

Co-operative Leadership Training for Women

*Report of the
Regional Preparatory
Workshop*

Kuala Lumpur, Malaysia, 9-11, December 1997



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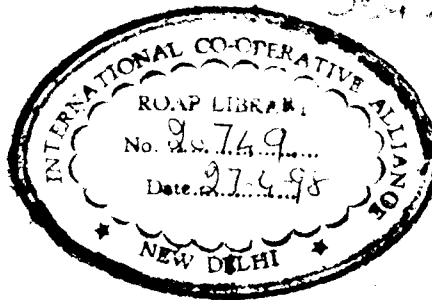
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International Co-operative Alliance
Regional Office for Asia and the Pacific
New Delhi-110065. India



**Report of the
ICA/ILO Coopnet Regional Preparatory Workshop
on Co-operative Leadership Training for Women**

9-11 December, 1997 - Kuala Lumpur, Malaysia

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FOREWORD

The ICA ROAP commitment to Gender and Development (GAD) has shifted from mere rhetoric in early 1980s to active engagement and affirmative action in the 1990s. Spurred by the UN Decade for Women and keen interest of a number of development partners and a select group of members, the ICA ROAP began to promote GAD awareness in 1992 by way of an action survey on Gender related activities. This was immediately followed by a Gender Consultation Workshop in Colombo that very same year, and a more strategic Conference on Gender and Development in Tokyo in 1993.

Soon thereafter, the Japanese Consumers Co-operative Union (JCCU) took an exemplary step to support ICA ROAP's crusade for women empowerment by establishing a project on Gender Integration, including a strategic secondment of a staff person at ICA ROAP. This development came at a crucial time when similar activities were also propelled by other networks of ICA ROAP such as the formation of the Asian Women in Co-operative Development Forum (AWCF) through the catalytic role of the Canadian Co-operative Association, Gender related program activities of ILO Coopnet, and the GAD programs of UNIFEM.

But more firm actions took place following the adoption of the ICA Co-op Identity Statement in 1995, when a Regional Consultation on Gender Integration in Co-operatives was held in Thailand in September 1996, followed by the formation of an Asia Pacific Regional Women's Committee (RWC) in February 1997. ICA ROAP together with RWC solidified their regional thrust by undertaking a major activity in conjunction with AWCF and ICA Global Women's Committee, namely a Regional Conference on "Women in Decision Making in Co-operatives" held in Tagaytay, Philippines, in May 1997.

The Tagaytay event created the needed impetus for ICA ROAP to enter into an elevated program in close collaboration with the Coopnet section of the International Labour Office (ILO). As such, results emanating from the Tagaytay Regional Conference were carried further into a Regional Workshop held in Kuala Lumpur by the ICA ROAP and the ILO COOPNET in December

1997 - also attended by the AWCF leadership and select member organizations. The key objective of the “Regional Preparatory Workshop on Co-operative Leadership Training for Women” was to analyze in more depth the plight of women in co-operatives and to come up with an appropriate leadership training modality. The Regional Workshop was hosted by ANGKASA (the National Co-operative Apex Federation of Malaysia) in their new offices in Kuala Lumpur.

Work for producing a practical training manual has already begun and will be organized by a team of expert consultants from the the Gender & Development Program of the School of Environment, Resources, and Development, Asian Institute of Technology.

ICA ROAP is therefore most grateful to its network, comprising of both member and partner organizations, who together have made gender mainstreaming and women empowerment to the more advanced stage we can witness today. But it is still not enough. The process has to be augmented with sharply defined mechanisms and instruments to actually bring women at the forefront of co-operative leadership in the future. This leadership training is a powerful instrument that must be made to good use by all co-operative leaders in this region and hopefully beyond.

New Delhi
March 09, 1998

Robby Tulus
Regional Director

**Regional Preparatory Workshop on
Co-operative Leadership Training for Women**
9-11 December, 1997 - Kuala Lumpur, Malaysia

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EXECUTIVE SUMMARY

The Regional Preparatory Workshop on Co-operative Leadership Training for Women held in Kuala Lumpur, Malaysia, 9-11 December, 1997, was jointly organised by the International Co-operative Alliance, Regional office for Asia and the Pacific (ICA ROAP), the International Labour Office (ILO), and the ILO Coopnet Programme, with the kind collaboration of the National Co-operative Union of Malaysia (ANGKASA).

The objective of this workshop was to figure out the groundwork for the appropriate and efficient development of a co-operative leadership training programme for women in the Asian region. This workshop was also one of the activities recommended by the ICA Regional Consultation Meeting on Gender Integration in Co-operatives, held in Bangkok, Thailand during 1996.

There were 20 participants (5 males and 15 females). Out of the 20 delegates, 13 were from national level co-operative organisations or related institutions from 7 countries (India, Indonesia, Japan, Malaysia, Philippines, Singapore and Sri Lanka) and two were from co-operative promotion organisations such as CCA (Canadian Co-operative Association) and AWCF (Asian Women in Co-operative Development Forum). Two were from the ILO-ILO Coopnet and the rest three were from the ICA ROAP.

The workshop opened with a welcome remark made by Sen. Hajah Rahaiah Baharen, Vice President of ANGKASA. The ILO representative explained the overall aim of the workshop and an overview of the global situation on women in leadership, before presentations by delegates.

All the participants made presentations on their own experience and followed by discussions by all delegates on leadership training for women in order to analyse the real situation critically within the region. Also general issues regarding the contents and methodology of delivering such a training were also explained by the ILO Expert.

After extensive discussions for over 2 days, the Workshop reached an agreement on the different issues such as the target group, the type of package

to be developed, validation, contents and priorities, proposed duration of training programme, training of trainers, financing, and role of different organisations involved.

The recommendations of the workshop is summarised as follows:

The workshop participants recommended that a regional modular trainers' manual on co-operative leadership for women should be prepared by a consultant, and that the draft should be ready by June, 1998.

The users of the training package would be trainers. The aim of the manual or package is to assist trainers in the planning, design and delivery of co-operative leadership training for women at the primary level. Participants agreed that the target group should be current and potential women leaders who are occupying, or having the potential to occupy, office bearer positions in primary co-operatives.

The trainers' manual should be modular in structure to ensure greater flexibility and wider use. Each module should lead to logically on to the next but the user should also be able to use the module separately according to need. Each module should begin with the training objectives and suggested training strategy and the estimated/suggested duration of the training session. Guidelines and suggestions for the trainers on how to use/adapt the manual would also be included in the manual.

When the draft trainers' manual has been prepared by a consultant and scrutinized by the ICA and ILO, a regional workshop should be held in July or August to review and validate the draft. On the basis of the recommendations of this regional workshop, the consultant would finalise the manual. This regional workshop would also provide the opportunity for the training of regional trainers. Participants will therefore be trainers from national co-operative organisations and institutions and experts in the field of training and gender studies.

The workshop participants also recommended that by the end of 1998, the training package should be sent to all ICA member organisations, and from January to June 1999, each member organisation should translate and adapt the manual and train trainers at the national level.

It was further suggested by June in 1999 at least one of ICA member organisations would launch their leadership training programme and that a

regional conference or forum could be held at a later stage to review the contents and delivery of the training and exchange experiences.

Contents of training package

The following topics were discussed for possible inclusion in the manual:

Part I: Introduction

Part 2: Guidelines on translation, adaptation and use of Manual.

Part 3: Trainers' manual with session guides/handouts in modular form:

Module 01 Introduction, Climate setting and inauguration

Module 02 Gender and the Social Context

Women, family and the community; gender issues and development; denial and exploitation; introspection and self-role perception; opportunities, responses and government programmes.

Module 03 Gender and Co-operatives

What co-operatives can do; how a woman can realise her potential through co-operatives; co-operative values and principles.

Module 04 Essentials of a modern Co-operative

Co-operative Societies Act, rules and by-laws; organisational structure of the co-operatives, role of management committee and other organs, co-operatives and the government.

What, if I become a co-operative leader? Leadership styles.

Module 06 Social Skills

Communication skills; assertiveness skills; negotiation skills; motivating people; problem-solving; managing change; conflict management; public speaking; self-awareness and confidence building; team building.

Module 07 Technical Skills

Conducting meetings; planning a budget; performance review and appraisal; document preparation and letter writing; office management; handling technological office equipment; adult education.

Module 08 Decision Making in Co-operatives

Decision-making; planning for results.

Module 09 Enterprise Management

Entrepreneurship; responding to market challenges; marketing management; funds management; financial analysis and interpreting financial statements; surplus distribution; managing human resources.

Module 10 Technology and its diffusion

Role of technology in family/society; extension techniques.

Module 11 Coping with challenges

Networking and lobbying; strategies for contesting elections; stress management; time management.

Monitoring and evaluation

- Monitoring of the training programmes must be carried out on the primary level, and the workshop participants agreed that this should be the responsibility of the member organizations.
- Participants recommended that an evaluation system should be included in the training package. They further noted that there would be two different levels of evaluation (i) evaluation of the contents of the training package, and (ii) evaluation of the impact of the training programme. It was suggested that the content of the manual should be reviewed at regular intervals, whereas, it would take at least two years before it would be possible to evaluate the impact of the training programme.
- It was also suggested that one should establish a data bank with information regarding women in leadership positions in order to evaluate more precisely the impact of the leadership training programmes.

Training of Trainers

- Participants recommended that at the regional level, the training of trainers should be the responsibility of ICA ROAP and ILO COOPNET. At the national level, the national co-operative organisations should be responsible for the training of trainers with support from international organisations. A pilot training of trainers should also be carried out at the national level

supported by ICA ROAP and ILO COOPNET. The training should last approximately two weeks.

Finance

- Participants proposed that ICA ROAP and ILO COOPNET, in addition to other international organisations such as the AWCF, could assist both financially and technically in the organization of the regional validation-cum-training of trainers workshop in July-August, 1998. On the national level, the training of trainers would be organized by national co-operative organisations with the financial support of international organizations.
- On the field-level, training programmes would be the responsibility of the local co-operatives in collaboration with national co-operative organizations. The workshop participants further recommended that local/national co-operatives should initially not charge trainees for the leadership training programmes, and that governments should instead be requested to subsidise these programmes.

Infrastructure

- Participants noted that co-op training centres/member organisations would provide the necessary training infrastructure and equipment, etc. However, participants suggested that training support materials such as audio-visual equipment should be developed at the national and primary level.

Libraries should also be stocked with books and periodicals relating to gender issues and management development, and international organisations could be requested to contribute towards these libraries.

Possible role for ICA/ILO COOPNET

- The participants agreed that the ICA and ILO COOPNET should be responsible for the development, production and dissemination as well as the validation process of the regional training package. This would include financing the preparation of the manual and the validation/regional trainers' training workshop. ICA and ILO COOPNET could also support the organisation of national-level training of trainers workshops.
- Other possible roles include the organisation of subsequent regional workshops; identification of pilot countries for training of trainers; identification of sources and materials for the leadership training, which

are available in the market; assistance to national level organisations to enable them to adapt the manual to suit their requirements.

- ICA ROAP may also act as a regional resource centre and provide backup support for the successful implementation of the leadership training programme. ICA and ILO COOPNET should also follow up the recommendations of the Preparatory Workshop and compile and disseminate the workshop report.
- ICA ROAP and ILO COOPNET will also follow-up the results of the monitoring and evaluation of the leadership training programme conducted at the national levels.

This 3-day workshop has given an overview on the current situation of women in co-operative leadership positions and identified the necessity of developing a trainers' manual aimed at increasing the number of women in decision making positions. The importance of the leadership training manual was also emphasized and recognized during the workshop, although it will be a long process to achieve the cherished equal participation level in decision making in co-operatives.

There was also a consensus that achievement of equality in leadership would help various co-operatives to become gender responsible and sustainable.

PROCEEDINGS

1. Background

In September 1996 the ICA-ROAP had “ICA Regional Consultation Meeting on Gender Integration in Co-operatives”. There, we reviewed our gender related activities since 1993 when the Gender Planning Conference was held in Tokyo, and has set up our long term plan as “Conclusions and Recommendations” at a regional level based on those review. Also the ICA-ROAP identified the need for leadership training programmes and materials for women co-operators in the region.

In line with this recommendation the ICA-ROAP has been working, for instance we conducted various seminars and workshops including the Regional Conference on ‘Women in Decision-Making in Co-operatives’, which was jointly organised by Asian Women in Co-operative Development Forum (AWCF) and ICA-ROAP, in Tagaytay City, Philippines in May 1997. And also lots of Member Organizations of ICA have been positively trying to work out gender issues.

At the same time the ICA-ROAP Gender Integration Project and the ILO COOPNET Programme agreed at a meeting in Chiang Mai, in March 1997, to initiate a joint activity aimed at developing a co-operative leadership training programme for women.

The ICA is one of COOPNET’s major partner organisations and has worked closely with COOPNET in the initiation and implementation of numerous programme and activities on regional and inter-regional levels, focusing in particular on co-operative HRD and networking.

Thus we have organised the preparatory workshop to discuss the necessity and feasibility of developing a women leadership training programme for co-operatives, based on a critical analysis of existing leadership training programmes for women in the region.

2. Proceedings

The Workshop commenced at 9.30 am on 9th December 1997 at the National Co-operative Union of Malaysia (ANGKASA) headquarters in Kuala Lumpur. The Inaugural Session was opened by the ICA ROAP Gender Adviser, Ms. Yukiko Yamamoto after which Hon. Senator Rahaiah Baheren, Vice President, ANGKASA, welcomed participants to the Workshop on behalf of ANGKASA.

2.1 Ms. Anne-Brit Nippierd, Consultant, ILO Co-operative Branch, Geneva, then gave a brief introduction to the joint ICA ROAP/ILO COOPNET initiative on co-operative leadership training for women in the region and explained that the overall aim of the initiative was to empower women by strengthening their leadership skills and enhancing their access to decision-making processes. The Preparatory Workshop would prepare the groundwork for the leadership training initiative by analysing what has been done already in this field, by examining the effectiveness of the various existing leadership training programmes for women in the region, by identifying the present needs, and by recommending what should be done.

Ms. Nippierd then gave an overview of the global situation of women in leadership positions. She mentioned that over the last 20-30 years, the number of women in the labour force had increased to over 40% of the total labour force. However, in the business world, women rarely occupied more than 20% of higher managerial positions. Several national surveys had also revealed that in the largest and most powerful organizations, women's share in top positions was limited to a mere 2-3%. The Malaysian representative mentioned that Malaysia has, in some cases 8% women in management positions.

Ms. Nippierd given 3 theories why women are excluded:

- typically female characteristics put women at disadvantage in male-dominated work environments;
- gender stereotyping;
- existence of gender-biases or discriminatory policies and practices.

She also described the so-called glass ceiling - a term used to describe the invisible barrier hindering women from accessing leadership positions. In order to break through the glass ceiling it is essential that they acquire the right qualifications and training and that fair and just personnel policies are

also in place. (See paper: ICA ROAP and ILO COOPNET joint activity on Co-operative Leadership Training for Women , A-B.Nippierd, pp.39).

2.2 The presentation was followed by an open discussion facilitated by Mr. Paul Sinnappan, Consultant, CCA, where the main areas of concern and obstacles to women's access to leadership and decision-making positions were identified and discussed.

The session deliberated on this and came out with the following factors restricting women from acquiring leadership positions. Some them are:

Money	Money not available- for training/elections.
Man s role	Not empowering
Co-operative structure	Policies and structures inhibit women
Family	Looking after children/household responsibilities
Attitudes	Women's mindset//lack of confidence/lack of awarness of leadership capability
Culture	Dependency/traditional society
Time	Lack of time management skills/many roles to balance lack of flexibility
Education	Lack of availability/illiteracy/lack of resources/lack of material in the vernacular

In the discussion all participants felt that childcare was a major consideration among women. Women need support to assume leadership roles because they have a larger burden. They need to be motivated by some ideas like economic empowerment. They should be taught the skills and knowledge to alleviate poverty.

Even women who are educated still lack confidence and concrete skills like how to read a balance sheet or create a budget.

The delegates felt that the women need training on a continuous basis. It has to be determined as at what level the training should be given and what should be the mechanism. We should also ascertain the resources available. We should educate the women on the real benefits of training. We should also impress upon the co-operative leadership as to what will be the gain to co-operatives in training women and bringing them in to leadership positions.

In the Malaysian situation, it was found that the women coming out of poverty do not normally get any economic benefit from the leadership positions. It was further stated that one should be very clear as to what one means by leadership and why it is important women should aspire to be leaders and become more involved in decision-making processes. Women are actually contributing to their community without gaining anything in return. Some felt that women-only co-operatives produce more leaders as it becomes imperative that they must lead, as in mixed co-operatives, women feel why should they lead when men can take care of the affairs of the co-operatives. Women have skills but most women are complacent to assume leadership positions.

Some participants also noted that when women are involved in decision making, their families and the families of other members benefit, and their children are given proper education and facilities, as these are women's priorities.

The delegates felt that of the factors restricting women from leadership, attitudes, men's roles, culture, family, all can be combined as these are all factors inter-connected. Education is the major problem, followed by money.

Every one agreed that time management is an important factor restricting women assuming leadership positions, while cultural, social, institutional barriers are equally important.

The seminar then discussed as to what could be done to change this. It is almost impossible to change the cultural situation, while social change is a long process. Institutional changes can not be addressed at this level. The group felt that personal development is the most urgent need. Women have the ability to learn skills and they should be motivated and provided skills. Though not every woman will be a leader, when women become leaders, the value systems will change as women save more, borrow less and more honest and the business and profitability of the co-operative will improve. So the central

point of training should be to motivate women become invlved in decision making. Some participants observed that some men even used to walk out when women were elected and this situation must change.

2.3. Presentations on country experiences

In the following session, national and international cooperative organizations and institutions presented their experiences in regard to co-operative leadership training. Presentations were given on NATCCO; the Japanese Consumer Co-operative Union (JCCU), the National Co-operative Union of India (NCUI), the National Co-operative Council, NCC, Sri Lanka, Co-operative Education and Training Development Institution (LAPENKOP DEKOPIN) Indonesia, the Singapore National Co-operative Federation (SNCF), ANGKASA Training Department, Malaysia, the Asian Women in Co-operative Development Forum (AWCF) and the Canadian Co-operative Association (CCA).

2.3.1. NATCCO

Ms. Teresita de Leon, General Manager, National Confederation of Co-operatives (NATCCO), Philippines, presented a report on the situation at NATCCO.

NATCCO has organized an association of gender advocates to maximize human resources towards gender advocacy, support system for women and men and develop a care group of women to become national leaders.

The strategy adopted was to:

- Identify women with potential, attend general assemblies.
- Personality development to become aware of potential.
- Opportunities to speak in front of, or chair large groups.
- Skills refinement.
- Build peer support among women to elect.
- Began at level of women who are already leaders.

She mentioned that though an evaluation amongst participants has been done, no evaluation on the impact of the programme has been done to date. The first programme was given by a consultant.

2.3.2. Japanese Consumers Co-operative Union

Ms. Akiko Yamauchi, International Department, JCCU, made her presentation and said that there are three sectors of co-operatives in Japan - consumer, agriculture, fisheries.

In the consumer co-operatives most members are housewives. They operate co-operative shops and canteens in factories. There are also university consumer co-operatives, health co-operatives where members are patients, doctors and nurses.

She said that there is no specific women leadership training available at the moment. Lecture form is the basis of training. The bye-laws have been revised to increase the number of women board members. A total of 8 seats are reserved for women. Recently one had competed with other male candidates. She felt that staff capabilities must be addressed to increase the number of top women managers. Specific training for employees are there but not for women. She wanted to include gender sensitivity training in management. (See paper: by Akiko Yamauchi, pp.82)

2.3.3. National Co-operative Union of India

Ms. Anita Manchanda, Director at the National Co-operative Union of India (NCUI), reported on the situation in India. The government and the co-operative movement has come out with a social and economic vision on the 50th Anniversary of Independence. Focus is given on property laws and family structure. Co-operative schemes are limited to women according to laws. The Panchayats have reservation of 1/3 for women. In the co-operative principles incorporated in 1995, there is no exclusion based on gender. Women have opportunity in co-operatives.

Leadership is fostered through education and training. Women who are elected to committees are invited to participate in training on the status of women and approaches. The training is based on a manual prepared by the Swedish Co-operative Centre. Women prefer training close to their homes, short duration and in their own mother tongues. Women participate better in women s forum. They prefer sector or skill specific training. They also prefer women trainers, in an informal type of training sessions.

Training in India has not been effective in recruiting women leaders. There

is need to include co-operative values, leadership roles, communication/networking, problems of sectoral leadership, management skills, etc. (See paper: by Ms. Anita Manchanda,pp69)

2.3.4. National Co-operative Council of Sri Lanka

Ms. Jayanti Nawaratne, National Co-operative Council (NCC) of Sri Lanka presented the report on Sri Lankan situation. Sri Lanka has co-operatives owned and run by women. Still the movement remains male-dominated. Women make up the majority of co-operative membership. Gender sensitivity training improved women s representation. Women s co-operative societies are elected as the best co-operatives.

NCC has an annual plan with women leadership and other programmes but does not show positive impact. The message regarding women leadership has not penetrated the grassroots. Women in co-operatives do not have marketing skills to enlarge their co-operative business. Thrift and savings groups/societies should be established and leadership to strengthen women at the society level. They also need training in book keeping and management skills. Women should have voting positions on the board. men must be educated on the virtues of shared-partnership. Communication skills must be taught to help women sustain leadership roles. Focus has been on gender awareness and women should have separate operational space (See paper by Ms. Jayanthi Nawaratne, pp.91)

2.3.5. Lapenkop-DEKOPIN

Ms. Foura D. Trisnasih made a brief presentation on the activities of the Cooperative Education and Training Development Institution (LAPENKOP DEKOPIN) Indonesia, and explained about the training activities. They have two types of training programmes; Co-operative Member Education and Communication (CMEC), and MTPD (Management Training and Personnel Development). They have already trained about 105 trainees on CMEC, of which about 40 are women.

MTPD activities are training female extension workers to promote women's participation in KUDs to increase their income by initiating income-generating activities, and to better organize household budgets. The training programme was launched only since September, 1997. (See paper by Ms. Foura D. Trisnasih, pp.79).

2.3.6. Singapore National Co-operative Federation, SNCF

Ms. Kamaria Djourimi, Executive Officer, SNCF, and Ms. Farah Anwar, Manager, SASCO Senior Citizen's Home, Singapore, made a presentation on the situation in Singapore. SNCF set up its women's committee, to encourage women to participate in co-operatives. They need to have a training centre for women and a resource centre. Women constitute 55% of the membership in Singapore co-operatives, but there are only 1% women leaders. Men's attitudes should be changed. Women want to have a better balance between career development and family responsibilities.

2.3.7. ANGKASA

Mr. Nasir Khan Yahaya, Training Programme Manager, ANGKASA, explained that ANGKASA is promoting women's participation from the grassroots level and has set up a women's committee to promote women's leadership capabilities. ANGKASA felt there should be education and training programmes for women from the grassroots level. These courses should include lectures, public speaking for women, etc., by which women can get self-confidence and motivation. Women have got training in particular for accounts. ANGKASA has been trying to utilize women friendly time-frame for women training courses such as shorter-term courses.

There are two strong forces in Malaysia which can strengthen women's active participation. Those are factory workers co-operatives and school co-operatives. In the factory workers co-operatives, women members consist more than 70% of the total membership, however, the board of the co-operatives are dominated by men.

Since in factories women have been showing their ability as group leaders or line managers, women have potential for leadership in co-operatives. ANGKASA has recognized the needs of women factory workers for day-care centers for their children and has endeavored to assist each society to establish a day care center and conducted seminars on day care centers.

In school co-operatives, many female school students are playing important roles as leaders. ANGKASA believes that these forces can strengthen women's participation in co-operatives and each co-op society can understand the importance of women's involvement.

2.3.8. *AWCF*

Ms. Sally Ganibe, Education and Training Coordinator, AWCF delivered her presentation which started with an introduction of AWCF and its members. AWCF is a resource and advocacy body on gender and co-operatives in Asia and assists and provides services on above matters in mainly South-East Asian countries.

She mentioned the reasons for women's under-representation in leadership and decision-making positions in co-operatives at all levels through her experience of the regional conference on "Women in Decision-making in Co-operatives".

And she also reported the key strategy for women leadership development. It is, in one word, "Training in transformative leadership / politics" which will focus on political values and skills, not only on how to win or be effective in appointive positions, but how to re-invent organisational processes and structures to ensure good governance. (See paper by Ms. Sally Ganibe, pp.85)

2.3.9. *CCA*

Mr. Paul Sinnappan, Consultant, CCA made his presentation on his experience as a trainer. He introduced briefly CCA and its projects, also focused on women in rural areas.

He pointed out that policy makers tend to say they have been treating women equally, but still men leaders do not know worldwide women's trend such as the "Platform for Action" of the Forth World Conference.

He insisted that men's understanding on women and gender is definitely crucial and Gender Sensitized Training should be provided for male leaders in order to increase the number of female leaders.

Mr. Sinnappan also emphasized the importance of ratio recording when a training programme is taken, for example, we should record a percentage of participants among invitees. Because we should analyze why some women did not come or what are the difficulties for them to participate in the programme.

Such analysis could help us to make a better and effective training module and conducive environment for women, and we should give them to male leaders to let them understand women's real situation.

2.4. Case study on NDDB's Women s Dairy Cooperative Leadership Programme

Ms. Allie Irvine of ICAR OAP presented a case study on NDDB's Women s Dairy Co-operative Leadership Programme. (See paper by Allie Irvine, pp. 100)

2.5. Issues in designing and delivering effective cooperative leadership training for women

Mr. K. K. Taimni, Regional Coordinator for COOPNET, gave an overview of the main issues that need to be addressed in order to design and deliver an effective leadership training programme.

He spoke on target group and related issues. Mr. Taimini explained the points as follows:

How people (adult) can learn? By self-learning, when they can utilize the benefit of the training immediately

- How to Design the programme?
- Who are going to learn?
- Who are the directly beneficiaries?
- What are their needs?
- What are the contents?
- What should be prioritized?
- Short term or long term?
- What is objective?
- Which level can they be raised from existing level to?
- What should be the duration?
- What should be methodology?
- What sort of materials? Where is the source of materials?
- How can we evaluate? What is indicator?
- Who will be trainers? Who will train trainers? (Methodology and Contents)
- How to deliver the programme?

Mr. Taimni continued by explaining that the items below would influence the delivery of a training programme:

- ◆ Participants of training programme
- ◆ Convenience of infrastructure
- ◆ Trainers motivation and confidence
- ◆ Trainees motivation
- ◆ Classroom organisation
- ◆ Actual and practical implementation
- ◆ Who is our target group?
 - Leaders in primary, secondary or tertiary co-operatives
 - Which level? All levels/Managers and staff level/ Officers (board members, other committee members)
- ◆ Current leaders or potential leaders?

(See paper: Issues in designing and delivering effective co-operative leadership training for women , K. K. Taimni, pp.47).

2.6. Plenary discussion on Target Group

On the second day of the Workshop, participants discussed the kind of training package that should be developed and who the users and ultimate target group would be. This session was facilitated by Ms. Teresita M. De Leon, General Manager, NATCCO.

It was agreed that the product to be developed would be a trainers' manual. Trainers from co-operative organizations would be the *users*. These trainers/users would be trained at the national level and would in turn be required to adapt the training material to suit the field/primary level. It was further agreed that the target group for the leadership training should be current and potential women leaders who are occupying, or have the potential to occupy, office-bearer positions in primary co-operatives.

Participants added that although the priority group for the leadership training should be women office bearers, both men and women, employees and board members would be included in the gender awareness training sessions of the training programme. This would ensure that a more favourable climate for the involvement of women in the decision-making processes of co-operatives is created. Some participants also expressed the opinion that one should not narrow down the target group to only include elected members as this

group could in some cases be too small. It was, on the other hand, pointed out that employees of co-operatives have often already received training, and that it would therefore be strategically more sound to focus on elected office bearers as well as those with the potential to become elected. The majority of participants also recommended that the training package should be generalized and not sector specific.

2.7. Recommendations of Workshop

On the third day of the Workshop, the recommendations of the work groups were presented and discussed, and agreement was tentatively reached on the different issues such as the type of package to be developed, validation, contents and priorities, proposed duration of the training programme, training of trainers, financing and roles of the different parties involved. This session was lead by Ms. Armi Zainuddin (Director, Co-operative College of Malaysia)

- ◆ The workshop participants recommended that a regional modular trainers' manual on co-operative leadership for women should be prepared by a consultant, and that the draft should be ready by June, 1998.
- ◆ The users of the training package would be trainers. The aim of the manual or package is to assist trainers in the planning, design and delivery of co-operative leadership training for women at the primary level. Participants agreed that the target group should be *current and potential women leaders who are occupying, or having the potential to occupy, office bearer positions in primary co-operatives.*
- ◆ The trainers' manual should be modular in structure to ensure greater flexibility and wider use. Each module should lead to logically on to the next but the user should also be able to use the module separately according to need. Each module should begin with the training objectives and suggested training strategy and the estimated/suggested duration of the training session. Guidelines and suggestions for the trainers on how to use/adapt the manual would also be included in the manual.
- ◆ When the draft trainers' manual has been prepared by a consultant and scrutinized by the ICA and ILO, a regional workshop should be held in July or August to review and validate the draft. On the basis of the recommendations of this regional workshop, the consultant would finalise the manual. This regional workshop would also provide the opportunity for

the training of regional trainers. Participants will therefore be trainers from national co-operative organisations and institutions and experts in the field of training and gender studies.

- ◆ The workshop participants also recommended that by the end of 1998, the training package should be sent to all ICA member organisations, and from January to June 1999, each member organisation should translate and adapt the manual and train trainers at the national level.
- ◆ It was further suggested by June in 1999 at least one of ICA member organisations would launch their leadership training programme and that a regional conference or forum could be held at a later stage to review the contents and delivery of the training and exchange experiences.

Contents of training package

The following topics were discussed for possible inclusion in the manual:

Part I:	Introduction
Part 2:	Guidelines on translation, adaptation and use of Manual.
Part 3:	Trainers' manual with session guides/handouts in modular form:
<i>Module 01</i>	<i>Introduction, Climate setting and inauguration</i>
<i>Module 02</i>	<i>Gender and the Social Context</i> Women, family and the community; gender issues and development; denial and exploitation; introspection and self-role perception; opportunities, responses and government programmes.
<i>Module 03</i>	<i>Gender and Co-operatives</i> What co-operatives can do; how a woman can realise her potential through co-operatives; co-operative values and principles.
<i>Module 04</i>	<i>Essentials of a modern Co-operative</i> Co-operative Societies Act, rules and by-laws; organisational structure of the co-operatives, role of management committee and other organs; co-operatives and the government.

<i>Module 05</i>	<i>Effective Co-operative Leadership</i> What, if I become a co-operative leader? Leadership styles.
<i>Module 06</i>	<i>Social Skills</i> Communication skills; assertiveness skills; negotiation skills; motivating people; problem-solving; managing change; conflict management; public speaking; self-awareness and confidence building; team building.
<i>Module 07</i>	<i>Technical Skills</i> Conducting meetings; planning a budget; performance review and appraisal; document preparation and letter writing; office management; handling technological office equipment; adult education.
<i>Module 08</i>	<i>Decision Making in Co-operatives</i> Decision-making; planning for results.
<i>Module 09</i>	<i>Enterprise Management</i> Entrepreneurship; responding to market challenges; marketing management; funds management; financial analysis and interpreting financial statements; surplus distribution; managing human resources.
<i>Module 10</i>	<i>Technology and its diffusion</i> Role of technology in family/society; extension techniques.
<i>Module 11</i>	<i>Coping with challenges</i> Networking and lobbying; strategies for contesting elections; stress management; time management.

Monitoring and evaluation

- Monitoring of the training programmes must be carried out on the primary level, and the workshop participants agreed that this should be the responsibility of the member organizations.
- Participants recommended that an evaluation system should be included in the training package. They further noted that there would be two different levels of evaluation (i) evaluation of the contents of the training package,

and (ii) evaluation of the impact of the training programme. It was suggested that the content of the manual should be reviewed at regular intervals, whereas, it would take at least two years before it would be possible to evaluate the impact of the training programme.

- It was also suggested that one should establish a data bank with information regarding women in leadership positions in order to evaluate more precisely the impact of the leadership training programmes.

Training of Trainers

- Participants recommended that at the regional level, the training of trainers should be the responsibility of ICA ROAP and ILO COOPNET. At the national level, the national co-operative organisations should be responsible for the training of trainers with support from international organisations. A pilot training of trainers should also be carried out at the national level supported by ICA ROAP and ILO COOPNET. The training should last approximately two weeks.

Finance

- Participants proposed that ICA ROAP and ILO COOPNET, in addition to other international organisations such as the AWCF, could assist both financially and technically in the organization of the regional validation-cum-training of trainers workshop in July-August, 1998. On the national level, the training of trainers would be organized by national co-operative organisations with the financial support of international organizations.
- On the field-level, training programmes would be the responsibility of the local co-operatives in collaboration with national co-operative organizations. The workshop participants further recommended that local/national co-operatives should initially not charge trainees for the leadership training programmes, and that governments should instead be requested to subsidise these programmes.

Infrastructure

- Participants noted that co-op training centres/member organisations would provide the necessary training infrastructure and equipment, etc. However, participants suggested that training support materials such as audio-visual equipment should be developed at the national and primary level.

- Libraries should also be stocked with books and periodicals relating to gender issues and management development, and international organisations could be requested to contribute towards these libraries.

Possible role for ICA/ILO COOPNET

- The participants agreed that the ICA and ILO COOPNET should be responsible for the development, production and dissemination as well as the validation process of the regional training package. This would include financing the preparation of the manual and the validation/regional trainers' training workshop. ICA and ILO COOPNET could also support the organisation of national-level training of trainers workshops.
- Other possible roles include the organisation of subsequent regional workshops; identification of pilot countries for training of trainers; identification of sources and materials for the leadership training, which are available in the market; assistance to national level organisations to enable them to adapt the manual to suit their requirements.
- ICA ROAP may also act as a regional resource centre and provide backup support for the successful implementation of the leadership training programme. ICA and ILO COOPNET should also follow up the recommendations of the Preparatory Workshop and compile and disseminate the workshop report.
- ICA ROAP and ILO COOPNET will also follow-up the results of the monitoring and evaluation of the leadership training programme conducted at the national levels.

2.8 Summing up and closing session

The last session of the workshop was a general discussion on the time frame for the design and delivery of the leadership training. This session was facilitated by Ms. Yamamoto, Gender Programme Advisor, ICA-ROAP. In the discussions on the time frame for the programme, it was assumed that a consultant (or team of consultants) would be engaged immediately after the Workshop to follow-up the workshop recommendations and develop the first draft of the training package.

In the closing session, Ms. Nippierd and Ms. Yamamoto thanked all participants and the ANGKASA. Sen. Hj. Rahajah Baهران (ANGKASA) also remarked that the workshop was timely and achieved its objectives.

GROUP REPORT - GROUP 'A'

Members of the Group were:

Anita Manchanda	National Co-operative Union of Inida
Sushila Devi	Co-operative College of Malaysia
K. K. Taimni	ILO Co-opnet Programme (Reg.Coord.)
Senator Rahaiah Baharen	ANGKASA, Malaysia
Yukiko Yamamoto	ICA ROAP
Sally Ganebe	AWCF, Philippines
Nasir Khan Yahaya	ANGKASA, Maaysia
Paul Sinnappan	CCA, Indonesia
Kamaria Djourimi	SNCF, Singapore

Target Group

Potential Women officers (committee/board of directors) at primary level co-operatives.

Training Objective

To enable participants (potential leaders) to play their leadership role in a primary co-operative effectively and efficiently.

A. Package

- * Model Training Manual to be prepared which can then be modified and adapted in each country.
- * Manual should incorporate guidelines for the use of the manual, adaptation and local validation.

Validation of the Package

- Conduct an expert workshop to review the draft manual.
- Regional model Manual to be field tested by experts in different countries. Manual should then be translated to the local languages.
- Test run the package in as many countries as possible.

B. Contents and Priority

- ◆ Identify profile of the trainees, in terms of the existing knowledge. These trainees should have been identified as potential leaders by using certain criteria.
- ◆ Contents of the package:

Knowledge:

- Environmental knowledge:
- Status of women in society
- Rights, denials, entitlements of women, opportunities.
- Global to local problems and responses (include government policies.
- Issues in gender and development
- Role models in the local and global environment.
- Organisational Knowledge
- Values, principles, role and place of co-operative, service and products offered.
- Co-operatives and women and development.
- Women s experience from membership to leadership (committees, board of directors)
- Issues faced as a leader (issues at home and in the co-op)
- Relationship between the co-operative and the government
- Organizational structure of the co-operative.
- Role Knowledge
- Legal responsibilities and duties (Co-op Act, Rules and Bye-laws)

Skills:

- * Identify skill-gaps.
- Technical Skills
- Writing minutes
- Chairing and conducting meetings
- Documenting and production skill
- Correspondence skills

- Use of Technology (computer, fax , e-mail, telephone, etc.)
- Interpreting financial statement and other documents.
- Social Skills
- Public speaking
- Formulating and presenting project ideas
- Chairing a session
- Organising groups
- Communication skills
- Networking
- Lobbying
- Conflict management
- Team building
- Adult education
- Conceptual skills
- Decision making
- Appraisal of investment projects
- Social analysis

C. Duration of the Programme

- Contents will have to be delivered on a staggered basis, in view of the convenience of the participants.
- Sequencing of the topics included in the manual may be done on the basis of the perceived needs expressed by the participants.
- The manual will be designed to be used on a continuous basis or as a one-time programme.
- The first field level training programme should be launched by 31st March 1999.

D. Source of Materials

Data and specimens available from:

AWCF	CCA	UNDP	ILO
ICA	UNIFEM	NDDB	SEWA
CCD/LAPENKOPCIP		(Co-operative Initiative Project, IRMA Anand)	

E. System/Design for Monitoring/Evaluation

- Appropriate instruments for evaluation and impact assessment will be designed as a part of the training package.
- Initially the monitoring will be done by the ICA ROAP.
- Later on, by the ICA ROAP through the national level organisations, in countries where the training programmes are actually conducted at the field level.
- One of the UNDP designed evaluation system may be used to design the monitoring system.

Possible Indicators for Evaluation/Monitoring

- ⇒ Whether the potential leaders were eventually elected.
- ⇒ Participation in the co-operative board (like charring meeting, etc.)
- ⇒ Effectiveness in making presentations and taking decisions as observed by others.
- ⇒ Increase in the number of women leaders in the committee and enhanced performance of the co-operative in terms of profitability, number of activities undertaken, etc.
- ⇒ Increase in the number of women members and increase in the use of the services/share capital ownership.
- ⇒ Monitoring/Evaluation of the training package will be reviewed at suitable intervals.

F. Who will conduct trainers training?

- Pilot training programme should be done at the regional level and subsequently at national level.
- Regional level programme should be conducted jointly by the ILO COOPNET/ICA and national level programmes be supported by any of these organisations.
- Trainers Training should incorporate contents training and methodology training.
- The Training should be for at least 2 weeks.
- If necessary trainers other than those working within the co-operative training system may also be considered, so that their services and expertise can be utilized for organising field level training programmes.
- A Data Bank of such trainers may be prepared.

G. Finance

- Regional Trainers Training and test programmes be financed by international organisations.
- National level training be financed by national level organisations and supported by the international organisations.
- Local programmes should be financed by the concerned countries at the appropriate levels.
- Governments of the respective countries may be approached for subsidies and financial support.
- Initially no fee may be charged from the participants but there could be requests for counterpart support.
- Financing of programmes can be considerably reduced if such programmes are conducted closer to the co-operatives (outreach programmes).

H. How can Infrastructure be strengthened?

- * Use of distance education methods
- * Develop expertise to produce appropriate audio-visual aids/materials.
- * Libraries should accord priorities to acquiring books relating to gender issues and leadership and managerial development of women.
- * National level organisations should provide adequate space to gender issues in their periodicals and other publications, with inputs from the related international agencies.
- * The international organisations/agencies should provide suitable and up-to-dated literature to the libraries of the national organisations.
- * The above are in addition to the existing regular/usual infrastructure like classrooms, equipments, etc.

I. Possible Role for ICA/ILO COOPNET

- ⇒ Production, validation and distribution of the Regional Training Package.
- ⇒ Assistance to national level organisations for adaptation of the manual to suit the requirements of the each country.
- ⇒ Training of Trainers at the regional level and assistance at the national level.
- ⇒ ICA ROAP may act as a regional resource centre and provide back up support for the successful implementation of the programme from time to time.

- ⇒ ICA ROAP and ILO will follow-up the results of the monitoring/evaluation conducted at the national levels.
- ⇒ ICA and ILO acts as a Network Server and provide inputs or articles to national organisations related to gender issues.
- ⇒ ICA and ILO will take up the implementation of follow-up steps (including distribution of the workshop reports) of the recommendations of this workshop.

J. Follow-up Workshops

- ◆ During the first follow-up workshop selected trainers and leaders (preferably women).

GROUP REPORT - GROUP 'B'

The members of Group 'B' were:

Akiko Yamauchi	JCCU, Japan
Hj. Mahmud Yusof	ANGKASA, Malaysia
Teresita M. de Leon	NATCCO, Philippines
Farah Anwar	SNCF, Singapore
Allie Irvine	ICA ROAP
Jayanthi Nawaratne	NCC, Sri Lanka
Faoura D. Trisnasih	LAPENKOP, Indonesia
Anne-Brit Nippierd	ILO, Geneva
Hawa Ismail	Dep. of Co-ops, Malaysia

Target group: Current women leaders and potential leaders i.e. women who are already members of co-operatives and who aspire to leadership positions in primary co-operatives.

Training objective: To strengthen women's leadership skills in primary co-operatives. (Note: Potential leaders).

A. Training package (guidelines or manual)

Considerations: In countries which do not have materials on co-operative leadership training for women a modular trainers manual is needed. However, some group members suggested that guidelines should be prepared which would include information on how to prepare, organise or streamline a training programme. In these countries (e.g. Singapore), it would be up to the national organisations to prepare training modules based on the guidelines.

Recommendations: A modular trainer manual should be developed for women leaders and potential leaders. Some groups members felt that the Manual should be generalized and not sector specific, while others suggested it should focus on savings and credit co-operatives. (Regarding other co-operative sectors, it was also suggested that guidelines on what to include in a leadership training programme for other co-operative sectors should also be incorporated

in the Trainers Manual and that it would be up to the national organizations to prepare this section of the Manual).

The Manual should contain general leadership aspects that are applicable to women leaders of co-operatives in whatever types (i.e. savings and credit co-ops, consumer co-ops, etc.). The Manual should also contain aspects specific to particular co-operative sector that are needed by women leaders to become effective in their respective sectors. The Manual should also contain guidelines for the users on its utilization.

Preparation of Manual and validation process:

The English version of the Manual will be prepared by a consultant and circulated to cooperative organizations for comments before the Regional Workshop of training experts in April 1998, where it will be validated.

The Manual will then be tested at a National Co-operative Training Institute in pilot country or countries. Then national co-operative organisations will organise trainers training where the manual will be validated/adapted/translated.

B. Contents

Module 1: Gender and Development

(Note: This module is to be given to both women and men)

- Gender Issues
- Gender Role in Co-operatives
- Gender Analysis and Planning.

Module 2: Co-operative Organization and Management

- Co-op Principles/Values
- Duties and Responsibilities of officers
 - * Needs Assessment
 - * Election Strategies.

Module 3: Personal Development

- Self-awareness and Confidence Building
- Time and Stress Management.

Module 4: Leadership Development

- Leadership styles
- Communication skills (Negotiation skills)
- Problem Solving
- How to conduct meetings.

Module 5: Technical Skills

- Financial Analysis (Balance sheet/Income statement/cash flow)
- Funds Mobilization
- Planning and Budgeting
- Entrepreneurship and Marketing

C. Duration

Module 1: 3 days

Module 2: 2 days

Modules 3 & 4: 4 days (Module 3: 1 day; Module 4: 3 days)

Module 5: 3 days

Modules 1 to 5 should be conducted preferably within a period of 6 months. (For Singapore, only Modules 1 and 2 need to be conducted initially).

D. Materials

All participants at the Workshop should provide ICA ROAP all relevant materials available in their respective countries.

These include: AWCF, NATCCO, CCA, ILO, ICA, CCD/LAPENKOP, SNCF and NCC. The ICA Regional Office should prepare a bibliography of existing training materials.

E. System/Design for Monitoring/Evaluation

◆ For Potential Women Leaders:

Trainers to track the development of the women trainees. Ultimate test of effectiveness is how many of these women trainees become officers in the co-ops in 3 years time.

- ◆ For Current Women Leaders:
 - Establish a data bank of women trainees and track their performance/development.
 - Coordinate monitoring of performance with extension workers/government officers, depending on what is feasible in each country.
 - Monitor increase in number of women leaders.
 - Monitor if women leaders can conduct leadership training by themselves.
- ◆ Other indicators of effectiveness of training
 - Translation of manual to other languages.
 - Frequency of requests for conducting leadership trainings.
- ◆ Follow-up Action
 - Review of training manual based on feedback from trainers/extension workers, six months to one year after field implementation.

F. Who will conduct the training?

- a) National co-operative organisation, where pilot project is to be conducted with the support of ICA and ILO COOPNET (financial and technical assistance). AWCF and other institutions can provide technical support.
- b) Trainers Training should cover both contents and methodology.

G. Finances

- ⇒ *Regional-level*: Regional Workshop will be financed by ILO COOPNET and ICA ROAP
- ⇒ *National-level workshops*: National organisations, ICA/ILO and other organisations will be requested to support the training.
- ⇒ *Local-level training*: No fees from participants/rich primary co-ops will be required to pay, otherwise will have to look for sponsors such as Government and NGOs.

H. How can Infrastructure be strengthened?

- √ Local level: Permanent facilities are not needed; what are needed are manuals, audio-visuals and training support.
- √ National level: The national organisations will have to provide adequate

training facilities, training manuals and materials, audio-visuals and training support. The training centres are the responsibility of the national organisations.

I. Possible role for ICA/ILO COOPNET

- * Development of manual, production and dissemination.
- * Organise regional workshops/assistance towards national trainers workshops.
- * Identify pilot countries/assistance in testing/validation of trainers manual.
- * Help find existing sources and materials available/approach organizations/institutions.
- * Follow-up/technical assistance in monitoring and evaluation of leadership training programme.

PRESENTATIONS BY PARTICIPANTS

ICA ROAP and ILO COOPNET joint activity on Co-operative Leadership Training for Women

Anne-Brit Nippierd, COOP (ILO)

1. Introduction

The Preparatory Workshop in Kuala Lumpur on co-operative leadership training has been organized jointly by the ICA ROAP Gender Integration Project and the ILO COOPNET Programme in an effort to address the issue of leadership development for women cooperators in the Asian and Pacific region.

The ILO COOPNET Programme focuses on strengthening the capacities of local and national co-operative human resource development (HRD) institutions to enable them to develop their own HRD programmes aimed at enhancing value-based entrepreneurial skills and co-operative development. An integral part of this strategy includes the integration of gender issues in cooperative HRD in order to promote the increased participation of women in co-operatives and, in particular, in co-operative decision-making processes.

At the ICA ROAP meeting on Gender Integration in Co-operatives in Bangkok, September 1996, the need for leadership training programmes and materials for women co-operators in the region was strongly emphasized. Later, as a result of discussions held between COOPNET and ICA ROAP, it was decided that a regional preparatory workshop should be organized as a first step in planning the development of co-operative training for women in cooperatives in the region.

The Preparatory Workshop, which brings together specialists in the field of co-operatives, training and gender, will share experiences and knowledge on existing leadership training programmes in the region, critically analyse these experiences - both the successes and the failures - and examine the need for developing a new and innovative co-operative leadership training programme for women.

2. Background and Context

In many countries of the world over two decades, there has been a steady increase of women in the labour market. It is estimated that today women

represent more than 40 per cent of the global workforce. Women have also reached educational levels comparable to those of men and have been increasingly hired in jobs which were formerly regarded as men's jobs.

However, in the business world, although some women have reached higher managerial levels, their share in management positions very rarely exceeds 20 per cent. Various national surveys have furthermore revealed that in the largest and most powerful organizations, women's share in top positions is limited to a mere 2-3 per cent[1].

In India, approximately one third of the labour force consists of women. Women workers constitute nearly 16.5 per cent of the female population, but only 14 per cent of these are in the organized sector (1991 census), and less than 1 per cent have reached executive rank.[2]

In the co-operative sector in India, statistics on the participation of women in the management committees of mixed co-operatives also indicate a low representation of women in decision-making positions. For example, women's participation ranges from 16-20 per cent in the management committees of consumer co-operatives, and 2 per cent in the management committees of urban co-operative banks.[3] In Malaysia, women are apparently more efficacious in co-operative participation than women in India which, according to an ILO study in 1991[4], is due to Malaysia society as a whole which does not struggle with the same obstacles and prejudices as India does.

So what are the reasons for women being excluded from leadership or managerial positions? According to researchers there are a number of reasons. One theory is that typically feminine characteristics often put women at a disadvantage in male-dominated work environments even though most research shows little or no difference between the capacity, qualifications and motivations of professional and managerial men and women.

(1) *ILO: Breaking through the Glass Ceiling: Women in Management, ILO Sectoral Activities Programmes (Geneva, 1997).*

(2) *Budhapriya, Sanghmitra and Khandelwal, Preetam: Sex role stereotypes and women managers: a reality, in Indian Journal of Industrial Relations, Vol.31, No.1 (India, July, 1995).*

(3) *ICA ROAP : Report of the ICA ROAP Sub-Regional workshops on Gender Integration in Co-operatives, ICA ROAP (India, 1996)*

(4) *Mavrogiannis, Dr. D.: Women's involvement in thrift and credit co-operatives in selected Asian countries, ILO Co-operative Branch (Geneva, 1991).*

Another theory hinges on gender stereotyping. Studies have revealed that many people hold the stereotypic view that women are incapable of leadership roles due to their typically female personality traits. Many people also hold the view that leaders must be aggressive, assertive, competitive and un-emotional, and that these are all typically male personality traits.

The consequences of gender stereotyping is that men and women are assigned different tasks and responsibilities according to the prevalent social perceptions of what is suitable or not for their gender. Hence women are usually placed in administrative or personnel positions whilst men are placed in professional or line-management positions with greater possibilities for future upward mobility.

In India, although working women are slowly gaining visibility in managerial positions according to Buddhapriya and Khandelwal, They are still under-represented in recognized leadership positions. The structure of management hierarchies in organizations has been seen as a reflection of the power structure in society which is dominated by men. The sextyping of management as a male occupation requiring male traits, poses a major barrier to women who would otherwise qualify and excel in positions of leadership .[5]

Another reason for the exclusion or obstruction of women from leadership positions is the existence of gender-blind or directly discriminating policies and practices in the workplace.

Direct discrimination in organizations is in most cases formally prohibited. In the case of co-operatives, gender equality is promoted through the globally adopted Co-operative Principles, or specifically articulated in a co-operative s policies on equal opportunities and treatment for men and women. But this does not mean that gender-blind or gender-biased decisions do not occur in practice.

Gender bias often originates from people s definition or perception of the profile of a great leader or effective manager. Views will vary from person to person. Some studies on this issue claim that the leadership styles of men and women are relatively similar, other studies claim that they are very different. Whatever the view, it is clear that the personal perceptions and attitudes of the person in charge of recruiting and hiring personnel will automatically influ-

[5] *Buddhapriya and Khandelwal: op. cit.*

ence his or her decision. And, as long as co-operative managers and decision-makers are not sensitized to the concerns of women aspiring to decision-making or leadership positions in co-operatives, women will continue to face the same obstacles and invisible barriers.

How can women break through the glass ceiling?

The so-called glass ceiling usually refers to vertical gender segregation which obstructs the movement of women upwards through occupational categories to take up more responsible and managerial positions.

In attempting to break through the glass ceiling, the most important factors are that women have the right qualifications and professional training and that fair and just personnel policies, especially regarding recruitment and promotion are in place. There must be an increased awareness on the part of co-operative leaders as to the benefits which cooperatives can reap by promoting women to decision-making and leadership positions.

According to an ILO report, The recruitment, full development and retention of qualified women is increasing recognized as essential for economic success and competitiveness of firms .[6]

Appropriate training is therefore essential as it not only increases women's access to leadership positions but also contributes to their increased effectiveness once in them.

To enhance the competitiveness and economic success of co-operatives it is therefore crucial that potential women managers are identified within the movement and receive appropriate training in order to give them broader knowledge and experience of co-operative organization and functions as well as leadership skills such as communication, financial management, networking, negotiating and lobbying. Co-operatives also stand to gain from an increased pool of potential leaders and managers with enhanced skills and experience.

Until a sufficient pool of women have the skills and qualifications required in mixed co-operatives, they cannot constitute the critical mass needed to ensure that they have a chance to advance to positions of greater responsibility and leadership.

(6) ILO : *Breaking through the Glass Ceiling*, op. cit.

3. Leadership Development

There has always been a great deal of controversy and academic debate about the qualities of leaders and whether people are born or can be made leaders, so what do we mean by leadership.

A person who occupies a high or important position such as a president, chairperson or manager etc. in a cooperative is a head but may or may not be a leader. One definition is that leaders are the influential - those who exercise great causal impact on social events. In other words, a leader is one who makes things happen that would otherwise not happen. A leader can also be a person who has unusual power - power here referring to a person's capacity to make others do something they would otherwise not do and which the person specifically intends or wants them to do.

With the mounting challenges that co-operatives must face in today's fast changing political and economic climate, co-operatives are in need of strong and wise leadership that is properly developed, applied and exercised by both men and women. That leadership involves a special type of influence - influence which is used to help promote and achieve group goals and group effectiveness based on co-operative principles and values.

According to Joe D. Batten there are many managers but few leaders, Managers manage inventories, supplies and data..... Leaders catalyse, stretch and enhance people. They provide the transcendent goals, creating a motivational climate..... Managers push and direct. Leaders pull and expect. Leaders are exhilarated by identifying and enhancing peoples strengths. [7]

Compared to former leadership approaches, the current trend appears to focus more on vision and the importance of motivating, stimulating and inspiring one's co-workers or subordinates. Creating change and innovation, empowering others and caring for others as well as creating commitment, are also emphasized as important characteristics of today's modern leaders. Less emphasis is often given to developing planning skills, supervising, controlling and creating routines.

Leadership studies over the years have encompassed a number of different schools of thought. The trait approach focused on the personality characteristics of leaders whereas the later style approach focused on how leaders

(7) Batten, J.D. : *Tough-Minded Leadership*, AMACOM (USA, 1989)

behave. According to the style approach, there are two types of leaders: task-oriented and relationship-oriented leaders. The task-oriented leaders have as their primary motivation the desire to get the job done and accomplish the goals set. Whilst the relationship-oriented leaders have as their primary motivation the desire to achieve a good interaction between group leaders and workers which will have the direct effect of successful actions and good results. The subsequent contingency approach attempted to combine the trait and style approach with situational factors in order to increase organizational effectiveness.[8]

Culture and society also influence leadership styles. According to J. D. Batten[9], American managers have shied away from the very elements that made Japanese producers so successful. Students of Japanese productivity methods identified four areas of emphasis in their approach:

- Spiritual values an integral part of organization, philosophy, policies, methods and practices
- Self-confidence - a basic asset that fuels innovation, energy and creativity
- Fitness - physical, mental and spiritual, and the programmes needed to achieve it
- Happiness - stimulated by fitness, confidence, involvement and group activities.

Leadership development for women

Although women have made considerable impact on the world of work over the past decades, social perceptions still hamper their access to leadership roles. In designing leadership development programmes for women, it is therefore important to understand the socio-cultural environment in which co-operatives operate, and how the new leadership or management roles of women will interface with their traditional roles.

Women in leadership or decision-making positions have particular gender concerns and constraints related to their home and work situations. In many cases women have difficulties tackling the problem of how to reconcile their

[8] *Contingency approach: Task-oriented leaders perform best in extreme situations whereas relationship-oriented leaders perform best in ambiguous situations i.e. in mixed groups.*

[9] *Batten: op. cit.*

reproductive roles (pregnancies, breastfeeding, child raising and other domestic responsibilities) with their productive roles (work responsibilities, career development).

These difficulties are undoubtedly less problematic in women-only co-operatives than in male-dominated mixed co-operatives where women have to compete with their male colleagues for higher and more responsible positions.

In designing and delivering leadership development training, it is thus important to focus on gender concerns and constraints. Women leaders must be able to analyse the gender situation and obstacles to their own personal and professional development in order to be able to develop collective strategies and to take appropriate action through co-operatives to find ways to improve the situation.

4. Objectives and Outputs of Preparatory Workshop

The overall objective of the above ICA ROAP and ILO COOPNET collaborative activity is to empower women by strengthening their leadership skills and enhancing their access to decision-making processes in cooperatives through the design and delivery of co-operative leadership training.

Being very general in its formulation, this objective can encompass a whole range of leadership training possibilities for women aimed, for example, at elected board members or management staff, leaders or potential leaders. It will therefore be the task of the Preparatory Workshop to advise on the main focus and objectives of the training.

It must be noted, however, that the intention is not to re-invent the wheel but, through the organization of the Preparatory Workshop:

- to coordinate efforts in the field of leadership training for women in the region;
- to assess the need for design of new leadership training in the region;
- to review the different types of training products available at present and the impact of these, and (if deemed necessary)
- to design new (or adapt existing) leadership development training which focuses on women in leadership roles/management roles in co-operatives.

The following issues need also to be specifically addressed by the Workshop:

- * the type of leadership training product ;
- * the target group and competencies required;
- * the content of training programme and methodology;
- * the training of trainers and selection of trainees; and
- * the training facilities required, and pilot country/partner organizations and or institutions.

All issues relating to the design and delivery of an effective co-operative leadership training will be highlighted by Mr. K. K. Taimni, COOPNET Regional Co-ordinator. A review of existing leadership training materials will also be given by Ms. Allie Irvine, ICA ROAP.

This Preparatory Workshop will also be given the task of outlining a draft training product (for example a trainers' manual), which will form the basis of the training product to be developed by a specialist. The training product will be presented at the follow-up regional workshop, tentatively scheduled for July 1998. In addition, the Preparatory Workshop will set the agenda for the next workshop and identify a suitable training/co-operative specialist to prepare the training documents and background for this workshop. 1

Issues in Designing and Delivering Effective Co-operative Leadership Training for Women

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Modern, in-service, institutional training should be seen as a systematically designed, external intervention with the object of facilitating learning by adults, who are already working in organisations. The contents and focus of learning are determined by the specific needs of the target group being covered. The specific needs here refer to the gaps that might exist between the desired and existing competencies levels, expressed in terms of knowledge, skills and attitudes, of the target population.

The major factors that determine the effectiveness of learning experience (a training programme) are:

- design of the learning process
- climate created at the learning place
- motivation of learners to learn
- grouping of learners
- competence and motivation of trainers-facilitators

Designing the learning process- system approach to designing a learning process

A system approach to in-service learning process, i.e. training of people who are already working in co-operative organisations is based on the premise that a training programme should ideally be designed keeping in view the collective competencies needs of a homogenous target group of learners. These needs must, therefore, be first carefully analyzed by trainers, supervisors and experts, assessed on the basis of the job requirements and relative existing level of competencies and then validated. Once such an analysis has been done and the consequent gap between what the competencies are actually possessed and what are desired and needed; the training programme should then be structured, with the sole objective of filling this competencies gap.

The objective of the training programme then determines the objectives of each learning session into which the programme is divided. These session

learning objectives in turn help choose appropriate training methods, materials and duration of the sessions and then the programme itself. This particular step is commonly called session designing.

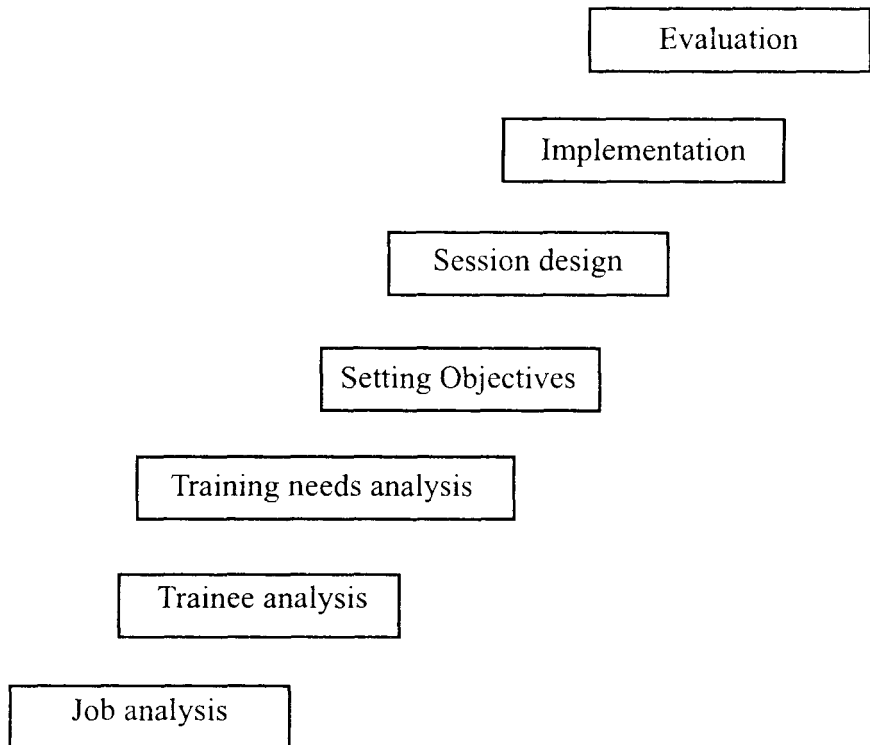


Figure 1 : Systems approach to training

The final two steps essentially involve execution, that is the actual organization of the programme and thereafter programme evaluation.

These 7-steps in a way present a logical framework for designing and implementing a need-based, participative method based training programme for a specific target group.

As can be seen, a systems approach is a 7-step process, involving the following steps:

Steps	What it means
Job analysis	To examine the job of a leader in order to identify all her tasks or duties
Trainee analysis	To examine the educational background and existing levels of competencies in terms of the knowledge, skills and attitudes of the leaders to be covered.
Training needs analysis	To determine the training topics and to identify the contents of the required topics.
Setting training objectives	To specify the results to be achieved in the programme, and in each session and topic.
Designing of training sessions	<p>To plan the learning activities to take place in the class room</p> <ul style="list-style-type: none"> - analysis of session contents - sequencing - choice of training methods - preparation of session plans - preparation of training material
Implementation	To conduct the training programme
Evaluation	To examine the results of the training

Based on the above approach, the following issues arise in relation to our attempt to design and deliver training programmes on co-operative leadership for women.

Issue No.1 Who are the target groups whose learning needs are sought to be met by the planning training programme on co-operative leadership for women?

- Issue No.2 What specific competencies needs (immediate and long-term) expressed in terms of knowledge, skills and attitude of the various target groups are to be met?
- Issue No.3 What priority needs to be accorded to specific competencies needs of the various target groups, while designing and scheduling training programmes?
- Issue No.4 What should ideally be the duration of each training programme?
- Issue No.5 What should be the system for monitoring and evaluation and assessing the impact of the planned training programme?

Climate created at the learning place

Three attributes really determine as to whether the learning climate is conducive to learning. These attributes are:

- ◆ Who is responsible for trainees' learning?
- ◆ How much are trainees' involved in the learning experience?
- ◆ How much and how fast do the trainees get feed back on the learning that is taking place?

To the extent a training system encourages trainees to assume responsibility for their learning, affords opportunities for greater involvement in the learning experience to them and lets them receive feedback on the real learning that is taking place, it can be said to be conducive for learning. These three attributes are further elaborated below.

Responsibility for learning

In the traditional training situation, it is generally the responsibility of the training administrator/trainer to set the training programme objective, determine training programme contents and decide training programme duration. The trainer usually leads and the trainee follows. Training really is 'trainer centered'.

But, there is evidence to show that (i) adults learn only when they 'want' to learn; and (ii) they 'want' to learn when they perceive that by learning they can better perform their social/organizational role in the 'now' and 'here' context; (iii) for adults learning is an 'internal' process, trainers can only stimu-

late learning, they cannot 'force' adults to learn. In other words, motivation to learn among adults comes from within; few adults learn for postponed application of their learning; and, for adults, learning is a means to meet their existing competency needs.

Such evidence has two major implications for trainers, if training is to be made more effective.

These are:

- ◇ training programme should be based on the competency needs of trainees;
- ◇ trainees should be encouraged to assume as much responsibility as possible for their learning.

Involvement of trainees

In the traditional training situations, trainers have been active: they deliver lectures; provide solutions to the trainees' problems; answer questions and generally lead the classroom discussions. Trainees, by and large, remain passive; take notes; listen carefully to what the trainer may have to say and, generally, do not have the opportunity to share their experiences or to learn from each other. Consequently, the real participation of trainees in the learning experience is very limited indeed.

In such a trainer 'centered' learning experience, the trainer, more or less determines what should be learnt, at what pace and when. Involvement is a defining feature of modern training. This entails active participation by the trainees; sharing of experiences; their arguing, questioning and debating what the trainer may have to say; freedom and opportunity to bring the problems they face on the job into the classroom; discussions and, above all, acceptance of the different views and approaches in solving problems.

Without trainees' active involvement, they can neither assume responsibility for their learning nor develop their competencies, or, meet their specific learning needs. Accordingly, encouraging and then ensuring a high degree of involvement of trainees in a learning experience is critical to its success. Apart from the trainer's own inter-personal skills, use of participative methods, like, for instance, cases, group work, exercises, role plays and business games, can go a long way in ensuring greater involvement of learners in the learning experience.

Choosing Training Methods

A training method can be described as a device by which learners are stimulated and directed towards behavioural objectives. In other words, training methods and techniques refer to those aspects of learning climate which induce learners to seek possibilities to learn such new knowledge and develop such new skills, which are perceived by them to be relevant and important. The learning of course remains a matter of their choice and takes place on their own volition.

Major training methods and techniques

Among the more commonly applied and popular learning methods/techniques are the following:

Classroom learning

- lecture
- lecture-cum-discussion
- films
- tape dialogue
- exercise
- case
- syndicate/group
- role play
- business games
- critical incident
- in-basket
- project work

On-the-job learning

- distance learning
- programmed instructions
- self-study elements/booklets
- computer-aided multi-media packages

The choice of a learning method(s) depends on several considerations including the nature of learning objectives, time available, level of participants; and availability of supportive learning material. In principle, however, participative methods that encourage participants' involvement tend to be more effective than those which discourage their active participation.

Feed-back

Another important element in a training situation that tends to improve its effectiveness manifold is that of realization among the trainees that progress towards learning is indeed taking place, and their competency needs are being met. Use of participative training methods, like problem-solving exercises, role plays, case discussions, project work, etc. help provide feed-back to trainees on the pace and extent of learning that is taking place. Such a feed-back spurs trainees to learn even faster.

Based on the above, the following further issues arise:

Issue No.6: How can the learners be involved in designing and delivering training programmes?

Issue No.7: What learning method(s) would be ideally suited for facilitating learning by different target groups?

Motivation of learners to learn

Work-related adult learning is mainly based on felt needs and problems in practice. Participation generally originates from interest in the topic being discussed. In spite of this motivational problems do exist, even where a training programme is based on voluntary participation. This phenomenon can be analyzed by differentiating between the most important type of study motivation.

Situational motivation denotes mainly temporary captivation of students by external factors - the fascinating novelty of the subject; the external characteristics of the teacher; the effective stimulation and entertaining performance used by the teacher. This kind of motivation is of short duration, susceptible to disturbance and often directed to values only marginally relevant to the contents.

Alienated or instrumental motivation is based on the goal of receiving external rewards or an attempt to avoid failure and punishment. Interest is directed only to the reward or view or to the feared defeat, and their 'exchange value'. Things are crammed into trainee's head as easily and directly as possible, with no unnecessary reflection, and they are likely to be forgotten as soon as test, exam, or course is over with.

Motivation is *substantial* when the training programme is founded on one's interest in the content and usefulness of its contents, when the trainee per-

ceives its 'use value' in mastering and understanding or developing and transforming the practices he or she is engaged in.

How to bring about substantial motivation in a learning situation?

1. A substantial motivation arises when trainees experience and recognize a conflict between their knowledge or skills and the requirements of the new tasks they are facing. Trainees stop before a problem and observe that they cannot pull through it any other way than by critically evaluating their own knowledge and skills. Their curiosity is awakened and the trainees are prompted to ask: Why did I not succeed in the task? Why is it difficult for me? One can arrive thus far by using different tasks and problem situations.
2. A conflict which gives rise to substantial motivation must be central to the trainee's work and needs and the contents of the training programme. This demands a careful analysis of the contradictions and problems in trainees' work practice, of their former frames of knowledge and of the new structure being taught. The purpose of using conflict for motivation is to get students to consider questions of their practice and of the programme contents.
3. Trainees must also from the beginning get to use models they construct in solving new problems and tasks. Only with this kind of practical activity will study motives be strengthened and long-term, independent interest for the topic be developed.
4. Trainees should eventually find that they master and can use the knowledge acquired, they understand the matter and have some control over it. This organizes and crystallizes the contents and provides a strong desire for further study. Before long the trainees must face new conflicts which lead the learning forward.

To awaken substantial motivation in the trainees, the trainer must set high demands and challenges before them which require deliberate intellectual and practical effort. Instruction must go before learning, leading trainees into new, unknown territory. This implies an inevitable tension - the trainer knows at least some aspects and parts of the territory better than the trainees. This tension is not to be evaded or hidden in the name of equality - it should be consciously exploited.

Based on the above discussions further issues arise in respect of our attempt to organize training programmes for women leaders in co-operatives.

Issue No.8: What steps needs to be taken to ensure a high degree of motivation to learn among participants invited to participate in training programme on leadership?

Issue No.9: How can the motivational aspects be built into the design of the training programme for women leaders in co-operatives?

Grouping of Learners

The readiness of an adult to learn is linked to 'development tasks'. A development task is a task which arises at a certain time in one's life and the successful achievement of which leads to the person's happiness and success with later tasks. Failure, on the other hand, would lead to unhappiness, disapproval by the society and difficulty with later tasks.

For example, in a person's role as a leader, the first developmental task is to join a co-operative as a member. At that point one is ready to learn anything required to become a member, but one is definitely not ready to assume co-operative leadership role.

Having become a member of a co-operative, one is faced with the task of understanding the working of a co-operative and her rights and responsibilities as a member in order to become an active participant; and at that point one is ready to learn the broad framework of bye laws, the standards that are expected of her in terms of dealings with the co-operative and how to get along with one's fellow members.

Having become secure in one's first basic role in a co-operative, the next task is to work up the ladder. Now one is ready to learn how to become a committee member or even a chairperson.

Two implications follow:

⇒ The timing of learning: If the teachable moment for a particular adult to acquire a given learning is to be captured, the sequence of the curriculum must be timed so as to be in step with the development tasks. This is the appropriate organizing principle for an adult-education programme, rather than the logic of the subject matter or the needs of the sponsoring institution.

⇒ The grouping of learners: The concept of developmental tasks provides some guidance regarding the grouping of learners. For some kinds of learning homogenous groups according to developmental tasks are more effective. For other kinds of learnings, heterogeneous groups would clearly be preferable. For instance in a training programme on conducting the meeting of the managing committee of a co-operative, in which the objective is to help people learn to get to follow the legal requirements and writing of the minutes of the meeting, it would be important for the groups to cut across age, occupation, status and even gender and perhaps other characteristics that make people different.

The following issues arise from these discussions:

Issue No.10: How to ensure a degree of homogeneity while admitting participants in a training programme?

Issue No.11: How to reflect and correlate contents of training with the 'development tasks' of different target groups?

Professionalism of Trainers

It is the trainers who make a training institute. Without the professionalism of trainers no training institute can ever aspire to reach the stage of excellence. Professionalism here means the trainers' specialization in the subject matter/sector of the co-operative movement; their skills in designing and organizing need-based training programmes and abilities to effectively facilitate classroom learning; and, their deeper insight into the real problems encountered by co-operative managers and staff in the field.

Professionalism also covers the ability to produce learning material, evaluate training programmes and their impact on the performance of co-operatives and to liaise with user-co-operatives.

Three steps have to be taken by a training institute, if its trainers are to emerge as true professionals and remain so for some time. First, trainers for the training programme must be selected with utmost care and diligence. It is not enough that a trainer has the requisite academic qualifications, she or he must also have a flair for gender issues, classroom learning, action research and above all, a genuine interest in co-operatives and development of their leadership.

The second consideration that must be given due weight is his/her competence to use modern training techniques, equipment, audio-visual aids and research findings concerning women issues and human behaviour. It is vital that trainers not only have access to relevant literature in the areas of their respective interest but they also get opportunities, from time to time, to participate in seminars and workshops organized by professional bodies. Such opportunities, besides widening the horizon, also give a chance to trainers to meet their peers and exchange notes.

The third and final factor that must be considered is the practical orientation of trainers; how far he/she has been exposed face to face with the practical realities of the field. This step is by far the most important and also the least understood and appreciated. Without deeper understanding of the practical problems faced by women co-operative leaders and managers and staff on their respective jobs, it is difficult for a trainer either to relate classroom discussions to the actual field problems, or design need-based training programmes, produce supportive training materials, or even establish the training institute's credibility as a true place of learning.

The following issues arise from the above discussions:

Issue No.12: How to ensure that selected trainers for the programme have the required qualification, experience, orientation and exposure to effectively run a women leadership programme for women in co-operatives?

Issue No.13: How to ensure that trainers facilitate class-room learning using pre-tested and validated methods and materials?

Issue No.14: How to ensure a high degree of motivation among trainers?

Models of Leadership and Contents of Planned Training Programme on Co-op Leadership for Women in Co-operatives

In the contemporary literature on management, several theories and models of leadership are discussed and available. It is for consideration whether such models also need to be discussed in this workshop so as to provide broad guidelines on the contents of the training programme that may eventually be designed and implemented. Opinions and views do differ as to what really constitute leadership, but on two points there is a near agreement, namely:

leadership is situational; and leadership requires, besides courage, physical stamina, good personality and considerable self-confidence, strong value-orientation in terms of personal integrity, commitment to, and faith in, the cause, will to achieve and forward looking disposition.

Among the knowledge and skills, can be counted: a clear understanding of the interplay of dominant forces in the environment, strength and weakness of the organisation, and systems and procedures that underpin the working of the organization. There are then skills in envisioning, commitment building, communicating and motivating, conflict resolution and consensus-building, and institution building.

There are several variations in the leadership styles, but the most popular are referred to as : autocratic, paternalistic, consultative and participative. That style is the man is no where more true than when describing the attributes of a genuine leader. Effective leaders display a judicious combination of these styles with marked leaning towards consultative-participative styles.

Based on the above, the following issue arises:

Issue No.15: While designing a training programme on leadership in co-operatives for women, whether various attributes of leadership should be included; and if so, how these can be included in the design of such a programme?

Summing up the major issues in Designing and Delivering Training in Leadership for Women in Co-operatives

The above discussions undoubtedly are not very extensive, nor do these claim to be the last word on the subject. Nonetheless, an attempt has been made to raise some basic issues which need to be squarely addressed if only to ensure that the planned attempt being made to design and deliver effective training programme(s) in co-operative leadership for women do indeed yield the desired results. The issues raised in this paper are listed once again for convenience and discussions.

Issue No.1 Who are the target groups whose learning needs are sought to be met by the planning training programme on co-operative leadership for women?

Issue No.2 What specific competencies needs (immediate and long-

- term) expressed in terms of knowledge, skills and attitude of the various target groups are to be met?
- Issue No.3: What priority needs to be accorded to specific competencies needs of the various target groups, while designing and scheduling training programmes?
- Issue No.4: What should ideally be the duration of each training programme?
- Issue No.5: What should be the system for monitoring and evaluation and assessing the impact of the planned training programme?
- Issue No.6: How can the learners be involved in designing and delivering training programmes?
- Issue No.7: What learning method(s) would be ideally suited for facilitating learning by different target groups?
- Issue No.8: What steps needs to be taken to ensure a high degree of motivation to learn among participants invited to participate in training programme on leadership?
- Issue No.9: How can the motivational aspects be built into the design of the training programme for women leaders in co-operatives?
- Issue No.10: How to ensure a degree of homogeneity while admitting participants in a training programme?
- Issue No.11: How to reflect and correlate contents of training with the 'development tasks' of different target groups?
- Issue No.12: How to ensure that selected trainers for the programme have the required qualification, experience, orientation and exposure to effectively run a women leadership programme for women in co-operatives?
- Issue No.13: How to ensure that trainers facilitate class-room learning using pre-tested and validated methods and materials?
- Issue No.14: How to ensure a high degree of motivation among trainers?
- Issue No.15: While designing a training programme on leadership in co-operatives for women, whether various attributes of leadership should be included; and if so, how these can be included in the design of such a programme?

Final Remarks

It will be useful to keep in view that while discussing the designing and delivery mechanism for an effective training programme, the following common causes of failure of in-service training programmes:

- available time was too short
- objectives were set too high
- training methods were not suitable
- trainers were not qualified or motivated
- trainers were below standard for the actual programme
- physical facilities were lacking
- methods/sequencing/materials were not appropriately done.

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A Review of Women's Leadership Training Material for Co-operatives and NGOs in Asia and the Pacific

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At the workshop in December in Malaysia, I will present a case study of a Women's Dairy Co-operative Leadership Development Program conducted by the National Dairy Development Board in India. This program is a long-term, comprehensive grassroots co-operative leadership training to empower rural women and foster income-generating activities. I have chosen this program because it serve as an all-encompassing women's leadership training model – from grassroots, to personal development to director level achievement.

This paper will briefly survey women's leadership training programs at various levels in different types of co-operative organisations and NGOs. It will explore leadership training as it is used to recruit women at the grassroots to join and participate in co-operative societies. It will look at personal development leadership training to help promote women who are already involved in co-operatives. It will also examine training offered to both women seeking higher level leadership or elected positions within the co-operative movement.

My initial objective was to compile a bibliography of leadership training programs already available. This proved an almost impossible task to accomplish effectively and thoroughly, so I have chosen a more representative format.

I sent letters to over 65 co-operatives, co-operative organisations, NGOs and training institutions across Asia in late July. ICA and ILO COOPNET, an international apex organisation for co-operatives and a UN body, deliver services. I surveyed mainly national apex organisations, training institutes and NGOs at the same level as our membership. I asked them to provide information about the kinds of women's leadership training they have undertaken, their target groups, evaluations, impact statements, summaries of their success.

I received over 20 responses from India, the Philippines, Singapore, Thailand, Malaysia, Australia, Canada and the United Kingdom. Countries that appear to have the most variety and scope of women's leadership and other training for cooperatives are Philippines, Indonesia, Malaysia and India. Other countries have very little training to offer women in cooperatives – Japan, Korea and Singapore.

While a lot of work has been done in the area of gender sensitisation within co-operatives, there appears a dearth of applicable women's leadership training curricula. Only one organisation responded that they had no women's leadership training program, but many respondents sent information about gender development and sensitisation instead of leadership. Some organisations do women's leadership training, but didn't send information about their curriculum.

Leadership training programs are provided at all levels – grassroots, co-operative society, board, executive, local, state, national, international. They target specific groups of women to prepare them for varying degrees of participation and leadership. The information and curricula received covered several types of leadership training for women:

- sector-specific leadership training
- empowerment training that includes basic literacy, education, health, sanitation, and family planning, promotion of thrift groups, food production and income generating project
- personal values development training
- accounting practices and business management
- co-operative principles related to group activity, rules of order, setting an agenda, minutes, running a meeting
- training to participate as a voting member or on a board
- executive or director training
- running a co-operative society
- building solidarity

The training tools used also varied.

Programs targeted at the grassroots often used video testimonials or stories to convey messages.

Videos were also used interactively to teach public speaking skills.

- ◆ Role playing and games.
- ◆ Artistic rendering was used to overcome illiteracy.
- ◆ Sharing sessions.
- ◆ Exchange programs are also used as training tools.

Most training programs appeal to women on a practical level – emphasising the economic and social benefits for her and her family. Key principles or themes that form the premise of organisation are also introduced:

- Emphasis on personal responsibility.
- Moral principles (i.e. seven principles of co-operation or Gandhian philosophy).
- Appeal to social and economic benefits of participation.
- Explore social identity and equality.
- Importance of clear communication.
- Role models or examples of leaders.
- Problem-solving skills.
- Qualities of a leader.
- Confidence building.

Leadership training has been divided into three categories:

- ⇒ Grassroots
- ⇒ Personal Development
- ⇒ Director Level

PART I – Grassroots Training

Self-Employed Women's Association

SEWA in Ahmedabad, Gujarat in India has been organising women into trade unions and co-operatives for over 20 years.

SEWA's work focuses on making women aware of their political rights and strengthening them through unity. It is the largest women's trade union in India.

They organise five types of co-ops:

- artisan
- land-based
- dairy
- trading and vending
- credit

They also have child care, health care and a cleaners co-operative. Over 72 registered co-operatives for women have now formed their own state federation.

SEWA uses several types of leadership training for women at various levels in their organisation – orientation cum leadership training, kadam (step ahead) training (executive training) and federation-level training on running a co-operative (marketing, accounting).

Initial leadership training is offered to new members. Local leaders approach women and SEWA conducts the training in villages.

Introduction

- * Explain SEWA.
- * Ask each participant to introduce themselves on video and discuss the importance of identity.

Principles

- Show male and female inequality.
- Discuss the importance of income and assets.
- Teach the Gandhian principles of truth, non-violence, work, honesty and the rights of the girl-child.
- Importance of setting goals.

Communication and confidence-building

- ◆ Play a game where a message is passed through all participants to emphasise the importance of clear communication.
- ◆ Ask participants to draw a picture of what the training session is to them. Discuss and evaluate drawings.
- ◆ Ask participants to explain the drawing for the group.
- ◆ Show the video introduction of each participant to the group and discuss.

Leadership and problem-solving

- ◆ Ask women to identify leaders.
- ◆ Discuss qualities of a leader.
- ◆ Explore problem-solving techniques.
- ◆ Ask for suggestions on how women can become leaders.
- ◆ How to conduct a meeting.
- ◆ Discuss structure and operation of SEWA.

Evaluation

- SEWA trainers report that women identify the following items as of most value to them in the training:
 - Income, assets and work.
 - Expanding outside the borders of home.
 - What is SEWA?
 - Leadership, organisational skills and confidence..

PART II – Personal Development Training

Transformative Leadership Training for Women – NATCCO

This course focused on personal values development of individuals, then looked at how leadership qualities are developed and enhanced for the benefit of the co-operative.

Participants were already involved in the co-operative movement, and the course targeted women for more sophisticated leadership roles.

Session I – Introduction

- warm-up and unfreezing exercise, seminar expectations, rules and guidelines

Session II – Personal Power

- values, paradigms, attitudes, behaviour
- discipline of the mind
- creativity

Session III – Behaviour and Communication

- understanding your own basic style

- understanding your priority environment
- making your style more effective

Session IV – Three R's

- put an end to blame
- victim and responsibility dyad
- oneness

Session V – Characteristics of a Leader

- self-rating and declaration

Session VI – Win-win Relationships

- win-win game
- wrap-up and reflection

Session VII – Win-win Completion

- sharing
- dyad exercise
- wrap-up

Session VIII – Trust

- trust exercise
- sharing

Session IX – Creativity and Forgiveness

Session X – Team Motivational Exercise

Session XI – Wrap-up and Completion

- final wrap-up and evaluation

Thirty elected officers on boards, committees, credit, audit and supervisory and co-op managers participated in the training.

PART III – Director Level Leadership Training

Women in Co-operatives: Becoming a Director by Orion cooperative de recherche et de conseil pour le Conseil Canadien de la Cooperation.

This program was developed to:

- inform women about ways and means they can use to become directors;
- equip them to be effective directors;

- identify what sitting women directors can do to make it easier for other women to get elected to co-operative boards; and
- propose means of action to women's organisations to elicit women candidates

Motivation and Action

- * Nature and objectives of co-operatives
- * Seeking tangible results in your environment
- * Power to work with others
- * Personal development

What Barriers Must Be Overcome?

- ◆ Adjustment to home life
- ◆ Adjusting to the board of directors operates
- ◆ Having self-confidence
- ◆ Taking stock of your abilities
- ◆ Learning to work democratically
- ◆ Dealing with power
- ◆ Daring to precipitate an election
- ◆ Involvement in social and business networks
- ◆ Getting Elected to a Board of Directors
- ◆ Showing your interest

Having a Multiplier Effect

- Making the contribution of women known
- Seeking out other women
- Developing networks of solidarity
- Enhancing awareness of serving directors

Supporting Women

- ⇒ Informing women of the contributions and experience of women co-operative board members
- ⇒ Screening candidates
- ⇒ Training women

This curriculum was designed to train women to become directors and seek elected positions within the co-operative movement. It focuses on getting women to work together to achieve leadership positions.

Conclusion

The participants in this workshop have varied and extensive experience in the field of women's leadership training, and from that shared experience an effective, appropriate training model will flow.

I hope the three examples of women's leadership training I have presented are representative of the range of options available to co-operatives and will begin the process of defining our objectives at the workshop.

Development of Women Leadership in Co-operatives - Indian Profile

Ms. Anita Manchanda
Director, National Co-operative Union of India

The Vision

On the threshold of the 21st Century when India is celebrating its 50 years of Independence, we have two grand visions for women - the economic vision and the social vision. Co-operatives share the responsibility for social development alongside vision for the women of India. Men can contribute to this vision by improving their attitude and behaviour towards women so that women can perform a leadership role. The awareness of a vision itself has an uplifting impact on one's growth and performance. Success depends on the woman's own introspection and awareness of her core competencies in her conceptual knowledge of co-operatives, behavioural skills in communication, motivation, team spirit and knowledge and her skill in applying knowledge, doing things and achieving results. Formation of policies which are gender-sensitive is the need of the hour. What is needed is nation wide awareness on equal rights for women in property and removal of gender bias in family laws.

The Focus

Though women are still far from enjoying rights and opportunities granted to them under the Constitution of India, fortunately today the focus has changed from men to women and their issues have come in the national agenda. It has forced the society to redefine the role and status of women in relation to the growth and development of mankind and to ensure that she gets equal opportunities with due weightage to her domestic responsibilities. The economic empowerment of women aims at bringing the women in the mainstream of national development.

Co-operative Identity and Women's Values

The Statement on Co-operative Identity incorporates that the co-operatives should be open to all without discrimination to gender. This is the first

time that it has been incorporated in the co-operative principles. Co-operative Identity Statement also lays emphasis on co-operative values, i.e., of self-help, honesty, openness, social responsibility, solidarity and caring for others. The co-operative values are the basic women's values.

As co-operatives are trying to identify with these values in the 21st century, the women are identified with such values since eternity. The Beijing Conference was also determined to ensure full enjoyment by women and the girl child of all human rights and fundamental freedoms and take effective action against violation of these rights and freedoms.

Co-operation - a strategy for Women Development

Involvement of women in co-operative movement as members grant them opportunities of decision making, planning and accessibility to co-operative services. On the other hand, women get a self-managed institutional forum for expressing their views on important legislative and administrative policies concerning women.

With the principle of open membership and democratic management, co-operation is the most appropriate system for the overall development of women, especially the women belonging to socially backward and economically weaker segments of country's population.

The Leadership - a mission

Until recently, finding a leader was a question of luck, like discovering a rare diamond. Today, identifying and developing leaders has become a hard job that requires vision, dedication and generosity. Leadership is the ability of a person to inspire others with his vision so that they can contribute increasingly in the field focused on by the leader. The necessity for people to work with dedication has underlined the importance of leadership in management. Finding leaders today means not only systematically searching for them, but also breeding them - and creating an environment in which they can develop themselves along with a credible succession plan.

Leadership seems to be developed through the sense of mission, sense of action and sense of loyalty. Sense of dedication creates a feeling that we are doing something great as every body needs some glory in his/her work and to the extent people feel they are doing something important and great, they get a sense of mission. Since co-operation is not only a product but a socio-eco-

conomic experiment - something which is glorious evolving all people into something different. The way people believe it, is what makes a success. Everybody needs glory and a sense of mission gives them this. Thus it is through the sense of mission, sense of action and sense of loyalty that leadership is exercised. It supports management action to enhance productivity, quality and innovation and this ensures the increasing impact of leadership on human life.

Leadership structure in co-operatives

Co-operatives are governed by a Board of Directors plus an employed Chief Executive. The board members of co-operative organisations are the leaders. They carry out their duties generally on a voluntary basis. The role perception of a co-operative leader constitutes the following:

- * He is the mobiliser of the people in favour of co-operatives. Therefore, he has to act as motivator, communicator and educator to the people so that they can be brought into the fold of co-operatives. He should know co-operative ideology and its applications in various economic fields.
- * He is entrepreneur. Co-operatives being the business enterprises, co-operative leadership should function as enterprising group. The co-operative leaders should be able to take risk, they should be ready to compete and become independent.
- * Co-operative leader functions as a member of the board and is accountable to the members. He develops personal competence and facilitate effective board operations formulating the overall organisational goals for his co-operative.
- * He also acts as chairperson and visualises the steps for development and involvement of his colleague directors to take active part in policy formulation and analytical assessment of various issues to be discussed by the board. He ensures that board meetings/annual general body meetings are conducted timely and in productive manner.
- * Co-operative leader functions as a link between the members and the paid management and the board as well as external business environment and the government. In this context, the leader acts as lobbyist on behalf of members and co-operatives. He also mobilises political opinion in favour of the co-operatives.

Decision making in co-operatives

Those co-operatives are most successful who are under the management of such elected leaders who have ability, are honest, dedicated and hard working. The co-operatives weaken and fail where they do not have elected leaders of such caliber. Constraints of capital only retard its growth but poor management finally leads to its closure. Good leadership draw in more membership and eventually widen the capital base of the co-operatives. The aim of decision making is to ensure that decisions reached are in line with the primary interests of the members.

Leadership Training

Leaders need to harmonise the activities of a co-operative. First recognise and then change the conditions. Awareness and attitudes are the keys to successful change and adaptation and education and training is inevitable areas of concern. The dynamic and qualitative leadership in co-operatives can change the society into a more co-operative oriented community. They can assist the survival and further development of long established co-operatives and this might be an additional way of helping co-operatives to break constraints. Good leadership rarely comes about by itself. It has to be created and the role of education and training is immense in that process.

Women leaders

In co-operative sector women need to be empowered in membership, employment, management, administration and decision making because women are the prime consumers and the prime producers of the co-operative services. The tradition of centralised structure in many developing countries have certainly contributed to male domination and gender inequalities and this makes it ore difficult for co-operatives to mainstream women. Women are marginalised in leadership as they are conditioned to become members but not leaders. And this is the main reason why women members refrain from seeking elections to the board of co-operatives. Some of the to her reasons are:

- lack of time,
- fear of proving incompetent,
- lack of money incentives as leaders' duties are mainly honorary duties,
- fear of making decisions which are likely to spoil friends,
- family matters.

Search for co-operative women leaders

The search for co-operative women leaders can be looked at two levels. At one level, one can address concerns on how one can attract, groom and retain good talent and also issues on systems and processes to contain in an atmosphere where these are likely to go out of hand and explode. But this search can also be perceived at a more interesting and meaningful level. This search is in terms of her mission, her purpose and her relevance.

Over the years, there have been significant changes in the global outlook and the women are in the global agenda. This is bringing to the fore some major issues - issues of 'survival', 'opportunities', 'strategies', 'culture', and 'values'. In the process the new woman will emerge - more wise, educated and scissored to lead.

This new 'avtara' (reincarnation-sanskrit) of the woman leader will have to learn to live at all time under the survival mode.

The women leaders should have a sound idea about how a co-operative society should function, give directions, should be able to read a balance sheet, the necessity for the apex organisations to have good auditors working for the local societies, helping the boards to control and develop their business and ideas about co-operative international trade disregarding national boundaries.

To go around the society and ask people for their ideas and suggestions could mobilise people to save money, create societies and to develop industries.

Existing training programme for women

Preparation for leadership is important. The women elected to the committee are invited to a programme which has the following contents:

- Status of women in India, literacy, employment,
- Approach to women development through co-operatives,
- Gender Sensitisation,
- Management of women co-operatives,
- Decision making, leadership functions of co-operative leaders,
- Strengthening of women co-operatives by adoption of Self-help groups,
- Sectoral co-operatives, thrust areas, cost of production, quality control, share capital, funds,

- Human Resource Development in co-operatives - concept, co-operative training, co-operative education, facilities for women co-operators,
- Formulation of an action programme for developing their own societies (individual exercise).

Status of the existing programmes

In India, women participation in the leadership programmes is in such a skeleton stage, that a proper evaluation cannot be conducted. However, the training institutes have made the following observations:

- ⇒ In case of exclusive women programmes, the participation of women is high as compared to the mixed gender programmes.
- ⇒ The women members and the women leaders prefer short duration courses and do not want to go far from their homes. So 'spot programmes' and 'near home programmes' have better participation of women.
- ⇒ Women prefer to have training in their local language as they feel comfortable and participate actively compared to a foreign language.
- ⇒ Provision of safe and convenient accommodation ensures better response for training programmes organised for women.
- ⇒ Women prefer sectoral specific and role specific programmes rather than multi-sectoral or general programmes.
- ⇒ Women trainers are preferred by women participants in general so that they can express their views without any inherent hesitations.
- ⇒ Elder women participate more in numbers perhaps due to lesser domestic pressures.
- ⇒ Women prefer informal deliberations and group activities in training programmes rather than formal presentations.
- ⇒ Men are to be sensitized on the importance of women's participation in management.
- ⇒ Women in general evaluate the training programmes more objectively than men.
- ⇒ The provision in the Co-operative Law for creating compulsory quota for women in the management committees of the co-operatives has not helped much in solving gender bias.

Future strategy

Viewed in the context of the role perception of co-operative leader and the existing programmes for women leaders, future strategies can be developed keeping in mind that women leadership can be developed and women are willing to undergo leadership development training. The co-operatives should also realise that leadership development training is essential for bringing out improvement in the overall efficiency of co-operatives. Besides, following are the important aspects of the strategy:

- For tapping new source of leadership and mobilisation of public to create conducive environment for co-operative development, specific programmes for NGOs (voluntary organisations) involved in co-operative development may be organised.
- The leadership development programme should be taken as an integral part of HRD strategy duly integrated into overall corporate development plan of co-operative organisations.
- Responsive and participative membership is an essential pre-condition for leadership growth and development. Therefore, it would be necessary for further intensification of co-operative education programmes.
- Considering the magnitude of the requirements of leadership development programmes, there may be a need for multi-agency and multi-lateral approach to leadership training. In-house arrangements can be made within the co-operatives for induction training for newly elected directors and flexible approach be adopted by the training institutions regarding venue and location.
- With a view to forging effective coordination among various agencies involved, there is a need to evolve some coordinating mechanism. It may be appropriate if national and state level coordination committees are set up by co-operative federations.
- International Co-operative Alliance (ICA) and International Labour Organisation (ILO) have set up an HRD Network and the COOPNET in the field of co-operative education and training. Effective linkages between national institutions and international networks should be established.

Contents of the programme

The main objective of women leadership development programme should be to build up necessary attributes needed for effective leadership and provide to the women leaders an insight into their role perception. Five management competencies have been identified for leaders, (a) ability of leaders to get others to listen; (b) ability of leaders to communicate meaningfully; (c) getting acceptance of their role by followers; (d) management of self; and (e) always ready to look for challenges. Based on this, following contents may be incorporated in the leadership training programmes for women:

- Co-operative values, co-operative policies, leadership attributes.
- Role of leaders, i.e. mobiliser, entrepreneur, board member, chairperson and coordinator.
- Communication and motivation.
- Status and problems of sectoral co-operatives represented by women leaders.
- Management efficiency can be built up through exposure of women leaders to the latest management techniques.

Performance Indicators

What is the criteria for evaluating the performance of the leaders? In case of managers it is not difficult but in case of elected directors it is difficult to evaluate the performance.

Ability, personality opinions and attitudes are the pre-conditions for performance. To assess the non-performance we have to lay down the performance indicators as it is observable and measurable.

Performance objective is not a mere guideline for leaders, it is used for problem analysis leading to remedying actions, improvement, increased efficiency. We can draw up a 'Leadership Profile' and compare it with the profile of actual performance. For the non-performance, problem analysis should be carried out and then take suitable action to remedy the problem.

There is also a need to develop the gender development indicators and situational profile of women at national, state, district and primary level co-operatives.

The Road Ahead

In our march towards the next millennium, it is crucial that women's talents and potential are promoted in every way to make our society more peaceful and just. This means creating more opportunities for women in all positions of decision making and eventually in leadership positions for nation building. This will enable us to achieve equality for all as promised in the Constitution of India.

The training programmes provide skill and information that is relevant to make women realise their self esteem; a crucial value that makes a women complete and forward looking, a women of action, purpose and confidence. Everyday there is more and more evidence that as women get more aware and better informed, their self confidence increases and they become more sure of themselves. They want to have more control over the matters that concern them and make their own decisions. If women feel strongly about something, keeping their eyes and ears open, they can change the lives of many people by speaking up against wrong doing and by acting locally. What starts as local ideas become movement with the efforts of any one and one just has to start.

Co-operative organisation must adjust to change and that is where leadership and participation come in. Changing processes require openness, transparency and willing participation if they are to produce any impact. Critical scales can be achieved only if most of the work force is involved and fees responsible for creating and implementing the change.

To involve women in the changing process, co-operatives have to create an inspiring environment in which they can develop their creativity and actively support the organisational change process. To many people these changes are threatening and this is a crucial point when a leader can turn crisis into a possibility rather than a threat. The key responsibility of the women leader is to make every one aware of the need for change. They should keep in mind the history and culture of the organisation. For that, women have to use their resources to the fullest extent in the education and training of women leaders.

We should see what has been our strength and how can we use this in the tackling of new problems around us - a task not only for women leaders but for women members and employees also. So every change should be from a position of strength and not weakness.

Conclusion

Lastly, what is needed is promotive and supportive climate to enable women to participate in decision making process along with changes in policies and laws.

In the meantime, let women move in the forefront of the national agenda. But moving from agenda to policy and from policy to practice takes time. Sometime generations.

It is high time women should start experiencing their gender as an advantage rather a disadvantage. The general spirit of time is positive.

Brief Illustration

Concerning the Indonesian Women Leadership

Ms. Foura D. Trisnasih, LAPENKOP, Bandung, Indonesia

Background

Indonesia is an archipelago which covers approximately 12,000 islands with about 200 million inhabitant, and 53% of them are females. As a unitary state, Indonesia is a republic, divided into 27 provinces. Every province is led by a governor. From the established land, there are 5 big islands; those are Sumatera, Kalimantan (Borneo), Java, Sulawesi and Irian Jaya. Java is the most densely populated.

As an archipelago, Indonesia has different kinds of culture, language, staple food and religions. For uniting the whole Indonesian people, a national language is used, which is Bahasa Indonesia. Culture in Indonesia still remain highly respected, as well as both customs and traditions and life norms. For instance, men are the leaders in the family, except in West Sumatera province, where women takes the important role.

Indonesian Women

Although most of the leaders are men, women were also taking part in the struggle for freedom and independence. So some women became heroines and taken the leadership of the paramilitary troops, like Cut Nya Dhien, Cut Muthia, Ch. Martha Tiahahu. There were also women taking part in human rights issues and education, like R. Dewi Sartika, R.A. Kartini and a great many others, though less prominent. At present the women are regarded as having the right to equality. There are women as a state minister, heads of private firms, on the boards of co-operatives, co-operative managers and others. There are several women co-operatives in different areas of the country, the boards of such co-operatives constitute solely women. This proves that women could also lead but this is not realized by the women. Women feel that they seldom are given opportunity to achieve their full capabilities. Women generally think that leadership is a man's job. Women are good members of co-operatives and attend meetings and restrict themselves to be mere listeners and seldom give any input or suggestions to the discussions, as they lack self-confidence.

LAPENKOP DEKOPIN involvement

LAPENKOP DEKOPIN is a co-operative education and training institution which is making an effort to develop co-operatives through education and training. LAPENKOP is not a government organization. They have to programmes which are being implemented, viz. CMEC (Co-operative Member Education and Communication) and MTPD (Management Training and Personnel Development).

The institution was legally inaugurated on November 20, 1995 and at that time it only had CMEC programmes. The MTPD programmes were initiated since September, 1997. The institute has 4 working areas; West Java, East Java, South Sulawesi and North Sulawesi. The activities were started in the two provinces of Sulawesi the programmes started in August and December, 1997.

The target group of CMEC are co-operative members, training facilitators (selected from members) and board members. The target group of MTPD are co-operative board members and managers, decision makers (government officers), female extension workers and LPAENKOP staff.

The institute has trained 362 facilitators from two provinces (West Java and East Java) under the CMEC programme. 105 of these facilitators were women. The institute found of the 105 women trained, 40 are really capable of educating co-operative members. The training is available for both men and women. Normally in each course 20 participants are taken. By past experience, of the 20 participants, normally around 5 persons are women.

Training materials are there on how to be a good facilitator, how to develop co-operatives, how to run education programmes at membership, level etc. In addition the facilitator trainees are given materials on gender issues too. In order to improve the female facilitators, usually the LAPENKOP trainers usually have a long chat and discussion with the women facilitators and seek their feedback on women's activities in co-operatives. Sometimes, a women facilitator is taken as the head of a class during training. This gives the women self-confidence.

Under the MTPD, female extension workers as trained to educate women, to support their husbands and families and increase their income by rearing cows, running small businesses and controlling family finances and budgets.

Apparently women should be trained in management and leadership first at the family level. LAPENKOP tries to incorporate gender concerns into MTPD activities.

The Strengths and Weaknesses of Lapenkop's Training

Strengths

1. Give priority to women participants
2. Give a woman participant more chance to put forward their opinion
3. Began to consider gender issues

Weaknesses

1. There are no special training material for women on management and leadership
2. Belief of the male participant that gender problems originate from the western culture and that the issue is not in harmony with the Indonesia culture.
3. Strong traditional belief that men are leaders
4. Women's awareness that they need training is still very low.

Training Programme for Women Leaders in Japanese Consumer Co-ops

Akiko Yamauchi

Japanese Consumers' Co-operative Union

In Japanese consumer co-operatives, women play very important roles as members, leaders of members, board of directors, internal auditors, full-time employees and part-time employees.

I would like to mention current training programmes system separately. One is for member leaders particularly for board of directors including internal auditors. The other is for employees.

1. Training programme for board of directors

Japanese consumer co-operatives have unique board members, I mean that our way of organizing board is different from other countries. Board members should be elected by the Annual General Assembly as well as other countries. In case of Japan, the members usually include a top management group of the co-operative, such as a general manager, executives, who are usually outsider of the board in other countries. Generally, these members of the management group are almost all men. On the contrary, other board members are women, who are representatives of the members of the co-op.

There are some more board members on the board, who are elected as they are expert in business accountings or economics, and etc. At the primary level of consumer co-op societies, roughly speaking, 15 to 20% of the board is top management persons, 15 to 20% are experts in some specific areas, and 60 to 70% are representatives of the co-op consumer members.

Here I am discussing directors who are representatives of the co-op members. Many training programmes are provided to the board members, once they are elected.

I will give one example of the Miyagi Co-op, which is one of the biggest consumer co-op societies in Japan. Newly elected members on the board should have lectures on ICA co-operative principles and co-operative values, the Japanese Consumer Co-operative Society Law, By-laws of Miyagi Co-op, roles

and duties of the board members including legislative obligations, basic knowledge of co-op business operation, administrative structure, accounts, finance, etc.

They have to attend the same seminars and courses for managers of the co-op, who are mostly men, such as on general situation of Japanese economy, the annual business plan of Miyagi Co-op including budget, performance of the business operation, etc.

They have a gathering of them where they can exchange and discuss their ideas, opinions and problems, which they are feeling and facing as board members.

They have an excursion tour to visit other consumer societies like Co-op Kobe, which is the biggest consumer co-op society in Japan. Some of them can attend seminars/workshops/forums for member activities, which are organized regionally or nationally. Some may participate in an foreign study tour.

There is also a distance learning course for women board members, which is provided by JCCU. The content is similar to what they learn from lectures.

In my opinion that Japanese women board members have a lot of opportunities to get knowledge of co-operatives, laws, the roles and duties of the board members, etc. And there are many chances for them to exchange their experiences as leaders of co-op members.

However, there is hardly a programme for leaders or a skill/capacity development training for managers. This is because Japanese consumer co-ops do not expect women board members as top leaders or managers. Today, some women leaders who have been aware of the gender issues in Japanese Consumer co-operatives are requesting to develop a higher programme for women board members which may lead to develop women executives.

The limitation of the current training programme is that programmes are based on the current limited roles of the women board members as supporters of male executives or just passive participants on the board.

I think we, the Japanese co-operative movement, need to develop leadership training for women leaders in which women leaders can be gender sensitized and learn even management and how to run a co-op societies as well as male leaders.

2. Training programmes for employees

Most of the consumer co-operative societies have introduced personnel systems with a job evaluation and wage system. As it is quite clear as to that what kind work each employee should do, and she/he can understand what kind of skills they have to acquire and how to acquire, as a co-op society provides appropriate training programmes according to their requirements.

For instance, Miyagi Co-op provides a 'Managers' course', which brings managers at all levels together and periodic education courses at the work sites, a senior manager development course, a buyer course, store managers training courses, courses geared towards improving daily skills for store and joint purchasing system, etc. There are some grant schemes for employees to learn by distant learning courses or participation in a foreign study tour such as American retail study. However, there are no training programmes for 'only women' employees. All programmes are open to both men and women.

I have observed that there is no distinct discrimination for women, but many managers who supervise subordinates are men and many of them are not gender neutral. Male managers can easily encourage male subordinates to challenge new work or to apply for a new training programme or position. They do not know how to promote and encourage female subordinates. These may lead to situations when female employees lose their opportunity to be promoted or be acquainted with new skills. And Japanese managers in general even do not know the concept of sexual harassment.

In my opinion management training for both men and women should include the issue as to how to become 'gender-neutral'. And also, as currently female managers are less, women employees need training specifically on 'how to become a good manager' or 'how to develop confidence as a manager'.

Leadership Development for Women : A Regional Perspective

The Asian Women in Co-operative Development Forum (AWCF)

Sally A. Ganibe
Education and Training Coordinator

AWCF and its Members

The Asian Women on Co-operative Development Forum or AWCF was organized in 1990 to serve as catalyst for change towards a more gender sensitive and responsive co-operative movement in Asia. Its members are national co-operative organizations and social development agencies promoting and supporting people-based co-operatives, which are committed to gender equality, equity and empowerment of women. They are the National Confederation of Co-operatives (NATCCO) in the Philippines, the Credit Union League of Thailand (CULT), the Credit Union Promotion Club (CUPC) in Malaysia and the Forum for Co-operative Development (FORMASI) in Indonesia and the Center for Agricultural Extension Volunteers (CAEV) in Vietnam.

AWCF is a resource center and advocacy body on gender and co-operatives in Asia. Its goal is to transform co-op organizations to be vehicles to achieve gender equality and equity in society. To carry out its role and achieve its goal, AWCF takes two-pronged approach:

- transform and enable co-ops to become vehicles for gender equity and equality;
- enable women in co-ops to advocate change in and through co-ops for their benefit

These approaches reflect AWCF's beliefs that:

- ^a there are gender inequities in co-ops
- ^a co-ops, by their very nature as people-based, democratically-run and managed institutions, with a strong financial base pursuing social goals, have the infrastructure and are better positioned than other institutions to bring about the condition of gender equality and equity.

^a We also believe that women must be in positions of power and decision-making in co-ops. Co-ops are enriched and benefit from women's perspectives and styles.

As a resource and advocacy body on gender and co-ops in Asia, AWCF assists and provides services in the area of gender integration and leadership development for women to its members, which are national co-op federations and social development agencies promoting co-operatives with a strong commitment to bring about gender equality and equity.

CULT is a national federation of credit unions in Thailand established in 1965. As of June 30, 1994, CULT has a membership of 550 primary credit unions, 121,696 individual members where at least 60% are women.

CUPC is a federation of credit unions in Malaysia whose members comprised of workers of factories in the urban centers, mining and plantation workers in the suburban and rural areas, urban squatter communities, small landholders, petty traders, hawkers, indigenous peoples and a few professionals and business people. Majority of CUPC membership are Indian.

CUPC was set up in 1974. As of 1994, its primary credit union members reached 360 with 25,000 individual members where approximately 51% are women, accumulated US\$5.09 M in total savings where US\$2.6M (or 51%) are contributed by women. Among elected officials, only 10% are women with one woman appointed as non-voting members in the Board of Directors in the national level.

NATCCO is a national federation of various types of co-operatives in the Philippines. It was established in 1979 and unlike other national federations, its direct affiliate members are regional co-operative development centers that are also regional co-op federations. It has a membership of about 1,300 primary level co-ops, of at least 600,000 individual members where 51% are women. In the Board of Directors of its primary co-op members, women comprise 25%.

FORMASI in Indonesia is a national network of fourteen NGOs promoting and strengthening people-initiated co-operatives and two primary level women-only co-operatives. It was established in 1987 for the purpose of providing link between the federation of government-linked co-operatives and social development agencies organizing self-help groups among the unorga-

nized and informal sectors. These self-help groups operate as pre-co-operatives. The latter group comprise FORMASI's partners. The number of self-help groups organized are approximated to be at least 1,000 with an average size of 50 members. About 70% of members of these self-help groups are women.

CAEV is an NGO in the agricultural sector in Vietnam. Its members are individuals with expertise in various areas in agriculture who volunteered to assist in the development of many depressed and poor communities in Vietnam. Since 1993, CAEV has organized five community-initiated and community-managed co-operatives in five different villages. Majority of the members of these co-ops are women.

AWCF is a network encompassing almost 4,000 primary level co-operatives, credit unions and pre-co-operatives or self-help groups with more than a million individual members, contributing almost US\$ 100 M in savings. Approximately 550,000 (or 55%) of the individual members are women who contribute at least 50% of the co-operatives' savings. Given the proportion of female members to male members, women contribute significantly to the growth of co-operatives.

The thrusts and programs of AWCF include institution-capability building, women entrepreneurship development, advocacy and support services, and women leadership development. Institution Capability-building refers to the enabling of member organizations in integrating gender concerns in their institutional policies, programs, activities and services. Women Entrepreneurship Development refers to the promotion and mobilization of co-ops' human, technical, and financial resources to support women-owned and/or managed enterprises. Advocacy and Support Services refers to awareness-raising and facilitating discussions at the regional level on the pressing, emerging, and cross-cutting issues related to gender and co-operatives. Women Leadership Development refers to the promotion and mobilization of co-ops' resources to increase the number and participation of women in leadership and decision-making in co-operatives.

Women Leadership Development

Women Leadership Development is promoting and mobilizing resources to increase the number and participation of women in co-op leadership and

decision-making through:

- ⇒ exposure and exchange programs for women co-op leaders on co-operative operations and management, on co-op sponsored programs that address women's concerns
- ⇒ training of women in co-ops on transformative leadership / politics
- ⇒ regional fora on issues related to women and power
- ⇒ solidarity-building among women in co-ops

At this point I would like to share with you the Women Leadership Development program which AWCF is pursuing. Knowing that women's representation and participation in leadership and decision-making bodies of co-operatives is minimal and much lower compared to that of men is a fact that applies to all types of co-operatives in all countries in the world.

To increase women's representation and participation in the leadership and decision-making levels, therefore, is a goal that co-operative organizations (includes AWCF) aims for.

Among the factors contributing to the marginalized situation of women in co-operatives are the following ("A Members But Not Leaders: Finding a Niche for Women in Co-operatives." Illo & Uy, 1992):

1. Women who felt they lacked experience or training to become leaders did not aspire to lead: because the men are more experienced as leaders and because they were more interested to become one, let them lead;
2. The way opportunities were structured within the co-operatives was also influential: Co-operative elections can be grueling political contests and the information on which to base members' choice especially in large co-operatives, is thin. Elections tend to favor incumbents. Also, the opening for women leaders became narrower at the secondary and tertiary levels of the co-operative organizations ;
3. Norms and gender role stereotyping influence members' choices of leaders;
4. Finally, on the personal level, leadership posts are perceived and observed as placing a strong demand on the leader's time, something that women did not have much to spare.

The above findings were supported by the papers and personal testimonies of women and men co-op leaders presented during the regional conference on “Women in Decision-making in Co-operatives” held in May 1997 in the Philippines and organized by AWCF and the ICAROAP. In particular, the following specific factors were pinpointed as causing women’s under-representation in the leadership and decision-making positions in co-operatives at all levels.

- Women’s lower education compared to men;
- Some co-op practices are not compatible with women’s situation and style;
- The co-op’s neglect of women’s particular needs(e.g. childcare service for women to be able to attend meetings);
- Dominant culture being male, some decisions are made in informal settings that men enjoy such as drinking sprees and at sport or play.

The Key Strategy for Women Leadership Development

For as long as women are marginalized from the decision-making levels, the development goals and plans of co-operatives will not accurately address women’s needs, much less reflect a development agenda corresponding to women’s aspirations for themselves, their families and community. The active encouragement of women to take on leadership roles, the building of specific skills, values and confidence of women to be leaders and the advocacy for organizational change to widen the political space for women are necessary commitments that must be made within the co-operatives movement.

The political empowerment of women in co-operatives will entail the following:

- ◆ The creation of competent and effective women leaders committed to the goals of transformative leadership and the promotion of gender responsive co-operatives.
- ◆ The development of active and responsible membership among women (and men) of co-operatives imbued with the values of participation and ownership of the current and future performance of the co-operative and its leaders.
- ◆ The advocacy for organizational transformation within co-operatives structures to ensure equity in leadership opportunities for women.

On operational level, political empowerment must be achieved by a systematic effort using various interventions; however the efforts must be undertaken and led by the women themselves. Training in transformative leadership / politics will be the key strategy or will provide the foundation around which other interventions will emerge.

The distinguishing feature of this training is its political focus. It will build on or extend the regular leadership and values formation training (as in some co-operatives, gender sensitivity sessions and training) typically offered by co-operative organizations to encompass political values and skills, not only on how to win and be effective in elective and appointive positions, but how to re-invent organizational processes and structures to ensure good governance.

Our objective in this initiative is to increase to at least 30% (at the primary level) and at least 20% (at the national level) women's representation and participation in the leadership and decision-making bodies of co-operative and people-based organizations in five Southeast Asian countries.

Technical Report on Leadership Training for Women in Co-operatives in Sri Lanka

Jayanti Nawaratne
Assistant Secretary, Women & Foreign Affairs
National Co-operative Council of Sri Lanka

Introduction

The women in Sri Lanka play a vital role in the economic development in our country. Their participation can be seen not only in the agricultural and industrial sector, but in the administrative and political fields too. The average Sri Lanka woman is literate and enjoys a better status of equality in gender when compared to the women in other Asian countries. They enjoy equal rights as men. There are no legal barriers to refrain women from any socio-economic activity in the country. Many leading positions in the political and administrative sector are being held by women. The women's role in decision making and management capacity has shown remarkable development during the past two decades.

Women's Role in the Co-operative Movement

The Sri Lankan women perform multiple roles as mother; professional, provider and carer amidst many hardships, loaded with family, domestic and career responsibilities. As members of the Consumer Co-operatives, they are more active than men, as members of Credit and Savings Societies, they play a leading role in mobilizing savings and loan repayments. The co-operative movement in Sri Lanka has a membership of more than 3.4 million and more than half of this are women. Both men and women have equal status as members, enjoy equal benefits of the society and credit facilities. But, in decision-making, there is segregation, inequality, and imbalance. Social barriers and cultural realities deviate them from active participation as leaders in the development process of the Movement. Feminisation of their activities within the societies have marginalised and segregated them.

Consequent to the declaration of International Women's Year in 1975, Co-operative Women's Committees were formed in Sri Lanka and the National

Women's Committee was formed towards the end of 1976. Much interest was taken to formulate a structure for the Women's Committee from grassroots level to national level and to bring the women in to the mainstream of activities of the movement through membership drives and awareness programmes. In 1978, a Pilot project was incepted by the NCC (National Co-operative Council of Sri Lanka) in collaboration with the ICA and Swedish Co-operative Centre, which was named as 'Women's Consumer Education and Information Project'. The project was carried on up to 1984, after which its activities were integrated to the main stream of activities of the NCC. The project streamlined the women's committees and concentrated on subjects such as nutrition and health, income generation, family budgeting, consumer protection and co-operation.

From 1975-1990, Women in Development and Women and Development approaches were embarked upon to encourage and empower women through income generation and economic sustainability. At that time this approach was welcome for it helped in attitudinal changes, increase in membership and economic stability of the women and consequently their societies. The women were very active in a homogenous situation doing what interested them most, which unconsciously stereotyped them and isolated them from the on-going development activities of the Movement. Low representation of women at decision making levels suddenly emerged as a major issue in the societies. Women are very active involving themselves in income generating activities such as rice processing, handicraft and cottage industries, dress making, making of soft toys and sweetmeats, beauty-culture, tailoring, catering, organising pre-schools, home gardening, etc. and play a major role in poverty alleviation programmes. Yet their participation as leaders in the activities of the movement is very low.

Gender Awareness and Sensitization Activities

Where the NCC realized that WID approach was no longer giving results, after much consideration and consultation, the gender approach was introduced to the Co-operatives under the guidance of the ICA in 1992.

Many programmes have been conducted at the national and international levels to introduce Gender Integration and explain facts of gender inequalities, and to sensitize decision makers on this issue. Efforts have been made to

create an awareness among the members at different levels to the strategic and practical gender needs of women and for members, both male and female, to be more actively aware of their responsibilities towards the sustainable development of the movement.

In Sri Lanka, the National Co-operative Council which took the initiative to introduce the subject of gender, reacted very positively towards this issue and assisted in drafting a National Action Plan.

A survey was carried out in 1995 by the NCC by sending out a questionnaire to the large primaries in the country.

The results of the survey revealed that the member participation on gender basis showed a considerably satisfactory ratio at grassroots level, which was about 68:32, and at top management level the involvement of women was as low as 95:5.

	<u>Participatory level</u>	<u>Male</u>	<u>Female</u>
i.	At Grassroots level	50%	50%
ii.	At Branch level	80%	20%
iii.	At General Body level	95%	5%
iv.	At Top level decision-making (Board & Committees)	98%	2%

To overcome this imbalance, few programmes were conducted by the NCC using the Canadian and Indonesian manuals on Gender Integration.

An introductory workshop was subsequently conducted by the NCC and ICA to prepare a manual to improve and develop involvement of women in the management activities of the societies, Mr. W.U. Herath and Ms. Akiko Yamauchi from ICA were the resource persons.

This workshop was conducted for policy makers and trainers. Policy level representatives were from the Ministry of Co-operative and Department of Co-operative Development, and trainers were from the NCC, School of Co-operation and SLICM (Sri Lanka Institute of Co-operative Management).

This was a good exposure for both the policy makers and trainers to the issue of Gender Integration.

The Manual was prepared and translated into Sinhala language. NCC has conducted a series of workshops since then, using the tested manual and have

noticed a considerable change in the participation of women as decision makers and mobilizers in co-operative societies.

<i>District</i>	<i>Board of Directors General Body</i>			<i>Branch Committee</i>		
	<i>Total</i>	<i>Female</i>	<i>%</i>	<i>Total</i>	<i>Female</i>	<i>%</i>
Anuradhapura	36930	9639	26	393	42	10
Badulla	51660	16799	32	1005	96	9.5
Colombo	77881	5017	6	636	52	8
Galle	16732	3383	20	570	45	7.8
Gampaha	66955	19646	29	2032	151	7.4
Kalutara	29444	10094	34	189	14	7.4
Kandy	15123	4595	30	508	65	13
Kegalle	165226	62954	38	1937	320	17
Kurunegala	129429	45093	34	2385	312	13
Matara	141140	65731	46	3755	1063	28
Nuwara Eliya	13704	4975	36	337	166	49
Rathnapura	27728	11910	24	418	84	20
Hanbantota	-	-	-	-	-	-
Kalmunai	-	-	-	63	0	63
Puttlum	23976	11426	47	324	102	31
Trincomalee	120	5	4.1	12	1	8.3

During the early part of 1190s, there were no women presidents in Multi-purpose co-operative societies. But now there are three women presidents and few vice presidents in MPCSSs. The Horombawa MPCSS in the North Western Province is presided by a lady. This society was selected as the best in the province at the 75th Co-operative Day celebrations this year. SANASA Federation too has taken the initiative to conduct gender training, integration and awareness programmes at different levels.

SANASA National Women's Committee has produced a basic handbook on Leadership and Gender Awareness for the district women leaders and assistant secretaries to use in their training activities at district level. There is now a marked awakening and awareness on leadership. Women's committees are keen to know more about the by-laws of their co-operatives and about their management and administrative activities. Their requests for explanation of the by-laws and accounts and management are more frequent now. Strategies of how to be elected to the committees and sub-committees are discussed at their meetings and it is also given priority in their agenda.

Women as Leaders and Decision Makers in Co-operatives

Even though there are on-going programmes to bring the women to the forefront, progress is slow and no visible impact is there on the hierarchy of the movement. The socio-cultural construction and stereotype gender roles of women restrict them to the background despite the numerous barriers they have overcome. Problems of attitudes governing female sexuality and gender roles are still existing as a glass ceiling.

Leadership development in women is included in the scheduled Annual Plans of the NCC, but it is not a training package by itself. It is only considered as a part of the curriculum package inclusive of identifying women's problems and issues, laws affecting women and their role in social development. Therefore, no awareness is created to make the women realize their true potential within the movement and the dangers of being segregated and marginalised within its network. Also the training presently carried out does not intend any serious intervention to change to their attitudes and traditional practices. One serious drawback might be that there is hardly any material written in the local language accessible to the rural women leaders.

The Women's Committees have working rules approved by the relevant boards and the general body, and the women leaders try to adhere to these rules as closely as possible. They meet regularly and conduct their Annual General Meetings and Tri-annual election of office bearers. However, being elected to these committees is not sufficient. They have to be groomed to shoulder the responsibilities as leaders and to continue in their offices actively.

The new committee members elected should be mobilized, their problems and issues identified, discussed and solved. Guidance for Development should

be provided continuously. Their economic strength should be developed and leadership attributes and skills have to be cultivated. Special programmes for policy makers should be conducted to ensure equal participation and co-operation.

Before commencing on any training, curriculum should be developed on a systematic approach. NCC conducts training for co-operative women members, SANASA and the Fisheries Federation too conducts special programmes for their women members. These programmes overlap, which is a waste of resources. Duplicating and overlapping of training programmes should be minimized. Therefore, joint projects and activities by the different co-operative sectors should be encouraged and a national co-operative plan should be prepared.

The role of women's committees, their aims and activities have to be re-examined to enhance the participation and status of women within the movement. Common areas of interest should be identified and co-ordinated to benefit all women members. Small scale women entrepreneurs should be assisted with support by way of advise and skills development to increase production.

Environment protection, developing of ecological farming and waste-recycling are some more areas the women leaders could work jointly to contribute towards harmonious environment. A well planned exchange programme will assist women to increase their knowledge to organise themselves better.

Facilities already available for Training of Co-operative Women

The NCC already has the infrastructure facilities required for conducting education and training programmes, accommodation, training equipment, lecture halls, trained trainers, etc. at the Regional Development Centres in Galle, Kurunegala, Kahagolla, Colombo and Jaffna.

It also has a very well organized active network of women's organisations from grassroots level to national level, inclusive of women's committee members from all types of co-operatives.

Women in co-operatives have realized and identified their needs to enhance and stabilize their position in the movement. The Government of Sri Lanka has stated in its Constitution that at least 20% of women should be represented in Local Government Bodies.

In the co-operatives, the by-laws were amended to include 2 women on the MPCs's board and in district co-operative councils. However, these amendments have not been effectively implemented.

The Women's Consumer Education and Information Project awakened the interest of women to leadership, but this awakening has not received the impetus for the women to break through the existing barriers and come forward to accept their equal roles and responsibilities in the societies.

Suggestions for Leadership Development by NCC, SANASA and Fisheries Federation

- I. NCC, NWC and District Women Leaders met on 24/25 November, 1997 to prepare the Annual Plans for 1998. They have decided on the following areas to be given priority along with other programmes:
 - i. Empowerment of women through leadership training and guidance;
 - ii. Sensitization and awareness on Gender Integration;
 - iii. Identify women's problems and motivate co-operative women through education and training in areas of law and human rights issues relevant to women, and social development for more effective participation in the activities of their co-operatives.
 - iv. Skills training for additional income generation;
 - v. Food security and organic home gardening;
 - vi. Project planning and evaluation;
 - vii. Entrepreneurship development for economic stability;
 - viii Environment conservation and waste re-cycling.
- II. The SANASA after several consultations with women leaders, board members and officers during the early part of this year, have identified the following areas of activities to be emphasized in their future plans.
 - i. Developing economic sustainability of women members by identifying and developing economic levels, existing resources and encouraging income generating self-employment, efforts.
 - ii. Development of thrift and saving habits.
 - iii. Development of women leadership to:

- build up a sound foundation at society level,
 - increase participation,
 - focus attention on duties and responsibilities of women members.
- iv. Sustainable environmental conservation identify areas for systematic development and involvement women.

III. The Fisheries Federation Women's Committee has also given Prominence to the following:

1. Development of women through leadership training,
2. Find a suitable market for their handicrafts and fish bi-products,
3. Evolve a suitable and effective training programme for women on book keeping and management.
4. The ultimate objective is to make sure that at least one women is elected with full powers to the boards of societies.

Priority areas to be considered when planning a Training Programme for Women

The areas I wish to identify that needs special attention in leadership education and training for women are:

1. Programme to be designed for Policy makers to ensure equal participation and shared responsibility.
2. Educating women leaders on co-operative identity, values, co-operative principles and aims and objectives of the relevant type of society.
3. Provide a good understanding of the by-laws and working rules, of the relevant co-operative institution.
4. Develop communication skills and how to conduct meetings.
5. Preparation of Annual Plans, decide on priorities and budgeting.
6. Establishing a women's revolving fund to ensure continuation of activities.
7. Coordination with other women's organizations for mutual benefit. Plan visits on exchange basis.
8. Establish libraries and make available reading material relevant to women.
9. Through education and training to provide confidence building to make

the women realize their potential and encourage them to be actively represented at the top.

10. Encourage establishment of Women's centres to provide a sense of belonging to the women. These could be information and sales centres too.
11. A simple and practical training module in the vernacular on leadership, effective speech and communication to be used both by women leaders and trainers.
12. Conduct a survey including all types of societies to re-examine the role of women within the movement and identify areas that need to be developed for the benefit of women all over.

Conclusion

The Co-operative Movement in Sri Lanka is very much aware of the importance of equal participation and involvement of women in its basic functioning. A lot of attention is paid to this requirement through the education and-training programmes. But the anticipated result of active involvement is not achieved. It is not only the cultural, social and traditional attitudinal barriers that keep the women away but also, the glass ceiling created by their own lethargy, indifference and patriarchal dominance that keep them one step behind the decision makers.

The women have to be made aware of their importance for the success and sustainability of the Movement. This cannot be achieved through meetings and seminars. They have to be systematically trained and groomed to accept their rightful place.

An effective Training Module on Leadership could be evolved within a Pilot Project to empower women, inclusive of leadership development, entrepreneurial development, skills training, basic management and accounts, awareness of human rights through simplified legal literacy, we could then envisage that social, economic and unseen barriers of inequality, segregation and marginalisation could be eradicated, and the women in co-operatives could be empowered to accept their roles and responsibilities as equal partners for the success of the Co-operative Movement in Sri Lanka.

National Dairy Development Board — Women's Dairy Co-operative Leadership Programme

A case study

Allie Irvine

ICA ROAP, New Delhi

The National Dairy Development Board has for 25 years planned, financed, supported and monitored Operation Flood, the Government of India programme aimed at making the country self-sufficient in milk products using the AMUL co-operative model.

Co-operatives have proven an effective tool for rural development. The AMUL model was devised to cut out the middlemen who were exploiting farmers. It forms rural producers into local co-operative societies that are, in turn, members of a larger district unions. All dairy products produced by the unions are marketed under one co-operative name – AMUL (which means priceless in Sanskrit). AMUL currently has 532,670 members belonging to 954 village societies.

AMUL's success

The co-operative dairy industry in India is the largest in Asia, producing 4.5 million tonnes per year and putting 40 billion Rupees into the hands of producers.

Milk and milk products (like yoghurt) is a staple of the Indian diet. India also boasts the largest cattle population in the world, with 192 million cattle and 69 million buffalo.

Indian milk production accounts for one third of the world's milk production. Indian milk production is capital efficient, land efficient and energy efficient – the most energy efficient in the world.

Despite all of these statistics, India suffers from low milk production. The dairy co-operative industry found it was lacking a steady supply of quality milk products.

In the face of competition from the private sector and multinational investment, and the reduction of subsidies, dairy co-operatives must be free to function in a liberalised economy.

NDDDB estimates that more than 95 per cent of dairy production is undertaken by women. Only 16.5 per cent of dairy co-operative society members, however, are female. In order to secure quality milk production needed to maintain a competitive edge, the NDDDB began organising exclusively women's co-operative societies.

NDDDB undertook a pilot project in four districts across India to organise and train women members of dairy co-operative societies through the Women's Dairy Co-operative Leadership Programme .

Wider Objective

Enhance performance of co-operatives, unions and federations reflecting greater participation by actual users, that is women dairy farmers.

Immediate Objectives

Participation – Significant increase in active women DCS members.

- reflected in the increase in membership
- increase milk procured by women
- raise women's participation at AGM
- women will become managing committee members, directors and union board members

Economic – Increase in net assets, thrift and income spent on provident purposes.

- increase real assets of women dairy farmers
- increase in women's saving accounts and borrowing
- increase spending on family health, education and consumer goods
- equal pay for women federation and union employees with same qualifications, experience and responsibility

Social – Measurable change in status of women as seen by participants and others.

- increase women's responsibility for decisions about the purchase, care, feeding and managing of animals
- women become the sole family member of the dairy co-operative
- increased control over spending milk income
- successful completion of literacy and numeracy
- positive changes in health and hygiene practices

- positive changes in attitude towards women's abilities in their communities

Co-operative governance – Significant increase in women directors and chairs of societies, unions and federations.

- women's knowledge of co-operative principles will improve
- AGMs will pass resolutions to increase women participation
- provision for women in elected leadership
- increase in number of women managing committee members, directors and chairs of co-operative societies, unions and federations

The course curriculum for the WDCLP involved seven aspects:

1. Women education programme

- explore the situation of women in India
- role of women in dairy co-op society
- co-op principles
- qualifications needed to become a director or managing committee member
- role of management committee
- clean milk production
- animal husbandry
- family health and nutrition

2. Management committee training

- co-op principles
- co-op bye-laws
- roles and responsibilities of management committee
- recording and accounting
- audit and audit rectification
- needs assessment of the village
- active fulfilment of identified needs
- identify co-op society problems and solutions
- committees meetings

3. Resource person training and awareness

- ◆ working with the group
- ◆ thrift schemes
- ◆ record keeping in groups
- ◆ dairy activities

- ◆ shared experiences
- ◆ planning and perception exercises through games
- ◆ teaching literacy skills
- ◆ public speaking abilities

4. *Leadership development*

- * qualities of a leader
- * role of a leader
- * examples of successful leaders through stories
- * identification of problems and solutions through case studies
- * speaking abilities
- * responsibility bearing

5. *Resource person and leaders motivational programme*

- assessment of abilities
- perceptions about women and their capabilities
- problem-solving
- speaking and persuasive powers
- experience sharing

6. *Secretary training programme*

- ◇ working of the dairy co-operative society
- ◇ record keeping and accounting system
- ◇ role of the secretary
- ◇ bye-laws of the co-op society

WDCLP union staff training

- ⇒ organisations of thrift groups
- ⇒ accounting systems
- ⇒ orientation on different government and NGO schemes

This program was designed to be implemented over the long-term. The training model selected called for women trainers who could build a rapport with villagers. To overcome problems of illiteracy, the program used visual aids and music. It encouraged women to think of themselves as decision-makers in spite of illiteracy by pointing to the choices they make in their daily lives. The program involved taking women out of their homes and showing them the entire process of dairying, from milking, to factory production, to

marketing. They were shown concrete examples of women in management positions.

Main stumbling blocks

- gaining women's trust
- men must permit their wives to participate
- overcoming gaps in education
- lack of financial resources

“Women are concerned about their economic welfare rather than liberalising themselves from the clutches of men,” (*WDCLP extension worker in Anand, Gujarat*)

The program recognised the strength of materialism versus enlightenment as a motivating factor. Other women's leadership training models in co-operatives that have followed this example are Grameen Bank in Bangladesh, Chipko in the Himalayas, and SEWA in Gujarat.

Measurables:

NDDB interviewed women upon completion of the pilot project:

- 51 per cent of women felt more self-confident, but not to the extent where they could speak out in mixed gender groups
- 58 per cent of women felt gender did not hinder their advancement
- only 20 per cent said they did not understand accounting; 80 per cent said they managed family accounts
- 88 per cent felt women could lead
- women still felt the need to protect male children (94 per cent visit the hospital when a male child is ill versus 88 per cent who take a female child)
- over 60 per cent control the money they get from dairying
- 85 per cent said they would not provide milk to a private vendor, even at a higher rate
- 71 per cent felt illiteracy was not a barrier to leadership
- in intervention villages, housework was distributed amongst family members
- 31 per cent said it was permissible for a husband to beat his wife; of the 69 per cent who opposed it, most were from intervention village.

In the four areas where the WDCLP was piloted, women's membership increased by 33.3 per cent in 39 unions as opposed to 19.8 per cent elsewhere.

A qualitative study revealed that the empowerment process is three-pronged:

- Individual
- Family
- Social

Most women placed more importance on increasing their standard of living than social issues. This is the same motivating factor for men who accept the program. The program inspired women to act independently while in non-intervention villages the women sought permission.

Hypotheses of WDCLP

Learn cleaner milk practices:

- not supported

Participate in co-operative:

- supported

More empowered behaviours:

- supported

Exercise more decision-making:

- supported

Awareness of cleanliness:

- not supported

Leadership training better encourages women to participate in co-operatives over private sector:

- not supported

Leadership training reports more empowered behaviour:

- supported

Leadership reports decision-making:

- supported

⇒ The project workers took two to three months to develop rapport with women. They overcame a lack of family support by approaching the head of each household individually.

- ◆ Each project was tailored to the unique needs of the community. They focused only on those aspects of the program the women could handle.
- ◆ They encouraged literacy through children, learning by educating youngsters.
- ◆ Began to build a network among women.
- ◆ Economic empowerment introduced as first priority, then integrate social awareness.

Conclusion

The case study I presented here is not a leadership training strategy that can be implemented in a short course. The programs I presented in the paper I circulated leading up to this workshop are better examples of skill-based leadership training.

In this presentation, I wanted to present leadership in stages. It is very important that this workshop determine what level of leadership we want to train women for. More importantly, I present this model to show that the problem of elevating women to decision-making positions is multi-faceted. It involves more than equipping women with new skills. It must take into account their social, familial and economy realities.

To be truly successful, commitment from the organisation to advance women is paramount.

**Regional Preparatory Workshop Workshop
on Co-operative Leadership Training for Women**

09-11 December, 1997 - Petaling Jaya, Malaysia

PROGRAMME

8th December, 1997

8:00- Arrivals in Kuala Lumpur
19:00-20:30 Welcome Dinner hosted by ICA-ROAP

9th December, 1997

9:30-10:00 Inaugural Session
Welcome Remark, Senator Rahaiah Baهران,
ANGKASA

10:00-10:30 Introduction of Workshop, Anne-Brit Nippierd

10:30-10:45 Tea Break

10:45-11:45 Brain Storming on Target
Facilitater: Paul Sinnappan

11:45-13:00 Presentation from NATCCO, JCCU, NCUI,
NCC
Moderator: Sally Ganebe

13:00-14:00 Lunch Break

14:00-15:45 Presentation from LAPANCOP, SNCF,
ANGKASA, AWCF, CCA
Moderator; Akiko Yamauchi

15:45-16:00 Tea Break

16:00-17:15 Presentation on Bibilography, Issues
Moderator; Anne-Brit Nippierd

10th December, 1997

9:30-11:00 Discussion on the target group
Facilitator: Teresite M. de Leon

11:00-11:15 Tea Break

11:15-12:00 Office Tour in the premises of ANGKASA

**Regional Preparatory Workshop Workshop
on Co-operative Leadership Training for Women**

09-11 December, 1997 - Petaling Jaya, Malaysia

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