

International Cooperative Alliance

J. M. Rana

**Education for Agricultural
Cooperatives in South-East Asia**



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The International Cooperative Alliance

is one of the oldest of existing international voluntary bodies. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895, it has now (1970) 142 affiliates spread over 60 countries and serving over 255 million members at the primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of Cooperation in all parts of the world.

Besides the Head Office of the ICA, which is in London, there are two other offices of the ICA, *viz.*, the Regional Office & Education Centre for South-East Asia located in New Delhi, India, and the Office for East and Central Africa at Moshi, Tanzania. The Regional Office in New Delhi was started in 1960 and the office in Moshi in 1968.

The main tasks of the Regional Office & Education Centre are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishments of the United Nations and other international organisations, to promote economic relations amongst member-movements, including trading across national boundaries, to help in the supply of technical assistance, to conduct educational activities for the movements in the Region and to bring out publications on the various aspects of cooperative development.

A greater part of the activities of the Regional Office & Education Centre are supported by the Swedish Cooperative Movement and the Swedish International Development Authority (SIDA). The Regional Office has so far conducted over 80 educational programmes of various types. These were attended by nearly 2,000 participants from the different countries of the South-East Asian Region.

EDUCATION FOR AGRICULTURAL
COOPERATIVES IN SOUTH-EAST ASIA



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Contents

Introduction	1
Nature of the Cooperative Movement	2
Importance of Cooperative Education	3
Cooperative Member Education in South-East Asia	...	...	4
Farm Guidance Activities	...	...	5
Training of Employees	...	...	9
International Cooperative Training	...	...	12
ICA Education Centre for South-East Asia	...	...	13
Educational Needs of the Movements in the Region	...	...	14
Conclusion	...	...	17
Footnotes	...	...	18

Education for Agricultural Cooperatives in South-East Asia*

Introduction

An attempt will be made in this paper to discuss cooperative education in relation to agricultural cooperatives. Firstly as background information, the nature of the Cooperative Movement and its contribution to agricultural development will be briefly outlined. Secondly, cooperative education activities carried out by the Cooperative Movements will be described. These activities may be broadly categorised in two parts : (a) Member education programmes including vocational training of farmers; and (b) Training of personnel employed by the Cooperative Movements.

This discussion will be carried out with reference to the Cooperative Movements in South and East Asia with which the ICA Regional Office & Education Centre is primarily concerned.¹

Thirdly, the activities of the international cooperative training centres including those of the ICA Regional Office & Education Centre for South-East Asia will be mentioned.

Finally, an attempt will be made to indicate the needs of the developing movements in the field of cooperative education to which the advanced Cooperative Movements can make contribution.

Some reservations to the discussions which follow may be indicated at the outset. As the region of South and East Asia is a vast one,

*The paper was circulated as part of background documentation prepared by the ICA at the FAO/UNESCO/ILO World Conference on Agricultural Education and Training held in Copenhagen, Denmark, from 18th July to 8th August 1970.

the description of cooperative education in the region is likely to be broad and the remarks general in character. Also no attempt will be made at comprehensiveness in view of the large scope of the subject.

Nature of the Cooperative Movement

A cooperative society is a form of business organisation which is established by the members, on a basis of equality, to promote their economic and social interests. For example, an agricultural cooperative society aims to provide farmers with the services needed by them at as low costs as possible, keeping in view the long-term development of the society. The management of the cooperative society is carried out by a Board of Directors elected by the members who exercise ultimate control over the operations of the society.

Cooperatives of individual members are called primary cooperatives. These primary cooperatives usually join together into a federation which performs commonly required functions involving more large-scale operations and bigger resources than those of the primary societies. Thus the federal structure of the Cooperative Movement while enabling the primary societies to function independently, achieves for the constituent primaries significant financial, managerial and technical advantages. Through such vertical integration, the Cooperative Movement is able to achieve significant competitive capacity for the small farmers.

The cooperative way of doing business takes many forms from specialised to multipurpose cooperative societies. In South and East Asia various types of agricultural cooperatives have been developed in the rural areas to provide support to the farmers in their tasks as producers. The bulk of these cooperatives, however, are agricultural credit societies, cooperative marketing societies, and cooperative processing societies. Cooperative farming societies have also been organised in some countries especially where new land had to be colonised. It may be added that at the primary level single purpose credit societies predominate in India, Pakistan, Thailand and Malaysia. In other countries viz., Japan, Republic of Korea, Ceylon and the Philippines, the primary societies are generally speaking multipurpose in character.

Agricultural cooperative societies were systematically organised in India from 1904. In other countries also the Cooperative Movement

among farmers originated in the early decades of this century. Thus the agricultural cooperatives, which in some countries are 40 or 50 years old have been rendering valuable services in bringing about improvements in farmers' economies. Cooperative societies in the Region generally provide the farmers with agricultural credit, production requisites and farm guidance services and undertake marketing of their produce. In the post-Independence period governments in this Region have assigned an important role to cooperatives in their programmes of agricultural development and cooperatives have made notable contributions in several countries to increasing agricultural productivity and improving farmers' incomes especially in integrated agricultural development projects.

Importance of Cooperative Education

Cooperative education is regarded by the Cooperative Movement as of paramount importance in view of the fact that cooperative societies are democratic bodies owned and controlled by members. It is essential that the members have sufficient knowledge and the capacity to assess the economic activities of cooperative societies and to elect suitable men to the Board of Directors. Similarly, the education of elected Directors and employees is essential for achieving successful operation and development of cooperative societies. In this connection the ICA Commission on Cooperative Principles whose report was unanimously accepted by the ICA Congress held in 1966 has the following to say :²

“Cooperation requires of those who would practise it effectively the acceptance of new ideas, new standards of conduct, new habits of thought and behaviour, based on the superior values of cooperative association. No cooperative institution, therefore, can be indifferent in its own interest and for its own survival to the need for educating its members in appropriate ways.”

The Movements in South-East Asia have devoted a great deal of attention to education of members right from the initial stages. In several movements, cooperative societies make financial contributions to the building up of cooperative education funds. In Ceylon the cooperative societies contribute 5 per cent of the net profits to the cooperative fund and another 5 per cent to the district cooperative unions. Both these funds are mainly used for education. In Malaysia the cooperative societies contribute 2 per cent of their net profits. Similar practices prevail in different countries of the Region.

Cooperative Member Education in South-East Asia

In order to carry out member education programmes Cooperative Movements have established specialised institutions called Cooperative Unions or Federations at the district, state and national levels. These institutions carry on several other functions such as conducting publicity for the movement and acting as spokesmen on behalf of the Cooperative Movement.

As an example, the member education programme in India is briefly described here. In 1969 there were 606 Instructors working in about 325 districts in rural areas for the member education programme. Under the programme, education for the following categories of cooperative workers was provided :

- (a) Secretaries and Managers through 4-weeks' classes ;
- (b) Education of Office-bearers and Managing Committee Members through 5-days' classes ;
- (c) Education of members and prospective members.

The number of persons covered through the member education programme in India for the last few years is given in table I.³

TABLE I

YEAR	Number of Instructors	Persons Trained		
		Managing Committee Members	Secretaries and Managers	Others
1965-66	604	224,832	23,313	107,218
1966-67	690	209,274	25,724	109,832
1967-68	650	153,066	16,656	50,674
1968-69	606	145,686	13,237	—

A more intensive effort is being made in the field of member education in 11 districts (in ten States) in India where the Intensive Agricultural Development programme (IADP) has been introduced for the purpose of stepping up food production. Thirty-eight Instructors have been deployed in these districts and they trained in all about 11,100 members during 1968-69. In addition, 198 study circles were organised by the Instructors. The education imparted in these districts is more agricultural-production-oriented than in areas where the usual member education programme operates.

Organising classes is only one method of cooperative education. Several other educational techniques some of which are of informal nature, are also employed by the Cooperative Movements in the Region. These include use of mobile cinema vans for exhibiting cooperative films, use of radio for giving talks on Cooperation under the farmers' and other programmes, and use of the newspapers and the press for cooperative publicity. The cooperative unions also bring out periodical newsletters and journals in vernacular languages as well as in English, produce publications on Cooperation and organise study circles and group discussions. Thus a wide variety of methods are used for carrying on programmes of education for members and Board members. The emphasis in these educational programmes is generally educating the members in the aims, principles and practices of Cooperation, in discussing current problems of the Movement and in informing them about the development programmes with a view to enlisting their support.

Farm Guidance Activities

Farm guidance activities constitute a basic function of agricultural cooperatives in Japan and the Republic of Korea.

The farm guidance activities of cooperatives may be described as agricultural advisory services directed at increasing agricultural productivity and improving the incomes of farmers. Thus farm guidance activities attempt to provide a more comprehensive nature of agricultural extension with regard to farm management to the members than that provided by government agricultural extension workers : it concerns itself not merely with the technical questions of fertilizer application or introduction of new varieties of seeds but also with the over-all question as to how the farmer can maximise his income through proper farm management and marketing operations. In Japan, 4,934 multi-purpose cooperative societies had employed in 1967, 14,523 Farm Management Advisers and had spent US \$ 26 million excluding personnel expenses for the purpose. The beneficiaries contributed one-third of the expenses by way of fees and the remainder of the expenses were met by the Cooperative Movement itself. It may be added that the farm guidance activities of agricultural cooperatives are coordinated with agricultural extension department and research stations set up by the government.

The effectiveness of farm guidance activities provided by the cooperatives is greatly enhanced because of its coordination with the provision of agricultural supplies needed to introduce improved cultivation practices, provision of necessary credit facilities to purchase the required production requisites and finally arrangements for marketing of increased produce of the members at remunerative prices. In addition, certain production activities which cannot be undertaken by the farmer because of his small holding are jointly carried out by farmers, groups or the cooperative itself. Such activities include establishment of joint facilities such as a Poultry Centre where chicks are bred up to 120 days after which they are sold to members, aerial spraying of insecticides, or construction of wells for irrigation purposes. Thus, the cooperative society takes over activities which call for heavy investments and are more risky.

In carrying out farm guidance activities, commodity groups are organised amongst the farmer-members. In order that these groups can function successfully, the minimum size of the farm which a farmer should have for the purpose of joining a commodity group is fixed. For example, in one agricultural cooperative society, the minimum number of farmers in a Commodity Group at the inception of the Group was prescribed as follows :

- | | |
|-------------------------------|---|
| (i) Pig Rearers group : | More than 20 farmers with a minimum of 50 pigs each. |
| (ii) Poultry Farmers Group : | More than 20 farmers with 1,000 hens each. |
| (iii) Horticulturists Group : | More than 20 farmers with over 10 acres of land for a single vegetable. |

The purpose of forming commodity groups is to provide specialized agricultural extension and other services to farmers. Each group elects its leader. These groups become a focal point not only for provision of farm guidance but also for developing joint purchasing and joint marketing since the commodity handled is the same. For this purpose, village branches are established. For example, heads of each branch in a poultry group are responsible for collection of eggs and aged poultry, taking advance orders once a month for poultry feed and other requirements of farmers, calling for monthly meetings of members etc. Thus the organisation of farmers into commodity groups has resulted in increased production and in better development of joint purchasing and marketing facilities for the farmers.

Since 1960, the Cooperative Movement in Japan has made systematic efforts for cooperative integration of productive functions in agriculture (called DANCHI system) or the scheme of cooperative agricultural complex. The objectives of the scheme are as follows :

- (i) to promote planned agricultural production:
- (ii) to secure such volume of production as to secure a favourable marketing position ;
- (iii) to improve the quality of products in order to increase their commercial value ;
- (iv) to promote cost reduction or production ; and
- (v) to implement effective marketing adjustments.

In 1968, there were 61 model complexes which served as experimental and demonstration projects throughout the country.⁴

The cooperatives have also devised a system of payment to farmers which safeguards them against serious price fluctuations. The farm guidance advisers in Japan recommended for many societies that the farmers undertake poultry and livestock breeding. These lines were, however, more risky. In regard to livestock products a cycle of three years was generally prevailing during which the prices registered a sharp drop and a high point along the cycle. In order to safeguard the farmers against violent price fluctuations in the case of poultry, a Price Stabilization Scheme was developed and a monthly salary system was adopted for poultry farmers under which the farmers received a fixed stable price for their eggs. The cooperative society entered into a five-year contract with members joining the scheme.

In Korea also, agricultural cooperative societies carry out farm guidance work. However, it is not as well developed as in Japan and it does not include the Price Stabilization Scheme.

In India, the cooperative sugar factories and some large-sized agricultural cooperatives also carry on agricultural extension work for their members. Notable work in this regard has been done by the Kaira District Cooperative Milk Producers' Union Limited, Anand.⁵ The Union has a comprehensive range of services for the milk producers who are its members and has done much to improve both the breeding as well as management of milch cattle in the district. The Union

operates an artificial insemination service centre whose major objective is genetic improvement of cattle to increase milk production, through an intensive use of a small number of excellent breeding bulls. However, the artificial insemination programme also helps reduce the dry period of animals which enables the farmer to increase his income up to Rs. 300/-(1 US \$=Rs. 7.50) per buffalo per year.

The Union also operates Mobile Veterinary Dispensaries. In 1966, there were 12 such mobile veterinary dispensaries which visited regularly all the 540 village milk cooperatives once a week and provided free veterinary treatment to buffaloes, cows, bulls and young stock. Outside the routine visits, a veterinarian is available to make an emergency call for the treatment of sick animals on payment of a small fee of Rs. 10/-. In 1965-66, the Union maintained seven mobile veterinary dispensaries ; the cases treated by these dispensaries were 31,800 on routine visits and 6,100 on emergency visits. In addition, the first aid veterinary facilities were established in all the villages served by the Union and the first aid workers trained by the veterinarians provided immediate assistance to the cattle until the veterinarian was able to reach the village.

The Union has established a cattle feed factory with the assistance received from OXFAM under the "Freedom from Hunger" Campaign of the Food and Agriculture Organisation. The Union has also been responsible for introducing the cultivation of lucerene, which is a protein-rich green fodder. Thus, cattle feeding practices have also been considerably improved.

Various extension methods have been used by the Union in collaboration with the village societies. One of the techniques worth mentioning is the women's visits to the dairy factory of the Union as it is the women who look after the milch cattle in Kaira district. It was noted that the villages from which the women participated in this programme showed a marked improvement in their response to the animal husbandry programme.

The ICA Regional Office & Education Centre held in September 1969 a Regional Seminar on Farm Guidance Activities of Agricultural Cooperatives in Seoul, Korea, with a view to disseminate information regarding the importance and techniques of farm guidance work among cooperative workers of other countries. The seminar participants carried out one week study visits in Japan and Korea with a view to

studying the farm guidance work at first hand. The seminar whose report has been widely circulated recommended that agricultural co-operatives in other countries should also undertake agricultural advisory services with a view to increasing agricultural productivity and farmers' incomes.

Training of Employees

The Cooprative Movements in the Region have also made provisions for providing training to various categories of employees working in cooperative societies. A cooperative training centre was established in the Bombay region of India as far back as 1918. During the post-war period, cooperative training centres have been established in Ceylon, Japan, Republic of Korea, Malaysia, Pakistan, the Philippines and Thailand. In all these countries as well as in India, facilities for cooperative training have been considerably augmented during the last few years. A brief outline of the training activities carried out in Ceylon, India and Philippines is given in this paper.

One of the oldest training institutions in South-East Asia is the School of Cooperation located at the picturesque site of Polgolla in Ceylon. This school was established in 1942. The school imparts training to officers in the Government Department of Cooperation as well as officers in other Departments. In addition, it conducts, through twenty-four training centres spread over the island, 2-month and 4-month courses for cooperative employees and prospective employees. The two-month course is also available as a week-end course. The subjects dealt with at these courses are Cooperation, book-keeping and operational techniques of cooperatives.

In India, a network of cooperative training centres has been established to cater to the training needs of a vast Cooperative Movement. At the national level is the Vaikunth Mehta National Institute of Cooperative Management. This Institute earlier used to function as a national level cooperative training centre for providing training to senior personnel. In 1966, the Centre was given its present name and its activities were considerably enlarged. The Institute at present provides the following courses :

- (i) A one-year Diploma Course in Cooperative Business Management ;

- (ii) Two short-term courses of about 14 weeks duration for senior officers of cooperative institutions and government cooperative departments ;
- (iii) Special short-term courses for officers in charge of credit, processing, etc.;
- (iv) Refresher courses for its ex-trainees; and
- (v) Seminars, conferences and workshop for senior cooperative personnel including Chairmen and General Managers of cooperative institutions at the State and district levels.

The activities of the Institute are supported by research studies on selected aspects of the Cooperative Movement and the development of case studies and case material on the basis of such research.

In the Diploma Course the subjects taught include Cooperation and Law, Economics, Statistics, Principles of Management and Personnel, Financial, and Marketing Management.

There are 13 Regional Cooperative Training Centres for providing training to intermediate level personnel of cooperative institutions and government cooperative departments. These centres offer a general basic course of about nine months' duration. At some of these centres specialised courses are also organised on Cooperative Marketing, Land Development Banking, Cooperative Banking and Audit. The duration of these courses is 18 weeks each.

At the lowest level there are 63 cooperative training centres for training of junior cooperative personnel. The courses offered by these centres provide training to supervisors, salesmen, assistant accountants, secretaries and managers in cooperative institutions at the district and primary levels. The duration of the course is about seven months.

Table II gives statistics of the number of courses organised and the number of persons trained for 1967-68 and 1968-69.⁶

In the Philippines, the Agricultural Credit and Cooperative Institute was established in April 1960 as a semi-autonomous unit of the University of the Philippines to train cooperative personnel. The Institute offers courses for personnel of agricultural cooperatives who include managers, secretaries, treasurers and book-keepers.

TABLE II

TYPE OF COURSES	1967-68		1968-69	
	Courses held	No. trained	Courses held	No. trained
I. Seminar Level Courses				
1. Diploma in Coop. Business Management	—	—	1	21
2. Senior officers Course	1	20	2	35
3. Other Programmes for Senior Officers including refresher, short-term courses, seminars, conferences etc.	11	199	14	393
II. Intermediate Level Courses				
1. General Basic Course	17	811	13	724
2. Land Mortgage Banking	4	106	8	300
3. Cooperative Marketing	6	111	8	95
4. Banking	2	67	3	105
5. Auditing	4	101	3	77
6. Other courses including refresher and short-term courses	18	395	19	361
III. Junior Level Courses				
1. Junior Basic Course	—	6,607	—	8,002

Short-term courses are also offered by the Institute to cooperative officers of government institutions such as Loan Supervisors, Loan Appraisers and Auditors of the Agricultural Credit Administration and Cooperative Officers and Extension Officers working in the Agricultural Productivity Commission. Table III gives details of the training activities of the Institute for personnel of agricultural cooperative and governmental institutions assisting cooperatives.

TABLE III

<i>CATEGORIES OF PERSONNEL</i>	<i>No. of Training Courses</i>	<i>Duration (weeks)</i>	<i>No. of Participants</i>
I. Cooperative Personnel			
1. FACOMA Managers	8	7	335
2. FACOMA Book-keepers	6	3	173
3. FACOMA SEC-Treasurers	7	4	182
4. FACOMA Warehousemen	6	4	165
5. FACOMA Directors	7	1	311
6. Livestock Coop. Officers and Members	2	12 (Saturdays)	197
	36		1,363
II. Government Personnel			
1. APC Coop Officer	4	4-8	122
2. ACA Coop Auditors	3	1-4	90
3. RCPCC Prov. Directors	2	2	52
4. RCPCC District Supervisors	2	3	82
5. Others	1	4	25
	12		371

(Note : APC=Agricultural Productivity Commission; ACA=Agricultural Credit Administration; RCPCC=Rice and Corn Production Coordinating Council (now called National Food and Agriculture Council).

International Cooperative Training

A number of advanced Cooperative Movements have established during the last few years on a permanent basis, international training facilities for cooperative personnel from the developing movements. These facilities exist in Canada, Czechoslovakia, Denmark, France, Israel, Japan, U.K., U.S.A., and the U.S.S.R. The national level training centres in India and the Philippines also receive foreign trainees. In addition, on the non-governmental side, the International Cooperative Alliance and the International Federation of Agricultural Producers (IFAP), and on the governmental side the F.A.O., and the I.L.O., offer short-term training seminars and fellowships for training of cooperators of the developing countries.

Since basic training facilities already exist in the candidates' own countries, the international training centres in the advanced Cooperative Movements generally educate trainees from the developing countries in the historical development, the present stage of development, the strong points as well as the current problems and developmental programmes of the host movement. Generally speaking, it is left to the trainee himself to interpret what lessons would be of value for his own Cooperative Movement, although in several training courses attempts are made to relate training imparted to conditions in the home countries of the trainees. Aside from the intrinsic value of the training given and the exposure of cooperators of developing countries to the achievements in advanced countries, the establishment of international training centres has brought about in an increasing measure solidarity among the Cooperative Movements of different parts of the world.

International Cooperative Alliance Education Centre for South-East Asia

The international organisations such as the ICA, IFAP, FAO, and the ILO have organised short seminars from time to time for cooperators from the developing countries. In these seminars an attempt is made to promote exchange of experiences among the cooperators from different countries about the problems, operational practices and developmental projects of their respective Cooperative Movements as well as to provide knowledge to the participants about appropriate techniques of operation of cooperative societies. Realising the need for carrying on such educational work on a continuing basis, the International Cooperative Alliance set up in 1960 an Education Centre for South-East Asia with headquarters at New Delhi. The Centre which is established with financial assistance from the Swedish Cooperative Movement, functions as an integral part of the ICA Regional Office for South-East Asia. During the nine years of its work, the Education Centre has organised 66 educational activities of various types in which over 1,700 cooperators have participated.

The main objectives of the Centre are to lend support to the member education and training activities being carried out by the member movements and to promote interchange of experiences among the movements in the Region. The Education Centre operates for about thirteen countries which include Australia, Ceylon, India, Indonesia, Iran, Japan, Korea, Malaysia, Nepal, Pakistan, the Philippines, Singapore and Thailand.⁷ The geographical area of the Centre

is thus very wide. Also, the types of cooperatives represented in the Alliance are many such as agricultural cooperatives, consumer cooperatives, marketing cooperatives, fishery cooperatives, housing cooperatives and insurance cooperatives. In view of these factors, the Centre has decided, in order to increase its effectiveness, to concentrate its education and training facilities on personnel from agricultural and consumer cooperatives.

The Centre carries out research activities in selected aspects of the Cooperative Movement in order to support its educational programmes. Material collected through research and educational seminars is issued in the form of brochures and publications from time to time. The Centre also provides consultant services to the member movements in the field of education and training.

Table IV describes the various educational activities organised by the Education Centre from January 1960 to December 1969.

It may be added that the Education Centre's work is closely coordinated with the activities of the Trade and Technical assistance Division of the ICA Regional Office and Education Centre. Through such close inter-relation between cooperative education and activities relating to development of economic projects, the Regional Office & Education Centre is making sustained contributions to cooperative development in the Region.

Educational Needs of the Movements in the Region

In the foregoing pages education and training facilities developed by the Movements in the Region have been outlined. While there has been considerable expansion of these facilities during the last few years, a number of problems exist. An attempt is made here to outline some of the problem areas to the solution of which technical assistance from the advanced movements and international organisations may be helpful.

The International Cooperative Alliance had held in February 1968 an International Conference on Cooperative Education. In this conference had participated the Directors of various International Cooperative Training Centres and cooperative leaders of the developing movements having the responsibility to select participants for foreign training. The papers presented and the discussions held at this conference indicated the need of technical assistance from abroad in the following areas.

TABLE IV

S. No.	SUBJECT	Experts' Conferences		Regional Seminars		National Seminars	
		No.	Participants	No.	Participants	No.	Participants
1.	Cooperative Education	2	40	10	238	11	332
2.	Cooperative Management	—	—	2	51	4	235
3.	Agricultural Cooperation	3	49	7	194	2	80
4.	Consumer Cooperation	—	—	3	98	1	39
5.	Policy-makers Conference	2	57	2	101	—	—
7.	Miscellaneous	1	19	5	109	4	97
TOTALS		8	165	29	791	22	783

- (i) While one or two movements had attempted to estimate the requirements of personnel and training in the context of cooperative development programmes formulated under their national plans, generally speaking, there is a lack of adequate manpower planning and development of proper personnel policies so as to attract, train and retain personnel of high calibre.
- (ii) The training programmes in quite a few training centres are geared to training of personnel from government cooperative departments and personnel from cooperative credit institutions. In view of this, the courses offered emphasise subjects such as cooperative law, book-keeping, accounts and audit. It is necessary to introduce business management courses for personnel of cooperative institutions as has been done by the Vaikunth Mehta National Institute of Cooperative Management in India. There is, however, a dearth of qualified teachers and in view of this the cooperative training centres would benefit if experts in management were made available from the advanced movements.
- (iii) In order that training given is related to the functions performed by the personnel, it is essential to bring field situations in the class room through presentation of case studies etc. However, many cooperative training centres do not have the necessary funds and personnel to carry out the needed research work for the purpose.
- (iv) There is a dearth of text books and other educational material which is relevant to the local conditions. Preparation of such material is vital if the training programmes offered by the Centres are to be fully effective.
- (v) Although the training centres of late have started experimenting with several modern methods such as project work, use of case studies, use of audio-visual aids, teaching techniques by and large have remained traditional. This trend in the increased use of modern methods of education needs to be further strengthened.
- (vi) Research, training and consultant activities constitute a basic unity of functions for cooperative training centres. The

training centres needed assistance to build up the necessary consultant facilities so that they can play a vital role in cooperative development.

- (vii) Finally, the training centres need to evaluate the effectiveness of training programmes offered by them. Foreign technical assistance for the purpose in finding out the weaknesses and strong points of the present training arrangements and in suggesting ways by which they could be made more effective.

Conclusion

The trend of future direction with regard to organisational structure of agricultural cooperatives and their role in farmer education can be appropriately described by the following quotation from an article entitled "Tomorrow's Farm Coops" in the IFAP News, November 1969 Issue :

"In addition to procurement of credit and requisites and marketing, agricultural cooperatives will be required to provide well-integrated, market-oriented advisory services and coordinate other such services provided by governmental and other external agencies in order to meet the farmer's need to have these services provided through as few channels as possible.

"In order to meet this challenge more effectively as well as increasing overhead costs, agricultural cooperatives will diversify their activities into few fields. Another reason for this trend toward multipurpose societies at the primary level is also the desire to pool resources which are scarce at local and regional levels."

As indicated earlier in this paper, cooperative organisations have a vital role to play in increasing agricultural production, farmers' incomes and their living conditions. The trend in South-East Asia is for rural cooperative organisations at the primary level to be multi-purpose. Their functions should include not only member education in the general sense but also farm advisory services. As cooperative societies will increase in size, the need for proper member relations and training of employees will become greater. However, with the increase in the size of cooperative organisations and the strength of the Cooperative Movements, it will be possible for the movement to recruit not only more skilled and competent personnel but also to make better arrangements for their training. The Cooperative Movement is well poised to meet this challenge in view of its keen awareness of the importance of cooperative education for ensuring successful cooperative development.

Footnotes

FOOTNOTE	PAGE	
1	2	The countries covered by the ICA Regional Office & Education Centre include 13 countries as follows : Australia, Ceylon, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia Nepal, Pakistan, the Philippines, Singapore and Thailand.
2	3	International Cooperative Alliance, "Report of the ICA Commission on Cooperative Principles", London, p. 34.
3	4	National Cooperative Union of India—"Reports for the years 1967-68 and 1968-69", p. 12 and 18, respectively.
4	7	Agricultural Cooperative Movement in Japan, p. 49.
5	7	Dr. M.K. Shah, "Production Enhancement and Co-operative Extension Activities of AMUL"—A paper presented at the ICA Regional Seminar on How to Establish a Cooperative Processing Plant held in Bangalore, India in 1966.
6	10	Committee for Cooperative Training "Annual Report 1968-69" pp. 24,25.
7	13	We regard the involvement of Japan and Australia in the Centre's activities more from the point of view of contributing to the supply of knowledge and co-operative technique rather than receiving.

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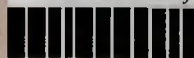
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