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INTERNATIONAL COOPERATIVE ALLIANCE  
BUREAU INTERNATIONAL DE LA COOPERATION SCOLAIRE

FIRST SYMPOSIUM ON SCHOOLS AND COOPERATIVES  
46TH INTERNATIONAL COOPERATIVE SEMINAR

R E P O R T  
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## A P P R E C I A T I O N

The First Symposium on Schools and Co-operatives and the 46th International Co-operative Seminar was able to meet thanks to the decision taken by the Central Committee of the International Co-operative Alliance and the joint collaboration of the Alliance and the "Bureau international de la Coopération scolaire", supported by the "Fédération nationale des coopératives de consommateurs" and the "Office central de la Coopération à l'Ecole" (France).

This event was financed by the ICA Development Fund, the "Office central de la Coopération à l'Ecole", the "Fédération nationale des coopératives de consommateurs" and UNESCO, which helped in particular the participation of delegates from the Third World and offered the excellent working facilities of their headquarters in Paris for the meeting to take place.

The International Governmental Organisations, such as the ILO, UNESCO and UNICEF, which were represented at this Symposium, took a very active part in the discussions. France was represented by the Ministry for Education, the Ministry for Foreign Affairs (National Commission for UNESCO) and the Ministry for Cooperation (Press and Information Department); and Malaysia was represented by its permanent Ambassador to UNESCO.

Finally, the delegates and the observers have together greatly contributed by the importance of their preliminary work, to the success of this First Symposium.

I would like to take this opportunity to express my warm thanks to all participants.

S K Saxena

Director of the International  
Co-operative Alliance

## S U M M A R Y

The delegates from 18 countries met at the UNESCO headquarters Building in Paris on the 17, 18 and 19 December 1979. They exchanged their experiences and discussed the problems of the Co-operative Schools and the relations between Schools and Co-operative Movements for adults, particularly the role they play in facing the challenges of Development and International Understanding.

The delegates, who had received many encouragements from the President of the ICA, the representative of the French Minister of Education and the President of the "Bureau international de la Coopération scolaire" have for three days been studying the reports prepared by different countries.

These reports gave a picture of various situations existing at the present time, explaining the presence and the eventual absence of experiences of co-operative development at schools (in both educational and economic areas) or the relations between schools and co-operative movements for adults.

They also dealt with the ability of the young, through school co-operative, to promote the idea of understanding between nations in order to create a New International Order (economic, social, educational and cultural).

Finally, they intended to propose examples of practical actions which will help them to reach the above-mentioned objectives.

The discussions which followed each group of reports have proved to be spontaneous and constructive and the exchanges have been fruitful at all levels.

The delegates from Poland and France proposed a Joint Recommendation to support the United Nations Declaration on "The preparation of societies for a life in Peace".

The final Declaration, adopted unanimously by the Symposium, underlines the original character of the school co-operatives and the advantages they offer at all levels. It emphasizes the need for these co-operatives to develop independently from governments and the co-operative movements for adults.

The Declaration asks the school co-operatives to insure the legal conditions for their development and asks the co-operative movements for adults to keep in mind that the young co-operators at school have received the right training to exercise democracy, decision-making, responsibility at management and social levels which will enable them to work in the co-operative movement for adults.

The participants have unanimously expressed the desire that such meetings should take place at regular intervals and that, in the meantime, there should be a very useful exchange of ideas and experiences.

## REPORT OF THE SYMPOSIUM

MONDAY 17TH DECEMBER : INAUGURAL SESSION

Chairman : Mr. Roger KERINEC

Mr. Roger KERINEC, President of the International Co-operative Alliance, opened the first Symposium on Schools and Co-operatives. He welcomed the delegates from the French Government, the International and National Organisations and the participants.

In his speech, R KERINEC underlined the eminent role of UNESCO in favour of the education for Development and Peace and the role that the school co-operatives should play "in the developing countries to enable them to train their own manpower which is essential in their development" (integral text is given in Annexe 2.1.1).

Then, he invited Mr. VINCIGUERRA, representing Mr. BEULLAC, the French Minister of Education, to address the Symposium.

Mr. VINCIGUERRA expressed the interest of the French Minister in the action of school co-operatives at national and international levels and the initiative of this event, which was an important contribution to the International Year of the Child (see Annexe 2.1.2).

The general Inspector, Raymond TORAILLE, President of the "Bureau international de la Coopération scolaire" and the "Office central de la Coopération à l'école", addressed the assembly on three significant aspects of the school co-operatives : (a) the relations between civic education and economic participation, (b) the training of an individual to live in a society and (c) the sense of fraternity and the solidarity. "We can be assured that the role of the schools in promoting international understanding and world peace is considerable."

After an interval, the discussions resumed around the central issue at the Symposium which was divided into three themes :

MONDAY 17TH DECEMBER - MORNING

Chairman : Mr. Raymond TORAILLE

Theme A : "An analysis of the situation of the school co-operatives and the relations between co-operative movements for adults and schools in the world, putting a special emphasis on the different situations and the similar concerns."

This topic was discussed respectively by the delegates of the United-Kingdom, France and Malaysia.

- 1) United-Kingdom : Report presented by Dr. Robert HOULTON,  
Director of the Education, Co-operative Union Ltd.

R HOULTON stressed that school co-operatives do not exist in England. He gave a critical analysis of the British educational system which tends to favour the individualism of the pupils instead of the collective work. He described the gap which exists between the ethics of the educational system and the traditional values of co-operation and he wished that co-operative societies for adults played a more positive role in their relations with schools.

- 2) Malaysia : Report presented by Mr. Ungku Abdul AZIZ,  
President of ANGKASA.

Mr. AZIZ discussed the school co-operatives existing in his country and stressed the economic role they play, especially in providing pupils with some materials and books at competitive prices.

He mentioned the importance of the relations between the school co-operatives and the State on the one hand, and between the school co-operatives and the co-operatives for adults on the other hand. He continued to say that the main problem facing the school co-operative is the high competition with the private sector for the provision of educational materials.

He ended his speech by wishing that the co-operative activities should be organised on the same basis as the French school co-operatives.

- 3) France : Report presented by Mr. Elie DOISY

Mr. DOISY gave an historical account of the French school co-operatives describing the four categories under which they fall. He concluded on the main objectives of the co-operative educational system.

MONDAY 17TH DECEMBER - AFTERNOON

Chairman : Mr. Albert GUILLIEN,  
vice-president of the O.C.C.E.

The afternoon session was devoted to debates on the reports presented in the morning.

An animated exchange of views revealed the difference in approaches to school co-operatives in the developing and industrialised countries.

In the developed countries, the educational aspect of the school co-operatives is very important but in the developing countries the emphasis is, for obvious reasons, put on their economic aspect.

The discussions brought to light the types of relations existing in different countries between the school co-operatives and the co-operatives for adults and the necessity for these relations to be strengthened.

TUESDAY 18TH DECEMBER - MORNING

Chairman : Mr. François BODINAUX (Belgium)

Theme B : "School co-operatives as an Instrument of Development and International Understanding. The role of School co-operatives in promoting International Understanding and a New International Order."

This theme was discussed respectively by the delegates of Poland, France and the Ivory Coast.

- 1) Poland : Report presented by Mr. Ignacy DZIEKAN,  
Director for the Department of School co-operatives

Mr. DZIEKAN recalled the important contribution of his country to the international co-operative life. He described the irreplaceable role of the school co-operatives and stressed the support given to them by the co-operative movement for adults.

He mentioned the interest shown by the authorities of Public Education in the harmonious development of the school co-operatives. He stated also that the Polish co-operators had many links with their colleagues in different countries, especially with the French school co-operatives.

Recalling that Poland had initiated the "Declaration of the Preparation of Societies for a Life in Peace", adopted by the General Assembly of the United Nations, Mr. DZIEKAN said that "the school co-operatives have a very important role to play in the struggle for world Peace".

- 2) France : Report presented by Mr. Elie DOISY

Mr. DOISY questioned the role of the school co-operatives as an instrument of international understanding and, as an answer, gave a definition of co-operation : to co-operate is to work together.

He indicated the conditions of being a good co-operator using a declaration written by French pupils.

Finally, he recalled the practical means (international school correspondence and exchanges) which enables the young co-operator to be aware of his belonging to a worldwide movement of children and adults. (see abbreviated text which is given in Annexe 1.2.5).

- 3) The Ivory Coast : Report read by Mr. Alain BAUER (France) on behalf of the delegation of the Ivory Coast unable to attend the Symposium

The main purpose of the Report was to show that the school co-operatives which have the same organisation as the French co-operatives but differ in the needs of their members, are effective instruments for economic and social development and that they meet the cultural, educational and economic needs in the Ivory Coast.

In that country, the school co-operatives have close links with televised teaching and also with the development of the school gardens which provide food for the canteens and play an important part in the nutritional education (see integral text which is given in Annex 1.2.6).

TUESDAY 18TH DECEMBER - AFTERNOON

Chairman : Mr. François BODINAUX (Belgium)

The reports were discussed at the beginning of the afternoon session.

The debate which followed put forwards a series of proposals asking for intensified exchanges between school co-operatives.

Many suggestions were made on how to start school co-operatives in under-developed countries where children were extremely poor : to use the surplus realized by co-operatives from industrialised countries which would be a real tool of international development, to create co-operatives which would be more concerned by the educational aspect than with the economics of the activities, and above all to rely on the collaboration and the goodwill of all the young co-operators.

To conclude the debate, Poland and France proposed a Joint Declaration which insisted upon the major role of the co-operative organisations in the process of education and training in view of promoting the ideals of Peace and International Understanding.

TUESDAY 18TH DECEMBER - LATE AFTERNOON

Chairman : Mr. Jan SWITALA (Poland)

Theme C : "The role of the child co-operator, the school co-operatives and the co-operative centres in the Development : practical actions."

This topic was discussed respectively by the delegates of Argentina and France.

- 1) Argentina : Reports presented by Mrs. Maria Argentina GOMEZ URIA, President of the Commission of the school co-operatives, OCA, and by Mrs. Maria Eugénia VARAS de FERRANTE, Inspector of schools, Association of the co-operatives of Argentina.

Mrs GOMEZ URIA presented a picture of the co-operative reality concerning the different levels of education in her country and she described the various activities carried out by the young co-operators in both rural and urban areas.

She underlined the role of the standing Commission for the school co-operatives which are supported by the co-operative movement.

She concluded in presenting a series of proposals which aim at reinforcing the school co-operatives throughout the world.



Mrs VARAS de FERRANIE questioned the efficiency of the school co-operatives in preparing each individual for his civic, economic and social life but at the same time she recognised that this system allowed the personality of the young to develop.

Finally, she mentioned the modern methods introduced in schools by specialists in education such as Mr Decroly, Mr Adber, etc. and she wished that school co-operatives be more integrated with the teaching curricula.

- 2) France : Report presented by Mrs Catherine JENOT, executive member of the C.C.C.E.

Mrs JENOT gave her opinion regarding the role of children within a co-operative, where they can learn to share the experiences of an independent group.

She also said that the school co-operatives represent a link between society and the school and thus contribute to a better understanding between the nations (see abbreviated text in Annexe 1.2.8).

These discussions have brought to light different approaches and methods used within school co-operatives. They also revealed the role that the co-operatives for adults should play in assisting the school co-operators in a career, which could be a solution to the problem of unemployment.

### WEDNESDAY 19TH DECEMBER - MORNING

#### Presentation of Audio-visual documents

The Polish delegation showed a film and a series of slides concerning the activities of school co-operatives.

#### Adoption of the Final Declaration and closing session

##### 1) CLOSING STATEMENT

Children are the world's most precious resource. They are future parents and also parents to the future. Because of these two responsibilities, children need to learn how to build on the achievements of the past and, in addition, to boldly seek new solutions to the age-old problems of mankind - famine, poverty, pestilence, disease, ignorance, and international conflict and misunderstanding.

The First International Symposium on Schools and Co-operatives, held in Paris in December 1979, focussed attention on the needs of school children, and on the role and responsibilities of co-operative societies. The Symposium received evidence which demonstrated how school co-operative societies, organised and run by students, and assisted by adults, provided an excellent method of developing skills in the practice of democracy, decision-making, and managerial and social responsibility. School co-operatives also provided an opportunity for students to raise fundamental questions about the guiding principles of human conduct.

These benefits to students and to the community were cited in evidence presented to the Symposium from all five continents. From the Americas came case studies from Argentina, Canada, Dominica and Haiti; from Africa came material from the Ivory Coast and Morocco; and finally from Europe came citations from Belgium, Cyprus, France, Greece, Italy, Poland, Portugal, the USSR and Yugoslavia. In contrast, the experience in Denmark, Finland, Japan, Sweden and the United Kingdom highlighted the fact that in some countries school co-operatives can be difficult to establish despite the presence of powerful adult co-operatives.

During the Symposium, it was emphasised by many of the participants that school co-operatives should not be seen as a form of adult patronage. They could be independent organisations in their own right, providing a genuine opportunity for the young to lead the old established adult co-operatives. The relationship between the adults and the students should include support and active co-operation between their respective organisations. Moreover, adult co-operatives, when recruiting new staff or seeking new cadres of lay leadership, should give full consideration to the experience and qualifications of those who have served school co-operatives.

One highlight of the proceedings was a joint declaration by the French and Polish delegations affirming ... "that co-operative organisations, in conjunction with modern school systems, should play an important role in the whole process of education in propagating ideals of peace and international understanding". The statement pledged support for the United Nations General Assembly's "Declaration on the Preparation of Societies for Life in Peace". The participants in the Symposium unanimously agreed that the Franco-Polish statement be read into the proceedings.

The Paris Symposium was not an ivory-towered exchange of views. Perhaps the most revealing and telling question was posed by the participant from Haiti who asked with genuine concern, "How can I create a co-operative with students who do not have any money?". Members of the Symposium responded by giving many examples of school co-operatives which had been successfully started and run with limited resources.

School co-operatives are unique institutions: they provide a practical method of self-education and preparation for post-school and working life, as well as providing goods and services for their members. As a method of teaching social accountability, they are unequalled. The Paris Symposium pledged itself to the international extension of school co-operatives in the 1980's as one of educating the parents of the future about their common responsibilities and the brightness of their opportunities.

## 2) PROPOSALS FOR ACTION

Having regard to the foregoing, the participants in the Symposium invite the attention and action, as appropriate, of local, national and international co-operative bodies - and, in particular, the 27th ICA Congress to be held in Moscow in 1980, which should disseminate the results of the Symposium as a contribution to the Congress theme "Co-operatives in the Year 2000" - as well as inter-governmental, governmental and other authorities, to the following action-orientated proposals which, in the Symposium's views, will contribute to the successful promotion on a wider scale of school co-operatives:

- (i) School co-operatives require a benign environment in which they can flourish. The United Nations Organisation is urged to prevail upon those of its member governments, which have not already done so, to introduce legislative measures which are conducive to the establishment of school co-operatives. In this particular respect, the ICA is requested to use its special category consultative status with UNO to press for early action on this proposal.
- (ii) In order to facilitate the dissemination of information and education/training materials relating to school co-operatives, those countries which already have an established structure and network of school co-operatives should transmit such information and materials, at regular intervals, to the ICA, BICS and ILO so that they can establish, for the benefit of others, information centres/clearing houses on school co-operatives.
- (iii) Since the ICA and BICS offer a valuable international channel of communication between the adult co-operative movement and school co-operatives, the two organisations should create a regular working group, co-opting additional members from other international and national organisations as necessary, to sustain the momentum of interest in school co-operatives and to strengthen ties between them and the adult co-operative movement.
- (iv) In order to develop further links across national borders and so contribute to international understanding, an international congress of young school co-operators should be organised in the near future.
- (v) For the particular benefit of countries in which school co-operatives do not presently exist, the ICA, through its CEMAS service, and with the collaboration of BICS, is invited to prepare a prototype guide to the constitution, organisation and functioning of school co-operatives.
- (vi) In 1982 the ICA and BICS should take a view on the merit of organising another international school co-operatives meeting.
- (vii) The Symposium acknowledges the important voluntary role being played by many teachers throughout the world in developing school co-operatives. It feels that, in all countries, serious consideration should be given to the inclusion of co-operation in teacher training programmes.
- (viii) Organisations represented at the Symposium are called upon to act bilaterally and vigorously to encourage exchange visits between school co-operative groups and the children's organisations attached to adult movements where school co-operatives do not exist, and to exchange information materials such as school magazines. Specifically, but without prejudice to exchanges which may occur in the meantime, information exchanges and progress reports should take place in December 1980 and on each subsequent anniversary of the Symposium.
- (ix) Acknowledgement of the fact that school co-operators and schools are a future and vital source of members, leaders and employees of the adult co-operative movement, calls for a more intensive effort by adult co-operative movements everywhere to strengthen their links with school co-operatives, schools and existing government agencies in this field. The adult co-operative movement should give special attention in devising personnel recruitment policies to reach out to school co-operators who already have a commitment to a co-operative ideology.

CLOSING SESSION

To close this First Symposium on Schools and Co-operatives, Mr DENISE, Attaché à la Présidence, BICS, and Mr CRAW, Chief of Education and Development at the ICA, addressed the participants, who contributed to the success of this event through the quality of their work, and expressed their sincere thanks on behalf of their respective organisation .

In the afternoon, all the delegates were invited to a reception organised by the Office central de la Coopération à l'école at its headquarters where BICS also has its offices.



SYNTHESIS OF THE REPLIES TO THE QUESTIONNAIRE ON THE SCHOOL CO-OPERATIVES

The BICS and the ICA have jointly prepared and sent a preliminary questionnaire in the first quarter of 1979. Each of these two organisations has communicated with its own correspondents : the BICS and the ICA have been respectively in contact with the correspondents of the International School Co-operation and the International Co-operation for Adults.

This questionnaire had three objectives :

Firstly, to intensify the participants' reflection on the school co-operatives.

Secondly, to collect the up-to-date data relating to the aim, the structures and the activities of the different co-operative movements with a view to informing the participants on the key points or the guidelines which are to be discussed at the Symposium.

Finally, to create a better understanding of the world-wide co-operative system which can be thought as between the capitalist and the socialist systems.

From the replies which have been received, it seems that these three objectives have been reached. However, bearing in mind the multiplicity of the parameters and the evolution of certain data, this document cannot pretend to be an exhaustive study.

Many countries have not replied to the questionnaire, others have sent unprecise replies. On the whole, this first approach is interesting but neither the ICA or the BICS can pretend to have given a very accurate and complete view of the co-operative system throughout the world.

SITUATIONS OF THE REPLIES TO THE QUESTIONNAIRE

All the countries which have answered claim to make use of the definition of the school co-operatives given in the questionnaire. The school co-operatives' aim is the satisfaction of the economic needs at different levels. This is the case of the following countries : France, Sri Lanka, Greece, Poland, Hungary, Italy, Costa Rica, South Korea, Italy, Malaysia, Argentina, the Ivory Coast, Australia, Canada (Quebec), Morocco, USSR and Yugoslavia.

Some distinctions exist as far as the categories of the age groups are concerned. In Italy, Malaysia and in Argentina, the co-operatives cover five categories from the pre-school system to the University education. In Poland, there are some socio-cultural co-operative centres on a level with the secondary education. In South Korea, the co-operative system starts only at the secondary education level. In Belgium, Costa Rica, South Korea and in Greece the pre-school levels are not concerned with the co-operative life.

The structures differ considerably from one country to another in terms of sociological or even sometimes ideological criteria. In Italy, the school co-operatives are integrated within the national federations or associations. In France and in the Ivory Coast the school co-operatives are incorporated in a central organisation. In Poland and in Yugoslavia the activities of the school co-operatives are respectively co-ordinated by a supreme co-operative council and a similar organisation. In India and in Ceylon, the school co-operatives develop outside the supervision of an organized body. In Belgium, a few teachers have been devoting themselves to replacing the Central Office for school co-operatives which had disappeared ; and the co-operatives for adults are trying to bring this Office to life again.

In most countries, the co-operatives for adults and school co-operatives have established a working relationship between themselves. In fact, some representatives of the co-operatives for adults take part in councils arranged by the school co-operatives and some members of the school co-operatives participate in the discussions at the seminars organized by the co-operatives for adults.

Some financial and technical assistance for the school co-operatives is provided by the co-operatives for adults, including : subventions, control of accounts, exchanges of experiences, training courses and information sessions, the training of senior staff, loan of equipment, the organization of events, sporting and cultural activities.

The replies to the questionnaire do not give enough elements to allow an analysis of the reasons for which the school co-operatives, while flourishing in France and Poland and also in many developing countries, did not develop in countries such as the United Kingdom and the USSR. An interesting argument has been put forward to explain the absence of the school co-operatives in the country which has given birth to the Pioneers of Rochdale. It is thought that the structure of the British Co-operative Movement, which is closely connected to the working class, has alienated the established school system, thus relegating the co-operative principles outside the schools. It is also thought that the need to set up school co-operatives mainly appeared in nations which had to face severe deprivations. In other words, the availability or the absence of the resources could give a plausible explanation of the emergence of the school co-operatives or their non development.

A thorough study would probably reveal a series of political or socio-economical reasons which could explain why today school co-operatives can be in some countries an integral part of the education system while in others they are ignored or not believed in.

Whatever the attitudes the nations have adopted towards the school co-operatives, the last Decade has revealed a general and increasing interest in the active participation of the pupils in every aspect of the school life. Today, even more than before, the school co-operatives seem to fulfill the economic and social needs of the educational institutions. Everywhere, the co-operative movements for adults seem to show a greater interest in schools. The established co-operative movements for adults should be more determined to influence the public opinion through the teachers' unions, the teachers who have already joined the co-operative movement, the parents and teachers' associations. A great number of these people could help the setting up of the school co-operatives.

**CONCLUSION**

Europe and South America appear to be the continents where the greatest number of categories of co-operatives have developed.

The exchange of experiences between schools represents certainly an essential element for the progress of the nations, the elimination of racial prejudices, the discovery of new cultural values through the knowledge and the recognition of differences.

For all these reasons, the school co-operatives which appeared first at the beginning of the 20th century, are considered today in many developing countries as an important part of the educational system, particularly in rural areas.



## SCHOOL COOPERATIVES IN MALAYSIA

By

Professor Ungku A. Aziz  
President ANGKASA (National Co-operative Organization of Malaysia)  
Vice Chancellor University of Malaya

This paper outlines the rationale for developing a Cooperative Movement in secondary schools. Its examples are drawn from Malaysia.

### Introduction

1. In the Malaysian context, there are at least four strong reasons for developing a Cooperative Movement in secondary schools.
  - (i) It will give students who are future citizens experience in the practice of democracy. The cooperative principles state, among other things, that each member has one vote irrespective of the amount of shares he has invested in the Cooperative, irrespective of his status (e.g. first year pupil or final year student or teacher) and irrespective of his race or religion (N.B. Malaysia is a multi-racial country). Adherence to correct procedures such as the observance of proper quorums, the passing and amending of resolutions, voting methods and the keeping of proper minutes and other records is important training for active future citizens whose faith in their democracy will be so much stronger by their activities in the School Cooperative.
  - (ii) It will give students practical experience in organizing and operating an economic enterprise. The keeping of books i.e. accounting, the clearing of stocks and the preparation of displays can be carried out by selected members. A Board or Committee will have to make decisions regarding qualitative and quantitative objectives so that the enterprise may remain economically viable while it is giving members satisfactory service. If the Cooperative is large enough, it may have full time employees. This helps student leaders to realize their responsibilities as future employers or supervisors and also the problem of attending to the demands and needs of employees. Students learn how to manage money and become aware of the problem of cash-flow.

- (iii) The Cooperative should be able to provide the students, the staff, the School itself and parents and possibly nearby consumers with a convenient supply of items at attractive prices. Members would benefit from patronage rebates. Fair prices, correct weights and genuine qualities teach students who are future adult consumers how cooperation can benefit society. In rural areas, the convenience of location can be of great significance. The monopolistic and monopsonistic exploiters (i.e. local small shopkeepers) may be considerably modified in their attitudes by a well organized School Cooperative. Bulk purchases from factory producers by a number of Cooperatives coordinated through the National School Cooperative Organization lead to lower prices for consumers.
- (iv) Students learn the art of working together or cooperating for the benefit of the whole school or for particular groups in the school. Although this concept of working together has been widely practised in rural Southeast Asia for a long time, it is tending to disappear with the extension of cash transactions, money wages and the movement of young persons especially girls from the countryside to factory employment in the industrial areas.

The following is a brief description of School Cooperatives in Malaysia.

#### Legal Status

2. Legally the School Cooperative is a Cooperative Society registered under the Cooperative Societies Ordinance 33/48. It has its own by-laws. These cooperatives are normally found among secondary schools although there are two primary schools with cooperatives.

#### Membership

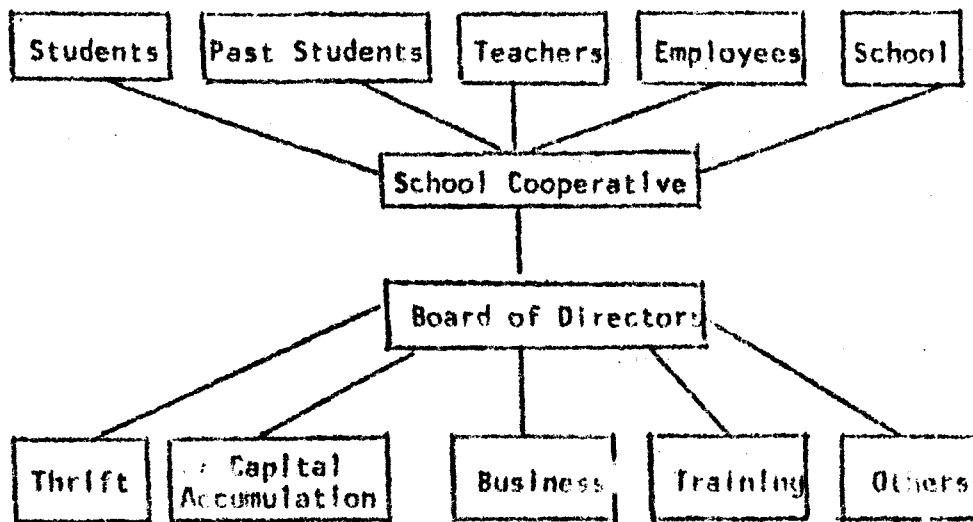
3. Membership of a School Cooperative is open to all students, past students, teachers, and employees of the School, as well as the School itself as an institution.

### Governing Body

4. The highest authority governing the School Cooperative is the General Meeting of members. However, the by-laws of the School Cooperative provide that the Principal of the School or his Representative shall be the Chairman of the School Cooperative, and another Teacher shall be the Treasurer. The Secretary is elected from among the student members.

### Structure and Functions of the School Cooperative

5. The structure and functions of the School Cooperative is diagrammatically shown below.



The objectives of a School Cooperative are:

- To encourage thrift and the spirit of self-help;
- To spread the knowledge of Cooperative Principles and the practice of Cooperation;
- To supply School requisites;
- To encourage handicraft and agricultural activities;
- To introduce economic enterprises;
- To provide a close link between students and the School.

## Activities

7. Among the initial activities of a School Cooperative is the operation of the School Bookshop. The management of this bookshop is undertaken either by the students themselves working by rotation, or if the business of the School Cooperative is large enough to finance it, by a paid worker.

## Progress

8. Progress of School Cooperatives can be seen in the figures below.

	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>
No. of Coops	121	154	202	223	260
Membership	24,943	31,838	50,675	60,760	100,000
Capital	\$105,080	\$167,470	\$286,067	\$306,863	\$500,000
Business Turnover	\$749,099	\$1,370,762	\$1,703,496	\$2,195,095	\$2,500,000

(All \$ are Malaysian Ringgit; \$2.20 Ringgit = One U.S. Dollar)

## Status of the National School Cooperative (KNS)

### Status

9. The National School Cooperative is a federation of all School Cooperatives. It is registered as a secondary cooperative. Its membership is only open to School Cooperatives.

### The Governing Body

10. The governing body of the National School Cooperative is the Council of Representatives that is attended by representatives of all School Cooperatives. This Council holds its meeting once a year.

### Board of Directors

11. The Council of Representatives elects a Board of Directors from among the representatives. The by-laws of the National School Cooperative provide for the appointment of representatives of the Ministry of Education, representatives of the Department of Cooperative Development, and a representative of ANGKASA (The National Cooperative Organization) to sit on of the National School Cooperative.

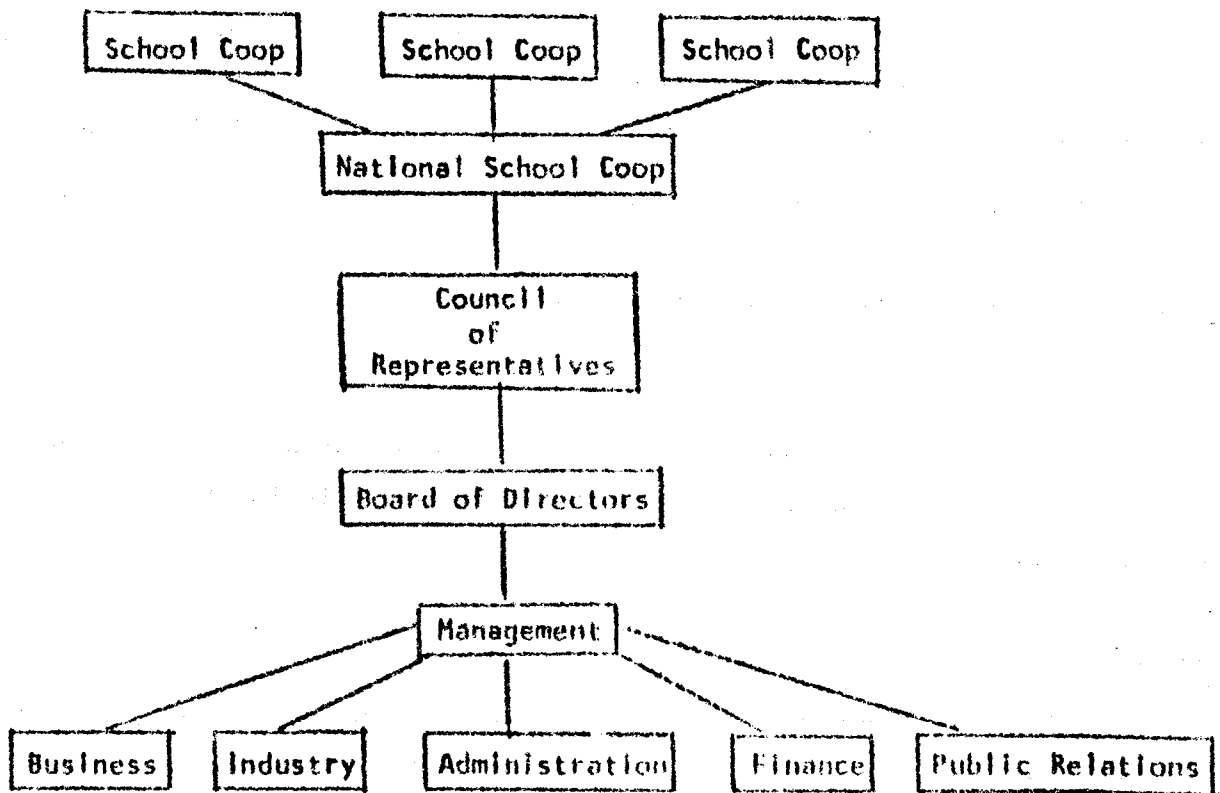
Management of the National School Cooperative

12. The Department of Cooperative Development lends its officers (at the moment 3 persons) to manage the business of the National School Cooperative.

Structure and Functions of the National School Cooperative

13. The structure and functions of the National School Cooperative are given in the diagram below.

STRUCTURE OF FUNCTIONS OF THE NATIONAL SCHOOL COOPERATIVE



Objectives of the National School Cooperative

14. The objectives of the National School Cooperative are:
- to act as a central pool of funds of School Cooperatives and to invest such funds;
  - to provide credit to School Cooperatives;
  - to supply School Cooperatives with school requi

to organise training courses for officials and members of School Cooperatives;  
to spread the Cooperative knowledge.

### Activities

15. The National School Cooperative undertakes the following activities:  
supplying School Cooperatives with school requisites especially through bulk purchases from the producers;  
going into joint-ventures with other organisations for the purpose of obtaining supplies;  
encouraging and assisting in the formation of School Cooperatives;  
organizing training courses for members.

### Progress of the National School Cooperative

16. To date the National School Cooperative has a paid-up capital of (M)\$20,060.

17. Volume of Sales in the past 5 years:

(In Malaysian dollars)

1975	82,974
1976	500,977
1977	412,903
1978	321,000
1979	400,000 (estimated)

### Future Policy

18. It is intended to extend the membership of Cooperatives throughout the 780 secondary schools. Since Malaysia is a Federation of States, in each state in the office of the Director of Education, there is a designated Desk Officer who attends to the problems of School Cooperatives. For its part, the Department of Cooperative Development which is under the Ministry of Agriculture, has designated officers who assist School Cooperatives while they administer the affairs of the National School Cooperatives.

19. The main problems concerning the School Cooperatives are:

(i) Overcoming cash-flow difficulties.

Individual School Cooperatives are sometimes slow in settling their accounts. This places a heavy burden on the KNS. Better methods of debt collection need to be developed. There should be a greater sense of responsibility which has to be instilled into the minds of teachers and especially Headmasters of Schools. If necessary, the general membership should be made to understand the problem of cash-flow and debt settlement in so far as their own School Cooperative is concerned.

(ii) Overcoming rising competition from the private sector especially in the purchase of stocks of paper for the production of exercise books. Successful examples in the bulk supply of shoes and ball-point pens have been experienced.

(iii) Women's production cooperatives and farmers' multi-purpose cooperatives could be organised to produce and supply school uniforms to secondary schools through the School Cooperatives. A working paper on this has been prepared. This would be a good example of inter-cooperative training.

(iv) More effective auditing facilities are needed. This is a problem that pervades the whole movement and is a source of weakness in the quality of decision-making.

(v) There is a need to develop the organization of inter-cooperative activities along the lines of the French School Cooperative Movement.

20. The Cooperative Movement through ANGKASA publishes a monthly magazine "PELANCAR" in the Malaysian language. This describes successful activities in individual School Cooperatives and also articles of interest to students in secondary schools.

SCHOOLING IN ENGLAND AND WALES  
NOTES FROM A CO-OPERATIVE PERSPECTIVE

by Dr Robert HOULTON  
Chief Executive Officer  
Co-operative Union Ltd.  
United Kingdom

INTRODUCTION

Education in England and Wales has historically been the focus of great religious and class controversy. The present system derives from an Act of Parliament passed during the Second World War and guided on to the Statute Book by the Right Honourable R A Butler, who was the Minister of Education in Churchill's Government. When Churchill offered this Ministry to Butler, he was surprised that the young man enthusiastically accepted a switch from Foreign Affairs to Education. Churchill is reputed to have said, "This is just like you, Butler. I meant this offer to be an insult"! In retrospect, it would seem that the present structure of education was established at a time when the attention of the nation was diverted by other matters.

Since 1944, there have been many changes in the design of schools, in teaching methods, in the role of the teacher and in educational philosophy. The system has gone through a period of explosive expansion in the 1960's and early 1970's and is now experiencing a dramatic contraction, but the basic framework laid down by the Butler Act in 1944 endures. The main features of this Act were:-

1. To strengthen the role of the central Government department in education and to increase the powers of the Minister;
2. To establish secondary education for all children up to the age of fifteen;
3. To concentrate responsibility for education with the County Boroughs (the towns) and the counties;
4. To forge a new agreement between the State and the schools, controlled by voluntary and religious bodies.

The settlement of "the religious issue" which had provoked argument and controversy for several generations and had obstructed educational development was perhaps the most outstanding achievement of the Butler Act. At the same time, the underlying liberal and humanist assumptions of the legislation have continued to be a source of inspiration for educationalists.



Within this framework, educational expenditure has increased from 3% of the national income to over 7½% of the national income. This quantitative increase should not be allowed to obscure the qualitative improvements which have taken place over the same period, which have been fought for by politicians at the national and local level, by Local Government Education Officers, by their staff and advisers, by teachers and by the teachers' unions. While it is always possible to be critical of a system - and the rest of this paper will be critical - nevertheless, it is important to acknowledge this achievement.

## HISTORY

Like all other social agencies, the education service of any society is both the beneficiary and the victim of its history. When France experienced its political revolution at the end of the 18th century, three simultaneous revolutions were underway in Britain:-

1. An industrial revolution, which embraced both new methods of production and new forms of organisation, finance and transport;
2. An agricultural revolution, where new methods were adopted and the population was either driven or migrated from the land;
3. An urban revolution, which was a gathering together of a rapidly expanding population into an urban setting. The creation of towns and cities throughout the country was experienced by many as a cataclysm.

Within this whirlwind of social and economic change was formed a class system which, in turn, shaped the British educational system into three tiers. Firstly, the private educational system designed to serve the needs of the children of the Establishment, the land-owning aristocracy, the Established Church, the military, the senior civil servants, the banking and manufacturing industries. Some of these children were privately educated by tutors, others were privately educated in the great 'Public' Schools like Eton, Harrow, Winchester and several hundred other institutions modelled on similar lines. The Public Schools were residential but many of them took a number of "day boys". Secondly, for the middle classes the Grammar Schools provided a local, non-residential approximation of the Public School system for those children whose parents could afford the fees. With the Grammar Schools and Public Schools, education continued to the age of sixteen and often to eighteen. Thirdly, for the working class, there were the Charity Schools, and, from 1870 onwards, the State Schools. Not only were the working class held in low esteem during the 19th century but, in many ways, so were the people who were employed to teach them. Teaching staff were recruited from the ranks of the pupils of these schools and, for one iniquitous period, the teachers were paid according to the result, in other words, on the examinable achievements of their pupils.

it was in the same social environment of the mid-19th century that the co-operative movement successfully established itself. A line of continuity can be traced back to the Rochdale Pioneers in 1844, but, preceding them, were numerous experiments on similar lines. All co-operative enterprises in the 19th century exhibited, in their initial phases, a strong desire to establish a community. This was true of Robert Owen (and equally true of Fourier in France) as well as hundreds of other co-operative experiments. The advocates of community realised that this could not be achieved without a modification of people's values and attitudes. Therefore, education had a central role in their proposals and in their social experiments. The Pioneers attempted to use 10% of the surplus from their operations for education. This was resisted by the authorities, who insisted that the proportion be restricted to 2½%. The authorities in the middle of the 19th century feared that a co-operative movement which did spend a high proportion of its surplus on education would be able to create an educational system at the primary, secondary and adult education levels which would enable it to colonise the society from within. There can be little doubt that the motivating force of the co-operators was to re-establish the sense of community and individual identity which had been characteristic of small village societies, that they sought to undermine the burgeoning factory system and return to a simple means of production. They were set on planting traditional rural values in a contemporary urban setting.

Since these early years, the co-operative movement has formalised its democratic procedures and built successive layers of representation from the local to the regional, sectional, national and international levels. There have also been permutations of the different specialised activities of Societies leading to local, regional and national federal organisations. The result is a complex institutional network and in many areas parallels the machinery of public administration and at a number of key junctures links directly in with the machinery of the State. In the 20th century, the British co-operative movement has experienced an identity crisis due to the ambiguities, the paradoxes and the contradictions which derive from its relationship with the society and the community on the one hand, and the framework of local and national government on the other.

### THE ORGANISATION AND POLITICS OF EDUCATION IN THE 1980's

If the co-operative movement faces a crisis over identity, the public education service faces a crisis over power. No-one involved in the education service, whether Minister of Education, civil servant, local authority officer, headmaster, teacher, parent, or student, is certain where power lies. The system as a whole is so complex as to defy any but the most tenacious scholar. It is evident the Ministers of Education have entered office and left office without fully grasping the complexities of the educational system. Some flavour of the complexity can be derived from a consideration of the following statements and qualifications.

Statement 1 The duty of the Minister of Education is to promote the education of the people.

Qualification This task is assigned to local education authorities.

Statement 2 The Minister has to control and direct the execution of policy of local education authorities.

Qualification Local education authorities do not derive their powers from the Minister of Education, their powers are derived from legislation. In legal terms, the Minister and the local education authorities are of equal status. Recently, local authorities have successfully challenged the power of the Minister in the Courts.

Statement 3 85% of the national expenditure on education is spent by local education authorities.

Qualification Over 60% of this spending comes as a direct grant from central Government. However, none of it is specifically earmarked for education and if local authorities wish to spend more money on the police force, on housing and highways, and less on education, they are free to do so.

Statement 4 Local education authorities have responsibility for both the resources which go into the school and what is taught.

Qualification In practical terms, the control of the curriculum, of what is taught, of how it is taught, and the standards to which it is taught, is in the hands of the headmaster and the teaching staff.

Statement 5 Scrutiny of the standards in English and Welsh schools is the responsibility of the 409 Her Majesty's Inspectors of Schools (HMI's).

Qualification In practice, the HMI's have chosen to play an advisory role in relation to the school service rather than a critical role.

Statement 6 The headmaster and teachers within a school, as professionally qualified people, are responsible for the standards of academic achievement of their pupils.

Qualification In practice, the assessment of academic standards and the control of the curriculum have been exercised through eight University dominated Examination Boards and fourteen Regional Examination Boards. The Schools Council, a quasi-independent body, has responsibility for monitoring the whole area of school qualifications and academic attainment.

Statement 7 Approximately 900,000 people are employed in England and Wales in the provision of educational services, the majority of them in schools. This represents a vast investment of resources.

Qualification The foundation of the whole superstructure of educational provision rests on the requirement in the 1944 Act that parents shall educate their children. A serious outbreak of educational self-help, in other words, parents deciding to educate their children themselves, could, in the absence of new legislation, bring the whole superstructure crashing down.

### SCHOOL ACTIVITY

The organisation of activity within a school is primarily the responsibility of the headmaster or headmistress working in conjunction with the teaching staff. In many cases, the school advisers of the local education authority also are involved in promoting different kinds of activities. Most state schools have Boards of Governors meeting at regular intervals to receive the report of the headmaster and to provide committees for the interviewing and appointment of new members of staff. In some areas of the country, governing bodies are dominated by political appointees. In other areas, there is a mixture of political appointees, teacher representatives, parent representatives and community representatives.

The world of the school is a closed world. Generally, parents have limited access and limited participation. The teaching profession claims a professional expertise which it is reluctant to share with any other group in society. Moreover, because the practice of teaching takes place behind closed doors, it is very difficult to monitor what actually happens in the classroom. Certainly, the popular press in Britain takes the view that in the school system there can be found a power which is unparalleled in British society. The press delights in stories which expose the abuse of this power by headmasters and mistresses over matters of dress, of hair or of conduct. It is perhaps relevant to ask whether this is characteristic of all school systems or merely of the school system in Britain. Many schools rely on corporal punishment, beating with a cane or leather strap, as a means of controlling students. In other countries of Western Europe, these methods are not considered essential.

Having outlined the organisation of activity within schools, it is necessary to highlight the ethos of the English and Welsh school system. Inevitably, when talking about an ethos, it is necessary to speak in generalisations. In fact, every school has its own individual ethos. However, bearing this qualification in mind, it is possible to list a number of characteristics which occur within the British school system, including the following:

.... / ....

1. Deriving from the traditions of British public school education, it is normal for the headmasters and senior members of staff of English schools to proclaim the unique identity and role of their particular school as a social institution. These ritualistic calls are made at assembly, at Speech Days, and at other gatherings. Students are reminded that the good name of the school rests on their behaviour. They are encouraged to think of themselves as being responsible for the good name and reputation of the school. In making these demands on the pupils it is responsible for educating the school is often seeking a role which extends far beyond its legally defined function.
2. The teachers, parents and often the children within a school are continually concerned about status. Many of the conventions of school assembly, of staff rooms, of prefects, of examination success, and of success on the sports field, are concerned with establishing the status of the institution, of the sub-groups and of the individuals within it.
3. Schools tend to be extremely hierarchical. Perhaps this is inevitable given that there is an age differentiation between different groups of pupil, but, generally, within the school system, natural hierarchies are reinforced with artificial hierarchies. As far as the employment structure within the school is concerned, the hierarchy relates to responsibilities and also to pay and status.
4. Within this framework, academic criteria are given a primacy over all other criteria. Successes in academic examinations are ranked more highly than contributions to society. To study a subject for its academic worth is considered to be more meritorious than studying a subject for its practical value. The student who pursues his or her studies in order to enter university is regarded as more valuable than the student who studies in order to take an apprenticeship and enter the world of work at sixteen.
5. Because of the emphasis on status and hierarchy, the environment in many schools is extremely competitive. Competition is seen as a natural and healthy phenomena. For those students who are unable to compete effectively in the academic sphere, there is the assumption that they can compensate by competing on the sports field. The pupil who chooses to compete in neither sphere is written off as a loss to the school, someone who is destined to be a failure in life.
6. As a result of all the preceding influences, the process of learning tends to be extremely individualistic. The whole environment within the British school system tends to favour the well-adjusted introvert and discriminate against the poorly adjusted extrovert. The child who internalises the pressures and tensions it experiences at the school and focuses them on written work, is regarded as a success in the system, and the child who is vocal and seeks the help of the peer group and the teachers is often regarded as a nuisance.

All these factors which feed in to the ethos of the British school system stand in direct opposition to the traditional values of co-operation which are:

1. To promote the concepts of harmony and community service;
2. To promote the practice of egalitarianism;
3. To support democratic processes wherever possible;
4. To affirm the importance of relevant knowledge, especially in the social and economic sphere;
5. To promote an anti-competitive approach to life;
6. To affirm that man is a social being and that civilised behaviour is collectivist, not competitive.

Given the vast gulf between the ethos of the school system and the traditional values of co-operation, it is perhaps not surprising that exercises in the practice and philosophy of co-operation cannot be easily found in the school system of England and Wales. The environment of the school is not merely unreceptive to these ideas, it is positively hostile.

#### THE FUTURE /

There is a ground swell of crisis in British society. The heady days of expansion and optimism, which marked the 1960's, are nothing more than a memory. Since 1973, successive Governments have adopted policies of retrenchment. The public education service is no longer regarded as the midwife of progress and economic development. Indeed, it shows signs of being cast into the role of scapegoat for the problems of youth unemployment ('Young people are unemployable because they haven't the necessary skills on coming out of the schools'); of social delinquency ('The young people of today are not taught to respect persons or property'). Successive Governments have found it expedient to cut the resources allocated to education. The present Conservative Government espouses passionately the values previously highlighted as part of the ethos of the school system. They are pursuing this policy by changes in the tax system which are to the advantage of the individual taxpayer and to the disadvantage of the family with children. The consequences of its restrictions on local government expenditure are to withdraw support for voluntary community based organisations. Increasingly, teachers will have to seek alternative means of providing the resources which were previously provided by the State. Increasingly, parents will find it difficult to equip children with books and learning materials. In this moment of social stress, the British co-operative movement is discovering its identity as a community resource. Increasingly, there is a willingness being expressed to turn away from the individualistic distribution of the surplus through dividend stamps towards a collective distribution of the surplus.

8.

Given a change in the values and attitudes of local education authorities and schools, it may be possible for co-operative societies to play a more positive role in supporting the schools within their community. The first requirement is an effective partnership.

THE SCHOOL CO-OPERATIVES IN FRANCE

THEIR RELATIONS WITH THE CO-OPERATIVE MOVEMENTS FOR ADULTS

By Mr. E DOISY

Theme A : An analysis of the situation of the school co-operatives and the relations between co-operative movements for adults and schools in the world, putting a special emphasis on the different situations and the similar concerns.

Mr. Elie DOISY, in his introduction, explained to the participants the genesis of the French school co-operative movement. The first school co-operatives was started in 1881, at the time of the establishment of free and compulsory education and in the generous traditions of the mutualist pioneers.

It was essentially the idea of human solidarity which governed the launching of the school co-operative.

Mr. DOISY developed the following idea : the first teachers of the school co-operatives thought that the money needed for the management of the co-operatives should come mainly from the remunerative working activities carried out in the classroom or in the school (hutch, harvesting of medicinal plants, etc.). This resulted in a specific way of managing and organizing the classroom in view to carry out these activities.

So, the notion of management came to light after the motivation of "solidarity". Everyone had a part to take in the management in order to serve the interests of everyone. That principle was the main democratic characteristic of an authentic school co-operative.

Mr. DOISY gave as an example the contribution of Mr. Barthélémy PROFIT and Mr. Célestin FREINET, soon after the First World War. These two educators wanted to transform the classroom into a small society where the child could get used to the democratic discussions in the very field of learning and knowledge. They launched the idea of the so-called "co-operative" educational methods.

Then, he reminded the audience of a few historical dates : 1928-1929 - Foundation of the Office Central de la Coopération à l'Ecole (OCCE). The eminent educator Emile BUGNON was its first president. He also mentioned the patronage of co-operation for adults (the Fédération Nationale des Coopératives de Consommation - FNCC) at the time of this foundation, which strengthened the relations between the school co-operatives and the co-operatives for adults.



1948 - the Congress held in Tours gave the definition of a school co-operative as follows : "A society of pupils administered by themselves with the help of the teachers aiming at the civic, moral and intellectual formation of its members".

Then, Mr. DOISY developed the idea that there were four categories of school co-operatives :

- 1) The school co-operative as a simple fund, meant to offset the inadequacy of the public resources for the school.
- 2) The school co-operative where the co-operative activity is entirely carried out outside the classroom's life but where the pupils participate in the financing, and in the organization of the fêtes and fairs, etc...
- 3) The school co-operative where many school activities are organized on a co-operative basis. The pupils live some real situations of a co-operative organization inside and outside the classroom.
- 4) The school co-operative where the whole of school life and organization are based on co-operative principles.

Then, Mr. DOISY gave the main objectives of the co-operative educational methods :

- a) To train the man of tomorrow in helping him to create his personality by a global education and in turning his thoughts towards others. In a school co-operative, the child learns how to develop a sense of solidarity and assistance to the most unfortunate.
- b) To train the citizen of tomorrow to live in a democratically organized society with its structures : the general meeting, the vote, the elections. The school co-operative gives to anyone the freedom, which is limited only by the need to maintain the freedom of others. That is why some rules should be laid down in any school co-operative indicating the notions of rights and duties.  
The school co-operative develops the critical sense, and favours the team work.
- c) To train the consumer to be aware of his needs, in helping him to free himself from the pressures of advertising and in giving him a taste for the protection of the natural order.

Finally, Mr. DOISY invited the audience to a general discussion and stressed the fact that school co-operatives can meet the needs and the intellectual curiosity of every child or adolescent, which gives them a considerable impact. Life at school and in the classroom can be permeated by a human warmth which makes every member of the educative community happy.

Annexe 1.2.4

NACZELNA RADA SPÓŁDZIELCZA SUPREME CO-OPERATIVE COUNCIL

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FIRST INTERNATIONAL SYMPOSIUM ON SCHOOL CO-OPERATIVES  
ORGANISED BY THE INTERNATIONAL CO-OPERATIVE ALLIANCE

PARIS 17/19 DECEMBER, 1979

/UNESCO HEADQUARTERS/

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SCHOOLS AND CO-OPERATIVES AS INSTRUMENTS OF DEVELOPMENT  
AND INTERNATIONAL UNDERSTANDING.

Mr Chairman,

Ladies and Gentlemen ,

Dear Cooperative Friends,

The Supreme Cooperative Council in Warsaw, which is the representative of the Polish cooperative movement, sends their wholehearted greetings and wishes of fruitful debates to all the participants of this symposium on school cooperatives in the world.

School cooperatives, which in Poland are commonly known as pupils' cooperatives, have long been the object of concern for the International Cooperative Alliance. ICA has undertaken a number of valuable initiatives in the appreciation of their role as an instrument of development and international understanding.

For example, the 30th International Cooperative School organized in Jablonna near Warsaw in 1967 is fresh in the minds of Polish school cooperative workers. It was the first opportunity to introduce the problems of school cooperatives in general, and those of respective Polish movement in particular, to such a large audience, including representatives from the developing countries. The symposium had a considerable response.

Cooperative workers also remember the 25th public Congress of ICA held in Warsaw in 1972; the agenda included items on school cooperative movement as well.

If we consider more recent events, it is worth noticing that the statement of the President of ICA Mr Roger Kerinec, presented at the United Nations last year, was received with

great satisfaction by school cooperative workers. Mr Kerinec mentioned the role of pupils' cooperatives in child's development and in promoting international cooperation.

The most recent initiative of ICA which concerns convening - in cooperation with UNESCO - a symposium on world pupils' cooperatives has been welcomed with general applause. It makes a valuable contribution to the declared by the United Nations "International Year of the Child" which is coming to an end. Therefore we owe our respect and our gratefulness to all those who have supported the initiative and helped organize the symposium, and particularly to our colleagues from French school /CCE, BECS/ and adult cooperatives.

By quoting the instances of express support provided by ICA to school cooperatives, we want to emphasize their importance and the stimulating role in promoting further development of this useful school organization. Our symposium should also contribute to this end.

X X X

Polish school cooperative movement, which will have its 30th anniversary in 1980, played a significant role in the education of the Polish youth even in the most stormy periods of national history.

Today school cooperative movement is a partner of long standing for schools in the process of shaping pupils' attitudes, in preparing them to perform their prospective professional and civic duties, to observe social discipline and to actively participate in the life of the country.

Pupils' cooperatives do not assume educational role of school or family; their specific activities are complementary to family and school education.

Among these activities, the most valuable are the ones that teach economic thinking, consistence in carrying out one's own decisions and participating in the teaching and educational activities of school.

Undertaking its statutory tasks in the field of social and economic education, school cooperative movement helps establish creative attitudes towards life and work. By presenting the values of collective effort, it creates most natural and effective conditions for the civic education of young people.

In its activities, it uses such forms and methods of educational work that have proved efficient in everyday experience. As the movement developed, they were verified and adapted to current needs.

Adult cooperative movement appreciates this particular role of pupils' cooperatives in the social and economic education of youth and has sponsored it since the very beginning. The sponsorship consists in supporting pupils' cooperatives in both urban and rural areas by respective adult cooperatives. The forms of assistance vary from organizational and instructive to material and financial ones.

In order to provide school cooperatives with assistance in the implementation of their basic social and economic tasks, the Praesidium of the Supreme Cooperative Council established, by a special law, the so called School Cooperatives Development Fund. All the central cooperative unions

make contributions to this fund. Several million zloties are distributed annually among social commissions in Poland's 49 voivodships. The means are used for training instructors and members of cooperative self-government bodies, organizing meetings and conferences, purchasing cooperative guide-books, bonuses for prominent instructors, and other purposes of that kind.

Due to the consistent implementation of its educational tasks, the dynamic school cooperative movement in Poland has won recognition in schools and attracted multitude of young people.

The fact that at present there are 11,074 school cooperatives in Poland, including 9,103 in primary, 613 in secondary and 1,358 cooperatives in vocational schools, accounts for the popularity of the movement.

The school cooperatives assemble almost 1,420 thousand members. They cover 41 % of primary, secondary and vocational schools, and 37% of all the pupils attending these schools.

The dynamic development of school cooperative movement in Poland has been possible due to the concern and support granted by our education authorities, the Polish Teachers' Association and adult cooperative movement.

Pupils' cooperatives teach democratic self-government and thrift; they teach how to make decisions and think in economic terms, which is an important element in civic education. By their work in pupils' cooperatives, young people prepare themselves to active participation in the life of an adult society, become acquainted with the problems of economic life, learn how to use the knowledge acquired in classroom.

They become more resourceful due to such activities as book-keeping, performing financial operations, budget planning and planning of surplus expenditures. Work in pupils' cooperatives teaches the value of money, makes young people more independent and reliable. All these educational values are unattainable in regular class teaching.

The value of an organization consists in the activity of its members, their actual independence and devotion to work, which includes undertaking and planning of work and self-verification.

The attitude of active participation is developed first of all by charging the member with definite functions that are to be carried out by himself or under the supervision of an older friend or the instructor. The role of the instructor is of advisory and inspirational kind. Doing the job the pupil is out of the question. It would have wrecked the educational effect of the activity.

Pupils' cooperative movement creates exceptionally favourable conditions for the development of its members' activity. Every year 400 thousand pupils fulfil various functions in cooperative boards and their commissions and in various economic, educational and cultural divisions of cooperatives. This high participation index is due to the principle of rotating young people in their cooperative posts.

Pupils' cooperatives are engaged both in economic and social and educational activities. These joint activities are the prerequisite of proper organization of pupils' cooperatives.

The economic activity includes running school shops,

poultry and bee keeping, breeding fur-bearing animals, cultivating plots of land, small industry, rendering various services, collecting reclaimed raw materials, supplying extra food for school children, propagating making economies, etc. Economic activity is aimed at attaining definite social and educational values.

The choice of forms of activity is up to young people. They usually pick up those that are most attractive and have more chances for realization. Cooperative activity often influences further life of a school's graduate; therefore it contains some elements of vocational pre-orientation. The character of services rendered is usually connected with the character of mother school and depends on the availability of equipment and competent instruction, and on urgent needs of the local milieu.

Within social and educational activity, school cooperative workers carry out works in the fields of culture and education organize voluntary work for the benefit of the milieu, take care of the old, of children, of unique natural spots, birds in winter, etc.

Cultural and educational activity often consists in establishing folk song and dance groups and of running school day-rooms. A day-room run by pupils' cooperative often becomes schools' intellectual and artistic centre where films are shown, talks delivered and exhibitions held.

Participation of young people in voluntary work brings them closer to the problems of their milieu, develops respect for human toil, teaches love to nature and helps

realize the need for preserving it. It carries a lot of human feelings indispensable in the process of establishing proper relations among people.

This year, both economic and social and educational activities of pupils' cooperatives are intended to commemorate the International Year of the Child. They include:

- increasing care for commuting pupils
- serving warm meals and lunch at school
- purchasing sets of manuals for poor pupils out of cooperative's resources
- producing teaching aids for younger pupils
- fixing up playing and sports grounds and experimental gardens
- purchasing sports equipment and in particular winter sports equipment

Young people have shown a great deal of inventiveness in planning these activities and a great deal of care for their proper implementation.

Economic activity brings cooperatives financial profits which are known as net surplus. Sometimes it is quite substantial, adequately to the scope and kind of activity.

The division of net surplus is carried out by pupils themselves at the annual general meeting of cooperative's members. The way it is distributed is characteristic of the degree of activity of the young cooperative workers.

In 1978 pupils' cooperatives had 43 million zloties of net surplus. According to the statutory statements and

following adult cooperative movement, 15% of this sum have been drawn for cooperative's social fund, and 5% for the central Pupils' Cooperatives Development Fund. Cultural and educational activities, camps and trips for cooperative's members account for 67%, and social needs - for another 15% of the surplus. Two million zloties out of the last item have been transferred for the Children's Health Center in Warsaw and for the reconstruction of the Warsaw Royal Castle which was destroyed during World War II. It was the manifestation of pupils' patriotic feelings.

If the activities of pupils' cooperatives are to be advantageous both for the members and for the whole society, they should be provided proper conditions for development. Therefore every year the Supreme Cooperative Council and voivodship pupils' cooperative commissions hold central, intervoivodship and voivodship seminars as well as educational meetings for instructors and social workers in most attractive tourist spots in Poland.

Each instructor <sup>attends</sup> at least one of these educational events a year.

Correspondence courses are also held for the workers of cooperative self-government bodies. Each year almost 21 thousand cooperative members take part in this kind of training.

To reach all the people who should be concerned with the educational values of cooperative activity, all available media are used to disseminate information on the movement - daily press, magazines, radio and television, films, talks, various events, etc. The Supreme Cooperative Council and

branch cooperative unions publish their own papers such as "Spółdzielczość w szkole" /School Cooperatives/, "Trybuna Spółdzielcza" /Cooperative Tribune/, "Spolecz" /Together/ and some other which propagate pupils' cooperatives. One can find a lot of information on the subject in the illustrated monthly "Polish Cooperative Review" published in English by the Supreme Cooperative Council. The publishing house of the "Peasant Self-Aid" Central Union of Rural Cooperatives /CZSR/ which serves the whole cooperative movement in Poland has been commissioned by the Supreme Cooperative Council to publish guide-books on organization and management of pupils' cooperatives.

Polish pupils' cooperative movement has established a number of relations with respective movements in several countries. The earliest contacts date back to the fifties and concern cooperation with Hungary. It consisted of the exchange of instructors what resulted in establishing Polish-type pupils' cooperatives in Hungarian cooperative secondary schools.

We also had a delegation of school teachers working in schools supervised by the "Peasant Self-Aid" Central Union of Rural Cooperatives get acquainted with Yugoslavian school cooperative movement.

The relations with France, however, were the strongest of them all. They have evolved into permanent cooperation profitable for both sides. On the other hand, they have become genuinely close and friendly ties. We remember very well the manifestation of friendship. It was the response of French school cooperatives to the unprecedented edu-

Thousand<sup>th</sup> Anniversary of the Polish State". They presented each school with a framed reproduction of Renoir's "Little Mary". Moreover, French young cooperative workers won the hearts of their Polish colleagues by sending friendly greetings on a thousand coloured postcards.

Over all these years, a number of foreign cooperative workers and educators interested in Polish school cooperative movement have visited our country. They came from all the continents. They were very much concerned with the operation principles, educational and pragmatic values of pupils' cooperatives, irrespective of the political system of the country. We have never denied them time for penetrating discussions. Unfortunately, we do not know what practical conclusions were drawn from those consultations. We have always felt, however, that such discussion help develop better mutual understanding and confidence. School cooperative movement has the magic power of bringing people closer together.

As one can see from this short presentation, pupils' cooperative movement is an important instrument of broadly understood development of individuals and groups of people. It has considerable cognitive quality and thus helps increase the intellectual scope and develop favourable attitudes of its followers.

By promoting friendship and understanding among people, school cooperatives contribute to the universal fight for peace in the world.

Poland has initiated the "Declaration on the Preparation of Societies for Life in Peace" adopted by the UN General

Assembly at its XXXIII session on December 15, 1978.

Therefore Polish school cooperative movement has extremely favourable conditions for operating and development.



THE SCHOOL CO-OPERATIVES IN FRANCE

THE DEVELOPMENT AND THE INTERNATIONAL UNDERSTANDING

By Mr. F. DOISY

Theme B : School co-operatives as an instrument of Development and International Understanding. The role of school co-operatives in promoting International Understanding and a New International Order (economic, social, educative and cultural)

Mr. Elie DOISY started the discussion with a question ; "Can the school co-operatives be an effective instrument of International Understanding ?" As an answer, he recalled a well known definition of the word "to co-operate" - to co-operate is to work together for a common goal. But people can work together without co-operating, even in achieving a common goal. For instance, in a factory, the workers may work together to build some product without always co-operating. In a classroom, where the teacher has an absolute and abusive power, we can doubt whether there is real co-operation within the classroom.

Mr. DOISY gave other examples of "false co-operation" and the following definition of co-operation : it is the fact of working together for a common goal felt very strongly by everyone of the team to satisfy the fundamental needs of the men.

Therefore, it is necessary that every man should show a sense of solidarity with his environment. An over-exploitation of nature will be unable to provide him with what is essential for his survival. This idea implies a need for a greater solidarity with future generations.

Moreover, as we have already said, school co-operatives enable children to show great concern about others in helping and assisting school friends. The school co-operatives are also in the first rank for organizing joint and fraternal activities at the time of local, national or international disasters. Their ethic is based on generosity and altruistic values. To live together means to respect and to strengthen men. This should be a factor of peace and understanding between men.

A co-operative way of life which is sincere and authentic rejects any selfishness among men. This is a new element for an education in favour of peace and understanding.

In the school co-operatives, youth and the adults both bring their own precious resources which represent a new instrument for the development of a more peaceful and tolerant society.

In other words, the school co-operative is the institutionalization of dialogue, thus establishing new relationships between men and between nations.

Mr. DOISY indicated the conditions for being a good co-operator using a Declaration written by pupils without the help of the teachers and professors. The text of this Declaration is as follows :

"A child co-operator should be interested, report, listen to others, show concern, participate in the discussions, take responsibility, be ready to organize, help others, have self-control, know his role, have the necessary authority, be a good school mate, take his work to heart, admit his faults, forgive and explain to others what he thinks."

Such a programme should be followed by the adults who wish to create a new society made of fraternity and respect.

Then, Mr. DOISY recalled that school co-operatives have been an instrument of economic development from 1881 to 1920, in providing first assistance to the families, and, at the time of the First world war, in helping to rebuild schools. Today, school co-operatives are more orientated towards a search for an educational system which promotes the moral, intellectual and civic development of its members.

Young people who have experienced the life of school co-operative, he said, have acquired the following :

- A sense of the democracy. The OCCE is the only French organisation where the young people can exchange freely their ideas.
- A spirit of collective enterprise where the individual responsibility remains complete as the enterprise can prove to be a failure if personal involvement is not respected.
- A respect for the collective property they manage with the help of the adults.
- Thanks to the opening of the school onto the world, they have access to :
  - The economy (when they visit factories)
  - Culture. Their visits to museums polish their sense of aesthetics. They have also access to other cultures which they apprehend with a friendly and tolerant attitude.

In addition to that, they have already experienced the sense of international solidarity through the calls of the OCCE at the time of natural disasters and, in this case, the co-operative school does not react passively.

- 1) A study of the country is made ;
- 2) A study of the cataclysm is undertaken ;
- 3) They decide together on the action to be taken in order to obtain the necessary funds without having to call on the help of their families unless they want to support the project.

We can now affirm that the school co-operative is a promoter of International Understanding.

Mr. DOISY concluded by mentioning a few historical dates which have undoubtedly facilitate this Understanding between the nations.

Mr. Lucien DENISE, attached to the president of the OCCE, launched in 1967 the first international exchanges of young co-operators. A second initiative was taken in 1973 to create international exchanges of teachers and co-operators.

The foundation of the BICS in 1967 and the publishing of its central organ, "The International News of the School Co-operatives" have improved relations between countries.

Our young co-operators should be more aware of the fact they belong to a worldwide Movement of children and adults.

They may feel a greater need to establish a New Economic Order as they possess a sense of the democracy, a spirit of collective enterprise, and they have sometimes experienced the concrete actions of international solidarity.

I hope that our first attempt may give birth in the future to a world relieved from obsessive fear and sterile division. The International Year of the Child will have then been the Year of a united world, built by youth and turned towards Universality through co-operation.

THE SCHOOL CO-OPERATIVES IN THE IVORY COAST

NUTRITION AND EDUCATION

At first sight, the school co-operatives in the Ivory Coast seem to be very similar to their French counterparts. But they are very different. It is not surprising that their aspects and general organization are very similar since their structures are directly stemming from the French school co-operative Movement, established at the time of the colonization.

They differ because the priority needs expressed by their members are no longer the same as those of the members of the OCCE.

In the Ivory Coast, school co-operatives meet at the same time cultural, educational and economic necessities. They are closely linked to the development of televisual teaching and to the growth of the school gardens and the school farms which provide food for the canteens.

Mt. Léonce YAPO, inspector of the primary education in Abidjan and in charge of the school co-operative movement, writes "The co-operative movement remains still very shy in our schools. In spite of the measures of the Decree 68 319 of July 1968 and the letters of encouragement sent to the school headmasters by the authorities, the school co-operatives are not real co-operatives considering their objectives, ressources and administration..."

Too often, setting up a school co-operative has been like setting up a fund from which the teacher could borrow some money for his classroom. This could not be accepted in a developing country which aims at spreading the education and the sense of the democratic responsibilities. In September 1972, a ministerial decision was taken to forbid the existence of subscriptions in the school co-operatives. Following this decision, the school co-operative movement lost its importance, and it became essential to bring other motivations to the teachers. That was the main objective of the seminar for the inspectors of the primary education which was held at Grand Bassam in September 1976, with the collaboration of the OCCE.

The Department of school co-operatives works closely with the Department of school canteens and gardens. Originally, this Department did not have any links with the vast movement of pedagogical modernization which represents the programme of televisual teaching. In 1977, the uniting of the ENO (Service of nutritional education and works) with the service of primary education and the audio-visual teaching under one head, and the organization with the collaboration of the OCCE in 1977 and 1978 of two seminars in the setting of the televisual complex at Bouaké have noticeably transformed the objectives of the service of school co-operatives. In the years to come, it should play the role of a powerful educational initiator without giving up its traditional activities of cultivating and breeding. By integrating them into educational activities, the persons responsible for school co-operatives have looked for new outlets for educational activities.

Among the very interesting events which have taken place in different parts of the country, I would like to mention the urban experiment carried out by Mr. Léonce YAPO at Yopougon, a densely populated area of Abidjan. This has given rise to many new activities : correspondence and exchanges, study of traditional dances and songs, the publishing of the news of the classroom, etc.

The co-operative organization takes care of the heavy schedule of the television programme, and integrates into it the traditional and new activities.

I would like to mention also the experiment of a rural area in the district of Lakasso (centre north). The School co-operative had become the driving force behind the local development. The team of the primary inspection, the teachers, the parents and the chief of the village have been associated with agricultural activities. The local authorities and the regional society of the technical and material development, represent a vast educational team which brings together a whole region around the school and its activities.

At a seminar held in 1977 at Bouaké, the participants were able to meet the innovators of Lakassou and for the first time could make a study of ways of repeating it.

At the second seminar held in October 1978 at Bouaké, the participants were able to define more clearly the necessary conditions for efficient development.

A new tendency in the school co-operatives is becoming apparent : they lead local teams which contribute to the improvement of nutrition and which serve as a link between the education and local culture.

The co-operative of La Falda has two different sections :

- A consumers and supply section
- A banking section.

The consumers section is a small enterprise of buying and selling of school stationery.

The banking section works as a small bank providing similar services.

The consumers section provides the non members with goods at a higher price. The "pupils-employees" carry out under the supervision of the teachers the administrative and book-keeping tasks.

At the end of the financial year, they draw up the balance sheet, the finance report and a proposal for the distribution of the surpluses.

They call a general meeting which all the members have the right to attend and at which each member has only one vote and they also adopt resolutions.

From time to time, the pupils have to spend extra hours carrying out duties such as book-keeping and administrative work.

In this report, we will mention only a few social and cultural activities such as :

- Regional and national days at the school co-operatives for the children and youth.
- Preliminary meetings
- Courses on the co-operative organization
- Arts and crafts exhibitions
- Participation at congresses and meetings
- Press reports and publishing of newspapers
- Assistance to disaster hit countries
- Exchange of experience in groups
- Organization and management of libraries
- Organization of the co-operative section of the public library.

The two fundamental objectives of all these activities can be summarized as follows :

- Firstly, to maintain the interest and to encourage the children and the adolescents to take responsibilities in the school life.
- Secondly to further the collaboration between the schools, the families and the community in order to spread the new educational ideas and techniques in a spirit of understanding and solidarity.

We will quote also the example of the agricultural school co-operatives at Río Tercero, Córdoba.

Río Tercero is a town with 35 000 inhabitants situated in a very productive agricultural land.

Because of the great number of the co-operatives set up in this region, Río Tercero has been called the co-operative capital.

The farming activities are carried out by the pupils who are split into groups of 20 to 25. Every week, each group spends two hours at the farm where the pupils are taught the theory and given the opportunity to carry out practical activities. On the whole, 300 children are involved in this action including pupils from other provincial schools.

The cultivated area is divided into two halves : cereals and vegetables. The farmers also keep domesticated animals.

Some children spend their holidays helping to carry out maintenance and other work to improve the productivity of the farm.

The parents also help by providing the children with tools and preparing lunch baskets all of which contributes to associate the families to the school and the school to the community.

There are many other interesting events which have taken place in Argentina and in different countries of South America.

In Argentina, the density of population is very unequal (about seven persons per square kilometre). It is very high in some parts of the country (Buenos Aires) and very low in others (Patagonia).

The promotion of co-operative education is the concern of a number of Organizations, for example the Association of Co-operatives of Argentina (A.C.A.), the Union of Co-operatives (S.A.N.C.O.R.) and the Association of the Workers co-operatives of the Republic of Argentina (A.C.T.R.A.).

Government interest is expressed through its official advisory bodies such as the National Institute of Co-operative Action (I.N.A.C.). But in spite of all this, it is essential to teach the children at school the co-operative principles and their moral, civic and intellectual values.

The leaders of Argentina must be convinced that the school co-operatives have an important role to play in facing the challenges of Development and Understanding.

The Education Authorities must give without any restriction an open support to the school co-operative Movement. The co-operatives for adults must give their financial assistance and promote the creation of the school co-operatives and the training of the co-operators teachers.

The teaching of the co-operative principles would help to transform into reality the wish expressed by Pope John Paul II who said "I ask the governments to try and build a better world more human than economic where the basic needs of every child would be satisfied in order to promote lasting peace throughout the nations."

CONSIDERING :

- the importance of this First Symposium on School co-operatives at the time of the International Year of the Child,
- the declarations of UNESCO in 1948,
- the declaration of the ILO in June 1966 which emphasized the importance of the co-operatives in the developing countries as an instrument of economic, social and cultural development.
- the declaration of the FAO acknowledging that the co-operatives can make an important contribution to the social development and the civic formation,
- the belief that school co-operatives are essential if social progress is to be achieved in the future.

THE DELEGATES FROM ARGENTINA PROPOSEA) As a general rule

- 1) That the people who are responsible for organizing the Symposium on "School co-operatives as an instrument of Development and International Understanding" ask the ICA to take action for disseminating as widely as possible the knowledge of the Symposium's conclusions.
- 2) That the ICA invites its member organizations to promote the school co-operatives within the legal framework provided by the government of each country.

B) In particular, referring to the theme C

- 1) That the governments promote the school co-operatives as primary organizations and encourage them to form secondary and apex co-operatives.
- 2) That the governments and co-operative organizations coordinate their work in order to introduce and promote legislative measures and to use in the best possible way the human, technical and financial resources to promote the education at school.
- 3) That International Organizations such as the UN, the UNESCO, the OEA, the OCA, the ICA and the BICS be called upon to materialize their support to the countries where school co-operatives do not exist.
- 4) That the UNESCO and the BICS encourage the development of mutual co-operation between the teachers, the children and the youth.
- 5) That a standing international commission be set up within the ICA to act as a channel of information related to the school co-operatives.
- 6) That the co-operatives for adults increase their efforts to assist the local organizations and favour the distribution of educational materials at all school levels.
- 7) That the countries adopt the teaching of the co-operative principles in their educational curricula.



Let us hope that the Argentinian experiences through their successes and failures help to improve the quality of the co-operative teaching and invite the people in charge of Education throughout the world to understand the values of the school co-operatives, new school of theory and practice.

THE SCHOOL CO-OPERATIVES OF THE YOUTH  
IN THE ARGENTINIAN REPUBLIC

by Mrs. Maria Argentina GOMEZ URIA  
President of the Commission  
of the school co-operatives, OCA.

INTRODUCTION

Argentina is a Republic of South America with an area of 3 761 254 km<sup>2</sup> and a population of 25 millions people.

Argentina is a Federal State governed by a central government. Each of its 22 provinces has its own government. In each province, there are different county districts and county boroughs.

Argentina is a Spanish-speaking country with an established catholic religion but every citizen possesses the right to religious freedom. The co-operative Movement for adults is strong and well established. The school co-operatives tend to be strengthened by being supported for several years by legislative measures. Nevertheless, its level of development varies according to the areas concerned and the perseverance of the Education Authorities.

There are national schools (under the direct control of the central government), provincial schools (under the control of the provincial governments) and borough schools (under the control of the county boroughs).

In addition, there are many national and private universities and technological colleges.

At the national level, 17 out of the 22 provinces have their own legislation on school co-operatives.

The Education Authorities are responsible for the supervision of the co-operatives.

In theory, the school co-operative movement represents an integrated movement as there is a standing commission for the school co-operatives. This commission has made possible the organization of "Preliminary meetings" and "National Days of school co-operatives" which were attended by teachers and pupils of both primary and secondary education.

The National Days were held at La Falda, Cordoba (situated in the centre of the country), at Rio Gallego, Santa Cruz (Argentinian Patagonia).

In South America an important consideration is given to the development of the school co-operatives. The Organization of Co-operatives of America (OCA) has recognized its importance in creating a "Continental Commission for the school co-operatives" which has its head office at La Falda, Cordoba.

In Argentina, the principle behind the school co-operative is similar to the one defined by the ICA : "The school co-operative represents a society founded and run by the pupils themselves with the help of their teachers. Their aim is to work together in order to achieve a common goal..."

The involvement of the pupils to social and economic activities prepare them to understand the social and economic problems faced by their country. The child, the adolescent and the young person are the real innovators of the school co-operative under the supervision of the teacher. The co-operative ideals with their principles and humanistic doctrine are adopted with enthusiasm by the young Argentinian people.

The pupils of both primary and secondary education like the collective work, the civic and social formation, the individual and group responsibilities, the solidarity and the self-help.

There are several school co-operatives in Argentina for adolescents and children (12 to 18 years old) which operate according to specific characteristics.

The school co-operatives exist in the secondary schools and technological colleges and in other forms of higher education and also in the last years of the primary schools (6 to 7 grade ).

I would like to take the example of a small town called La Falda, with a population of 15 000 inhabitants, popular with the tourists, situated in the Sierras of Cordoba, which has a very colourful landscape. This town possesses seven primary schools and two secondary schools. Some villages round about have eight schools. The first school co-operative of credit and consumers called JOAQUIM GONZALES was founded in 1962 and has operated under that name since then. The results prove to be better than expected because of the enthusiasm shown by the young people and the teachers.

In 1965 this co-operative has organized the First National Days of school co-operatives and has contributed to the promulgation of a law which considers the importance of teaching the co-operative principles at school. In 1966 this law helped to introduce the theoretical and practical teaching of the co-operation in the public and private schools.

The administrative head of the elementary education in Cordoba has considered this as "an experimental co-operative".

The co-operative is governed by two councils :

- A committee of administration composed of teachers, pupils and parents over the age of 18.
- A council consisting of young people from 15 to 18 years old.

The Committee of administration supervises the running and the finances of the co-operative.

The council of young people is the driving force behind the co-operative activities of the school. It also leads outside school activities in the economic and social environment.

NEW TRENDS IN EDUCATION AND  
PRACTICE OF THE CO-OPERATIVE PRINCIPLES

by Mrs Maria Eugenia VARAS de FERRANTE  
Inspector of schools, Association of  
the Co-operatives of Argentina.

Is the practice of the co-operative principles useful to each individual who, at the end of his primary studies, will have to face the reality of the world ?

We think that this practice is very useful :

- we have asserted his personality, we have brought to the light the great values of the human spirit, we have shown to him a life better fulfilled where the dialogue has taken the place of competition.
- We have not inculcated upon him a theory or a dogma. We have given to him a method of work which is perfectly suited to the solution of the problems he will meet.

It is very easy to prepare spiritually a child to a co-operator's life. A child is a human being with many potential abilities to be developed. That is why it is necessary that his education be as complete as possible.

All the educational systems have a common denominator : to give the child the ability to live in society. The basic elements of the education aim at developing the personality and keeping in mind the socialization of the individual which enables him to become integrated into the community.

It is essential to determine the needs of the future citizen and to take into account the individual requirements (knowledge, gifts and aptitudes) and the social necessities. The main objective is the development of the individual so that he can be integrated into the society and contribute to the social well-being which is reached through the joint efforts of the individuals and the social groups.

The individual and collective involvement mobilize all the latent forces of the child which require him to do better.

The development of the intelligence is not the exclusive goal of the education from a co-operative viewpoint. The formation of the child's temperament is very important and is achieved through the acquisition of the sense of solidarity and the awareness of social responsibility and self-respect.

In the traditional learning, the civic education and professional training are made by ways of speech, advice and information. The school co-operative represents in the modern school the most efficient way to learn the meaning of the rights and duties of man.

The co-operative education gives the child every chance to be involved in the society in which he can bring his ideas and work in order to contribute to the collective well-being.

The school co-operative gives to the pupil the responsibilities and duties which cement his personality. But the practice of the co-operative principles enables him to discover and to promote the best qualities of the human being. The co-operative action is an inner experience and a new way of feeling and working.

This general objective will be reached through other specific objectives involving the implementation of methods focussed on the child's personality and closely linked to the education and its content.

These methods are based on the fundamental attitudes which enable the child to participate to the organization of the group's activities. To that effect, it is important that the teacher guides and helps the pupil to be responsible and independent. The teacher must stimulate the pupil's curiosity, cultivate his sense of observation, develop his civic, moral and co-operative behaviour and bring out what he has experienced in his school life.

Some leading teaching specialists such as Cousinet, Ferrière, Decroly are very much in favour of the introduction of the school co-operative as a very important educational instrument. The action prevails over the abstract.

The organized activity carried out within the school co-operative prepares the pupil to understand the great human issues such as Justice, Solidarity and Democracy. Through his own experience, the pupil co-operator discovers the real meaning of justice.

The pupils co-operators work with the teacher in an atmosphere of mutual trust which determines the social rules.

The school co-operatives are developing in our country but do not possess the necessary strength to reach other countries. The legislative measures vary greatly from one area to another owing to the differences existing between the urban and rural areas and characteristics of all the material and spiritual resources that requires their implementation.

- 1) Training of teachers and adequate facilities ;
- 2) Assistance given to the school action by the families and the mass media.

It is interesting to note that the theme on the co-operative principles is not in the programme of studies of the ordinary school, and the co-operative Movement for adults has not always given the expected results.

It is essential to underline that the co-operation at school is a means of education. What is important is the confrontation of the pupil with the reality of an experience which extends outside the school.

The necessary link with similar institutions, the communication with the outside world, the participation to meetings and congresses represent some of the methods of an educative experience which draws a general interest.

We consider that the spirit of co-operation can be a contributing element to solve the problems of mankind. The teaching of the co-operation which is recognized by our legislation must be maintained and promoted.

In Argentina, there are many school co-operatives in rural and urban schools and technological colleges where the children can carry on with this experience.

All these co-operatives rely on the support and the understanding of the Education Authorities who wish to promote a social educational system following the example of the UNESCO. This United Nations Agency recognizes that the main objective of the co-operation is not to make money but to prepare the child to his social life.

#### SUMMARY :

The school co-operative must direct its action towards the modern education and pedagogy through the co-operative methods. It must introduce the modern educational methods being inspired by the co-operative principles.

This idea corresponds to the new trends of the pedagogy (functional or active schools, social schools and free school communities). It is supported by leading teaching specialists such as Decroly, Adler and Cousinet.

We can say that the idea of a new school has been introduced by Pestalozzi and Froebel. John Dewey was the instigator of this experience at the public school of the university of Chicago. It was an experimental school which applied the active methods of teaching.

According to Luzuriaga, the new public school is the school of the community of life where the child learns to live in society. Each pupil must have a personal activity and the school develops his sense of solidarity without having recourse to rewards or punishments. It appeals to his moral consciousness and his sense of international solidarity and human fraternity.

To achieve this education through the action it is necessary to encourage the interest of the child and to orientate his action towards the goal pursued.

The teacher must give special attention to the techniques of the activities carried out in groups. He must help and guide the child without substituting for him. He must encourage the pupils to work together in an atmosphere of collaboration and to reject any sense of competition and rivalry.

The methods of Decroly related to the centres of interest can be used to integrate the co-operative ideals to the requirements of the curricula.

PRACTICAL ACTIONS OF DEVELOPMENT  
FOR THE SCHOOL CO-OPERATIVES

By Mrs C JENOT

Theme C : The role of the child co-operator, the school co-operative and the co-operative centres in the development : practical activity.

In her introduction, Mrs JENOT expressed the idea that any young co-operator should have the following aims :

- 1) To assert himself in the small society (the classroom or the school)
- 2) To prove himself as a fully responsible member.

As a result, the child co-operator sees in his school mate another individual equal in dignity to himself. He rejects any form of fanaticism, racism and sectarianism. Any discrimination based either on religion, or on race, or on political opinion or on social class cannot be accepted. At the same time the young co-operator must live and work in a friendly atmosphere with generous and respectful feelings for the others.

Mrs. JENOT said that the young co-operator should always keep in mind that he has a role to play towards the outside world. He must be an enthusiastic participant and maintain a dialogue with the world. The young co-operator must learn to share the experiences of an autonomous group in its organization and in the distribution of tasks.

Pupils should never forget that a co-operative group is never an anarchic body, and that it is essential to elaborate some rules which have to be strictly observed by the members. That is the game of democracy.

Mrs JENOT mentioned another important point : the attitude of the young co-operators towards the teacher or the professor. This attitude should combine respect and exchange, the adult being an adviser and an organizer.

The young co-operator should be a guardian for his mates, and encourage them.

Mrs JENOT described the main tasks of a school co-operative : to serve as a link between the school and the society, to transform the school into a friendly environment for the children anxious to have full freedom to act and finally to give them a taste for studying.

In her conclusion, Mrs JENOT stressed that a young co-operator should never be looked on as an employee. She wished that some recommendations should be made in favour of practical activities (gardening, agricultural and industrial programmes).

The main aim of a school co-operative was to give the children a true picture as to what an active life should be.



SPEECH MADE BY Mr. ROGER KERINEC, PRESIDENT OF THE ICA

AT THE OPENING SESSION

Ladies, Gentlemen, Dear Friends,

I have great pleasure in opening the First Symposium on Schools and Co-operatives as an Instrument of Development and International Understanding. I owe this honour to the fact that the ICA is one of the three organizations which have taken the initiative and the responsibility for this Symposium which is also the 46th Seminar of the ICA.

The two other organizations which share this responsibility are the Office Central de la Coopération à l'École and the Bureau international de la Coopération scolaire.

May I thank their president, my friend, Raymond TORAILLE, who will speak in a few minutes.

I am glad to note that our meeting opens under excellent auspices since its participants come from 22 countries in five continents. It is an international meeting in the true sense of the word.

I would like to welcome all the delegates who show their obvious interest in this event. My good wishes are also directed to the International Organizations which honour us by their presence.

The ILO, represented by Mr. Gilbert PENARD, from the Service of sector-based activities, Co-operative Department; UNICEF, represented at the international level by Ms Giselle VOLAN, chief of the Department "Education and Development" and, at the national level, by Ms VALENTIN, deputy general secretary, who represents Mr. Yves MALECOT, president of UNICEF-FRANCE and by Mr. André DULLIAC, administrative general secretary; UNESCO represented by Mr. KABATCHENKO from the Division of the Equality of Access to Education and the specific programmes.

We have also invited some of the non governmental international organizations to attend the Symposium :

- the International Association of Children's Communities
- the International Federation of Modern School Co-operatives
- the International Federation of the school teachers' Unions
- the International League of Teachers.

I would like to welcome the French official personalities who attend this opening session :

- the Ministry for Education represented by Mr. VINCIGUERRA on behalf of Mr. BEULLAC, Minister of Education, and Mr. PELLETIER, State Secretary.

the Ministry for Foreign Affairs represented by Mr. Yves BRUNSWICK, who is also the General Secretary of the French National Commission of UNESCO.

the Ministry for Co-operation represented by Mr. Arnaud DUBURCH, chief of the Department Press and Information.

I wish to mention again UNESCO which had hosted the XXVI Congress of the International Co-operative Alliance in its magnificent buildings in 1976 ; and I am pleased to underline the exceptional quality of the welcome always given to the Co-operative Movement and its representatives.

May I ask Mr. KABATCHENKO to convey our sincere thanks to Mr. Amadou Mathar M'BOW.

These few words on UNESCO give me the opportunity to draw your attention on the relations which exist between our Symposium and the constant role played by UNESCO. This organization has never promoted the development of the school co-operatives, but school co-operatives seem to give an answer, at least partially, to the problems formulated by UNESCO.

In the Declaration on the Rights of the Child adopted by the General Assembly of the United Nations in 1959, one can read that every child has the right "to a good education, which allows him, in conditions of equal chances, to develop his faculties, his personal judgement and his sense of moral and social responsibilities, and to become a useful member of the society".

Mr. Amadou Mathar M'BOW declared in a speech given at the opening session of the 37th session of the International Conference on Education in Geneva this year "Our aim is to favour the natural instincts and impulses, which can be directed towards a sense of solidarity between men".

UNESCO is sorry to note that youth does not participate fully in the life of collectivity. This results in a feeling of misunderstanding and frustration among young people, between themselves and in relations with adults. This represents a waste of the creativity and energies that we cannot afford as we are faced with many complex and serious problems in today's world.

UNESCO makes clear that youth should contribute to the conception and the implementation of the programmes which aim at promoting their own involvement to serve economic, social and cultural development.

I am convinced that this meeting will clearly prove that it is not possible to reach the objectives laid down by UNESCO without keeping in mind the irreplaceable contribution of school co-operatives.

This is very true today as our educators face a new and considerable difficulty in training the adults of tomorrow, difficulty which arises from the fact that the men, and a fortiori the children, will live tomorrow in a world, which will be different in many aspects from today's world but in which, we hope, the sense of solidarity and involvement will be greater.

3.

More than ever educators must help to increase the sense of initiative and solidarity with the idea of building a more peaceful society. I would like to recall that the Rules of the ICA urge its member organizations to work for the establishment of lasting peace and security.

I am convinced that our youth offers great potential for the development of a better understanding between nations.

I would like to conclude by saying that school co-operatives should make an important contribution in the developing countries and enlarge their efforts for helping them to train their own manpower which is essential in their development.

Ladies and Gentlemen, the co-operative movements for adults feel that the youth has a very important role to play in today's world in order to influence its evolution.

It is in the name of all those who believe in Co-operation that I convey once more, on behalf of the ICA, to this Symposium my best wishes for every success.

SPEECH MADE BY Mr. VINCIGUERRA REPRESENTING THE MINISTER OF EDUCATION

AT THE OPENING SESSION

Mr. KABATCHEWKO, representative of the general director of UNESCO  
Mr. KERINEC, president of the International Co-operative Alliance  
Mr. TORAILLE, president of the Office central de la Coopération à l'École  
Ladies and Gentlemen, participants at this Symposium from "all over  
the world",

Mr. Christian BEULLAC, the Minister of Education, and Mr. Jacques PELLETIER,  
the Secretary of State who is in charge of the International Affairs,  
have asked me to convey their interest in the activities of school  
co-operatives at both national and international levels, and in particular  
to this initiative which is a major contribution to the International Year  
of the Child, proclaimed by the United Nations.

May I thank all those who give a sense to this International Year of the  
Child through their contributions, works and concrete achievements.

I know that this Symposium meets for the first time thanks to the  
collaboration between the International Co-operative Alliance and the  
Office central de la Coopération à l'École.

We know the virtues and values of this original form of education,  
born in France after the First world war, which complements what is  
strictly called school education. The child may be initiated to social  
life, not in conditions of an artificial reproduction of the concrete life,  
but in situations of real responsibility as lived by the producer, the  
consumer, the manager and the citizen ; on a smaller scale, of course,  
but which remain authentic.

So, the spirit of initiative, the character, the sense of solidarity,  
the respect of the interests of the community, can develop and assert  
themselves in conditions particularly favourable and which correspond  
to the tastes of the child.

More than ever, the school must open onto the life and the international  
world. The same principle is behind the actions undertaken by our Ministry  
when it insists upon the economic dimension of education, the value of  
training courses (without any reference to a political system) or the  
need for an opening on to the world and therefore the necessity to  
strengthen the teaching of foreign languages and the exchange of teachers.

All the virtues of this more communicative man trained by education,  
in general and, more particularly, by civic education and the lessons of  
morality, are found in those privileged circles that are represented by the  
school co-operatives.

SPEECH MADE BY THE INSPECTOR GENERAL, Mr. Raymond TORAILLE

PRESIDENT OF THE BICS, AT THE OPENING SESSION

It is a great pleasure for the president of the Office central de la Coopération à l'École and the BICS to welcome the eminent participants to this First Symposium on Schools and Co-operatives, jointly organized by the International Co-operative Alliance, the Office central de la Coopération à l'École and the Bureau International de la Coopération scolaire. We would like to express our sincere thanks to the president of the ICA, Mr. Roger KERINEC, for the precious support given by his organization to this event.

The fact that this event should take place under the auspices of UNICEF and within the framework of the International Year of the Child is very symbolic. The theme of this Symposium is "School co-operatives as an Instrument of Development and International Understanding". This formulation clarifies a triple vocation: the vocation of UNESCO, which speaks on behalf of the United Nations in the field of Education and Culture, the vocation of the International Year of the Child and finally the vocation of Co-operation.

"Schools and Co-operatives", the comparison of these two terms can incite us to think, insofar as they are both related or opposed. Can we speak of a duality, the two institutions existing side by side and gathering children and young people, boys and girls? Or, is it rather a complementarity, the school being the fundamental institution and the Co-operative providing assistance and support in different circumstances? Is it, at last, a unique body where the specific roles of the school and the school co-operative vary? It is possible to say that it is all that at the same time. Whatever are the social and economic level, the political systems of the countries concerned, school co-operatives meet all over the world.

Because of the variety of their forms and roles, we can assume that they give a new dimension to the conception of the school by opening the school to the world and contributing to the harmonious development of the people. I do not have the task of describing the rich diversity of the forms of our school co-operatives. Your testimonies, Ladies and Gentlemen, will give us living examples.

However, it is particularly appropriate to point out three significant aspects of the school co-operatives, by using the experience of French school co-operatives which owes its originality to the action of the mutualists at the beginning of our century, the action of Barthélémy PROFIT and Célestin FREINET and, at last, the Office central de la Coopération à l'École.

Firstly, it is the relation which exists between the civic education and the economic participation "the school co-operative is an acting democracy". "The moderne school co-operative does not train pupils as subjects but as citizens". These two assertions express the civic mission of school co-operatives.

To teach children how to behave as citizens, to organize their work, to discuss and to take democratic decisions, to welcome and to respect different opinions. That is the primordial objective of school co-operatives. But we know that the citizen is without any real power if he does not know the economic machinery, or if he does not learn in his family and his personal and social environment, how to influence this economic machinery. The functioning of the school co-operative as a productive element and a consumers' body is highly significant. The civic rights and duties, the economic power are revealed and fulfilled in a concrete way in a co-operative.

But the contemporary world is a threat to the individual. It is more than ever necessary for the co-operative to teach children to have a sense of civic responsibility. The co-operative is an irreplaceable tool of integration and socialization. But at the same time, it proclaims the value of the individual and it is also a principle of co-operative education : more the socialization is maintained, more the personal individualization is looked for. It is very difficult to keep in balance the powers of the group and the aspirations of the individual. But it is in this constant search for this balance that we can find the humanistic value of the co-operation.

Is it necessary now to underline the importance of the third aspect of the school co-operative ? It is the direct consequence of the two others : economy and public-spiritedness, society and individual.

We can then proclaim that the essential virtues of co-operation are the sense of fraternity and the solidarity in the struggle against hunger, the great disasters, and the criminal madness of man. We can be assured that the role of the school in promoting international understanding and world peace is considerable.

May our work, Ladies and Gentlemen, contribute to make these great but simple ideas more obvious. May it give our co-operative ideals more strength.

CLOSING SPEECH MADE BY Mr. LUCIEN DENISE ON BEHALF  
OF THE BUREAU INTERNATIONAL DE LA COOPERATION SCOLAIRE

Ladies and Gentlemen,

Firstly, on behalf of the BICS, I wish to thank the authorities of UNESCO who have welcomed us.

I am also very grateful to the French authorities : to the Ministry of Education, to the Ministry of Foreign Affairs and to the Ministry of Co-operation who have sent delegates to our Symposium, thus showing their interest in this event.

I wish to express also my gratitude to the international organisations : the ILO (International Labour Office), and UNICEF for their efficient and friendly participation.

I would like to thank too the Non Governmental Organizations which came to show their keen interest in our activities.

I would also like to thank you all for these three working days which have proved to be very fruitful and promising for the future of the youth of our countries.

In trying to put into practice our conception of self-management : "Let us thank everyone for the excellent quality of the discussions which have taken place.", thus giving me a great feeling of joy and pride.

This Symposium has gathered delegates from 22 countries, and three more were unable to send their representatives at the very last moment, for reasons beyond their control.

Considering that it is the First international Symposium, we can say that we have not done too badly.

I should like to add that this event is for me like a symbol, as our event concludes the International Year of the Child.

How can we define our Symposium ? I would say that it was true to our ideal of Co-operation as many joint projects have been discussed while differences of opinion have been respected.

The ideal of co-operation advocates the idea of working in an atmosphere of friendship which is our speciality. For three days, the Symposium has been a working event in a very friendly atmosphere. We have ourselves applied our principles, which is quite remarkable.

We have worked for a noble cause : i.e. to serve the most precious part of mankind, the children and the young people.

At the time of closing this First Symposium with my friend William Crow of the International Co-operative Alliance I wish to take this opportunity to thank very warmly the ICA for its collaboration in the organization of this international meeting, and also the Fédération nationale des Coopératives de consommateurs (FNCC), and particularly, Ms Françoise Baulier and Mr. Jean-Paul Charbaut.

Finally, I would like to go back to the true meaning of the word "symposium". May I call up my colleague's memories from Greece. Is it true that his ancestors from Athens liked to drink by they did not like to drink alone. So they created the meeting which aimed at drinking together. The principle behind the symposium is very much the same. I shall invite you to come to the BICS headquarters at the Maison du Renaiagh where we will have an authentic symposium. We will drink together in an atmosphere of joy and friendship.

Ladies and Gentlemen, I hope to see you all at the Second International Symposium on Schools and Co-operatives. Many thanks for your co-operation. May our ideal of Co-operation live for ever.



CLOSING SPEECH MADE BY MR W M CRAW ON BEHALF OF  
THE INTERNATIONAL CO-OPERATIVE ALLIANCE

Ladies and Gentlemen,

And so we come to the close of the First International Symposium on Schools and Co-operatives. It is the culmination and the fruit of an 'ad hoc' working party which met in Paris in 1977 to consider the merits of convening such an international gathering. As President Kerinec of the ICA mentioned in his opening address, eighty-five participants and observers from eighteen countries and from several UN and other agencies responded - truly a vindication of the working party's decision to organise the symposium, and a reflection too of the international character of the movement which inspires us. Because of its nature, it was especially appropriate that the symposium took place in the year proclaimed by the United Nations as the International Year of the Child.

For me personally, the symposium has been a stimulating and enriching experience; for the ICA, it has been an opportunity to extend its engagement in service to co-operatives, especially in education, and also to forge bonds of friendship and collaboration with the Bureau International de la Coopération Scolaire.

As you may know, the theme chosen for the ICA's Congress to be held in Moscow in 1980 is "Co-operatives in the Year 2000". The uncertainties of the years which lie ahead will place new demands on all of us. The co-operative way of life must become increasingly relevant if the tensions in the world around us are to be dispelled. The state of co-operatives in the year 2000 must be largely a matter for conjecture, but what can be said with confidence is that, as ever, their strength will be drawn from the understanding and commitment of their membership and the quality and vision of co-operative leadership.

Of course, the children in schools today are the co-operative members and leaders of the next critical decades, and because of the unique opportunities school co-operatives offer as a training ground in democracy and social responsibility, I am convinced that the ICA must use its voice, its moral authority and its resources to join more actively in the promotion of school co-operatives.

.... / ....

The organisation and smooth functioning of an international meeting call for much effort from many people. Before we depart, I would like, on behalf of the ICA, to express our deep gratitude to our co-sponsors OCCE/BICS - particularly to President Toraille who has been a constant source of support, and to Messrs Denise and Ramon who worked closely with me over several months in planning and arranging the symposium - and thanks to OCCE/BICS staff behind the scene.

The ICA is for ever in debt to its French member organisation, the FNCC. The symposium was yet again an occasion when the FNCC provided generous assistance to us. Francoise Baulier and Jean-Paul Charbaut have been a tower of strength and apparently inexhaustible.

I would also like to express my gratitude to the contributors of papers and to the chairmen and secretaries of sessions who have made such a valuable contribution to the success of the symposium, and also to our French and Polish colleagues for the exhibitions provided by them.

Our thanks are due also to the interpreters, without whose assistance communication among us would be difficult.

Our thanks go out also to you, the participants, for giving your support to the symposium and for the many valuable contributions you have made to our deliberations these past two and a half days. We shall look forward to much closer collaboration with you in the future.

46TH I C A INTERNATIONAL COOPERATIVE SEMINAR  
I C A/OCCE/BICS 1ST INTERNATIONAL SYMPOSIUM

"Schools and Cooperatives as Instruments of  
Development and International Understanding"

UNESCO HEADQUARTERS - PARIS

17/19 DECEMBER 1979

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FRANCO-POLISH DECLARATION

The participants gathered in Paris for the 46th International Co-operative Seminar of the International Co-operative Alliance jointly sponsored with the Office Central de la Coopération à l'École and the Bureau International de la Coopération Scolaire and the first ever international symposium on "Schools and Co-operatives as Instruments of Development and International Understanding" solemnly invite universal support for the "Declaration on the Preparation of Societies for Life in Peace" adopted at the Session XXXIII of the United Nations' General Assembly.

One of the major objects of the founders of the International Co-operative Alliance was "to work for the establishment of lasting peace and security". (Article III, Objective (g) ).

In order to attain this goal, and particularly in order to save succeeding generations from the scourge of war and to create conditions for peaceful development, the participants in the meeting affirm that co-operative organisations in conjunction with modern school systems should play an important role in the whole process of education in propagating ideals of peace and international understanding.

The participants call upon pupil co-operators, educators and co-operative instructors to join their efforts in preparing societies to create conditions for co-operation and peaceful co-existence, equality, freedom, mutual confidence and understanding and in developing mutual respect for social and human diversities.

The participants request the International Co-operative Alliance to undertake appropriate measures on the national, regional and international levels in the implementation of the "Declaration on the Preparation of Societies for Life in Peace".

P R O G R A M M E

MONDAY 17 DECEMBER

- 09.00 hrs                      Registration of participants at:
- UNESCO Headquarters  
125, avenue de Suffren  
75007 Paris  
Room IV
- 10.00 hrs                      Official opening of the symposium by Mr Roger  
Kerinec, President of the International  
Co-operative Alliance
- Addresses by:
- Mr Raymond Toraille, President of the  
Office Central de la Coopération a  
l'Ecole and of the Bureau International  
de la Coopération Scolaire
  - Mr Vinciguerra, representative of the  
Minister of Education
- 10.45 hrs                      Break
- 11.00 hrs                      Presentation of sub-theme A:
- "Analysis of the situation of school  
co-operatives and of the relations between  
school co-operative movements and schools in  
the world, with special reference to the  
diversity of situations and the convergence of  
problems"
- Papers by: France  
   Malaysia  
   United Kingdom
- 12.00 hrs                      Discussion on sub-theme A
- 13.00 hrs                      Lunch

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14.30 hrs Continuation of discussion on sub-theme A

16.00 hrs Break

16.30 hrs Replies by contributors of papers, and preliminary conclusions on sub-theme A

17.30 hrs Session ends

Evening free

TUESDAY 18 DECEMBER

09.00 hrs Presentation of sub-theme B:  
 "School co-operatives, an instrument of development and international understanding: possible action by school co-operators of all countries to promote understanding between peoples and nations and to lead to the establishment of a new international order (economic, social, educational and cultural)"  
 Papers by: France  
 Poland

10.00 hrs Discussion on sub-theme B

11.00 hrs Break

11.30 hrs Continuation of discussion on sub-theme B

13.00 hrs Lunch

14.00 hrs Replies by contributors of papers and preliminary conclusions on sub-theme B

16.00 hrs Break

18.30 hrs Presentation of sub-theme C:  
 "The role of the child co-operator and school co-operatives and co-operative clubs in development: proposals for practical action"  
 Papers by: Argentina  
 France

3.

17.30 hrs Discussion on sub-theme C

18.30 hrs Session ends

19.00 hrs Meeting of rapporteurs to draft final conclusions

Evening free

WEDNESDAY 19 DECEMBER

09.00 hrs Replies by contributors of papers, and preliminary conclusions on sub-theme C

10.00 hrs Presentation of audio-visual exhibition

11.00 hrs Break

11.30 hrs Adoption of conclusions and recommendations

12.30 hrs Official closing of symposium

13.30 hrs Reception and buffet at headquarters of OCCE/BICS

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