. There are several functionaries in the field with the area of operation not clearly defined - this leads to only a lukewarm effort and the results are not that encouraging. Sometime last year we held an Experts' Consultation on Cooperative Member Education in Trincomalee, at which the Commissioner was also present, where we tried to work out strategies for effective member education. The Sri Lanka Team, headed by the Commissioner, went on to draw up a pilot project for the country and we are hopeful that action will be taken shortly to implement this. Sometime later last year, we had the privilege of having both the Hon'ble Deputy Minister and the Commissioner at the ILO Symposium on Training Policy held at Chiangmai, Thailand. What emerges out of all this is that there is a need to take stock and reformulate our plans and strategies, if we are to make cooperatives effective instrument in the field of economic development and social change.

07. We are happy that the NCC, the TTP and the Cooperative Department have been able to get up this Symposium and further that they have been able to attract a group of distinguished and dedicated persons who will be able to bring to bear on the various issues for discussion, not only a wide variety of experiences but also considerable knowledge and expertise in this field. The support that the Symposium has had, both from you, the Hon'ble Minister, the Hon'ble Deputy Minister, the Secretary and the Commissioner the Cooperative Employees' Commission, and the NCC will no doubt encourage the distinguished participants to take their responsibilities seriously and I am hopeful that the Symposium will be able to formulate guidelines and strategies which will eventually be accepted and implemented within the system. We are most thankful for the assurance given by you, Hon'ble Minister, that you will give the recommendations and conclusions of the Symposium the highest consideration in evolving the policies for cooperative education and training in this country.

08. Let me, in conclusion, thank the Hon'ble Minister, the Hon'ble Deputy Minister, the Secretary, the Commissioner for Cooperative Development, the President of the National Cooperative

Council of Sri Lanka, for their kind presense and their continued support to the Project. I sincerely hope that the Symposium will be able to make a positive contribution towards making cooperative education and training in Sri Lanka most effective:

Thank you.

ANNEXURE 05

TEXT OF THE SPEECH DELIVERED BY
MR PK DISSANAYAKE, COMMISSIONER FOR
COOPERATIVE DEVELOPMENT,
GOVERNMENT OF THE REPUBLIC OF SRI LANKA

Honourable Minister, Honourable Deputy Minister,
the President of the National Cooperative Council of Sri Lanka,
the Regional Director of the International Cooperative Alliance,
ladies and gentlemen,

01. While I am happy for this opportunity given to me to participate and speak a few words to you at this National Symposium held by the International Cooperative Alliance, Swedish Cooperative Centre and the National Cooperative Council of Sri Lanka, in connection with cooperative staff training, I thank you, the National Cooperative Council, for the invitation extended to me for the purpose. To begin with, I wish to express my gratitude to the International Cooperative Alliance, the Swedish Cooperative Centre for sponsoring a National Symposium for a task of this nature, and to the Cooperative Council for organising this Symposium.

02. We consider the training of staff in cooperative institutions as very essential and very important in order to organise cooperative activities properly. It is a task which should be given priority. As the Hon'ble Minister stated, during the time as this, especially when a free economy is prevailing, it becomes all the more necessary for the Cooperative Movement to go ahead in the field of competition with State Corporations on one hand and the Private enterprise on the other. While we should face this situation as a helpful challenge to the progress of the Cooperative Movement, we consider that priority should be given to the Cooperative staff training activities if we are to succeed.

03. While, as a principle, the government uses the Cooperative Movement as an important aspect for the economic upliftment and welfare of the people, it considers the Cooperative development a very important task. We are glad to note that the government has appointed a senior Cabinet Minister to fulfil this responsibility and an efficient Deputy Minister to be in-charge of these activities. The responsibility of the government to develop and improve the Cooperative activity and the task of activating them, is vested in the Ministry of Food and Cooperatives and the Department of Cooperative Development. Therefore, I wish to state that the Cooperative staff training

which is very essential aspect of cooperative development, is an important and main responsibility of the Cooperative Department.

04. While we fulfil other important and immediate tasks of the Department, we endeavour to discharge the responsibility of staff training activities successfully giving them priority, to the best of ability of the Department. We hope that the recommendations and suggestions made by the Symposium would be useful and important to fulfil this outstanding responsibility.

05. Although education could be considered an objective, I think the Cooperative staff training activity should be considered not as an objective, but as a media of developing the Cooperative sector, in order to improve the living standard of the common man. It is very easy to bring forward beautiful suggestions concerning principles or objectives, but it is difficult to put such suggestions into action, they will be meaningless. Therefore, I believe that, when this Symposium arrive at conclusions, they should take into consideration the institutions and organisations, programmes, powers vested in them, and responsibilities, abilities, manpower resources and the amount of other resources that now exist. When such responsibilities are fulfilled and resources put into use, various obstacles and difficulties that arise and may arise should be taken into consideration. Similarly, I think consideration should be paid regarding the responsibilities of the respective institutions, and other responsibilities, that could be given priority. I feel it is necessary to make amendments that should be necessary regarding the responsibilities and powers of the various institutions and organisations and programmes in order to fulfil our objectives and aims. I believe that you will keep in view the discussions held and decisions taken at the Symposium held in Thailand by the International Labour Organisation recently. Specially, staff training is not an aspect of a technique, I believe you will accept the fact that it should be practical. When the knowledge on Cooperative Principles and Concepts is given, I believe it is extremely essential that priority should be given to develop the cooperative employees' skills and abilities and attitudes in order to enable him to discharge his responsibilities efficiently in his day-to-day work. Further, I believe you will give consideration to the development of a suitable study course and syllabi for examinations and training, incentives for trainees as well as training of teachers in modern methods and techniques for various levels of cooperative employees.

06. It is gratifying to note that you, participants, in this National Symposium have long and varied experiences in the Cooperative field, and also in the operation of cooperative education and training institutions. I have a great expectation

regarding the recommendations of this National Symposium. I am sure you will seriously consider all aspects of this subject. I am confident that the participants would also benefit from the discussions at the Symposium. We hope that you will put forward acceptable, upto date and useful programmes regarding cooperative staff training to be worked out successfully in the near future.

07. I wish the Symposium all the best.

Thank you.

(Original speech was in Sinhala.
This is the translated version.)



14854

10.6.81

ANNEXURE 06

TEXT OF THE VOTE OF THANKS PROPOSED BY
MR WU HERATH, PROJECT DIRECTOR,
PROJECT FOR TRAINING OF COOPERATIVE TEACHERS IN SRI LANKA

Honourable Minister, Honourable Deputy Minister, distinguished guests from the ICA, NCC, Department of Cooperative Development, Senior officials from the Ministry of Food and Cooperatives, Ladies and Gentlemen,

01. I would like to thank the Chair for giving me an opportunity of proposing a Vote of Thanks at the Opening Session of the National Symposium on the Revision of Cooperative Staff Training System of Sri Lanka.

02. I would like to take this opportunity to thank the Hon'ble Minister of Food and Cooperatives for accepting our invitation to inaugurate the National Symposium. He has made a very encouraging and a guiding statement in his inaugural address. Our thanks are also due to the Honourable Deputy Minister of Food and Cooperatives for being present here and for making a valuable speech to encourage us.

03. This Symposium is a result of a decision taken by the Project Advisory Committee of the Cooperative Teachers' Training Project. The important document which will be discussed at the Symposium has been presented by a group of educationists working closely with the Project. If it is not for them, this Symposium would not have been a reality. Therefore, first of all I must thank the members who have worked on this Report which we are going to discuss.

04. Being a Symposium which demands expert opinion and exchange of experiences in the field of cooperative education, it was necessary to obtain experts from all authorities, management training institutions and the authorities who make cooperative training policy. The Secretary and the Additional Secretary from the Ministry of Food and Cooperatives and the Commissioner for Cooperative Development and the Chairman of the Cooperative Employees' Commission took the initiative of helping the NCC to fulfil this need. On behalf of the NCC and the Project I would like to thank all of them for giving support and gracing this occasion by being present on the opening session today.

05. The Commissioner of Cooperative Development has made valuable contribution at the Opening Session. He has given support to the Symposium by sending his senior officials to be with us in the Symposium. I would like to thank him on behalf of the

organisers.

06. It is encouraging to see the Director of the Agrarian Research and Training Institute with us today. I also would like to thank the Director of the NIBM and the Director of the Institute for Development Administration for assisting us by lending their experts from their organisations.

07. There are two guests especially come from New Delhi from the ICA i.e., Mr RB Rajaguru, Regional Director of the ICA, and Mr JM Rana, Director (Education). Mr Rajaguru has made an important statement in the opening session with regard to the development of cooperative education generally. I must thank them for being present here and for giving us support during the course of the Symposium. Actually speaking, the ICA has been the main financing organisation to our activities in the Project including this very Symposium.

08. I am failing in my duty if I do not mention the assistance we got from the district councils and the headoffice of the NCC in many ways in the organisation of this Symposium. Many of our colleagues from the NCC and the cooperative apex unions are present here to grace this occasion. I thank them all.

09. The Director and the staff of the ARTI have been helpful to us in the past as well as in the Symposium by allowing their facilities to be used. I should thank them for giving us support to make this session a success.

10. Finally, I would like to take this opportunity to thank all those who are present here as our guests and who took pains to come here and give encouragement by being present.

11. It is a challenge we have to face during these four days to work out some practical solution to the problem of improving a realistic and effective cooperative education system in the cooperatives. I hope that the experts who will participate in the discussions will be able to help the Project in performing this task.

Thank you very much.

LIST OF PARTICIPANTS

01. Mr Jaya Herat, President
National Cooperative Council of Sri Lanka
(also President of the Cooperative Industries' Union Ltd)
02. Mr Chandra Angunuwela, General Secretary
National Cooperative Council of Sri Lanka
03. Mr AWCK Ariyawanse, Staff Officer
National Cooperative Council of Sri Lanka/Colombo
04. Mr K Kaneshalingam, Staff Officer
National Cooperative Council of Sri Lanka/Colombo
05. Mr WUGI de Silva, Staff Officer
National Cooperative Council of Sri Lanka/Galle
06. Mr SH Uluwatte, Staff Officer
National Cooperative Council of Sri Lanka/Kurunegala
07. Mrs Susila Paliakkara, District Secretary
National Cooperative Council of Sri Lanka/Colombo
08. Mr SBYM Mudiyanse, District Secretary
National Cooperative Council of Sri Lanka/Kurunegala
09. Mrs Karuna Abeykoon, District Secretary
National Cooperative Council of Sri Lanka/Colombo
10. Mr M Pathinathan, Staff Officer
National Cooperative Council of Sri Lanka/Jaffna
11. Mr SS Pathinathan, Vice President
National Cooperative Council of Sri Lanka
12. Mr DP Wettasinghe, President
National Cooperative Council of Sri Lanka
(Colombo district)
13. Mr Dayapala Gamage
National Cooperative Council of Sri Lanka
(Colombo district)
14. Mr TDJ Vitharane, Deputy Commissioner for
Cooperative Development
15. Mr SP Liyanage, Senior Assistant Commissioner
Department of, Cooperative Development

16. Mr SB Divaratne, Principal
School of Cooperation
17. Mr SPS Edirisinghe, Lecturer
School of Cooperation
18. Mr G Lokuge, Lecturer
School of Cooperation
19. Mr Lal Liyanarachchi, Assistant Secretary
Ministry of Food and Cooperatives
20. Mr RGGG Gunasekera, Chairman
Cooperative Management Services Centre
21. Mr LB Herath, Senior Consultant
Cooperative Management Services Centre
22. Mr PA Senaratne, Secretary
Cooperative Employees' Commission
23. Mr Lalith de Silva
Sri Lanka Cooperative Marketing Federation Ltd (MARKFED)
24. Mr MD Fernando
National Cooperative Fisheries Federation
25. Mr K Ratnapala
Sri Lanka Cooperative Industries' Union Ltd
26. Mr Godfri Silva, President
Moratuwa MPCS Limited
27. Mr KG Chandra, General Manager
Baddegama MPCS Limited
28. Mr KMWO de Silva, President
Ambalangoda MPCS Limited
29. Mr RD Weeratunga, General Manager
Ridigama MPCS Limited
30. Mr KR de Silva, President
Kurunegala MPCS Limited
31. Mr VE Shanmugam, General Manager
Chankanai MPCS Limited
32. Mr S Sivamaharajch, President
Tellipalai MPCS Limited
33. Mr D Nesiya, Coordinating Consultant
Sri Lanka Academy of Administrative Studies

- Dr JM Gunadasa
University of Peradeniya
 - Miss Jayantha Tennakoon, Project Director
Women's Consumer Information Project-NCC
 - Mr RB Rajaguru, Regional Director for South-East Asia
International Cooperative Alliance/New Delhi
 - Mr JM Rana, Director (Education)
International Cooperative Alliance/New Delhi
 - Mr WU Herath, Project Director
Cooperative Teachers' Training Project-NCC
 - Mr Daman Prakash, Education Officer-AVA
Cooperative Teachers' Training Project-NCC
 - Mr Stig Ivarsson, Chief Technical Advisor
Cooperative Teachers' Training Project-NCC
 - Mr ER Mudiyanse, National Counterpart-AVA
Cooperative Teachers' Training Project-NCC
-

PROGRAMME FOLLOWED

Monday, April 07 1980

- 0915 Arrival of guests at the ARTI Conference Hall
- 0930 Arrival of the Hon'ble SB Herat,
Minister of Food and Cooperatives
- 0932 Lighting of the Traditional Lamp and
formal opening of the National Symposium
- 0935 Welcome speech by Mr Jaya Herat, President of the
National Cooperative Council of Sri Lanka
- 0945 Inaugural address by Hon'ble SB Herat,
Minister of Food and Cooperatives
- 1000 Address by Hon'ble S'Rajakaruna, Deputy Minister
of Food and Cooperatives
- 1015 Address by Mr RB Rajaguru, Regional Director
for South-East Asia of the International
Cooperative Alliance
- 1030 Address by Mr PK Dissanayake, Commissioner for
Cooperative Development
- 1045 Vote of Thanks proposed by Mr WU Herath,
Project Director, Cooperative Teachers' Training
Project
- 1100 Tea
- 1130 Departure of the Hon'ble Minister, Hon'ble Deputy
Minister and other distinguished guests.
- 1145 Introduction to the Symposium Work Programme.
Introduction of Participants.
Symposium Working Methods.
Practical matters.
- 1230 Lunch break
- 1430-1700 Introduction to the Report of the TASK GROUP
- Mr WU Herath

Tuesday, April 08 1980

- 0900-1330 Training Needs of the Staff of Cooperative
Organisations. Introduction on the basis of the
Task Group Report.
- Mr TDJ Vitharane, Deputy Commissioner
for Cooperative Development, and
Member of the Task Group

- 1430-1700 Proposed System of Cooperative Staff Training including Cooperative Member Education, Assessment of Trainees. Introduction on the basis of the Task Group Report.
- Mr RGGG Gunasekera, Chairman Cooperative Management Services Centre, and Member of the Task Group

Wednesday, April 09 1980

- 0900-1330 Structure and Policy for Cooperative Staff Training. Introduction on the basis of the Task Group Report.
- Mr SB Divaratne, Principal School of Cooperation, Polgolla, and Member of the Task Group
- 1430-1545 Formation of Working Groups to discuss the following areas:
- A. Training Needs of the Staff of Cooperative Organisations;
 - B. Proposed Cooperative Staff Training System, Member Education and Assessment of Trainees; and
 - C. A Structure and a Policy for Cooperative Education System.
- 1545-1700 Group discussions.

Thursday, April 10 1980

- Plenary session to discuss Reports of the Working Groups.
- 0900-1100 Report of the Working Group-A
- 1115-1330 Report of the Working Group-B
- 1430-1700 Report of the Working Group-C
- 1730 Concluding session of the Symposium.
-

MANAGEMENT LEVELS

(Reference Report of Working
Group B-paragraph 04)

- 101 General Manager
- 102 Deputy General Manager
- 103 Finance Manager
- 104 Commercial Manager
- 105 Production Manager
- 106 Accountant
- 107 Administrative Manager
- 108 Personnel Manager
- 109 Sales Manager
- 110 Supplies Manager
- 111 Agricultural Marketing Manager
(Import/Export)
- 112 Manager
- 113 Bank Services Manager
- 114 Internal Auditor
- 115 Factory Manager

SUPERVISORY LEVELS

- 201 Office Assistant
- 202 Warehouse Store Keepers
(national and district levels)
- 203 Assistant Factory Manager
- 204 Quality Control Officer
- 205 Agricultural Extension and
Coordinating Officers
- 206 Training and Member Relations
Officer
- 207 Statistical Officer
- 208 Warehouse Store Keepers
(MPCSs and Retail Shops)
- 209 Retail Shop Supervisors
- 210 Purchasing Officers
- 211 Transport Officers

OPERATIONAL LEVELS

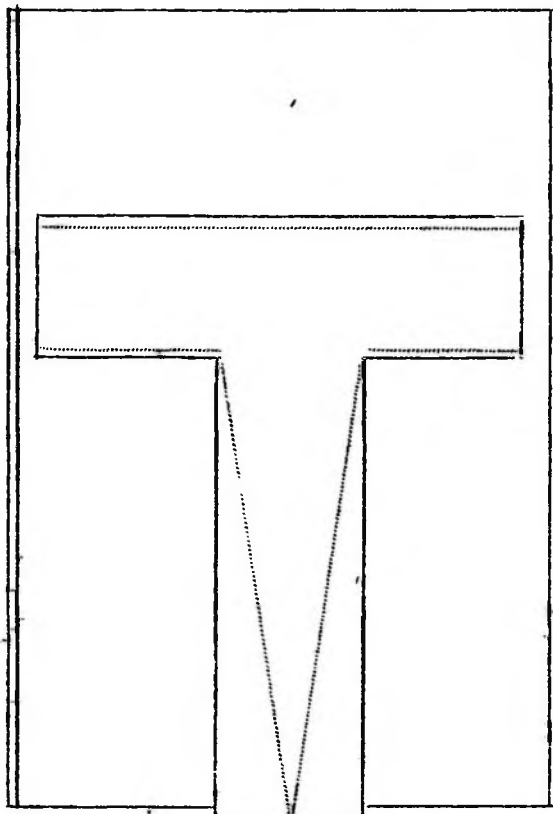
- 301 Book-keepers
- 302 Foreman
- 303 Stenographers
- 304 Dyeing Masters
- 305 Retail Shop Managers
- 306 Assistant Warehouse Keepers
- 307 Cooperative Rural Bank Managers
- 308 Accounts Clerks
- 309 General Clerks
- 310 Chief Cashiers

- 311 Security Officers
- 312 Textile Printing Masters
- 313 Residential Production Officers
- 314 Finishing Masters
- 315 Agricultural Field Officers
- 316 Sales Representatives
- 317 Officers-in-Charge - Handloom Weaving Centres
- 318 Boilermen
- 319 Warehouse Cashiers
- 320 Collecting Cashiers

- 321 Typists
- 322 Receptionists
- 323 Telephone Operators
- 324 Head Office/Warehouse/Bank
Security Officers/Guards
- 325 Warehouse labourers
- 326 Record keepers
- 327 Retail Shop Cashiers
- 328 Salesmen
- 329 Pump attendants
- 330 Watchers

- 331 K.K.Ss
- 332 Office or Shop Labourers

ANNEXURE 10



REPORT OF THE TASK GROUP
"COOPERATIVE STAFF TRAINING
IN SRI LANKA - A REVISED
SYSTEM"

COOPERATIVE STAFF TRAINING IN SRI LANKA
- A REVISED SYSTEM

(Report of the Task Group appointed by the Project
for Training of Cooperative Teachers in Sri Lanka)

1. Introduction

The system of Cooperative staff training in Sri Lanka has provoked much discussion from time to time, but no significant progress appears to have been achieved despite the fact that the subject engaged the attention of both Cooperative educators as well as trainees. A small task group appointed by the Cooperative Teachers' Training Project of the NCC was, therefore, asked to examine this problem and make suggestions for an improved system of Cooperative staff training in Sri Lanka. This report is the result of the work done by this Task Group.

1.1 The Scope of the Study

The report examined critically the main characteristics of the prevailing system and sets out guidelines for the adoption of an improved system for the future.

Due to reasons of urgency the report had to be completed in a very short space of time. We acknowledge with gratitude the use of the following as a very useful basis for our study:

- a. Previous studies of the same subject i.e., CMSC report on Cooperative Management Training in Sri Lanka, Internal papers of the School of Cooperation, National Cooperative Council and some papers presented at international seminars;
- b. Manpower studies of the Cooperative Movement done by various organisations;
- c. Research literature published on Cooperation and other forms of adult education;
- d. Experience of the Group members themselves.

Our Approach

The overall approach adopted by us in setting about this task was characterised by the following considerations:

- a. The need for evolving an education system capable of meeting the realistic needs of the Cooperative organisations;
- b. The desirability of decentralising the training function so that the maximum number will be able to get the benefit of the system;
- c. Feasibility of making permanent arrangements for continuous upgrading of the knowledge and skills of cooperative employees in order to keep abreast with the changes in environment; and

- d. The need for developing manpower resources to meet future demands of the Movement.

We were also of the view that an improved system should be capable of providing opportunities for career development to any deserving person. The suggested system will be able to maintain a balance between staff and line management positions without undermining the efficiency of the various specialised functional areas in a cooperative organisation and without bringing about any harmful effects owing to changes necessitated by government policy and changing trading patterns.

The system proposed will, of course, involve certain structural changes. However, the Task Group considers that making suggestions for suitable changes in the training organisations structure is outside the purview.

The fact that staff training is primarily the responsibility of the organisation is well-recognised. What any training institution can do most is to facilitate the discharge of this responsibility. In Sri Lanka, however, the concept is not well taken up by most Cooperative societies. The main reason for this, in our view, is that under the present arrangements the training function has been taken over statutorily and to some extent voluntarily by the School of Cooperation, and the NCC.

These organisations are in an authoritative position with regard to the training of cooperative staff and the arrangements are regularised by the GCD who is a government official.

Cooperative societies ideally are independent business organisations functioning within the framework of cooperative ideology. The cooperative principles require a certain degree of coordination of activities among the cooperatives. However, the present set up imposes certain limits to this aspect of Cooperation among cooperatives. On the other hand regulation of employment in the cooperative sector by the Cooperative Employees' Commission and the supervision of the system by the Commissioner of Cooperative Development have had positive as well as negative influences over the affairs of the cooperative societies. The likely result in the long run due to controls exercised by the external agencies, seem to be rather discouraging. The dependence upon authority will not only seriously affect the development of efficient management traditions in the cooperatives but also damage the cooperative character of these organisations. The Task Group although not concerned directly with this aspect of the problem still considers that a deviation is essential for the achievement of ultimate objectives of cooperatives as business organisations.

The report does not claim to have invented a new system: Innovations cannot be imported and transplanted. Whatever innovations suggested here are but logical developments of the

movement which the Task Group perceived through its analysis of the historical process. In short, it is a result of putting experiences together with critical consciousness. It should not however, be forgotten that whatever errors discovered in our strategies can be traced back to errors in our original philosophies.

2. Present Arrangements for Cooperative Staff Training

The present cooperative system in Sri Lanka is characterized by its supervision and guidance, management of cooperatives whenever necessary, promotion of education through institutional arrangements and management of training by the government. These features were the products of a series of historical developments. It is necessary to understand how these characteristics became integrated into the system over the years, for the purpose of justifying any changes suggested in the existing system.

2.1 Historical Background

The beginning of the Cooperative Movement in this country can be traced back to the year 1906, when a society was formed to meet the credit requirements of rural farmers. At subsequent stages, societies were formed either on government initiative or directive. There were no paid employees except in the case of a few provincial and agricultural banks until the cooperative societies were formed in 1942. There were no institutional arrangements for cooperative education. Training was confined to ordinary members, committee members and government cooperative officers.

The following were basically the methods employed for training:

1. Annual cooperative conferences
2. Study tours to India particularly and other countries (this training was specially meant for government officers)
3. Inspectors' participation in general meetings of coops
4. Printed matter (booklets and pamphlets)
5. Seminars

The Registrar of Cooperative Societies, his assistants along with honorary supervisors functioned as instructors.

2.2 The Beginnings of Regular Training

With the increase in the number of cooperative officers recruited yearly and the expansion of the movement, the need for regular cooperative training was felt. The School of Cooperation thus came into being in 1943. Employees training, however, was undertaken by the School only in November 1950 with the recruitment of a lecturer in Salesmanship and Business Methods. A corre-

pondence course too was started as a general course for all categories of employees. The main subject of the course was book-keeping. Initially, the duration of the course was one month but this was increased to 2½ months in 1952. Classroom lectures and practical training were the two methods employed.

Again in 1954, the duration of the training period was increased to 3 months. The subjects taught were Cooperation, Cooperative Law, Business Methods and Accountancy. Training given was more of a theoretical nature and the Principal of the School of Cooperation had this to say about these shortcomings: ".we realise the importance of giving a practical bias to the course of training". (School of Cooperation Administrative Report 1953). Accordingly, practical training was introduced and the trainees were exposed to practical situation in the societies in the vicinity.

The participation in the training course was very poor. The number being 40 in 1953 inspite of the fact that the number of stores societies had increased to 4 000.

An advanced course for the training of staff in cooperative societies started in 1954 and the subjects of the course were Cooperation, Book-keeping, Accounts, Principles of Economics, Cooperation and General Law, Salesmanship and Business Organisation. This course which was called a Diploma Course in Cooperation was of one year's duration and the medium of instruction was English.

The following problems were experienced by the trainees from the early stages:

- There were no residential facilities available at the School
- Employees were not paid any salaries during the training period
- Contribution of training to enhanced career prospects after training was negligible
- Job opportunities were not available in the societies to non-employees who had received training
- Training did not contribute to increased job satisfaction as there was little relation between training received and actual job requirements.

With the establishment of multipurpose cooperative societies in 1956, a crash programme for the training of managers of the newly formed multipurpose cooperative societies was undertaken by the School of Cooperation. The training was of 3 months' duration. A significant development in Sri Lanka Cooperative Movement was the constitution of the Cooperative Federation of Ceylon in 1955. The Federation, however, did not undertake regular staff training until 1960.

In the meantime the School of Cooperation standardised its regular courses. This took place in 1957. The standardisation resulted in the introduction of 2 regular training courses for cooperative employees, namely:

- The Cooperative Employees Certificate (OL) 4 months
- The Cooperative Employees Certificate (Junior Level) 2 months. This course was also available as a weekend course.

An Advanced Course, called Cooperative Employees (Higher Level) Certificate course was introduced subsequently and the duration of this course was 6 months.

2.3 Decentralisation

The unexpected increase in the number of employees gave rise to the need for decentralisation of employee training. The establishment of the 24 cooperative education centres in the districts (now 26) by the Cooperative Federation for the purpose of conducting junior level and ordinary level training marked the beginning of decentralisation of cooperative staff training. Later the cooperative employees (higher level) certificates course too was introduced in Jaffna, Kandy, Colombo (1972), Galle (1973) and Batticaloa (1974). The Batticaloa district cooperative education centre, however, had to discontinue its higher level course due to shortage of trainees.

The higher level course at the Kandy Centre was conducted by the School of Cooperation at Polgolla. This course too was handed over back to the NCC in 1979 (the successor to the Cooperative Federation).

However, the School continues to administer authority on regular courses in three ways:

- a. Curriculum development
- b. Conduct of examinations and issue of certificates
- c. Execution of any changes in the system

2.4 Institutional Arrangements at Present

Following institutions provide training in cooperative employees and prospective employees:

- 2.41 National Cooperative Council of Sri Lanka
- 2.42 School of Cooperation
- 2.43 Cooperative Management Services Centre
- 2.44 University of Sri Lanka (Sri Jayawardenapura Campus)

2.41 National Cooperative Council of Sri Lanka

The NCC which is the successor to the Cooperative Federation of Ceylon functions as the main organisation which deals

with regular and ad hoc employee training. The NCC conducts its educational programmes through its 26 district level cooperative education centres and the central education section of the NCC.

Following regular courses are conducted by the NCC;

- Cooperative Employees Junior Level Certificate Course (correspondence course)
- Cooperative Employees Ordinary Level Certificate Course (institutional and correspondence)
- Cooperative Employees Advanced Level Certificate Course (institutional)

Examinations for these courses are conducted by the School of Cooperation and certificates are also issued by the School.

In addition to these regular courses, the NCC district cooperative education centres organise ad hoc courses for training of cooperative employees and board members. These seminars are limited to one-day or two-day sessions. There are no pre-determined and designed seminars, but incidental ones are organised at the request of societies - main emphasis on current problems of various aspects of management of cooperatives. Very often these seminars are assisted by specialist educators from outside, in addition to the NCC staff.

The NCC also engages itself in cooperative member education activities, leadership training forms one aspect of these activities.

Thus the NCC has the ordinary members, cooperative leaders and employees as its main target groups for training and education. In the satisfactory fulfilment of the training needs of these target groups the NCC seems to be handicapped in regard to finances, trained personnel and other facilities.

The NCC has the following staff to carry out its training and education programmes:

- General Secretary
- Assistant Secretary
- 8 Staff Officers
- 33 district secretaries
- 31 education assistants

The supporting staff includes two film projector operators, two photographers, two editors and office staff.

An informal coordinating committee of the NCC functioned during the period 1975-1977 which assisted the NCC on such matters.

as publication of teaching material, publicity and formulation of cooperative member education programme. The committee ceased to function after 1977.

2.42 School of Cooperation

The School of Cooperation which functions under the Department of Cooperative Development, engages in 'ad hoc' training programmes for cooperative employees. The School gives priority however, for training of cooperative officers and other government officers.

Annual work programme of the School is decided by the CCD&RCS. Sometimes, this programme is revised on the priorities decided by the CCD. Member education programmes were also conducted by the School in 1940s and 50s. An Assistant Commissioner who was placed in the School carried out member education programmes and publicity work. This activity was handed over to the Cooperative Federation when it was formed in 1955 although some work had been done by an Assistant Commissioner (Extension) in Colombo.

The volume of cooperative education activity of the School increased when the Extension Unit of the Department was brought to the School. The Government's policy of democratisation of cooperatives recently gave rise to the need for the education of cooperative members. The School, therefore, has launched an Island-wide member education programme. The education drive, which is centralised at the School is assisted by the NCC and the Department. The strategy employed is publicity and propaganda drives, formal study circles and appointment of education officers to societies. The extension officers too are appointed to be in-charge of extension activities at each district.

2.43 Cooperative Management Services Centre

The Cooperative Management Services Centre was established in 1973 as a permanent centre for providing management consultancy services to cooperative enterprises. The centre engages itself in training activities geared to the solution of specific problems of client cooperative organisations. This training is often carried out as an integral part of a consultancy assignment. The CMSC also identified specific areas which are not generally covered by regular training courses. Such training programmes are conducted by the CMSC as an adhoc basis. (please see EXHIBIT-I).

3. Evaluation of the Relevance and the Importance of the Present System vis-a-vis Actual Training Needs

Two types of training programmes for employees are now being carried out, viz.,

1. Regular courses (Cooperative Employees Junior level, Ordinary level and Advanced level)
2. Ad hoc training programmes (refresher courses for general managers, middle level managers, managers, salesmen and clerks etc.)

3.1 Cooperative Employees Junior Level Courses

Any cooperative employee is eligible for admission irrespective of age or educational qualifications.

This course is an elementary correspondence course designed to provide the employees with a basic knowledge of the various aspects of work involved in cooperatives. The objective of the course is to make the employees aware of the need to equip themselves better for more efficient cooperative service. The syllabus and course content is decided and prepared by the School.

This course is conducted by the NCC central education section. Teachers are employed on a part-time basis to prepare lessons and deal with student response sheets. Normally, students answer questions given in the lesson in the form of tutorials or exercises. No regular revision classes are held for these students by the teachers. Instead, teachers in the district centres are requested to organise revision classes during week-ends but conducted on an ad hoc basis.

There is hardly any relationship, formal or informal, between the teachers and the student. No records of students are maintained. The course is not very popular among the trainees. The subjects taught are Cooperation (History, Theory and Secretarial Practices), Salesmanship-I, Salesmanship-II, Elements of Book-keeping. (Please see Exhibit-II).

3.2 Cooperative Employees Ordinary Level Certificate Course

The objectives of this course are as follows:

- To orient the present and prospective employees of the Cooperative sector towards the ideals of the Cooperative Movement
- To develop general aptitudes and create correct attitudes in the present and prospective employees of the cooperative sector to undertake job opportunities in junior and supervisory grades.

The duration of this course is 5 months, which includes 2-week optional practical training.

The requirements for admission to this course are:

1. employees with CEC Junior level certificate; or
2. employees with SSC/GCE (Ordinary level) or NCGE with 6 subjects; or
3. employees with SSC, GCE (Ordinary level), or NCGE with 6 subjects in one sitting obtaining 4 credits including a credit pass either in Arithmetic, Commercial Arithmetic, Mathematics, Applied Maths or Book-keeping or Accountancy at the same sitting or any other sitting.

This course is conducted twice a year by the 26 district cooperative education centres of the NCC. In addition, the NCC also conducts a correspondence course for these candidates. The correspondence course is not so popular among the students.

Lectures, discussions and exercises are the main teaching methods employed. Participative techniques are rarely used. The emphasis is on giving maximum information to the students. No audio-visual aids are used other than the chalkboard, due to the lack of physical facilities.

Opportunities for learning outside the training room are very limited. Most of the education centres do not have proper library facilities. Supplementary material is rarely used. (Please see Exhibit-III).

3.3 Cooperative Employees (Advanced Level) Certificate Course

This is the highest training course offered to cooperative employees with cooperative ideology and contemporary developments in allied fields and to develop general aptitudes among them to undertake higher cooperative careers.

This course is conducted by the 4 regional centres of the NCC located at Colombo, Jaffna, Kurunegala and Galle.

Duration is 9 months on a full-time basis.

Subjects are as follows:

1. Cooperation
2. Management
3. Accountancy
4. Auditing - for Inspectors only
5. Economics
6. General and Cooperative Law

The following persons are eligible for selection to this course:

A. Cooperative employees

- i. Employees who have completed three years in service after GCE(OL) Certificate Examination;
- ii. Employees who have completed one year's service after passing GCE(OL) Examination with 1st class;
- iii. Employees who possess a degree from a recognised university.

B. Non-employees

Persons who possess the GCE (AL) certificate with four subjects at one sitting and GCE (OL) certificate with passes in any one or more of the following subjects i.e., Arithmetic, Commercial Arithmetic, Mathematics and Book-keeping.

The course is meant for preparation of middle and top level managers. There are many categories of managers who are to be trained. At one stage this course was divided into two branches of specialisation i.e., management and accountancy. The subjects were also grouped accordingly. However, the system was abandoned after some time. The present course serves the general needs of all categories of specialised personnel. All the subjects have the same depth and coverage but the background of the trainees vary. Some of the trainees are usually weaker than others in some subjects. While this is so, the trainers and the examiners seem to adopt contradictory approaches. As stated earlier, the trainers are more inclined to give theoretical information while the examiners set questions with a practical bias. Lecturers employ lecture-cum-discussion method. The syllabus expects the complete mastery of any given subject by the students. Many sections have no relevance to the knowledge and/or skills required to perform the tasks of a specific job. The syllabus and the range of subjects are so wide, the lecturers usually are unable to cover the entire syllabus within the period of 9 months.

A table showing the emphasis of various subjects in the above courses is given on the next page.

3.4 Evaluation

The analysis of the information given in the previous section shows that GEC Advanced level course has a reasonable balance of an academic course. However, there seems to be greater emphasis on accountancy. This subject consists of two papers at the examination. Management occupies a secondary place even though the course primarily meant for training of middle and top level managers.

TABLE SHOWING THE EMPHASIS ON VARIOUS SUBJECTS
IN THE JUNIOR, ORDINARY AND ADVANCED LEVEL COURSES

Paper subject	Percentage		
	CEC(A/L)	CEC(O/L)	CEC(J/L)
01. Cooperation	13.6	22.0	16.39
02. Salesmanship	-	4.4	17.3
03. Management	17.4	12.3	17.3
04. Accountancy (book-keeping)	27.9	52.4	41.8
05. Auditing	10.5	-	-
06. Economics	14.1	-	-
07. General and Cooperative Law	16.5	-	-
08. Secretarial Practices	-	8.9	7.2
Total number of hours	100%	100%	100%
Duration of the course	9 months	4 months	6 months

Source: KK Taimini's Cooperative Management Training in Sri Lanka, A publication of the CMSC

Again, in the GCE (OL) course, Accountancy (Book-keeping) has been given a more prominent place, the position is the same with CEC(JL) course.

The importance of keeping the society books properly is the argument generally used in favour of giving a dominant place to book-keeping. In spite of this, book-keeping is still the weakest area in an MPCS. Too much emphasis on accountancy on the other hand, means insufficient attention to the actual job requirement of a cooperative employee.

3.41 Limited Coverage

Course contents has been determined having the MPCS in view. The other types of societies are not taken into consideration in designing these courses.

Other ad hoc courses are decided independently by the School and the NCC considering the demands from the societies. These courses are conducted in the form of either seminars or workshops

and sometimes are purely academic in character. These programmes do not form part of any integrated system of cooperative staff training nor do they provide for any feedback system.

3.42 Lack of Involvement of Beneficiaries

The system has been developed sometime back by the School on certain assumptions of training needs of the cooperative sector. Although the Movement itself was subjected to many changes, these changes were hardly reflected in the education system. The syllabi are revised from time to time allowing the structure to remain as it is. The revisions usually are only in relation to the course contents. In most of these matters, decision-making is concentrated at the top and recipients of training are seldom involved in the process. The system does not provide for an assessment of any impact, the training system and its structural changes would have on the trainees.

3.43 Human Element Overlooked

Consideration of educational technology, rather than the human element appear to have played the most significant role in originating the system. As a result the system fails to appreciate the dynamic nature of the organisation and hence it is not flexible enough to entertain any basic changes. We have accordingly an education system which has a rigid structure in which the atmosphere is impersonal and formal. In such a situation, scope for sharing of resources is very limited.

3.44 Heterogenous Groups

Another significant factor is that the trainees are a heterogenous group in many respects. This has become a serious constraint in a traditional system of education which is academic in character. Scope for using improved adult education techniques suitable for job training is very limited.

The only link between the teachers, trainees and examiners is the syllabus. Other than this link there is hardly any other dialogue taking place between the two parties. The syllabi is somewhat academic and wide whilst the examiners show an inclination towards practicability. Naturally, this results in contradictory approaches being taken by teachers and examiners.

3.45 Recruitment of Teachers

The present scheme of recruitment of teachers gives preference to academicians and raw graduates from the Universities and not to experienced managers. This fits into a system which is examination-oriented and academic, bias is towards

theory. Many of them are not given proper training in educational techniques and subject matter. There are no facilities available for the training of teachers. The training received abroad is either limited or irrelevant. The net result is that no meaningful and effective training process takes place.

3.46 Facilities for Self-Development

Opportunities for self-development are also limited due to the lack of library facilities. District centres are lacking in basic text books. No training material is available. Teachers do not get any opportunities to gain experience by working in the field or through observation. The high incidence of failures at examinations is a natural consequence. Actual victims of the system are the trainees who are on bond with their societies with a rigid condition; sometimes they have to pay back their salaries for the training period when they fail in the examinations.

3.47 Poor Physical Facilities

Present physical conditions do not provide a good environment for the effective teaching and learning. Some buildings of district cooperative education centres do not have sanitary facilities, electricity or water.

3.48 Gap Between Training and Actual Needs

As regards the relationship between the present training arrangements and the actual training needs, it might be correct to say that the present system has been developed rather on the basis of certain assumptions than on any systematic evaluation of the training needs of cooperative employees and organisational requirements. Discrepancies do exist between the training given and the actual requirements of cooperatives. The regular courses rather than being skill oriented or job specific are highly examination-oriented. (Please see exhibit-V).

3.5 A Logical Approach

A systematic approach to the development of a logical learning system involves many steps beginning from an analysis of the overall system. This includes organisational analysis, the analysis of the jobs to be performed and a target population analysis. The next step is the identification of training needs on the basis of which learning objectives are formulated. Then follows the determination of the training contents and organising resources, selection of strategies, implementation of the system, evaluation and establishment of data feedback system, all logical elements in an integrated system.

This approach, however, seems to be too technical and has its limitations, at the point of trainee participation. Trainees

have their own individualities which fact does not permit a trainee to fit into a system which has been developed on a series of generalisations. One cannot expect a trainee to start at one point and achieve expected results within a programmed period. Imposition of structured and preplanned training activities often end up in failure. Natural reactions of trainees to such training would be apathy, resentment and withdrawal. An organic approach to training would, therefore, be more effective. This implies the creation of situation for the trainees to share information and experiences among themselves and for free and easy circulation. The emphasis would be on experiential techniques and practical application.

4. Strategy for Staff Training in Cooperative Societies

The foregoing discussions would reveal that the cooperative education system in Sri Lanka needs improvements in many respects. An improved system would have the following as its basic features:

- i. Integration into one whole system in which the relevant organisations are inter-dependent and the various training courses are inter-related;
- ii. Staff training to form part of this integrated cooperative education system;
- iii. Staff training to be coordinated with cooperative leadership, development and member education;
- iv. The system to cater to the training needs of all types of cooperative societies. The present system has taken only MPCSS into consideration; and
- v. Clear and specific provision for training to make a meaningful contribution to the employee's career planning and development.

We propose a system which deals with employee training only, but will service as complementary to leadership training and member education in some specific areas.

4.1 Objectives of the Revised System

The proposed system of staff training expects to achieve the following objectives in the main:

- i. Provide job training opportunities for all categories of cooperative employees;
- ii. Provide many fields of specialised training which are optional, so that any cooperative employee can select his/her future career in the cooperative service;

- iii. Achieve continuous staff development in the Cooperative Movement; and
- iv. Improve the management efficiency of cooperative enterprises.

The emphasis of the proposed system will be on management training and collective enterprenual system. Cooperative organisations are expected to make arrangements with technical institutes for their requirements of technical training. Basic idea behind this system is to develop particularly the managerial skills of cooperative personnel in order that they will be able to provide efficient cooperative services while safeguarding and promoting the concepts of cooperative enterprise. The proposed system is illustrated in the chart given on the next page.

4.2 Three Broad Levels

Three broad levels have been identified in the educational structure. These levels will have strong vertical and horizontal integration. These levels are:

1. Operative level;
2. Supervisory level; and
3. Managerial level.

These levels are on part with the expected salary structure of the Cooperative employees. The training system the employee structure and the career development possibilities are all interwoven in the system proposed.

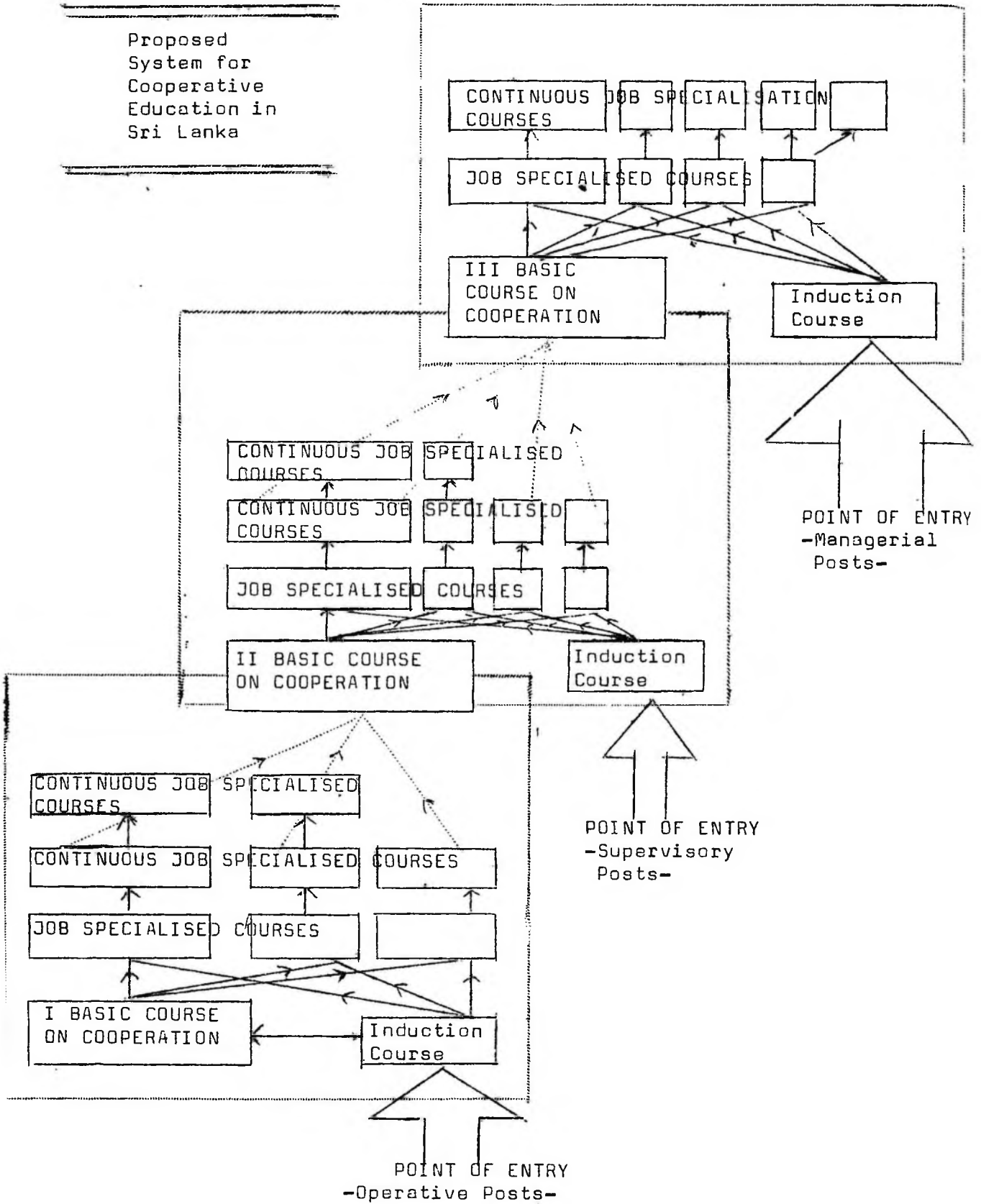
4.21 Operative Level Training Programmes

Salesmen, Bill Clerks, Office Aides and drivers in multipurpose cooperative societies fall into this category. Large primary societies other than the MPCs and secondary level cooperative organisations too have operative level employees. For this category of employees, training commences with their placement in various jobs as job training can be given only after identifying persons with various jobs. Training of operative level employees phased out in a logical sequence with a view to providing the employees with a comprehensive career development programme.

The main stages of training are as follows:

- a. Induction training courses
- b. Basic course on Cooperation
- c. Job specific training
- d. Job rotation
- e. On-the-job training
- f. Continuous job specialised training.

Proposed
System for
Cooperative
Education in
Sri Lanka



(a) Induction Training

The main idea behind induction training is to provide opportunities for a trainee to familiarise himself with his working environments and to identify his position in the organisation. This is basic to any induction training, whether it is in respect of operative, supervisory or managerial level. Training content will be determined in order to give the trainee an overall picture of the organisation and the people with whom he has to work. It is also intended that the trainees will have a general idea of the basic thinking and objectives of the organisations and its functions, so that he will be able to perceive his immediate work environment in a broader perspective. The trainee will also be introduced to his new job as well as to his colleagues.

(b) Basic Course on Cooperation

After induction, the new recruit is exposed to a basic course in Cooperation, the main element of which are cooperative philosophy, basic concepts of cooperation, the working of cooperative organisations and the difference between cooperative societies and other types of business organisations. This training will help a trainee to inculcate in himself the spirit of cooperation and develop the right type of attitudes as a cooperative employee.

(c) Job Specific Training

At this stage, various types of jobs in a cooperative societies are identified and the trainees are allowed to select a job of his own choice, according to his interests and abilities. However, here again the trainees are brought into one group for training in subjects common to different functional areas. All trainees at this stage are put into separate groups of functional skills.

(d) Job Rotation

Job rotation offers further opportunities for a trainee to select his future job. At this stage, the trainees will be rotated in jobs according to their wishes and allowed to select their jobs. This process will be terminated when the trainees reach the level of continuous job specialised training.

(e) On-the-Job Training

Another characteristic of the training system proposed is the on-the-job training. Immediate supervisors of the newly recruited employees or training officers of the society, if such officers are available, can be utilised for the on-the-job training of cooperative staff. This will be complementary to institutional training.

(f) Continuous job specialised training

A trainee is exposed to continuous job specialised courses to fulfil the training requirements of a given job in order that the particular employee will achieve maximum efficiency in the performance of the duties attached to that job. Some jobs may have several stages of specialisation while some others have only one or two stages, depending upon the nature of the job.

4.22 Supervisory Level Training Programmes

Entry to the supervisory level posts will be by:

- a. the promotion of existing employees, or
- b. direct recruitment from outside.

These two types of recruits are put together in one group and exposed to a programme of induction training. The objectives of this course are the same as those for operative level posts i.e., the supervisors are given an opportunity to familiarise themselves with the work environment. The basic course on Cooperation in the case of supervisors provides ideological background which is the base on which the supervisors action or functions are judged. The content of the basic course and its emphasis may be different from that of the basic course meant for operative level employees.

Trainee supervisors are then exposed to job specialised training programmes. At this stage, too there may be subjects of training common to different functional areas. For the purpose of imparting training in common subjects the trainees are brought into one group. Areas specific to a given job are added on to this common programme. Job rotation, however, is limited at this stage.

This is the type of basic training given to a supervisor and supplemented by various continuous specialised courses. The nature of the job determines the dept and coverage of training.

It is expected that the cooperative societies should provide the basic ground on which the trainees develops himself. The senior managers should give the necessary assistance in this regard. The task of developing the junior employees should more appropriately be handled by line managers. However, the trainee will have opportunities for selecting his own field of specialisation for future development.

4.23 Managerial Training Programmes

Managerial level is another point of entry to cooperative service. Recruitment may be either direct or internal. This category includes middle level and top level managers.

New recruits commence their career as in the case of the other two levels with induction courses. This is normally designed by experienced trainers, and carried out under their guidance. The approach should be broader in order that the trainees will be given a broader outlook of the organisation in addition to the internal working of the environment. Induction training should also deal with relationships between the society and various external agencies and the various other factors of the socio-economic environment that have an impact on the working of the society.

Basic course on cooperation for managerial level employees is different only in terms of emphasis on certain aspects of cooperation in relation to the level concerned. Job training is the next step in this process. There is hardly any job rotation taking place at this level. The trainees will be either line managers or staff managers. These managers will be given job specific and skill-oriented training in their respective jobs. There will be continuous specialised courses for managers depending upon the requirements of the job. Top level managers may need orientation in other specialised areas too.

4.24 Main Features

This system contains a package deal of staff development starting at post-entry stage with induction training leading to a specialised career. New system seeks to achieve career development of an employee by means of two approaches., viz.,

- (a) Trainees will have opportunities for developing themselves for promotion in line management;
- (b) Trainees will have opportunities of developing as specialised staff managers in a specific field.

The flexibility of the system allows for common subjects in different functional areas to be taken up in collaboration. Training programmes will be people-centered with emphasis on personal development. This system will be subjected to continuous adjustments and development.

4.3 Institutional Arrangements for Training

The system of cooperative staff training proposed in this report will, of course, require appropriate institutional arrangements. The determination of the most desirable organisational structure will depend upon such considerations as:

- a. The nature of training to be given
- b. Appropriate areas of training to be undertaken at different levels
- c. The size and nature and the composition of target groups

- d. Availability of resources, human and physical
- e. Availability of specialised skills for training and curriculum development at the Centre.

As stated in the Introduction we do not, however, wish to go into this aspect in detail. An organisational structure for cooperative education in Sri Lanka, in our view, is a matter that should be dealt with, separately.

5. Assessment of Trainees

As stated in Chapter 3, examinations are the only system appraisal of trainees available at present. These examinations are conducted by the School of Cooperation with the assistance of the Cooperative Department. Earlier, senior officers of the Cooperative Department served as examiners of cooperative examinations. At present professional educators are being employed for the purpose. Mention has already been made of the inconsistency of approaches taken by the educators and examiners respectively.

Questions set on some subjects like economics, management and cooperation are highly academic in nature while in some other subjects the question papers have a practical bias. The desirable degree of balance between theory and practice does not seem to exist in the majority of examination papers. This is, particularly, disadvantageous to trainees specially in respect of questions having a practical bias as most of the cooperative teachers have had no practical experience in field situations.

Rate of passes at the first try in the cooperative employees advanced level certificate examinations is somewhere between 10-15%. The total number of passes does not exceed 39%. Apart from the inadequacy of the examinations themselves there are many other defects in this system as a method for the appraisal of trainees. This is particularly so in relation to situations in cooperative societies where the primary need is for improved performance in various jobs. The present examination system does not provide any indication as to the rating of skills or changes in behaviour. Such a kind of assessment is essential for a job-oriented training programme. The present system takes into consideration only the acquisition of knowledge as a yardstick in regard to the achievement of training objectives. The other two aspects of training i.e., development of skills and affecting attitudinal changes which are important in a job-training programme does not receive adequate recognition.

In the present examination system what is measured is the acquisition of information and new knowledge. Marks are given in proportion to the extent to which the student has absorbed information or knowledge (which is done usually on subjective judgement). Naturally, both the student and the teachers become

examination conscious. This is not a very desirable feature in a system which would ideal aim at performance improvement of the trainees.

Each individual is different from each other, Present tests often do not take into consideration the individual differences of learners and the differences of learning levels. The only motivation the trainee has in examination oriented course is the pass in the examination. Skills are not taken into account in this system.

Besides these inherent defects in the present system of training appraisal, there are, in fact, other factors which are contributory to the inadequacy of the system. These are:

1. Heterogeneous nature of the trainees
2. Inappropriateness of the methods used in the training of adults
3. Lack of trained trainers
4. Lack of physical facilities and educational environment conducive to training
5. Apathy of trainees due to the fact that that teaching is highly teacher-centered and not directly related to the jobs.

In the job-oriented training programme, realisation of objectives rests on the behavioural changes in the trainees. Performance achievement indicates the impact of the training on the trainees.

Two alternative methods that may be employed to assess a trainee are mentioned below:

1. Performance Appraisal

This is the oldest test used to judge whether the training objectives have been achieved by the trainees. This simple task has been developed over a period of time to assess a worker for promotion granting incentives. The trainee is judged on actual job-performance.

2. Simulated Performance Assessment

The trainee is given a simulated problematic situation to deal with on the basis of learning experience he already had. Standardised simulated situations are used for this.

There are many techniques which are used for these tests. Critical incidents methods, case studies, in-tray exercises, etc. are popular among trainers.

However, we have to make a special note of this difference between an aptitude test and performance test. Aptitude test normally normally concerns with a potential ability only. Achievement in a performance depends on many other additional factors.

For the purpose of matching achievement at the end of a training course with existing groupings for career prospects, simulated performance type assessment is recommended. This does not mean that it will serve as a comprehensive guide for the cooperative societies to judge a person for promotion. Performance (appraisal) in an actual situation in terms of output and quality over-ride a simulated achievement.

Administration of appropriate tests before and after a learning experience is usually followed well with an organic approach towards education. It is to be mentioned, however, that at present there are not enough of personnel competent to carry out successfully such sophisticated techniques of assessment.

The committee had only raised the question of the importance of developing a system of assessing the trainees. For the cooperative employees certificate courses, which are of a basic nature, the examination method with certain modifications may be suitable even in the future; but for job-oriented short-term courses to improve skills other methods of assessment may have to be used. When such courses are developed by specialists, in accordance with our recommendations this aspect should be studied in greater depth.

A C K N O W L E D G E M E N T

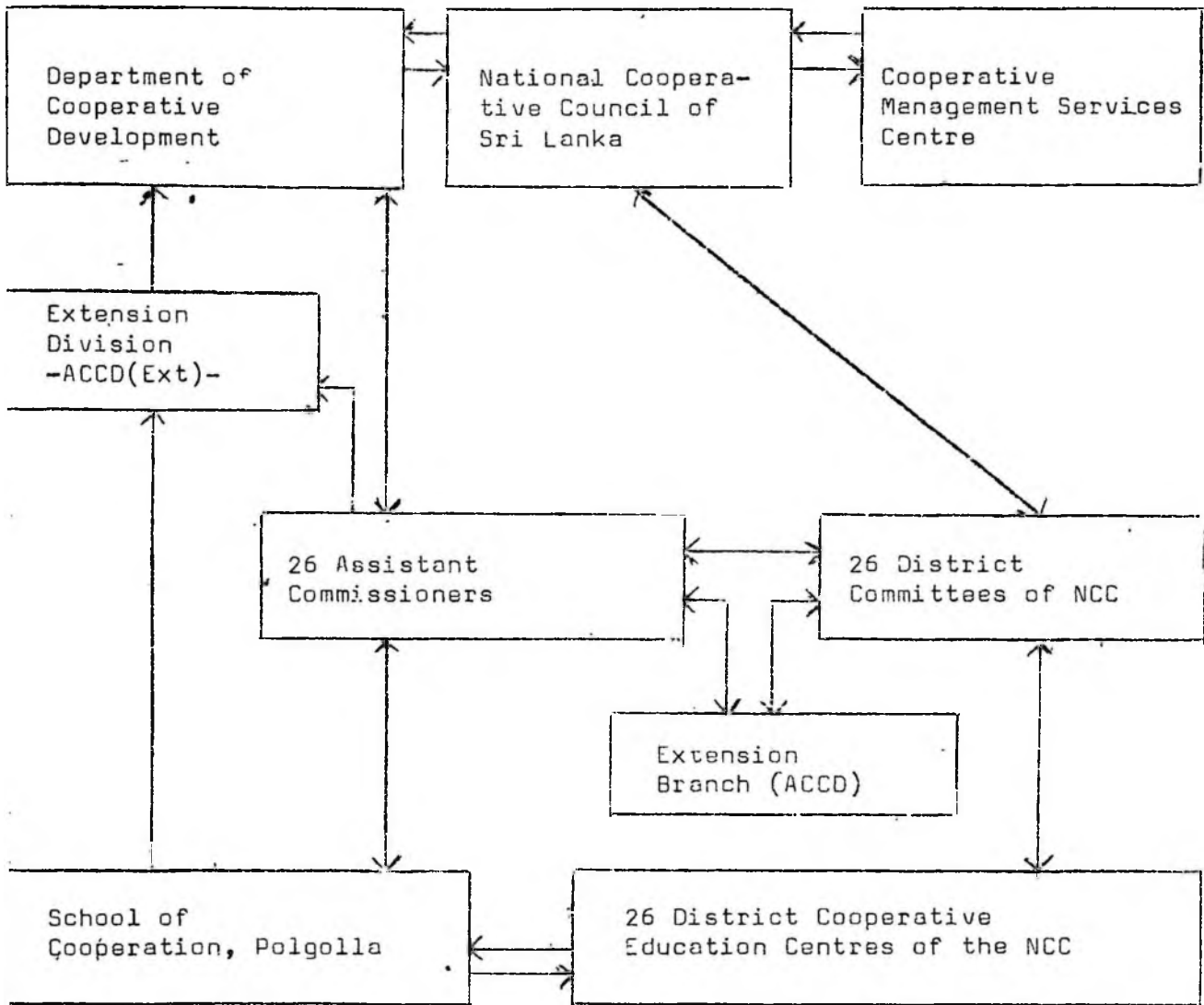
THE PROJECT FOR TRAINING OF COOPERATIVE TEACHERS IN SRI LANKA gratefully acknowledge the active participation of the following Task Group Members in the preparation of this document:

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National Counterpart to the Project Director and
now the Project Director of the TTP.

SPECIAL THANKS ARE DUE TO MR LB HERATH, CONSULTANT, CMSC, WHO
EDITED THE FIRST DRAFT OF THE TASK GROUP REPORT. March 1980

EXHIBIT-I

COOPERATIVE TRAINING STRUCTURE IN SRI LANKA



COOPERATIVE EMPLOYEES CERTIFICATE EXAMINATION (ORDINARY LEVEL)

RESULTS: June 1977-June 1979

Name of the Centre	JUNE 1977			DEC. 1977			JUNE 1978			DEC. 1978			JUNE 1979			DEC. 1979			
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	
01 Anuradhapura	-	-	-	33	03	20	19	03	11	05	17	02	12	03	21	04	07	10	15
02 Bandarawela	22	05	10	36	03	16	26	08	09	09	25	10	14	01	14	02	08	04	17
03 Bibile	19	03	06	15	08	05	26	02	12	12	21	09	09	03	22	01	09	12	14
04 Colombo	42	09	16	67	06	42	30	06	12	12	35	14	12	09	20	03	11	06	39
05 Chilaw	34	04	17	36	-	22	14	15	01	05	09	28	06	14	14	-	03	11	17
06 Galle	32	06	14	52	06	21	29	08	08	13	38	11	16	11	16	02	09	05	39
07 Polanaruwa	13	03	03	23	05	16	13	08	03	02	-	-	-	-	35	03	11	21	32
08 Kalutara	43	06	13	52	03	29	21	04	06	11	34	01	15	18	13	01	01	11	22
09 Kegalla	24	09	10	31	06	17	21	03	10	08	25	04	14	07	18	03	06	09	17
10 Kurunegala	35	11	10	46	11	26	34	09	12	13	34	07	15	12	24	02	11	11	29
11 Kandy	27	10	15	49	04	33	31	10	12	09	36	12	19	05	31	02	15	14	42
12 Matale	20	03	12	25	07	16	14	04	09	01	24	10	07	07	16	07	06	03	17
13 Matara	29	07	13	51	09	27	40	13	20	07	40	06	20	14	37	10	11	16	34
14 Megamuwa	16	02	05	38	11	17	-	Centre	Closed	down	-	-	-	-	-	-	-	-	-
15 Ratnapura	31	14	09	38	05	12	26	04	19	03	25	09	11	04	25	05	11	09	21
16 Tangalle	27	06	15	36	11	10	19	05	09	05	40	09	18	13	-	-	-	-	19
17 Batticaloa	15	01	03	22	03	10	16	06	01	09	-	-	-	-	28	03	02	23	19

A=Number of candidates appeared

B=Number of candidates passed

C=Number of candidates referred

D=Number of candidates failed

Results not available at the time of compilation of figures

(contd)

EXHIBIT-II

COOPERATIVE EMPLOYEES (JUNIOR LEVEL) CERTIFICATE
EXAMINATION COURSE : PERFORMANCE DURING 1974-1978

Year	No. of trainees joined	No. of trainees sat	No. of trainees passed	No. of trainees failed	No. of trainees referred
1973	266	74	12	19	14
1974	774	27	5	15	7
1975	138	33	3	(figures not available)	
1976	65	31	17	(figures not available)	
1977	24	(Examination not held)			
1978		4	(Examination not held)		

Source: NCC

CEC (ORDINARY LEVEL) CERTIFICATE EXAMINATION : RESULTS 1977-1979 (contd)

Name of the Centre	JUNE 1977				DEC. 1977				JUNE 1978				DEC. 1978				JUNE 1979				DEC. 1979			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
18 Jaffna	45	17	20	08	99	38	52	09	49	24	19	06	53	08	22	23	26	12	06	08	43			
19 Mannar	-	-	-	-	26	10	11	05	-	-	-	-	-	-	-	-	16	05	05	06	-			
20 Trincomalee	16	04	06	06	13	03	07	03	07	02	03	02	09	02	04	03	20	04	09	07	21			
21 Vavuniya	22	-	04	18	24	09	06	09	18	04	06	08	24	03	08	13	-	-	-	-	14			
22 Gampaha	36	13	05	18	45	04	22	19	38	11	17	10	39	01	20	18	21	13	05	03	32			
23 Kaimunai	13	-	01	12	04	01	01	02	08	01	03	04	-	-	-	-	-	-	-	-	-			
24 Amparai	15	04	03	08	18	07	08	03	11	02	05	04	19	02	05	12	16	01	09	06	-			
25 Nuwara Eliya	29	11	10	08	18	05	10	03	17	11	06	-	14	07	03	01	14	09	03	02	20			
26 Kuliyaipitiya	28	12	12	04	28	10	15	03	15	06	08	01	33	03	22	08	24	05	11	08	25			
27 Paranthan	-	-	-	-	-	-	-	-	-	-	-	-	27	07	13	07	26	08	11	07	26			
Total:	633	160	232	241	925	187	473	255	494	131	206	157	636	143	293	200	497	105	180	212	574			

A=Number of candidates appeared
 B=Number of candidates passed
 C= Number of candidates referred
 D= Number of candidates failed

(Source: School of Cooperation, Polgolla)

EXHIBIT-IV

COOPERATIVE EMPLOYEES CERTIFICATE EXAMINATION
- ADVANCED LEVEL COURSE -

RESULTS: 1977-78

Exami- nation	POLGOLLA				COLOMBO				GALLE CENTRE				JAFFNA CENTRE			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
<u>First Sitting</u>																
Dec.1977	45	16	27	02	48	09	29	10	30	08	17	05	20	02	08	10
Dec.1978	45	14	17	14	44	01	19	24	34	05	09	20	29	06	11	12
Dec.1979	Results not available.															
<u>Results of Referred and Failed Candidates</u>																
July.1977	32	13	18	01	37	09	25	03	31	10	17	04	32	14	15	03
Dec.1977	20	04	10	06	26	07	13	06	19	04	12	03	10	02	07	01
Aug.1978	32	13	18	01	33	15	16	02	23	10	11	02	14	04	09	01
Dec.1978	16	-	13	03	17	03	12	02	12	02	07	03	07	-	06	01
July.1979	36	11	20	05	28	02	22	04	20	03	12	05	17	03	11	03

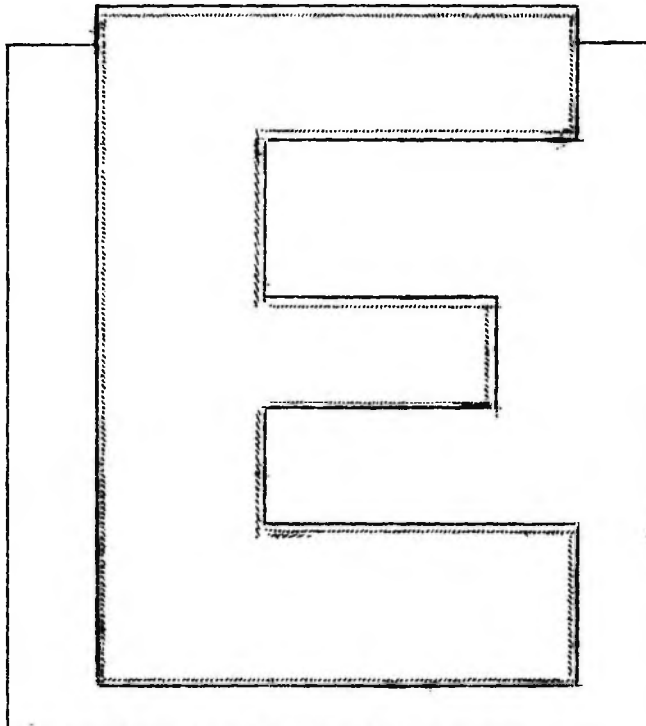
Note: A= Number of candidates appeared
 B= Number of candidates passed
 C= Number of candidates referred
 D= Number of candidates failed

EXHIBIT-V

The following is reproduced from CMSC Publication (P/17), entitled 'Cooperative Management Training in Sri Lanka', KK Taimini:

- "(c) The cooperative leaders, executives, officers of the government, and even the trainers themselves, expressed the view that the training offered, at the moment, to the Cooperative employees, only provide theoretical understanding of cooperative principles and allied subjects and is neither job-specific nor did it help in cultivating different types of skills or in improving any ability among the trainees. Consequently, a trainee often failed to improve performance on his particular job and in contributing towards the increase in the profitability and productivity of the concerned cooperative.
- "(f) The three certificate courses may have served a useful purpose in the past, but now there is a need to introduce some basic changes in the training strategy for the Cooperative employees. There is thus a need for bringing about suitable changes in the conception, focus, content and design on the programmes, and training techniques used by the trainers, so as to make training more skill-oriented, job-specific, and of immediate relevance to the trainee. Training should help him improve his performance on the job that he may be holding,
- "(g) There is also an acute need for developing suitable training material so that the same can be used by the trainer to reinforce the learning process initiated by the training activity in a classroom situation.
- "(h) It needs to be pointed out here that the present training activity for cooperative employees appears to have turned into an industry where the trainees motivated to secure a certificate owing to the conditions imposed by the Cooperative Employees Commission, come to the training institution that provide suitable facilities to enable him to qualify in the examinations, and thereby to claim certificate for promotions etc. The whole system appears to be highly examination-oriented and the trainee has only one motivation - to secure the certificate, rather than to improve his skill or abilities; which no examination of the type now can evaluate anyway."
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ANNEXURE 11



ICA EXPERTS' CONSULTATION ON
COOPERATIVE MEMBER EDUCATION
TRINCOMALEE (SRI LANKA). APRIL 1979

GUIDELINES ON COOPERATIVE
MEMBER EDUCATION FOR
THE SOUTH-EAST ASIAN REGION

PART-I

- 01 The belief of this Consultation is that in the search for a New World Economic Order the adoption of the principles and practices 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.
- 02 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.
- 03 Education in this context '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 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, 1956).
- 04 For cooperative member education to be successfully disseminated, the conditions that contribute to it as well as constraint 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:

Economic

- (a) Incomes either below or close to subsistence levels of living and a highly inequitable distribution of income and wealth.

Reproduced from the proceedings of the ICA Experts' Consultation on Cooperative Member Education, held at Trincomalee (Sri Lanka), April 15-29 1979.

- (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 underemployment.
- (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 market.

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.

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.

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.

PART-II

05 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 material 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.

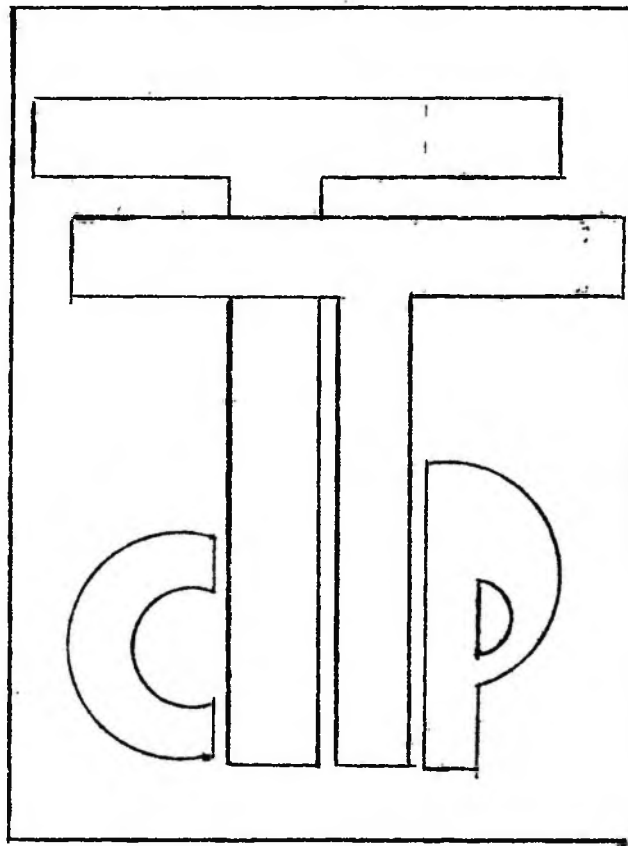
(iv) A carefully designed organisational structure of the Movement is an essential requirement for the successful implementation of a Cooperative member education programme.

PART-III

06 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, youths 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 programme 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.
-

ANNEXURE 12



PROJECT FOR TRAINING OF
COOPERATIVE TEACHEBS IN
SRI LANKA
- a brief introduction

PROJECT FOR TRAINING OF
COOPERATIVE TEACHERS
IN SRI LANKA

- A Brief Introduction

Introductory

01 The Project for Training of Cooperative Teachers in Sri Lanka (hereinafter called as Project or TTP) has been sponsored by the Swedish Cooperative Centre (SEC) through the International Cooperative Alliance (ICA) for the benefit of the National Cooperative Council of Sri Lanka (NCC). It is not a government project although approved, of course, by the Government of Sri Lanka. It is a technical assistance project from one Cooperative Movement to another Cooperative Movement. A major part of the finances come from the Swedish International Development Authority (SIDA) which are channelled through the SCC and the ICA. The actual operation of the Project commenced in October 1978. The Project is located on the premises of the NCC in Colombo.

02 The initial duration of the Project was two years and it has since been extended by another two years. Most of the expenses of the Project are covered by the ICA and the SCC. The NCC covers only a part of the local expenses, mostly, in terms of local personnel and for routine office fittings and local support.

Objectives of the Project

03 The main objective of the Project is to 'enhance the effectiveness of cooperative training activities being carried out or proposed to be carried out for personnel and members of managing committees of the Cooperative Movement in Sri Lanka'. In order to achieve the objectives of the Project, several activities have been planned. These activities include the following:

- identify teaching methods to make teaching effective
- training seminars for teachers in methodology
- subject matter courses
- production of training material
- training programmes in research methodology
- programmes on education management
- evaluation of present educational system and help redesign it
- assist cooperatives in developing an internal training system
- arrange for teachers to gain field experience
- suggest guidelines on recruitment etc.
- offer scholarships/fellowships to teachers from overseas.

34. In broad terms the activities of the Project can be classified in the following manner:

- a. Programmes in training methodology;
- b. Production of training material;
- c. Production and use of audio-visual training material;
- d. Publications programme.

Geographical coverage

05 The Project covers the districts of Colombo, Galle, Jaffna, Kandy, Kurunegala, and Gampaha. The coverage is gradually expanding. It is expected that by the end of 1982, the Project would be operating in all the 26 districts.

Target Group

06 The Project covers the faculty members of all Higher Level course centres in four districts of Colombo, Galle, Jaffna and Kurunegala. Two centres which offer Ordinary courses located in the districts of Gampaha and Kandy are also covered. All the district cooperative education centres are run and operated by the NCC. All faculty members of the School of Cooperation located at Polgolla are also included in the target group.

07 The breakdown of the target group is as under:

- NCC education centre staff
- School of Cooperation staff
- Extension Officers of the Department of Coop Development (in the four districts)
- Education Officers of the selected large-size multipurpose cooperative societies (also in four districts)
- Education assistants and consumer education officers working under the Women's Consumer Information Project.

08 The total number of effective faculty members and others covered under the Project is about 90.

Activities of the Project

09 Some of the activities of the Project are as follows:

- A. Training seminars in Concepts of Learning, Facilitation of Learning and Human Communications - introductory
- B. Production and Use of Basic Audio-Visual Training Material - introductory
- C. Participative Teaching Methods courses - introductory
- D. Education Management seminars
- E. Subject-matter courses
- F. Seminars/workshops on the revision of cooperative education system

- G. On-the-job training for the cooperative teachers
- H. Research methodology courses
- I. Training courses in library methods and documentation services for education assistants and librarians
- J. Field Training (Experience) Programme
- K. Cooperative Teachers' Training Bulletin (Publication)
- L. Fellowship Programme.

Strategy adopted

10 Most of the personnel covered under the programmes of the Project are handling regular training courses and preparing students for AL and OL examinations, it is difficult for them to participate in the courses and programmes of the Project for longer durations. It has, therefore, be decided to group the personnel into three major groups. Each group is brought to the Project programmes on a rotation basis. Each group has been designed in such a way that at no one event more than two persons will come out of their education centres for project courses.

11 For purposes of material production workshops under the audio visual courses, the personnel have been sub-divided into five sub groups mainly due to the practicability of having fewer people to produce a quality training material. These five sub groups come at AVA follow-up workshops.

12 It is expected that by the end of the Project period the effective number of faculty members covered would be around 300.

Activities held

13 Upto the end of June 1980, the Project had offered various courses and programmes to the faculty members of education centres and other constituents of the group.

14 As is obvious, one faculty member has already been at least three/four times to the programmes organised by the TTP. This has enabled the faculty members to understand the concepts of learning and various other theories of learning and teaching. It has been the main axis of the project activities that the teachers must break away from the traditional system of teaching. They should be able to develop a new thinking and re-design their methods of training. They should encourage the participants to learn by themselves and provide them with the required material and guidance.

15 A brief break-up of the programmes offered by the Project is given in the table below. (figures are upto June 30 1980).

PROGRAMME OFFERED BY THE COOPERATIVE TEACHERS' TRAINING PROJECT - SEPTEMBER 1978 TO JUNE 30 1980

Sr. No.	Title of the Activity	Number of Activities	Number of Participants
01	Conference of Officers-in-charge of district centres-NCC	01	25
02	Distt Conferences on Education Planning	04	73
03	Concepts of Learning, Facilitation of Learning and Communication	04	73
04	Audio-visual aids workshops	04	69
05	Participative teaching methods	03	46
06	Library and Documentation Services	01	30
07	National Symposium on the Revision of Cooperative Staff Training System	01	41
08	Material Production Workshops (AVA)	03	28
09	MATCOM in-service training seminar for managers of larger agricultural marketing societies	01	19
TOTAL		22	404

Field Training (Experience) Programme

16 In order to provide the faculty members with an opportunity to fully understand the functioning of a cooperative society, the Project has designed a programme under which faculty members are attached to selected cooperative societies. They are expected to follow the work and activities of the societies and gather experiences there which they could use in their teaching situations. This has been appreciated by the faculty members and the initial results are very encouraging. This programme will eventually form an integral part of the work of the faculty members working within an education centre.

17 In addition to this, the Project has also selected four large-size multipurpose cooperatives where the project staff would also involve themselves more intensively and gather information and experience for themselves. This exercise is to provide learning situations for the project staff so that they could effectively help the faculty members.

Material Production

18 The Project is making use of the faculty members themselves to produce training material according to the syllabi currently in force. So far 18 elements have been produced duly supported by simple graphic aids and participative exercises. Field testing of the material is in progress. The material, once perfected and finalised, will be reproduced by the Project for a wider distribution. This activity will generate material for the teachers as well as for the students.

Fellowship Programme

19 It is proposed to select three-five cooperative teachers from some of the member-countries of the ICA in South-East Asian region to involve them in the work programme of the Project. They are expected to gather experiences from the Project and initiate work in their countries to establish similar training projects.

Teachers' Training Bulletin

20 In order to give a wide publicity to the activities of the Project, a quarterly bulletin in English entitled COOPERATIVE TEACHERS TRAINING BULLETIN is published. So far 3 issues have been produced.

21 Short reports, working papers, articles, photographs from the activities of the Project are distributed among cooperative journals and other institutions on a regular basis.

Working environments

22 Generally the support from the authorities of the NCC is available to the Project in carrying out its activities. Relations with the Department of Cooperative Development and the Ministry of Food and Cooperatives have been cordial and assistance from them is available to the Project whenever needed.

Operation of the Project

23 The Project enjoys the benefit of advice and guidance from a PROJECT ADVISORY COMMITTEE which has been constituted by the National Cooperative Council and the International Cooperative Alliance together. The PAC reviews the work done and offers suggestions for new work. The Committee is helpful in the sense that the Cooperators represented on it can give first-hand information on the needs and requirements of the Cooperative Movement and can suggest how the Project could assist.

24 The Project Director of the Cooperative Teachers' Training Project is guided by the advice and guidance of the PAC in the affairs of the Project.

25 The PAC has representatives from the national apex cooperative organisations, four district committees, the Principal of the School of Cooperation, a representative of the Commissioner, and the representatives of the ICA and the NCC.

Technical Staff of the Project

26. The Project is headed by a Sri Lanka National Officer. Mr WU Herath, Project Director, is supported by a team of technical officers. They are:

Mr Stig Ivarsson, Chief Technical Advisor - made available by the Swedish Cooperative Centre;

Mr Daman Prakash, Technical Advisor (Audio-Visual Aids) - made available by the International Cooperative Alliance; ?
and

Mr E.R. Mudiyanse, National Counterpart (AVA) - made available by the National Cooperative Council of Sri Lanka.

27. The supporting staff of the Project has been recruited either from the open market or from the NCC and the Department of Cooperative Development.

Conclusion

28 The Project is a technical assistance programme offered by the ICA to the cooperative movement of Sri Lanka with the active support from the Swedish Cooperative Movement. It has very clearly spelled out objectives and well-defined activities. Experiences gained from the Project are being made available to other sister cooperative movements in the South-East Asian Region, and it is expected that the Project would prove to be a source of inspiration to others.

PROJECT FOR TRAINING OF COOPERATIVE TEACHERS IN SRI LANKA
(National Cooperative Council of Sri Lanka)
Cooperative House, 455 Galle Road, Colombo-3.

Cable address: NACOSIL/Colombo Telephone: 89307-85496

ABBREVIATIONS USED IN THE REPORT

ARTI	- Agrarian Research and Training Institute
CCD & RCS	- Commissioner for Cooperative Development and Registrar of Cooperative Societies
CEC	- Cooperative Employees' Commission
CMSC	- Cooperative Management Services Centre
DCEC/NCC	- District Cooperative Education Centre of the National Cooperative Council of Sri Lanka
ICA	- International Cooperative Alliance
MPCSS	- Multipurpose Cooperative Societies
NCC	- National Cooperative Council of Sri Lanka
OIC	- Officer-in-Charge
SCC	- Swedish Cooperative Centre
SIDA	- Swedish International Development Authority
TTP	- Cooperative Teachers' Training Project = Project for Training of Cooperative Teachers in Sri Lanka

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PROJECT FOR TRAINING OF COOPERATIVE TEACHERS IN SRI LANKA

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