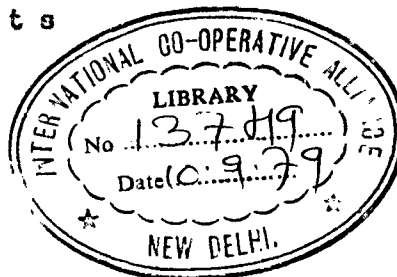


International Cooperative Alliance

EXPERTS' CONSULTATION ON COOPERATIVE MEMBER EDUCATION
TRINCOMALEE (SRI LANKA) : APRIL 15-29, 1979

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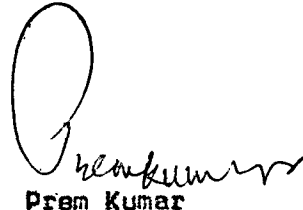
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Prem Kumar
Conf Secretary

International Cooperative Alliance

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Tuesday, 24th April, 1979

8.30 a.m.	Break up into Groups Selection of Group Chairmen and Rapporteur Group Work
late afternoon	Country Group assignments

Wednesday, 25th April, 1979

morning	Completion of Group Reports and Country Assignments
afternoon	Presentation of Group Reports
late afternoon	Drafting, Committee sittings

Thursday, 26th April, 1979

morning	Presentation of Country Group Reports
afternoon	Final Plenary - Conclusions and recommendations Closing sessions

Note on Group work : Group work will be in regard to two assignments:

- 1) Assignments arising out of studies presented for which purpose the participants will be divided into three groups.
- 2) Countrywise grouping for the preparation of either (a) a comprehensive national plan for member education for the country concerned or (b) the preparation of a specific project for member education covering a specific geographical, administrative, or institutional area.

April 24, 1979

EXPERTS' CONSULTATION ON COOPERATIVE MEMBER EDUCATION
TRINCOMALEE APRIL 15-29, 1979

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REVISED AGENDA OF EXPERTS'
CONSULTATION FOR PERIOD
24 - 26 April, 1979

Tuesday, 24th April

Group Discussions and preparation of
Group reports

5 p.m.

Handing over of Group Report
manuscripts to Secretariat

8.30 p.m.

Delivery of copies of Group Reports
to participants

Wednesday, 25th April

9 a.m. - 12.30 p.m.

Presentation of Group Reports
in Plenary

p.m.

Drafting Committee sittings and
preparation of final conclusions and
recommendations

p.m.

Preparation of Sri Lanka Project Design
by Sri Lanka Delegation

Final draft to be handed in by 4 p.m.
to Secretariat

7.30 p.m.

Leave to Welcombe Hotel for Dinner
hosted by ICA

Thursday, 26th April

9.00 a.m.

Presentation of Sri Lanka Project Design
in plenary

Final draft of Drafting Committee to be
handed over to Secretariat by 11 a.m.

4.30 p.m.

Final Plenary - presentation of
Conclusions and Recommendations of the
Consultation by the Drafting Committee
- and adoption of final conclusions and
recommendations.

7.00 p.m.

Concluding ceremonies

7.30 p.m.

Closing of Consultation

April 26, 1979

EXPERTS' CONSULTATION ON COOPERATIVE MEMBER EDUCATION

TRINCOMALEE (SRI LANKA) : APRIL 15-29, 1979

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

1. Introduction

1.1 The belief of this Consultation is that in the search for a New World Economic Order the adoption of the principles and practice of Cooperation could offer a very promising solution to the contemporary economic and social problems. The pre-requisite for evolving such a New World Economic Order lies in the development of a genuine cooperative economy.

1.2 The spread of cooperative education is one of the most important instruments for achieving a genuine cooperative economy - for it is through education that convictions could be created to sustain commitment to any ideal. And the creation of this conviction is particularly important in respect of the members who comprise the movement.

1.3 Education in this context "includes academic education of more than one kind but much besides. It includes both what people learn and how they learn it. Every phase of experience, which adds to people's knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens, can have educational significance for Cooperation. Less and less in the contemporary world can education be limited to what is learnt

in schools and colleges at special periods of people's lives. The cooperative concept is of education as a life long process". (vide ICA Principles' Commission Report, 1966).

2. Conditions

2.1 For cooperative member education to be successfully disseminated, the conditions that constrain it need to be clearly identified. They are, of course, closely related to the environmental situations of the respective countries. The Consultation made an attempt to identify them in general terms as applicable to the developing countries of South-East Asia as a whole. They are as follows:

2.2 Economic Conditions

- a) Incomes either below or close to subsistence levels of living and a highly inequitable distribution of income and wealth.
- b) Widespread incidence of landlessness and uneconomic holdings resulting mainly from population increase and fragmentation of agricultural holdings.
- c) Under-utilisation of resources, particularly land and labour, and the existence of widespread unemployment and under-employment.
- d) Undesirable effects of modernisation.
- e) Low levels of productivity.
- f) Indiscriminate use of technology.
- g) The weak bargaining power of the countries of the region vis-a-vis the developed world in the international markets.

2.3 Social Conditions

- a) A rate of population growth in excess of the rate of economic growth.
- b) Migration of rural folk to towns.
- c) The erosion of social cohesion and norms.
- d) A growing individualistic outlook.
- e) Inequitous and rigid social structures.
- f) Barriers to communication resulting from differences in social status, caste, sex, ethnic group and language.
- g) Socially entrenched leadership patterns preventing the emergence of committed and democratic leadership.
- h) A low level of literacy.
- i) The prevalence of educational systems that are incompatible with the social and economic needs of the region.
- j) Inadequate support from the press and other mass media.
- k) The damaged image of the movement resulting from corrupt practices or poor leadership.
- l) Exploitation of the consumer through the creation of multifarious wants by high pressure advertising.

2.3 Political Conditions

- a) Political interference, governmental intervention and bureaucratic intransigence.
- b) The existence of social unrest, political instability and undemocratic regimes.

- c) Frustration arising from too frequent changes of policies and programmes.
- d) Enactment of laws, rules and regulations inconsistent with Cooperative Principles.

2.4 Technological and Resource Conditions

- a) The lack of trained and competent educators and trainers committed to the cause of Cooperation.
- b) The inadequacy of funds, materials and other facilities necessary for education.

3. Needed Support

3.1 In the context of the environmental characteristics analysed above the Consultation sought to identify the areas of support required at the local, district and national levels for the development of suitable member education/relations programmes. The consensus of the Consultation in this respect was in favour of the following propositions :

- a) Where national cooperative unions exist they must be responsible for the promotion of cooperative education. Elsewhere the governments should act as catalytic agents in promoting cooperative education in conformity with the wishes of the cooperators.
- b) The governments of the South-East Asian Region must pursue a positive policy for the development of a genuine cooperative movement. This must necessarily entail the repeal of laws that are not consistent with the Principles of Cooperation and enactment of laws conducive to the promotion of a genuine cooperative movement.

c) In order to preserve the character and independence of the movement, a major proportion of the finances for cooperative education needs to be procured from within the movement itself. Any supplementary financial assistance given unconditionally by governmental or other appropriate organisations may be accepted. The funds from within the movement must be generated on the basis of a self-imposed discipline which stipulates the annual allocation of a certain percentage of the business turnover of the cooperatives for the purpose of cooperative education. Of the allocations so set apart at the primary and secondary levels, an appropriate percentage may be remitted to the promotional cooperative organisations at the secondary and national levels.

d) The necessary technical support to train the personnel and develop training materials and techniques should be provided. Similarly, facilities must be made available to conduct research and plan out contextually relevant programmes of cooperative member education. Since planning has to be taken up as a continuous process monitoring and progress evaluation also should be provided for. This may preferably be made the function of an institution having the necessary cooperative background but one other than that responsible for implementing the programme.

e) A carefully designed organisational structure of the movement is an essential requirement for the successful implementation of a cooperative member education programme.

4. Recommendations

4.1 The situation of cooperative member education in the region is aggravated by the shortcomings of the policies and programmes of the past. Looking at the shortcomings of the policies and programmes in retrospect, the considered opinion of the Consultation was that most developing countries in the region have not been able firstly to formulate suitable programmes of cooperative member education and, secondly, to implement effectively even when the plans and programmes have been drawn up well. This shortcoming appears to be mostly related to the low priority given to cooperative member education by the governments as well as the organisations vested with the responsibility of promoting Cooperati including cooperative business federations. To retrieve the movement out of this distressing situation the Consultation makes the following recommendations :

- a) The different target groups such as members, office-bearers, employees and prospective members must be trained in the Principles of Cooperation and their application. Special attention should be focussed on the needs of women, youths, children and the underprivileged.
- b) In planning, implementing and evaluating a cooperative member education programme the participation of the recipients of such education must also be ensured. In the evaluation of the performance of member education programmes both those who are involved in implementing the programme and also an outside agency should be included.

c) Since cooperative member education is a continuous process, it must be conducted according to a graded scheme to suit the different levels of knowledge as well as the requirements of cooperative promotion, organisation and management. This necessarily entails the designing of appropriate need-based, development oriented and business centred education programmes including the improvement of literacy where necessary.

d) Contents, methods, communication processes and educational material must be designed to suit the member needs and problems as identified by the members themselves in their specific contexts. In this respect, the usefulness of Pilot Projects for the promotion of cooperative education is emphasized and the Consultation recommends that the ICA and other appropriate international organisations support such projects on request.

e) The primary/ cooperative society should be responsible for carrying out member education and it must be regarded as an integral part of societies' activities.

EXPERTS' CONSULTATION ON COOP
MEMBER EDUCATION-TRINCOMALEE,
SRI LANKA - 15-29 APRIL 1979

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April 20, 1979

Address of Welcome by President, National Cooperative Council
of Sri Lanka

Hon. Minister of Food & Cooperatives,
Hon. Deputy Minister of Food & Cooperatives,
Regional Director, Ica roec
Distinguished Guests,
Fellow Cooperators :

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

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

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

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

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

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

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

Therefore it has become a necessity to unearth true Cooperative Principles and educate the members, specially young members and the younger generation who have had no experience. Under true cooperative umbrella for a long time. We are now planning to launch an intensive member education programme aimed at the said objective. It has become a vital necessity for us to develop future cooperative leaders who can take charge of the movement after liberation.

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

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

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

Thank you.

21, April 1979.

Inaugural Address by H.E. Mr.S.B. Herat Minister for Food & Cooperatives at the opening of the New Building of N.C.C. at Trincomalee & The Experts' Consultation on Cooperative Member Education. on 20th April 1979.

I.C.A., Regional Director,
President of the National Co-operative Council,
Distinguished Participants,
Ladies & Gentlemen,

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

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

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

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

It is that decision we are now implementing. The question might then arise as to why this could not be done earlier. The answer is that any decision taken has to be implemented in a given political, economic and social context, and that the timing must be decided depending not only on these factors but also the necessary ground work that must sometimes precede implementation. These questions, including the question of timing is a matter of policy to be decided by the Government. I am^happy that we have been able through persistent effort to get the elections going. My intention as the Minister in charge of the subject of Co-operatives is to see that the movement is both de-politicalised and as far as possible de-officialised. Having said this, I have also to state that the climate in which the Co-operative Movement will operate will differ from country to country in political, economic, social and cultural terms. Like everthing else in the world, these will not be static considerations, but subject to changes taking place in the future. The Co-operative Movement, like any other Institution of Society will have to adapt to these changes. I have no doubt that in Sri Lanka the Movement will have the resilience and the strength not only to adapt, but to make an effective contribution for the progress of our people.

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

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

In the early period, there were two kinds of educators.

.....:3/-

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

It is against this background that I say that the theme for your deliberations is very appropriate because we have now started a Member Education plan which has been sponsored by the Department of Co-operative Development in collaboration with the National Co-operative Council of Sri Lanka. Initially this will be implemented in the Multi Purpose Co-operative Societies. This Government will give priority to the field of Member Education in the Co-operative Movement.

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

- (1) Firstly to develop an understanding in the members of the importance and the role of Co-operative Institutions for the socio-economic development of the community.
- (2) Secondly to acquaint them with various operational aspects.

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

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

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

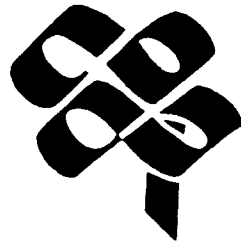
Distinguished Participants, Ladies & Gentlemen,

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

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

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

Thank you.



*The Co-operative Federation
of Australia*

MEMBER EDUCATION
A SHORT WORKING PAPER ON THE
AUSTRALIAN EXPERIENCE
APRIL 1979

CO-OPERATIVE FEDERATION OF AUSTRALIA

MEMBER EDUCATION - AN AUSTRALIAN EXPERIENCE

18

A paper prepared for the "Experts' Consultation on member Education", Trincomalee, Sri Lanka, 15th to 29th April, 1979 written by Mr. Brian Cooper, Training Officer, Westralian Farmers Co-operative Limited, Perth, Western Australia.

INTRODUCTION - NATIONAL BACKGROUND

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

CO-OPERATIVES AND GOVERNMENTS

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

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

NATIONAL WELFARE

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

GENERAL EDUCATION

General education is free, but compulsory in Australia from five years of age to 15 years of age. However, most students would complete three years of secondary education with many completing five years of secondary schooling and going on to university or colleges of advanced education. In 1978 there were more than 300,000 Australians enrolled in universities and colleges of advanced education. An increasing number of professionally qualified people - teachers, doctors, lawyers, engineers, geologists etc. - are finding it difficult to secure suitable employment. At the same time there have been some shortages in numbers of skilled tradesmen and technicians, but Government sponsored programmes and subsidies to industry are steadily rectifying these problems. With an unemployment situation of perhaps 5% of the workforce, there have been very few problems in meeting needs for professional, skilled, semi-skilled or unskilled labour. The same general levels of education apply throughout the population, including members of Co-operatives. Even amongst farmers, many members are third or fourth generation farmers who have supplemented their family experience by attending agricultural college and acquiring an advanced agricultural knowledge.

CO-OPERATIVE EDUCATION

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

The Principles Commission of the I.C.A. have said :-

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

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

MEMBER COMMUNICATIONS

Australian Co-operatives and apex organisations of Co-operatives have established communication practices aimed at passing information to and from members at the grass roots levels. Members are represented by elected directors at regional or district councils, which nominate one or more of their number to participate in apex councils.

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

TRAINING

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

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

MEMBER EDUCATION

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

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

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

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

CO-OPERATIVE PHILOSOPHY

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

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

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

In the Australian environment, the writer believes that what has been lost is not Co-operative philosophy, but a proper perspective of that philosophy relative to the economic and social needs of Australians in the 1980's. As profound as the Rochdale Principles might have been in 1844, the needs of those seeking their benefits have changed in the 130 years that have followed.

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

1. Limited Return on Capital

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

2. Rebate of Surplus in Proportion to Usage

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

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

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

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

CHECKING MONOPOLY TRENDS

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

WHAT DO MEMBERS WANT TO KNOW?

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

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

The feasibility of future investments.

Financial information available to Directors.

How profit margins are derived and how much is kept for operating.

Break-down of Co-operative spending.

Cost of different programmes.

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

Other marketing information that members seek includes :-

More marketing information about competition and prices.

More up-to-date information on market trends

More information about marketing procedures.

The extent to which a Co-operative influences market prices.

Why in some marketing areas the local Co-operative cannot compete with competitors.

Why Board and Executive feel members should patronise their Co-operative when they are not competitive.

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

Operating policy.

How the Board selects and educates Directors.

How staff are selected, trained, appraised and remunerated.

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

Future development and expansion plans.

What happens at Board meetings.

CO-OPERATIVE EDUCATION - THE NEEDS

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

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

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

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

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

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

1. Keep members informed of business aims and results.
2. Inform members of Co-operative aims and purposes, relevant to the existing environment.
3. Increase understanding of the workings of the Co-operative.
4. Invite active member participation in Co-operative affairs.

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

CONCLUSION

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

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

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

EXPERTS' CONSULTATION
ON
MEMBER EDUCATION FOR COOPERATIVES

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(Under joint sponsorship of the ICA Regional Office and Education Centre
for South-East Asia and the National Cooperative Council of Sri Lanka).

Position Paper on Bangladesh.

Mr. Maniruddin Ahmed

Mr. Faqru'l Quadir

(Sri Lanka April 15-29, 1979)

Acknowledgement

" In organising the member-education programme, we received valuable assistance from some international agencies including the ICA. It is believed that the ICA may coordinate the expertise and assistance of the advanced Movements and other international agencies for channelling the same to the cause of member education in the backward Movements. Finally, we express our heart-felt gratitude to the ICA and the NCC of Sri-Lanka for giving us the opportunity to join this Consultation and exchange our experiences of member education in the region, which, we are sure, will be of great benefit to the Cooperative Movement in Bangladesh.

Introduction:

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

Inadequacy of Member Education.

Despite the rapid dimensional expansion of the Movement, the organisational foundation, management standard and over-all performances of the Cooperatives did not improve to the desired extent. An average Primary Cooperative Society in Bangladesh, it may be mentioned, has a working capital of Taka 7,000/00 (about \$ 460 dollars) with membership of 70 and share-deposits of Taka 32/00 (about \$ 2 dollars) per head. The expansion of the Movement is also characterised by growing dependence of the Cooperatives on outside assistance. Although the above situation is the obvious cause and effect of many factors both external and internal, it is due mainly to one reason : with the expansion of the Movement over the last two decades, the exigency for member education in the Cooperatives has increasingly been neglected. This resulted directly in a number of peculiar situations, of which the following are crucial-

- A) absence of self-reliant group-action approach to collective welfare in the Cooperative Societies.
- B) members' ignorance of the benefits and working procedures of cooperative system and their apathy and lack of loyalty to the Co-operatives.

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- c) management inefficiency, absence of active and devoted leadership and stagnation in the Cooperatives.
- d) corrupt and illegal practices and infiltrations of vested interests in the management.
- e) limited membership, hindrance to capital formation and problems of viability of the Cooperatives.
- f) exclusion of a large number of poor and landless families from the fold of Cooperatives.
- g) closed - shop attitude on the part of the manager.

Institutions for Member Education.

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

The Bangladesh Cooperative College, which is meant for basic and orientation training of the officials of Cooperative Department, Integrated Rural Development Programme (IRDP), Cooperative Societies and other allied agencies, has a regular programme for conducting short training courses for Cooperative members and leaders of special interests. The eight Cooperative Zonal Institutes and Rural Development Training Institute are the most important residential institutions in the field of member education for the Cooperatives. The establishment cost and training programme of these institutions including the College, are funded by the Government, except that the travelling and food charges of the trainee-members have to be borne by their respective Cooperatives.

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

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

The Bangladesh Jatiya Samaboy Federation, which represents the IRDP Cooperatives and is affiliated with the National Cooperative Union, organises ^{educational} radio broadcast programme, publication of journals and book-lets and other motivational events.

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

Membership education under IRDP.

Under the training programme of IRDP a regular weekly training class is held at the TT&DC. Officers of the various nation building departments become the teachers, trainers, guides and counsels to the village leaders viz. model farmers and manager of the village cooperatives.

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

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

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

A nominal training allowance is given to the managers and model farmer to meet the cost of travelling. They are paid Tk. 3.00 to Tk. 10.00 to cover the cost of transportation to and from the weekly training class at the TT&DC. The trainer is also allowed honorarium of Tk. 10.00 per class subject to minimum of Tk. 50.00. This is an incentive given to the trainer to obtain his service on a regular basis.

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

Course Content of Training:

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

The course content is as follows:

A. Model Farmer:

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

B. KSS Manager

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

During the last two financial years, the above institutions conducted training programme for the members and leaders as below:-

<u>Institutions</u>	<u>1976-77</u>		<u>1977-78</u>	
	Member	Leaders	Member	Leaders
1. Cooperative College	-	40	-	48
2. Zonal Institutes	2,166	-	2,000	-
3. RDTI	-	198	-	2200
4. Extension Units	17,512	-	1,512	-
5. National Coop. Union -	-	1088	-	10075
6. Dist. Coop. Union	9,272	340	-	1467
7. TTDC	-	36000	-	43000

Problems of Member Education.

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

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

(b) There is severe dearth of funds, expertise and equipment for production and use of study-materials and teaching aids so necessary to intensify any educational activity. As a result, all the member education agencies fail, more or less, to make their programme interesting, useful and effective to the clientele.

where only 20% of the adult population - 30% of males and 10% of females - are literate, the importance of these aids and materials for member education needs no exaggeration.

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

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

(e) There is little or no coordination, at any level, among the concerned agencies with respect to programme-planning, strategy and goals of member education. This reduces the efficacy of educational programme, causes unnecessary wastage of resources and procreates confusion among the cooperative members.

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

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

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

Conclusion & recommendations.

- i) Cooperative are means of effecting income and wealth distribution and as such they should be accorded special privilege by the government. Precisely the Cooperative is to be backed by state policy in its words & spirit.
- ii) Cooperative should be a bottom up process. This requires affecting attitudinal changes demanding a learning process which may be completed only after a sufficient span of time.
- iii) Cooperative shall be developed into a system integrating different type into a single national system.
- iv) Mutual exchange of experience and transfer of intermediate/ appropriate technology from the developing regions.

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

GLOSSARY

- Village : An area having an average population between 1,000 to 1,500.
- Thana : Lowest unit of government administration and development having 150 to 250 villages an average : Population : 1,50,000 to 2,50,000.
- KSS : Krishak Samabay Samity (Farmers' Cooperative Society) organised at the village level and federated to TCCA.
- TCCA : Thana Central Cooperative Association- A thana level cooperative organisation to federate and support village level farmer's Cooperatives.
- TTDC : Thana Training & Development Centre- it is the venue where all thana level offices of various nation-building department & agencies are located to provide supports, services and training to the rural people.
- IRDP : Integrated Rural Development Programme - A government agency responsible for implementation of various integrated rural development projects in Bangladesh- through Cooperatives.
- Taka (Tk) : Bangladesh currency (Tk. 1.00 = US \$ 0.07).
- Comilla Cooperatives: Two-tier Cooperative system evolved in Comilla having KSS at the village level and TCCA at the thana level. This programme is now being implemented as national programme by IRDP.

COOPERATIVE EDUCATION THROUGH PROJECT
APPROACH - AN INNOVATION

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IMPORTANCE OF COOPERATIVE EDUCATION:

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

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

The Cooperative movement has always attached great importance to education of their existing and potential members, honorary office bearers and paid employees. The

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movements in South-East Asia, have devoted a great deal of attention to education of members, right from the initial stages. Not only that but in case of several countries cooperative societies make financial contributions to the education fund.

Co-operatives are really people who have joined their efforts and available resources in a particular formal way to carry out certain business activities so as to satisfy the needs of all who are in the group. The people themselves directly participate and exercise control over the operations, affecting their own well-being. People emerge as a very essential component of a cooperative and they are the decisive factor in a cooperative, to build it, to own it, to operate and control it and to benefit from it. It would not be out of place to say that, if society grows, the people grow up with that. It is highly appropriate if educational programmes for cooperative membership, management and executives are developed in order to improve understanding of the members, their own roles and to help to raise the level of general and technical knowledge and economic efficiency.

OBJECTIVES:

The basic objectives of cooperative education may be stated as (i) to create an awareness among the people about their social and economic conditions and the value of cooperative action in bringing about an improvement in these conditions (ii) to create enlightened membership (iii) to ensure a steady supply of leadership to main cooperative institutions at different levels. In the absence of a continuous, systematic and integrated education programme the movement cannot become strong,

self-reliant and democratically managed. In this context, the need for cooperative education has been emphasised time and again. The cooperative education programme should become an integral part of cooperative development. If the cooperative movement has an important role to play in the development of various fields of production and distribution as has been frequently stated, then education to ensure cooperative conviction as well as efficiency in cooperative undertakings is a must.

PROJECT APPROACH:

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

On evaluating the working of Project, it has been observed that the project has offered very useful lessons. The project evolved different approaches, and techniques in cooperative education and the same could be conveniently adopted in other parts of the country as well as South East Asia. During the period of seven years of working, the Project has made experiments in various segments of developmental cooperative education. The vital innovations in respect of cooperative education Field Project is the concept of orienting education towards business activities of cooperatives. Increasing emphasis is to be laid on

managerial methods, and problem solving. Different approaches towards members for education, such as individual, group and mass have been experimented, and it is observed that group approach (e.g. Farmers groups (commodity-wise), Youth groups, Womens' groups) in suitable combination with other approaches would be more effective. The project has been also successful in developing different methods and techniques of education, useful study materials, literature and teaching aids. The farm guidance services for members through the help of Farm Guidance. Instructor has proved to be very useful and has been directly contributing in increasing their agricultural income through improved methods and continuous guidance.

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

The main objectives of the Project are as follows:

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

The Project activities can be summarised as under:

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

ments, child nutrition, family welfare etc.

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

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

EDUCATION METHODOLOGY:

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

- (a) Farmers' group meetings
- (b) Seminars for Leaders, etc.
- (c) Camps and shibirs for farmers (coop-wise)
- (d) Study visits
- (e) Farm demonstration
- (f) Education classes
- (g) Farmers' exchange programmes.
- (h) Coop. Camps for women
- (i) Training courses for farm guidance instructors, supervisors, inspectors, etc.
- (j) Farm guidance activities - agricultural Advisory services.
- (k) Permanent exhibitions.

PROJECT IMPACT:

The cooperative education programmes under the Project created awareness among the members & the committee members used to actively participate in the affairs of society. They used to make more and more use of the services offered by the society and activities of the societies were diversified for the benefit of the members. There has been an improvement in respect of business deposits and share capital of the societies. The participation in General body meetings and committee meetings have shown an increase. The audit classification, recovery loans and management of cooperatives have improved. As a result, there has been development of project

societies and members' social and economic conditions have also improved.

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

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

CONCLUSION:

From the experiments and experiences of cooperative education field projects, Indore and Kaira (both in India), it is recommended that, need-based and developmental-intensive cooperative education programmes, if properly planned, effectively implemented and carefully evaluated, as well as revised and reviewed from time to time, with active collaboration and involvement of business federations and other agencies, would get whole-hearted support - technical, financial and academic - and set an example of integrating education with business activities of cooperatives working at grass root level. If we want to bring about visible change in the working of Primary Societies/serve the beneficiaries and develop them as strong and viable institutions and through them to increase the productivity of farmer members and thus improve their socio-economic conditions, intensive educational work is necessary. A large number of education personnel need to be employed. The Secretaries/Managers of primary societies should also be responsible for carrying out

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local education work. A large amount of resources should be made available and then only it would produce effective results. This is possible only through Project approach.

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INTERNATIONAL COOPERATIVE ALLIANCE
NATIONAL COOPERATIVE COUNCIL
EXPERTS' CONSULTATION
ON
COOPERATIVE MEMBER EDUCATION
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Cooperative Education & Development Scheme
(Restructured Cooperative Education Programme)

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COOPERATIVE EDUCATION
AND
EDUCATION SCHEME

RESTRUCTURING OF COOPERATIVE EDUCATION
PROGRAMME

Introduction

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

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

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

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

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

5. In order to inculcate these changes and qualities in the members and managing committee members, suitable orientation, education, and training is needed. The cooperative education programme for the members, committee members as well as the secretaries managers which was suggested as early as in 1915, was introduced on a pilot basis in 1956 and country-wide coverage was achieved in 1960. With the growing necessity of the emergence of leadership from within the movement to accelerate the coverage of the education programme, the programme was revised in 1963 and designated as 'Membership Education and Leadership Training for Non-official Personnel of the Cooperative Movement' was taken up for implementation. During 1966-67 the Programme Evaluation Organization of the Planning Commission undertook an evaluation study of the Member Education Programme. The team on the one hand, made efforts to highlight the areas of success, and on the other to pinpoint the weaknesses and deficiencies noted in the implementation of the programme. As a follow-up of the report of the study team, the NCUI organised four zonal workshops on member education during 1969. These workshops considered the report of the PEO and made vital recommendations on operational, administrative and promotional aspects of the programme. On the basis of these recommendations the programme was revised in 1971 and was called CEP.

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

and the National Cooperative Union of India in the district of Indore(M.P.)

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

8. The main features of the Cooperative Education Development Scheme CEDS are;

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

**COOPERATIVE EDUCATION AND
DEVELOPMENT SCHEME-CEDS.**

Name

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

Objectives

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

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

- i) Educating the members (including the prospective members) with a view to developing better member society relationship.
- ii) Educate members of the managing committee in the concept ideals, practices and management of cooperative societies.
- iii) Making cooperative education an integral part of the services of each cooperative society.
- iv) Making cooperative education need based and development oriented.
- v) Developing cooperatives as sound democracies.
- vi) Promoting liasion between cooperative society and central societies and other governmental and non-governmental agencies for cooperative development.
- vii) Motivating a cooperative society to develop farm guidance services of their own in due course.

4. The activities of the CEDS will aim at assisting the local societies.

- i) Increase in membership
- ii) Convening of meeting of managing committee and general body regularly, with increasing attendance at these meetings and securing active participation of members.

- iii) Assess of credit and other inputs required on the basis of real planning of crops and preparing societies to provide the members' needs.
- iv) Promote repayment of loan in time out of marketing of sale proceeds through cooperatives/cooperative efforts.
- v) Prepare societies towards self-reliance, assist them in preparing long-term plans of mobilising deposits-ensure regular collection of deposits out of sale proceeds of crops.
- vi) Develop farm guidance services on their own in due course.
- vii) Utilise Secretary/Manager and Managing Committee Member for local education work.
- viii) Undertake family welfare education activities.

Approach

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

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

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

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

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

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

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

Personnel

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

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

Qualifications:

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

Duties

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

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

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

ii) Cooperative Education Instructor

Qualifications :

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

Duties:

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

- i) To study local situation and the activities of the cooperative society prior to organising the educational activity. (The State Cooperative Union will prepare proformas for study of local situation and collection of data on the progress and activities of the cooperative society).
- ii) To organise and conduct village based members' camps, societies-wise managing committee members' courses, short-orientation based meetings for women and young farmers who are family members of the members of the cooperatives.

- iii) To carry out orientation courses for supervisory field officers of the district cooperative bank and other cooperative business federations as well as for the similar officers of other development agencies.
- iv) To involve the secretary/manager as local teachers in member education work at the society level.
- v) To produce/procure educational material from State and District Cooperative Unions, cooperative business organisations, other developmental agencies and use the same in education work.
- vi) To assist the local cooperatives in producing educational charts, folders, annual reports etc.
- vii) To secure services of resources persons and facilities of cooperative business federations and other developmental agencies for education and development work.
- viii) To organise study visits for different functionaries of the cooperatives with a view to develop cooperatives. Visits to secondary cooperative business organisations, agricultural and/or veterinary colleges, agricultural farm, farms of progressive farmers and other developmental agencies could be organised.
- ix) To provide management guidance by attending the Annual General Body Meetings and Managing Committee Meetings of cooperatives, on their request.
- x) To provide technical guidance on agricultural production including dairy products, storage and marketing of such products.
- xi) To arrange film/slide shows, dramas, debating competitions, panel discussions etc. on the subjects of common interests.
- xii) To receive financial assistance from federations and other developmental agencies in conducting educational activities, organising study visits producing educational material etc.

iii) Farm Guidance Instructor:**Qualifications:**

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

Duties :

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

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

Involvement of District Cooperative Bank :

12. There are about 3 lakhs cooperative societies of all types covering 65 million members in India. Of these, there are 1,55,000 agricultural cooperatives having over 36 million members covering more than 95% of the villages. Taking into consideration the expansion and diversification of activities of agricultural cooperatives and steady increase in their membership, it will not be possible for the State Cooperative Unions to meet the educational needs of these cooperatives qualitatively and quantitatively with the limited number of instructors with them. There are 520 instructors in the country. Even if these number is increased to 5000 which is only a hypothesis for the present, the educational needs of 36 million members in 1,55,000 societies will not be met.

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

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

15. The State Cooperative Unions will have to arrange orientation courses for the Supervisors in methods and techniques of Adult Education and other related subjects. The implementation of this proposal should be reviewed jointly by the State Cooperative Union & State Cooperative Bank with a view to make it more useful, effective and acceptable to the people.

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

Finance

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

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

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

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

20. Since ultimate beneficiaries of the CEDS is a member and the primary cooperative society, the CEDS activities will motivate the beneficiary, cooperative society to make provision for the education of their members and employees and of the general public in principles and techniques of cooperation both economic and democratic. This should be done by advising them to make provision for education in their annual budget and programme as also by the taking members' annual contribution for their education, as may be decided by the Annual General Body Meeting every year.

Review

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

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

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

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

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

Role of the NCUI

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

INTERNATIONAL COOPERATIVE ALLIANCE (ICA)
Experts' Consultation on Members Education
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COOPERATIVE MEMBER EDUCATION

in

INDONESIA

by

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COOPERATIVE MEMBER EDUCATION IN INDONESIA

by

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I. Historical developments of cooperative member education.

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

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council.

Since 1959 all these activities came to a standstill, as the result of a revolutionary change in the Government structure. This essential change reflected in the development of cooperative mentality in Indonesia up to 1966 whereas it was characterized by cooperatives acting as instruments of political forces for the benefit of political aspirations, so that cooperatives were involved in a condition without cooperative spirit, and ignorant of cooperative education.

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

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

So, cooperative life was in contravention of genuine cooperative philosophy and principles, and were not able to perform their function and role as an economic organisation.

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owned and managed by, from and for the members. At that time The Government policy placed the cooperatives as a political means, which made the people and the cooperative movement itself pursue a wrong image of the cooperatives. In the economic sector the cooperatives were considered as a channel of distribution of Government goods only.

At the commencement of the new administration in 1966 the Indonesian people and the Government had to face the problem of poverty, under development and ignorance, so more attention had to be paid to meet the basic needs of life. And the Cooperative Movement itself had to face the problems of survival, after a long period of political domination and control over cooperative structure and life.

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

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

I. Cooperative education as a measure of mental rehabilitation.

As being put forward, almost all types of cooperatives in Indonesia in 1966 faced the problems of lack of genuine cooperative spirit and principles caused by the past

Government policies, besides many different technical as well as economical problems such as lack of capital and technical knowhow and mis-management. And cooperative education was considered the first step to overcome the problems, but the cooperatives themselves and the Cooperative Council itself was not in the position yet to handle the education in a large scale as it has been planned. Especially during the survival period and rehabilitation phase between 1969 and 1974 was a matter of fact the weakness or reluctance of most cooperatives especially in the rural areas to conduct cooperative education. It was gratifying to state that the New Administration decided to place an educational programme for cooperatives in The First Five Year Development Plan (PELITA-I-1969/70-1973/74) and following Five Year Development Plans. This education was more or less for rural cooperatives since the Development Plan was emphasized on agriculture. Some cooperatives in urban areas sponsored by their respective secondary societies organized their own-self financed courses without Government assistance, except trainers. The finance for these courses were from the education fund or from their own budget. Cooperative education as a measure of mental rehabilitation was felt urgent.

III. Cooperative education policy.

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

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1. First Stage of development during which the Government pioneers in carrying out cooperative education and extension works.
2. Development stage during which the Government together with the cooperative movements carry out cooperative education and extension works.
3. Promotion Stage during which cooperative education and extension works are carried out fully by cooperative movements. The Government will only supply guidance and coordination for the programmes.

IV. Cooperative Education Programmes.

1. Government sponsored cooperative education.

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

1. Setting up Cooperative Training Centres in each Province.
2. Upgrading courses for Government personnel of chiefs of Provincial and District Office, division chiefs and cooperative promoters.
3. Training of cooperative society leaders, employees and cooperative cadres (selected members) and education to common members.

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

for trainers of cooperative cadres, members of executive board members of supervisory committees, etc.

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

During this period about 22.000 people have followed cooperative education in short courses of 1 up to 4 weeks and short cooperative lectures.

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

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

1. Personnels of the Directorate General of Cooperatives as trainers, promoters and supervisors as well as auditors, so that they will be able to perform their job as well as possible.
2. Board of directors, board of supervisors, managers and employees and members of cooperatives in order to increase their ability, skill and consciousness.
3. Students of public schools on cooperative education through training of teachers and university lecturers.
4. Strategic groups and their leaders such as youth groups, boy scouts, house-wives groups, labourers groups, artisans groups, peasants groups, fishermen groups etc.
5. Both as formal and informal leaders, such as village authorities, religious leaders; traditional as well as non-

groups, peasants groups, fishermen groups etc.

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

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

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

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for educational purposes.

In order to strengthen~~d~~ the cooperative organisation and to promote its business abilities, education programmes were increased for Government officials as well as cooperative members. Government officers attended ^{special} courses on cooperative extension, project appraisal, accounting, secretary work and office management, credit management, management and marketing, auditing, cooperative techniques, statistics, planning, programming and budgeting, and personnel management.

Figures on Training of Government cooperative promoters and trainers of the Directorate General of Cooperatives are as follows: (See Appendix TABLE-I)

To introduce the cooperative idea to students and other Government officers, education and training on cooperatives were conducted to Junior and senior Highschool teachers and university lecturers.

(See Appendix TABLE- II)

Member education and employees training for cooperatives were organized to increase cooperative performance and to promote members participation in the organisation and business activities as well.

(See Appendix TABLE-III)

Cooperative education for strategic group leaders to promote cooperatives among their members.

(See Appendix TABLE- IV)

2. Cooperative education sponsored by the cooperative and The Cooperative Council (Union).

As mentioned in the historical development, in 1953 The Indonesian Cooperative Congress decided to support cooperative development by promoting cooperative education as to implement the Internationally accepted cooperative

principles. In the period between 1953 and 1959 The Indonesian Cooperative Council (union) promoted cooperative high schools, the so-called "S.M.A. Koperasi" in 10 different provincial and district capitals. Sons and daughters of cooperative members followed senior high school lessons and lessons about cooperative ideology and learn cooperative practice in the students cooperatives. The objectives were to recruit cooperative cadres and to promote cooperatives among the people through students as cadres and teachers and lecturers as promoters.

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

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

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

At the commencement of the new Administration in 1967, the Government sponsored Cooperative Junior and senior High schools were liquidated. The regional Cooperative Council continued about 12 of these schools as private schools run and managed by cooperatives, and took over from the Government about 8 Cooperative Academies to run and financed by the Cooperative movements themselves.

Since the survival period between 1966 and 1969 the

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

Beside these activities the cooperative movement itself through the primary and respective secondary societies and local cooperative council organize cooperative member education and employees training also. There are at the moment 2 types of courses, eg:

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

(See Appendix TABLE - V)

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

(See Appendix TABLE - VI)

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

- (1) At the beginning of 1978 The Indonesian Cooperative Council (union) was re-organized and re-structured. One of the National Programmes is the member education Programme. To start with The Cooperative Council organized a series of National Seminars to produce guidelines for an appropriate member education, namely:
- a. A seminar on planning and programming of member education.
 - b. A seminar on methods, approaches and techniques of member education for cooperative trainers.
 - c. A workshop on methods, approaches and techniques of member education for discussion group leaders and leaders of existing economic and social-culture groups at village level.
 - d. A workshop on teaching aids for member education
 - e. A workshop on teaching materials for member education.
 - f. A Workshop on systems and organisation of member education.
 - g. A workshop on evaluation of member education.

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

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

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

Jakarta Trincomalee (SRI LANKA)
Colombo
April 15, 1979
J.K.LUMUNON (Indonesia)

APPENDIX

TABLE I. TRAINING OF GOVERNMENT COOPERATIVE PROMOTORS/TRAINERS of THE DIRECTORATE GENERAL OF COOPERATIVES.

Type of education	1973/74	1974/75	1975/76	1976/77	1977/78
1	2	3	4	5	6
1. Project appraisal	262	40	60	30	30
2. Accounting	-	29	-	-	30
3. Office management	-	-	164	94	-
4. Credit/cr.guarantee	-	32	164	117	-
5. Auditing	-	-	-	30	-
6. KUD Promotors *)	-	42	42	261	1109
7. Consultants	-	15	20	20	20
8. Extention officers	-	30	-	289	-
9. Cooperative technique	-	-	39	339	-
10. Statistics	-	-	30	-	-
11. Planners	-	-	30	30	31
12. Personnel management	-	-	-	-	30
13. Project supervisor	-	-	-	-	30
14. Project unit-chiefs	-	-	-	-	15
Total	262	188	549	1.207	1.325

*) KUD = Village unit cooperatives (amalgamated village coops)

+) Coop. academy graduates.

TABLE II. TRAINING OF COOPERATIVE PROMOTORS/EDUCATORS FROM THE DEPARTMENT OF EDUCATION, TEACHERS AND UNIVERSITY LECTURERS, OTHER DEPERTMENTS.

Type of education	1972/73	1973/74	1974/75	1975/76	1976/77
1	2	3	4	5	6
1. Teachers/students coop. promotors (elementary schools)	-	-	-	-	-
2. Teachers/students coop. promotors (junior highschools)	20	-	-	-	-

3. Teachers/.....

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	1	2	3	4	5	6
3. Teachers/students coop. promoters (senior highschools)		-	-	24	24	-
4. University lecturers	15	20	15	15	-25*	
5. Animal husbandary	22	-	-	-	-	
6. Agricultural leaders ext workers	1.000	-	-	-	-	
Total	1.037	40	39	24	25	

*) Evaluation workshop

TABLE III. MEMBER EDUCATION AND EMPLOYEES TRAINING of COOPERATIVES (financed by the government)

Type of education	1973/ 74	1974/ 75	1975/ 76	1976/ 77	1977/ 78
1. Manager of KUD/coops.	647	727	999	463	1.460
2. Bookkeepers	367	154	676	520	1.102
3. Storage officers	-	-	-	40	989
4. Fertilizer/pesticides officers	59	77	589	173	-
5. Chief credit division	-	-	-	533	1.059
6. Credit committee	-	-	-	533	1.059
7. Rice milling units mechanics	259	33	-	-	-
8. KUD/coops board of directors	584	609	1.279	466	1.320
9. cadres of KUD/coops.	4.094	4.761	3.163	5.548	198
10. Supervisory Board	-	-	-	160	1.248
11. Sales officers	-	-	-	-	1.406
12. Trade controller	-	-	-	-	263
13. Trade division chief	-	-	-	-	268
14. Marketing officer	-	-	-	-	50
Total	16.000	6.341	6.706	8.436	12.422

TABLE IV.....

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APPENDIX

TABLE IV. COOPERATIVE EDUCATION FOR STRATEGIC GROUP LEADERS.

Type of education	1972/ 73	1973/ 74	1974/ 75	1975/ 76
1. Moslem boarding school coop leaders	-	84	31	69
2. Labourers coop. managers	-	-	-	18
3. Labourers coop. leaders	-	-	-	20
4. Labourers coop. cadres	-	-	-	21
5. Women coop. leaders	-	-	-	50
Total	-	84	31	178

TABLE V. MEMBER EDUCATION AND EMPLOYEES TRAINING OF COOPERATIVES
(Fully organized and financed by the cooperatives)

Type of education	1973/ 74	1974/ 75	1975/ 76	1976/ 77
1. KUD managers	-	-	-	-
2. KUD Board of directors	105	74	31	364
3. KUD bookkeepers	50	31	-	25
4. Kud fertilizer of ficers/ pesticides	59	77	124	-
5. KUD cadres (members)	275	104	-	115
6. Non-KUD managers	-	-	28	28
7. Non-KUD board of directors	-	307	86	232
8. Non-KUD cadres (members)	763	911	287	195
9. Non-KUD bookkeepers	-	-	-	195
Total	1.252	1.504	556	1.407

TABLE VI

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APPENDIX

TABLE VI. MEMBERS EDUCATION AND ENLOYEES TRAINING (ORGANIZED BY COOPERATIVES AND SUBSIDIZED BY LOCAL GOVERNMENT).

Type of education	1973/ 74	1974/ 75	1975/ 76	1976/ 77	1977/ 78
1. KUD managers	26	28	60	-	50
2. KUD board of directors	197	150	274	296	147
3. KUD-cadres (members)	166	333	380	349	-
4. KUD Bookkeepers	56	-	-	20	-
5. Non-KUD managers	-	-	40	-	-
6. Non-KUD board of directors	120	47	-	73	235
7. Non-KUD cadres (members)	45	282	58	120	290
8. Non-KUD cadres/members-labourers	19	-	-	-	-
9. Non-KUD employees	-	-	-	151	245
10. Non-KUD bookkeepers	-	-	-	-	85
Total	629	931	812	858	1.052

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COOPERATIVE MEMBER EDUCATION IN RURAL
AREAS IN INDONESIA

by : Sularso

We are not very satisfied with the implementation of cooperative member education in Indonesia, since its results have shown an indication of problems arising from the faith, the role and the participation of the members in the cooperatives, moreover, the cooperative effects are not yet fully realised by the members. Nevertheless, such a situation cannot be separated from the overall development of the cooperative as a whole.

The major problem of the not yet effective function of education to members is due to the fact that the business of the cooperatives is not successfully developed or, it is just started. Besides all attention and efforts have been directed towards running and development of the business of cooperatives with the support of every means to overcome the obstacles in carrying out the business, and therefore they are not able to provide the necessary budget for carrying out education for cooperative members, though it is realised that member education should have been started ever since a cooperative society begins its operations.

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The Government have tried to promote the cooperatives, and have helped the cooperatives in order that they may be able to conduct member education, but certain internal conditions have made the encouragement of the government not very successful.

We do believe that cooperative member education which run smoothly and effectively can solve various problems and will be of very great use for the development of cooperatives although it is not the only way of solving problems, since there are other aspects such as the economic environment and business opportunity of the cooperatives concerned.

Among the various types of cooperatives in Indonesia, the rural agri based cooperatives get major attention, since these cooperatives have such an important role to develop the ability of the rural people in order to raise their standard of living. The type of cooperatives to be discussed in this paper is the one which has been recently reorganized and given priority in the framework of cooperative development in Indonesia.

But it does not mean that other types of cooperatives are less important and are developing more slowly than the cooperatives in the rural area.

In the year 1965/1966 the cooperative development in Indonesia reached its minimal point as a result of political

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and ieconomical instability and disorder which influenced the course of cooperative development in Indonesia. +)

They could not work nor could they retain their strength, and the worst of it, the cooperatives lost confidence from the people.

But efforts to restart the cooperatives in Indonesia were soon begun with more initiative from the government through various ways, among others :

1. Replacing the cooperative law (Law No. 14 year 1965) with Law No. 12 Year 1967 which requires active adjustment of cooperatives which demanded their operation as an effort to restore the cooperatives to their proper principles.
2. Budget for cooperative education was provided by the government to train board members and staff of the cooperatives. In 1969/1970 cooperative training centres were established in the national level as well as in each province which at the moment nearly every province has such a centre to conduct training programmes.
3. The Institution of Credit Guarantee for Cooperatives (LJKK) was established in 1970 with financial assistance from the government to help cooperatives overcome difficulties.

+) At that time there was an interference of political parties in the cooperative organization which was formulated in the cooperative Law No. 14 of 1965, and inflation reached its highest point of 600 % that year and the currency was revaluated from Rp 1,000. to Rp 1.

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particularly in obtaining capital from the bank by means of providing credit guarantee.

4. Priority in cooperative development was determined in the field of agriculture in conformity with Indonesia condition and national development programme. This decision requires reorganization of agro based cooperative societies into a strong society through the establishment of the Village Unit Cooperative Societies (KUD) at the sub district level as a process of amalgamation of several agricultural and rural cooperative societies.
5. Opportunity was given to cooperatives to develop their business which is connected with the policy of the government in protecting the farmers and increasing production, such as fertilizer distribution, insecticides, rice procurement and other commodities besides providing small credit to small traders in the villages and other activities which cooperatives may do.

In spite of the many obstacles encountered in the development of cooperatives in certain stages the cooperatives in Indonesia have been able to be remobilized and they have indicated their tendency for future success.

At the moment there are 4,412 KUDs with 3.003.668 members Rp. 2,153 million saving. These societies are developed in the rural areas on multi purpose basis with the

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following functions :

1. credit,
2. distribution of agricultural inputs, basic needs and other services,
3. processing and marketing of agricultural product,
4. other economic activities.

Although this concept has met with difficulties and limitations, for a certain stage it can be used to make the organization of the cooperative society much simpler in the rural areas of Indonesia. KUD is expected to become a service centre for the rural community and to become a means of rural economic activities.

KUD has its limitations during its stages of growth and therefore the credit function, particularly agricultural credit to farmers is given by the government and channelled through state bank, in this respect the People's Bank of Indonesia (BRI). Meanwhile the government have field agricultural extension officers who are responsible for the conduct of agricultural extension in the framework of increasing agricultural production. Since 1976 there are 1,506 KUDs which run small credit service for small traders in the villages. They are given financial assistance of Rp. 1,064 million from the government and up to the present they have served 1,881,606 people with Rp 11,119 million credit. The maximum amount of

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this credit is Rp 15,000 for each borrower for 10 weeks period at 1 % interest per month. *) This credit is given to members and prospective members. This credit activity is also meant to train KUD personnels to increase their ability in the credit system which will be needed for other types of credit.

Supply and distribution of agricultural inputs for farmers, particularly fertilizer and insecticide to farmers who receive agricultural credit as well as those who buy them in cash. This activity is one of the major activities where KUD acts as a retailer who receives fertilizer from the distributor on consignment basis.

*) This credit is known as Candak Kulak Credit, given to rural small traders and also small farmers or those landless farmers as an additional income. Their trade business is conducted in the form of collecting by products from the neighbours such as fruits, vegetables, chickens, eggs, etc. It is also given to food vendors. They have their local market.

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Distribution of fertilizer and insecticide by KUDs.

Planting season	Number of KUDs	Fertilizer (in Tons)	Insecticide (in kg.)
1974	1,680	188,474	355,682
1974/1975	2,222	411,953	961,787
1975	2,163	277,055	984,169
1975/1976	2,586	384,888	1,910,113
1976	2,212	176,853	817,892
1976/1977	2,544	332,619	1,644,653
1977	2,172	143,449	1,011,525
1977/1978	2,487	279,088	1,347,187

During the dry season (written in single year figures) the need for fertilizer is small and some areas do not use fertilizer at all.

In the production activities, several KUDs have also developed the supply of seed, insecticide and recruit spray squad, supply and rent farm tools to members. These societies have not yet been able to supply the rural people with basic needs, but several KUDs have started this activity especially with certain items of goods. This is due to the fact that the government have succeeded in stabilising the price of such goods with adequate stock and at a relatively cheap price.

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In carrying out marketing function, the activity of the KUD is geared towards the procurement of certain commodities which is essentially conducted and by means of which the government have the intention of protecting the farmers (among others by fixing floor price). Rice is the most dominant commodity among those commodities besides copra, cloves, corn, salt and pepper. Rice procurement is the major activity which is carried out mostly by KUD using special credit from the bank, this activity is illustrated below.

Rice marketing by KUDs.

Year	Number of KUDs	(in tons)	
		Sold to government	Sold to market
1974/1975	1,786	348,645	133,279
1975/1976	2,437	368,015	193,331
1976/1977	2,385	216,009	184,001
1977/1978	2,195	212,178	154,441
1978/1979	2,087	244,473	83,475

From the major rice marketing, the marketing of other commodities is then developed in accordance with the potential of area and the ability of KUD. Rice processing using small rice-milling units is developed attached to the rice marketing activities. There milling units are used for the processing of

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own rice and also for hire. Several KUDs are involved in marketing other commodities such as vegetables, fruits, beans, soya beans, cassava and estate products like coffee, tea and rubber where these goods are produced in the operational area of the KUDs.

As a multi purpose based cooperative society, diversification of the business will an essential aim of the KUD. Such activities like cattle and dairy farm,⁺ handicraft and small scale industry, fresh water and sea fishery and other economic activities will be covered by KUD, but in some cases it is also allowed to have certain type or cooperatives that deal in certain activity.

In developing government assisted KUDs they are directed towards educating and training cooperative personnel, since the board of directors and personnels of the cooperatives come from the potential personnel in the rural area who have their limitations in terms of basic education and skill. Besides they are also given opportunities to run business with some protections whenever necessary.

While the development of KUD is still at the stage of developing the primary level in order to set up a sound foundation, secondary societies at the provincial level are

⁺) Some dairy cooperatives in Java sell milk collected from the members to milk factories (owned by private and foreign companies) at a protected price to protect the farmers.

beginning to be set up in accordance with the stage of their growth. The existing central (secondary level) societies have started to serve the primary members with their needs among others they act as fertilizer distributor. Up to now they have not established a national level federation.

The development of cooperatives other than those in the rural areas is taking place among those in the functional groups (civil servants, members of the armed forces) and other groups such as labourers and women. These cooperatives are in fact consumers cooperatives which start their business with saving and loan and supply of basic needs^{*)}. These cooperatives can develop considerably well because the members have fixed income and they have a relatively fixed consumer pattern. But the development of consumer cooperatives as such is very discouraging if they are expected to be followed by the community. These functional cooperatives may be used to develop consumer cooperatives in the future.

Other cooperatives which are developing are credit cooperatives and urban cooperatives such as those among market traders, transportation, small industry. Rural electric cooperatives exclusively are being developed at the very moment in Indonesia.

*) As an illustration there are 3,657 Civil Servants Cooperatives now in Indonesia with 518,203 members and Rp 6,403 million saving.

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In developing KUD in the rural areas the first step to take is mobilizing the business activity. For this purpose education and training for cooperative staff have become major activity. Training for members of the board of directors, managers, bookkeepers and other staff is extensively carried out in the cooperative training centre conducted continuously and financed by the government.

The purpose of mobilizing cooperative business is based upon the idea of providing members of the society and the community with the thoughts of advantageous cooperative business which is hoped that it will restore the confidence of the people towards cooperatives and that they, in turn, will actively take part in the cooperatives. It is also intended to use every cooperative activity as a means of educating the members.

These efforts have caused the cooperative business to develop, but it is realised that membership improvement and member education work very slowly. This is due to the following factors:

1. Members' capital participation which is so small that it is difficult to develop ; it is a result of the economic condition of the farmers who are mostly small farmers and landless farmers.

2. Activities carried out in connection with the government programme of providing services to members and non members alike, causing the non members not to have any interest in becoming members.
3. Some of the KUDs have failed in their business which have caused the people in the surroundings to avoid them and to lose their confidence towards cooperatives.

The above factors have resulted in the ideas of stressing education activities for cooperative members. The efforts of developing cooperatives and organizing member education are conducted by means of using external factors through community leaders. Chief of village as a formal leader has always made use of the opportunity to discuss about cooperative problems in village meetings. They often invite local cooperative board members to make them well informed about cooperative matters.

These activities will be more intensified through establishing BUUD (District Cooperative Development Committee) which is chaired by Camat (Sub District Administrator) and its membership consists of local informal leaders. Besides its function in total development of cooperatives in the area, they encourage the cooperatives to organize member education.

As a government officer, agricultural extension worker is also entitled to promote and conduct cooperative member education; since he is involved in organizing farmers groups

as his major task. During the group meeting of the farmers, activities using the services of the KUD such as supply of needs, fertilizer, insecticide and farm tools are developed. The farmers groups are directed to become members and supporters of the KUD.

The effort of promoting cooperative member education internally is conducted by means of organizing education and training for board members and stressing to them the necessity of cooperative education and how to organize it properly. KUD member groups are developed in each village and they are given a function in the cooperative as a group dealing with the organization as well as one who have a common economic interest. Should there be a certain activity which may be carried out by members who live in different villages such as animal husbandry or handicraft they are developed by the group according to their economic activities. Group leaders are needed in developing members groups and they are hoped to become key members who have the ability and skill to organize and lead their group. For this purpose training for key members and group leaders is extended and increased with the hope that they will actively take part in carrying out member education.

KUD is not able to pay special extensionist to carry out member education and for the moment, the best possibility is to employ the role of the group leaders who will work on

voluntary basis. Local cooperative officers act as supervisor and consultant in member education.

There are several international institutions who work in Indonesia to help with cooperative development both general and their particular interest in member education. These institutions are among others :

1. The Friedrich-Ebert-Stiftung (FES), West Germany, they deal with agricultural cooperative development project in three Kabupatens (districts) in North Sumatera and accounting development project in several areas in Indonesia.
2. ILO/UNDP, UN, who organizes Cooperative Management Development Project in four provincial cooperative training centres (Jakarta, Bandung, Malang and Denpasar) with their training and consultation programme for the agricultural cooperatives surrounding the above training centres. In Semarang cooperative training centre the same programme will be conducted in collaboration with the Government of the Netherlands and the United Kingdom.
3. FAO/UNDP, UN, in the Kabupaten of Tasikmalaya, West Java to promote agricultural cooperatives in this area in an integrated way. This project has won the assistance from other international bodies such as ILO/UNDP, CLUSA and FES.
4. CLUSA, USA, will develop agricultural cooperatives in the Kabupaten of Klaten, Central Java and other regions.

Educational Activities in Agricultural Cooperatives of Japan

1. Progress in education of members

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

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

(1) Classifying members for education

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

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Chart 1

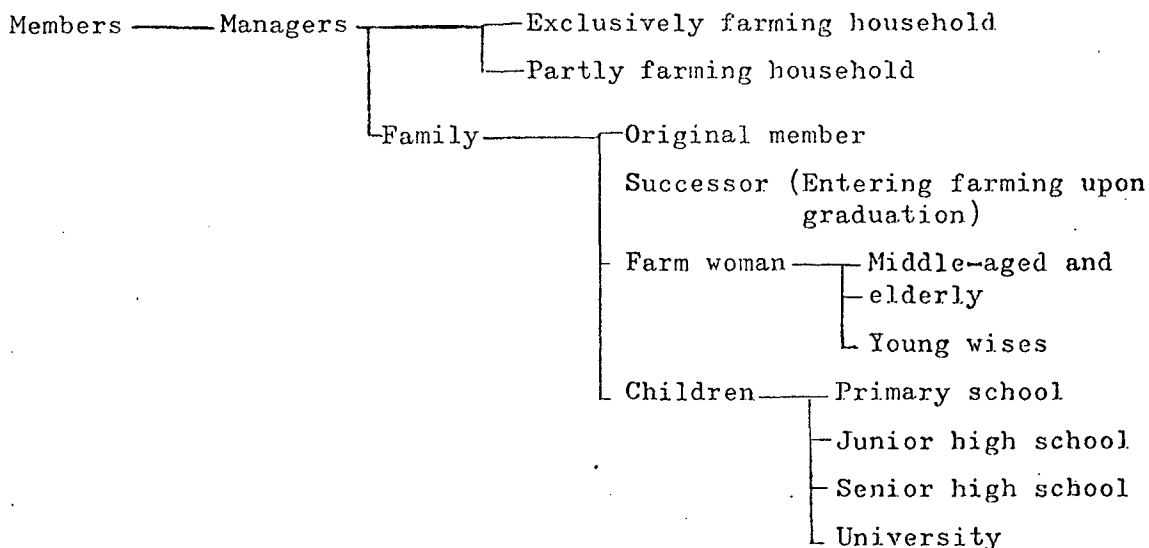


Chart 2 shows an organizational classification of members.

Chart 2

- Representative at representative's meeting
- Agricultural cooperative management cooperative committee members
- Agricultural cooperative branch office management committee members
- Joint action (priority campaigns) promotion committee members
- Chief of purchasing activities for daily life
- Health management promotion committee members
- Management committee for agricultural cooperative processing and utilization
- Produce committee personal (rice, dairy, pig-raising, chicken-raising, mikan, tomatoes, tobacco, shiitake, etc.)
- Group representatives
- Agricultural cooperative youth group members
- Agricultural cooperative women's group members
- Representatives of various circles
- Others

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

(2) Areas of member education

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

Area	Objective	Contents of education		
Cooperative associations	Education to promote self-development to increase consciousness of cooperative associations	<u>Basic knowledge about cooperative associations</u> About members Member qualification Joining and leaving Meaning of being a member Members' rights and duties Organization of members Members and officials	About cooperative associations Concept, philosophy and 6 principles The cooperative movement and politics History of cooperatives (here and abroad) Cooperatives today (") Cooperative movement and other social movements Cooperative movement and role of members Cooperative movement and role of officials	<u>About cooperatives</u> Character of cooperatives Organization of cooperatives Running of cooperatives Cooperative enterprises Management of cooperatives Officials of cooperatives History of our cooperative
Farm management	Education to promote self-development to increase consciousness with regard to farm management knowledge and techniques	<u>Basic knowledge about agriculture and agricultural villages</u> <u>About society and agriculture</u> Japan's economy, and trends What is agriculture? Agricultural change in Japan Local agricultural change National farm policy, farm policy of autonomous bodies World politics and economy	<u>About agricultural management</u> Changes in agricultural management and technique Farm livestock distribution and prices Agricultural finance system Agricultural mutual relief system Agricultural book-keeping Agricultural management examination	Making a management plan Organization of agricultural management community and producers Structural improvement enterprise Classified production techniques
Management life	Education to promote self-development to increase consciousness to live a full, healthy life	<u>Basic knowledge about farm life</u> <u>Knowledge about life</u> Life philosophy Making a life plan Farms and taxes Living finance, pensions, mutual relief Being a wise consumer Welfare system and how it works Crafts, bonsai... Health management	<u>About social problems</u> About people and human rights The constitution Local autonomies and town administration Present situation at home and abroad Farm village society and culture Household law For one's home	Related to people Citizens' (residents) movement Activities of circles

General meeting, general meeting of representatives

Group discussions

Members, families rally

Various cultural activities

Agricultural festival

Branch office general meeting

Mobile agricultural cooperative

(4) System for advancing member education

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

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

movement being accurately comprehended through the provision of the supplementary textbook entitled "Agricultural Cooperatives and Us."

2. Education system and plan

(1) Management system, personnel and financial preparations

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

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

1) Education of members

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

2) Education of women

This is conducted mainly through the organizations of women's groups, but is further subdivided into organizations by objective, such as the young wives' group, farm management group, rice group,

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life group, and many other such specialized groups; and education proceeds in accordance with a plan tailored to each organization. Education of women has an important role in agricultural work and as such will increase, and there will have to be a stronger demand made for them to participate in the running of agricultural cooperative associations.

3) Education of leaders

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

4) Children and minors

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

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

5) Education of successors

This is conducted through agricultural youths' organizations, and as with the women's organizations these are further subdivided into specialized organizations and educational and study activities are according to the wants and needs of the members of each. Also important

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in these educational activities is teaching these successors about the running of cooperatives, such as by holding work meetings of cooperative directors, etc.

(3) Educational ways and means presently employed

These are as stated in 1-(3); a variety of ways and means are used.

(4) Audio-visual materials for education

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

(5) Training of teachers and lectures

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

3. What is lacking now, and future plans

(1) Strengthening the educational system

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

cooperative and the directors, and set an example for the future.

4. Outside aid required in future

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

5. Surveys and research already conducted

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

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

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

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

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

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

6. The value of education in agricultural cooperatives

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

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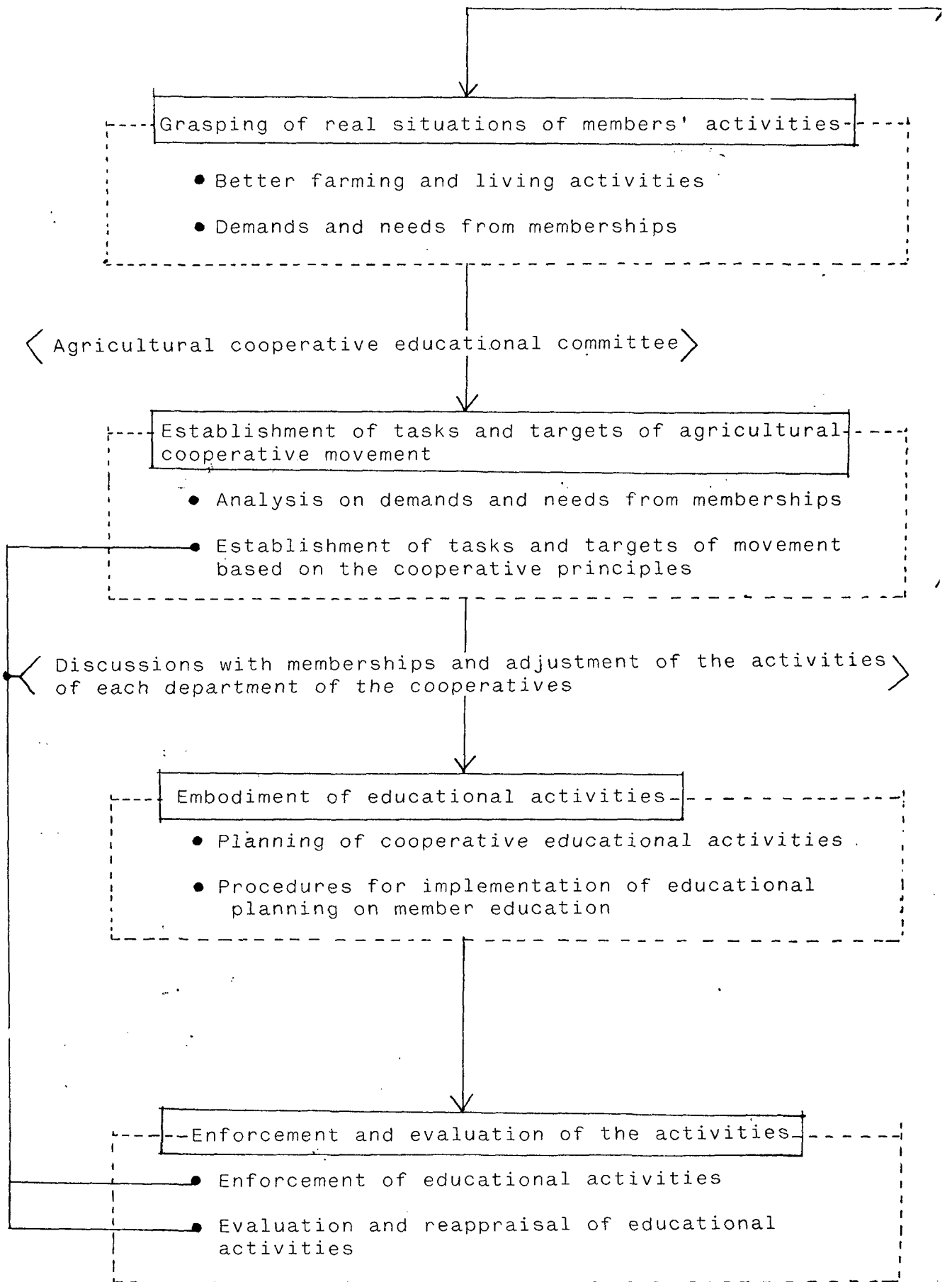
Because there has been a drop in the importance of agriculture and the number of members that cannot live just on agriculture has increased, forcing them to do non-agricultural jobs, members have become very busy and find it difficult to find much time for studying. The agricultural cooperative movement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

7. Advice for effectively advancing member education

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

PROCEDURE FOR PROMOTION OF MEMBER EDUCATION

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-MAP ON MEMBERS' INTENTION FOR THE PARTICIPATION IN AGRICULTURAL COOPERATIVE MOVEMENT -

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	1ST STEP	2ND STEP	3RD STEP	4TH STEP	5TH STEP
DEGREE OF WHETHER MEMBERS ARE INTERESTED IN THE MOVEMENT OR INDIFFERENT TO IT	members are rather indifferent to the movement	only interested in those which are profitable for themselves	members will participate in the events of the cooperatives; but not positively	members have intention to participate in the cooperative movement willingly	members play a leading part of the movement, voluntarily
TARGETS OF EDUCATION	elevation of members' interests for the movement	enhancement of understandings of significance of the movement by memberships	promotion of understandings of that the movement is a movement for members themselves	promotion of understandings of that the movement should be developed by the positive members' participation	development of members' know-hows and technology which will be sufficient for them to manage the cooperatives by their own skills
EFFECTIVE METHODS OF COOPERATIVE EDUCATION	sport meeting movies coop-festival T.V. and radio wire-broadcasting coop-bulliten hamlet meetings commendation one-day visit to the coop by members	successors' acti. agri-farm womens'. youth organization cooking school better living school seminars on the farm-technique facility operation committee consultation acti. commodity-wise group acti.	lectures study meetings seminars for coop-leaders seminars for groups leaders seminars for members of committee seminars for representatives	coop-college seminars for aged seminars for senior officers seminars for senior members seminars for new-comers	voluntary reserch and study voluntary lectures
CONTENT OF THE EDUCATIONAL ACTIVITIES	enlightment of members consciousness by providing the informations	purpose-wise and group-wise activities	seminars for the leaders of organizations	seminars and studies at school	voluntary reserch and study activities
	1. introduction of the agricultural cooperative movement	1. basic knowledge on the movement 2. basic knowledge on the problems of agriculture and rural area	1. knowledge on essence of the movement 2. business practice or the life of farmhouseholds 3. ways of life as a social human beings	1. technical know-hows on the cooperative management of the coop- business 2. what agri-policy should be	1. study and reserch on what is the ideal future scivities of the cooperatives

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ASSESSMENT OF COOPERATIVE MEMBER EDUCATION PROGRAMMES
IN THE REPUBLIC OF KOREA

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ASSESSMENT OF COOPERATIVE MEMBER EDUCATION
PROGRAMMES IN THE REPUBLIC OF KOREA

1. Historical Development of Cooperative Member Education

In August of 1961, Agricultural Cooperatives in Korea were organized at three different levels in the country: Primary Cooperatives at the village level, County Cooperatives at the county level, National Agricultural Cooperative Federation at the national level. However, the primary societies were too small to carry out their various kind of activities. Thus, a strong amalgamation programme for primary societies was launched in 1968. As a result of this movement, the integration of small-scale primary cooperatives into larger viable units was completed in 1973, reducing the number of primary cooperatives to 1,500 from 21,000 in 1962.

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

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

2. Existing system and programmes of member education

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

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

* Member Education Programmes of Primary Cooperatives

Most of the educational activities for member farmers, youth, women-club members, commodity group members and 4-H club members in

rural areas are carried out by primary cooperatives in the form of :
guidance for farming, better living and environmental improvement
guidance.

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

* Saemaul Farming Group

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

* Commodity Group

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

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

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

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

* Women's club

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

* Supplementary Functions for member education by the NACF

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

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Table 1 Publications

Classification	Type	Issue	1974	1978
"Agri. Coop. News"	Newspaper	weekly	90,000 copies	1,000,000 copies
"New Farmer"	Magazine	monthly	70,000 copies	100,000 copies

Table 2 Audio-Visual Aids

Classification	1974	1978
Films	4 items	2 items
Slides show	34	17
Cassette Tape	4	1

Table 3. Broadcasting Programmes

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Classification	Name of Programme	Time	Frequency	Contents
KES - Radio	Time for rural community	PM5:05-5:50 AM9:35-9:55	every day	Coop. News, Farming note 4-H activities
KES - T. V	Better-Living	PM7:00-7:35	Sunday	Sacmaul Business, Farming Technology
KES - T. V	Scientific Farming	AM10:00-10:10	Saturday	Scientific farming technology
KES - T. V	Agricultural class	AM8:10-8:20	Friday	Farming technology
MBC - Radio	Our Community	PM5:30-5:50	every day	Agricultural policy, Voice of Farmer
MBC - T.V	Farming Information	PM7:00-7:10	Sunday	Farming Information
TBC - Radio	Green Field	PM5:40-6:00	every day	Successful farm story
TBC - T. V	Green Field	PM7:30-7:45	Sunday	Farming technology
CES - Radio	New Community	PM5:00-5:30	every day	Farming technology
CES - Radio	Farm Information of today	AM8:55-9:00	every day	Farm information
DES - Radio	Morning Field	AM5:20-5:50	every day	Off farm business

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

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

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

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

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

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

3. Critical Assessment of Cooperative Member Education Programmes

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

- 1) Weak base of primary societies : Because of hasty amalgamation of primary societies and lack of personnel, their ability to carry out various kinds of business activities as multi-purpose cooperatives is not adequate. Therefore, the member education programmes cannot be carried out systematically.
Ability on the part of the communicators to pinpoint and assess the needs of members is not adequate because of their short knowledge and experiences.
- 2) Lack of facilities: Adequate transportation and communication facilities are lacking
- 3) Inadequate finances: Funds for member education programmes are short of the requirement because of primary cooperatives' insufficient business operations
- 4) Lack of an integrated and need-based member education programmes:
The purpose of member education programmes is to prepare member farmers to run their societies in an efficient and effective manner

and to give them better-living association. This would involve acquainting them with their rights and responsibilities and preparing them to run the societies with the objectives of increasing its service potential. Obviously, only a very well thought-out and need-based programme can bring about good results. Unfortunately, our education programmes are not sufficient for that purpose.

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

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

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

Based on the above assumptions, member education programmes in the future are recommended, viz;

1. Organization and personnel

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

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2. Facilities

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

3. Educational programmes

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

4. Implementation of the programme

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

5. Supplementary plan for member education by NACF

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

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

- The End -

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EXPERTS' CONSULTATION ON MEMBER EDUCATION

Trincomalee, Sri Lanka: April 15-29, 1979

organised by

ICA Regional Office & Education Centre for South-East Asia

in collaboration with the

National Cooperative Council of Sri Lanka

MEMBER EDUCATION IN MALAYSIA

An Experiment and Experience

10.4.1979
Kuala Lumpur, Malaysia

Chong Thin Huatt
Chairman
Education & Research Committee
Cooperative Union of Malaysia

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1. INTRODUCTION

- 1.01 The importance of cooperative education was acknowledged by the Rochdale Pioneers themselves in that they spent a year studying and discussing problems associated with the running of their cooperative business before they pioneered their cooperative society in 1844. Even after the formation of their society they continued their educational work. As a result, the "promotion of cooperative education" has been accepted and recognised as one of the basic principles of cooperation.
- 1.02 In Malaysia the cooperative movement was started the other way round. The history of cooperative development in Malaysia is no different from those of many countries in this region in that it was created out of basic injustices that existed when the weaknesses of a certain class of people were being exploited to the maximum by a small and more sophisticated class. At the turn of the present century the problems of indebtedness was so acute in Malaysia that the then British Colonial Government, realising the economic plight of the farmers who fell easy prey to vicious middlemen and the wage-earners who were harassed by money-lenders, decided to introduce the cooperative system in the country. Legislation was enacted in 1922 providing for "the encouragement of thrift, self-help and cooperation amongst agriculturists, artisans and persons with needs in common". Cooperative societies were established with the assistance and guidance of the Cooperative Department and they began by starting their economic activities. It was only after many years of existence that the cooperatives realised the need to provide cooperative education among the members and employees.
- 1.03 As cooperatives were formed in the early days merely to meet one particular need which was to get out of the clutches of money-lenders and not in appreciation or understanding of the ideas and ideals of cooperation, there did not appear to be a need for cooperative education and training as it was a simple matter of receiving money from members and lending it to other members who were in need of it. Employees were unnecessary and there was no requirement of any specialised knowledge or ability to conduct such a simple business. This attitude prevailed until quite recent years when they realised the need to provide cooperative education among the members and employees. By that time the movement had grown to such great proportions that it had become quite a colossal task to organise cooperative education and training.

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

2. BRIEF HISTORICAL BACKGROUND

- 2.01 The Government of Malaysia has looked upon the cooperative movement as one of its principal instruments of economic betterment of the people especially those in the rural areas. It has therefore assigned to it an important role in its development plans. The Department of Cooperative Development with its limited resources and personnel provide advice and assistance in the organisation and promotion of cooperative societies. The rapid expansion of the movement, however, has made it almost impossible for the Department to provide the education and training so very necessary in the formative years and to maintain these services.
- 2.02 The need for a national centre to train and to educate leaders in cooperation led to the establishment of the Cooperative College of Malaya in Petaling Jaya in 1956. The Cooperative College took over much of the education and training and provided residential courses of study from one to four weeks duration to meet various needs including the training of development officers of the Department of Cooperative Development, elected officers of urban and rural cooperatives as well as special orientation courses for village leaders, senior officers of government and those involved in the country's vast rural development programme. The purpose of these orientation courses is to keep the public and officials of Government informed about the aims, organisation and methods as well as the achievements and plans of the cooperative movement so that they would understand and be more sympathetic with the role the movement is playing in the economic and social life of the urban and rural people.
- 2.03 The College also provides courses for women cooperators to encourage them to play a more important role not only in the development and expansion of the movement amongst women in the country, but also in the social and economic upliftment of the people. The annual recurrent expenditure of the college is met from contributions by the movement (2% of the annual net profits of cooperative societies) and any deficit is met by the government.

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

3. THE C.U.M. - AN EXPERIMENT AND EXPERIENCE

3.01 In 1968 the ICA ROEC organised in collaboration with the Cooperative Union of Malaysia a national seminar on the subject of Cooperative Member Education at the Cooperative College, Petaling Jaya. The Seminar was attended by officers of the Cooperative Department and cooperative leaders. The Cooperative Union of Malaysia has since then organised several national seminars and conferences on every aspect of the movement's activities including management and investment. The organisation of these seminars helped the cooperative leaders in the country to think for the development of the cooperative movement. Several economic ventures were consequently started by awakened cooperators and active cooperative societies. The C.U.M. also arranged for a number of cooperative leaders to go on study tours and attend seminars in different parts of the world. These have produced results and have given a new heart to the Movement.

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

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

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4. AN ASSIGNMENT IN COOPERATIVE EDUCATION

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

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

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

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

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- 4.03 During these seminars, sets of selected books on Cooperation and cooperative education were presented by ICA ROEC to the C.U.M. and its affiliated cooperative unions. These books and pamphlets were for cooperators and educators and were to form the nucleus of union libraries.
- 4.04 As an immediate follow-up to the first part of his assignment, Dr. Dharm Vir visited Malaysia in March-April 1970 and participated in the following important events:
- (a) National Seminar for Chairmen of Cooperative Societies held at the Malaysian Cooperative College, Petaling Jaya (25 participants);
 - (b) Two rural seminars for local cooperative leaders held in and around Kota Bahru (East Coast) in April, 1970 (60 participants)
 - (c) The 32nd All-Malaysia Cooperative Conference held at Johore Bahru in April 10-12 1970.
- 4.05 At the 32nd All-Malaysia Cooperative Conference it was resolved that a national cooperative supermarkets society be established to supply and market consumer goods including the produce of rural cooperators and also to provide all related services required by cooperators in the country. The C.U.M. approached the ICA ROEC to assist in the implementation of the above resolution. Mr. Ragnar Arvidsson, Specialist in Consumer Cooperation, ICA ROEC was deputed to prepare a feasibility study for the establishment of cooperative supermarkets in Malaysia in September 1970. The Malaysian Cooperative Supermarkets Society Ltd. was established in 1973 as a result of the feasibility study and the society is functioning and performing a useful and much needed service in the country. Another resolution that was unanimously adopted was that all cooperative societies should have education committees, educational programmes and funds set aside for such purposes.
- 4.06 Dr. Dharm Vir visited Malaysia for the third and last of his visits in December 1970. He participated and assisted in the conduct of the following national seminars held at the Cooperative College of Malaysia, Petaling Jaya.
- (a) National seminar for Committee Members (of Primary Cooperatives) 7th - 12th December, 1970 (75 participants)
 - (b) National seminar for Internal Auditors, 14th - 18th December, 1970
- 4.07 The national seminars organised for special categories of cooperative personnel such as committee members, secretaries and chairman of cooperative societies were found very useful. The participants by living together and discussing their problems in a systematic manner during the seminars prepared themselves better for the present and future tasks within the cooperative movement. They also realised the value and role of cooperative education as an integral part of the cooperative business and development activities.

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- 4.08 The recommendations related to cooperative education were discussed at the regional and local seminars. Some of these recommendations have been effectively implemented by a number of cooperative societies. These societies set up education committees and subsequently initiated new cooperative ventures such as petrol kiosk, canteens, consumer shops, etc. The C.U.M. itself undertook research and education activities in the field of consumer cooperation with the assistance of ICA Specialist in Consumer Cooperation, Mr. Ragnar Arvidsson. He prepared a feasibility study for the establishment of supermarkets and the Malaysian Cooperative Supermarkets Society Ltd. was established as a result in 1973, with large outlets in a number of towns and cities in the country.
- 4.09 In addition to deputing a specialist, the ICA ROEC gave the following support to the C.U.M.:
- (a) It supplied the C.U.M. with a slide projector and a set of coloured slides for use in cooperative education work. It also supplied one still camera with some accessories to the C.U.M. to prepare photographs, slides etc. for education and publicity work;
 - (b) It supplied ten sets of selected books on Cooperation and Management to the C.U.M. and its regional unions to strengthen the libraries of these organisations
 - (c) It enabled some active cooperative educators from Malaysia to further their training abroad under the following programmes:
 - (i) ICA Teachers' Exchange Programme, 1969 and 1970
 - (ii) ICA Fellowship Programme, 1970-71
 - (iii) ICA/UNESCO Seminar of Cooperative Education Leaders held in Switzerland, 1970
 - (iv) SCC 11th International Seminar on Cooperative Education held in Sweden and other European countries, 1970 and SCC 12th International Seminar held in Sweden and other European countries, 1971
 - (v) National Seminar on Cooperative Management held in Singapore, 1970

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

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5. COOPERATIVE EDUCATION - A CONTINUING PROCESS

- 5.01 The C.U.M. Education & Research Committee continues to plan and organise four to five seminars at the national level each year, three in English/Malay (the national language) and one or two in the national language. At each of these seminars two to three hundred cooperative leaders participate.
- 5.02 The seminars are run on a self-financing basis and each seminar is held in one of the cities/towns throughout the country. The C.U.M. has come a long way from its early efforts to organise seminars in the late sixties when the C.U.M. had to subsidise by providing meals and find accommodation for the participants. As the years went by and as more and more cooperative societies made provision of funds in their yearly budget for education activities, the seminars are now run on a self-financing basis.
- 5.03 Regional cooperative unions and secondary cooperative societies have their own education committees and they plan their own programmes. They often seek the assistance of the C.U.M. Education & Research Committee for resource persons.

6. OBSERVATIONS

- 6.01 Several useful suggestions for improving cooperative education were made by the participants at the seminars. Some of them have already been implemented by the C.U.M. and other cooperative organisations.
- 6.02 The most important recommendation that emerged as a result of the C.U.M. education activities was the resolution on Cooperative Education adopted at the 32nd All-Malaysia Cooperative Conference held in 1970 which recommended that all cooperative societies should have Education Committees and educational programmes and funds for such purposes. Today all regional cooperative unions and many of the large cooperative societies have active education committees and most societies make provision of funds for education activities.
- 6.03 The C.U.M. should, with the assistance of other bodies, undertake the preparation of study material on subjects of common needs and interest e.g. Cooperative Principles and Practices, Cooperation in Malaysia, Cooperative Management, Financing and Investment, Consumer Cooperation, Consumer Protection and Education, Home Economics, School Cooperatives, Malaysian Economy and Elementary Psychology. These should be made available to cooperatives and their leaders.



6.04 It is important for the C.U.M. to have provision of research, advisory and related services for member societies in education, communication, management, new development, investment, etc. Research and evaluation activities especially in the field of consumer cooperative education and development should also be undertaken and assistance in this field be sought with relevant international agencies.

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

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

7. CONCLUSION

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

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Expert's Consultation on Member-Education
Trincomalee (Sri-Lanka) April 15-29, 1979

By:

Shiva P. Acharya
Regional Co-operative
Officer-Nepal

Introduction

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

Co-operative Education

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

Soon after the conference a short term member education programme was designed. Some district Co-operative Offices started to conduct 2 to 7 days short term co-operative education camps for

the office bearers and the general members. Thus, at that very year in 1960 some 1500 members were given education in Fundamental principles of co-operation.

Co-operative Training Institute

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

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

These objectives were fulfilled:

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

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

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

Mobile Member Education Camps

In 1970, His Majesty's Government of Nepal formulated a co-operative revitalization programme intending to mould the co-operative movement on such realistic approach as to make it more efficient, useful and responsive to the needs of the rural population. The programme laid more emphasis on the qualitative growth of the co-operative rather than the quantitative growth. Besides, it was also realised that some sorts of regular member education programme should be continued to enable the members to respond and participate in the management of their co-operatives. So, under the revitalization programme member education camps were started in different districts and thus the members were made aware of the working procedure, members responsibility towards their co-operative etc. etc. At present such member training programme through education camps are being carried out by the co-operative Training Centre with the advice of the respective District Co-operative offices. The Training Centre is also responsible for the formulation and implementation of co-operative member education programme with the help of the District Co-operative Offices. To help conduct such training camps in different district, the Training Centre is providing the services of two Instructors as a resource person for the guidance.

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

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

The co-operative member education imparted to the members through such camps covers theoretical as well as practical aspects. In order to make it effective, lecture cum exposition and question answer techniques are used. Apart from it some other teaching techniques are also adopted, such as group discussion, role play, business game, workshops etc. Among them group discussion role play techniques are frequently used. In the near future some other important and effective audio visual aids such as film strips, slides, flip chart, flash cards and puppets are recommended and is under consideration.

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

- (1) concept of co-operation, its objective, importance and advantages,
- (2) Fundamental Principles of co-operation,
- (3) Function of Co-operatives,
- (4) Ward Committees + Sajha Assembly
- (5) Management Committee its function and rights & duties,
- (6) Management of Co-operatives,
- (7) Co-operative Manager, his rights & duties, relationship of members, manager and the management committee.

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- (8) Sources of finance, loan, its utilisation & realisation.
- (9) Supply of inputs in relation to the farm plan.
- (10) Co-operatives & population education etc.

With reference to the context a number of educational materials in the forms of books, booklets, leaflets & brochures are distributed among the participants for the camp discussion also.

Future needs and conclusion:-

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

There is an urgent need to intensify and expand the member education programme which is limited at present in a few districts only. There has been a lot of demand in several other districts also. Moreover, a little care has to be taken in the selection of participants. Different members should be selected each year so as to avoid the repetition of the same member.

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

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

Participants be given enough small educational materials.

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

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

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

On behalf of the Department of Cooperatives, Nepal and on my personal behalf, I would like to thank very much the I.C.A. Regional Office & Education Centre, New Delhi and NCC/Sri Lanka for inviting me to participate in the Consultation on Member Education to be held in Trincomalee, Sri Lanka from 15th to 29th April 1979. I hope this Consultation is going to find some new techniques out of the experiences by the member countries of the Region and I wish it every success.

Thank you.

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SCHOOL COOPERATIVES AS AGENTS OF SOCIAL CHANGE

by

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To be presented at

EXPERTS CONSULTATION ON COOPERATIVE MEMBERS EDUCATION
Trincomalee, Sri Lanka - April 15-29, 1979

Before accepting the invitation to participate in this seminar and present a position paper, I found myself asking questions about you. What are your expectations of this seminar? How do you think, your expectations will be met, given the time and structure limitations of this seminar? How do you see yourselves as Cooperatives educators? Do you think that you are engaged in something very worthwhile? Do you feel that your work is producing the kind of cooperative members you envision?

It was difficult to come up with conclusive answers to these questions, but there are a few "perhaps". Perhaps you know that cooperatives education is very important, but because of the rapid changes taking place today, you don't feel that what you are doing is all that important. Perhaps, given all the time and working along with a good number of fellow cooperatives educators will make your work more effective. Perhaps also a more responsive membership to a balanced cooperatives education program is what is needed. Perhaps you are hoping that somehow or other during this seminar you will acquire new insights and a new spirit so that you can go back to your work more convinced of the worthwhileness of what you are trying to do.

The more I thought about what your expectations might be, the more uncertain I became of knowing what they really are. And in my uncertainty, there were moments when I wished that I had not agreed to give this paper, moments when I felt like backing out. Then it occurred to me that my own uncertainty about you must be similar to your uncertainty about the people you are trying to educate. Perhaps in your own uncertainty, there have been moments even when you regretted having gotten into your present position as cooperatives educators.

But our uncertainties should challenge us to discover the root cause of our problems. Only in so doing can we face them squarely and find out that after all, they are manageable.

This paper will be an attempt to get you moving along these lines in quite a different road since I will use our schools' Cooperatives Education Program as a setting.

I divide my presentation into three parts: first, what is a school having this Cooperatives program; second, what is social change; and third, how can a school cooperatives program be an agent of social change?

I. THE SCHOOL

Let me explain what a school means to me. A school may be described as a place, a time, an environment where a person is being formed and prepared for adult life. We hope that by graduation time, our young men and women will have been prepared to continue their own education. One objective of the school is to prepare its students so that they will be able to continue learning as adults.

How do we determine whether or not our prospective candidates are ready to graduate - to begin learning as adults? Do we know how adults learn? Is the school helping the students become adults?

Appendix one and two of this paper is a list of learning principles and learning conditions put together by some behavioral scientists in an attempt to describe how adults learn. During the discussion period, one of the things you can do is to look through this list and see whether or not you agree with some or all of these principles and conditions. You might want to draw up an entirely new list. For further discussion, you can look at some of the principles you agree on and share what you are doing to inculcate those principles; what is done to check whether or not they have been inculcated. When it comes to the learning conditions, you might ask whether or not you are capable of creating those conditions you consider important.

As you begin to discuss in greater depth those learning principles and conditions, and the role of the school in inculcating such principles and developing the ability to create the learning conditions, you will see more clearly why our schools alone cannot do the work of education; that some kind of collaboration is necessary - namely, collaboration between the school and the families of the students, between the school and some of the other institutions of society. After you have seen more clearly that some kind of collaboration is necessary, you might be ready to find out what your cooperatives are doing to bring about the much needed collaboration.

II. Social Change

What is social change? In the context of the topic of this paper, let us assume it to mean changing society for the better. Do we know what that better society is? Are we communicating to others our vision of a better society?

One of the more recent documents from Rome "Justice in the World" has this passage relevant to our topic:

The method of education very frequently still in use today encourages narrow individualism. Part of the human family lives immersed in a mentality which exalts possessions. The school and the communications media, which are often obstructed by the established order, allow the formation only for the man desired by that order, that is to say, man in its image, not a new man but a copy of man as he is.

But education demands a renewal of heart, a renewal based on the recognition of sin in its individual and social manifestations. It will also inculcate a truly and entirely human way of life in justice, love and simplicity. It will likewise awaken a critical sense, which will lead us to reflect on the society in which we live and on its values; it will make man ready to renounce these values when they cease to promote justice for all men. In the developing countries, the principal aim of this education for justice consists in an attempt to awaken consciences to a knowledge of the concrete situation and in a call to secure a total improvement; by these means the transformation of the world has already begun.

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Since this education makes men decidedly more human, it will help them to be no longer the object of manipulation by communications media or political forces. It will instead enable them to take in hand their own destinies and bring about communities which are truly human.

Accordingly, this education is deservedly called a continuing education, for it concerns every person and every age. It is also a practical education; it comes through action, participation and vital contact with the reality of injustice.

This is something else you might want to do during your discussion period. In a parallel vein, you can ask to what extent our cooperatives are helping our members become aware of the injustices in our society. If injustice is too strong a word, then change it to imbalances.- the imbalances of power and material possessions. Are our cooperatives reinforcing those imbalances, or merely tolerating them, or trying to correct them?

Is there any practice in our cooperatives which directly or indirectly brings about imbalances of power and material possessions? We must identify that before we can talk of reorganizing education to bring about justice.

Let us look at an example. Let us assume that in a certain cooperative, there is an imbalance of power - that the chairperson of the board has too much power and the other board members too little. In the guise that everybody else in the board is too busy and he has all the time to spare, he keeps on making all the decisions. Unless the other board members spend time to understand their duties and privileges and then attend meetings to participate and exercise their rights and functions, this imbalance could be perpetuated and become a structure.

Relationship between structures, behavior, and attitudes cannot be emphasized strongly enough. When this relationship is ignored or not understood, the objective result is failure and the personal experiences are confusion, anxiety, withdrawal. Take, for example a person who grew in a countryside. He is accustomed to the rural

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structure, and his behavior and attitudes are attuned to that structure. When he comes to the city, he is ⁱⁿ a new structure and his rural behavior and attitudes are ineffective, obsolete. If he cannot change his behavior and attitudes, he becomes ineffective and obsolete, a misfit in the city. Take another example, a cooperator who has trained abroad for a number of years. During his period of training, he acquired new behaviors and new attitudes. He returns to his developing country, to the old structures, attitudes, and finds out soon enough that he is ineffective. If he cannot change this structure, or change his behavior and attitudes, then he may end frustrated.

If you are looking for examples of the relationship between behavior and attitudes, you can go through appendix one, the list of learning principles and conditions. The principles are mainly behavioral, while the conditions are attitudinal. On the relationship between behavior and attitudes, we are more familiar with the way attitudes affect behavior. But the relationship is more than that - behavior also affects attitudes. People who do the work children do, after a while tend to develop the attitudes, characteristic of children.

Appendix 3 is a list of attitudes compiled by an education doctoral candidate. These are the attitudes she considers necessary for industrial development. The note at the end of the list is important: all of these attitudes must be present in some degree or other in a people living in a society whose structure is strongly influenced by industrial development. Something else you might want to do during the discussion period is to go through this list and pick out what you consider the three most important for cooperatives members in your area, and then ask what is your cooperatives doing to help develop those attitudes. What behaviors are your members engaged in? What attitudes are necessary for these behaviors? One way to change attitudes is to change behaviors.

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You may want to ask the question "What is a change agent?" In the case of a school, the school is a change agent with respect to its students. After graduation, we hope that our graduates will become change agents with respect to the community where they are in. A change agent should bring about change when needed. And when the changes are coming too fast, or when they are too scattered, the change agent is one who can regulate the rate of change and give change the desired direction.

III. The School Cooperatives Program as Agent of Social Change

For this part, permit me to use the experience of our Augustinian private schools in the Philippines. The 26 schools that the Augustinian sisters run and manage cater mostly to the education of the lower middle socio-economic class. The members of this Congregation are all natives and citizens of the Philippines. In their Congregational Chapter of 1970, and in response to the call of the times, they envisioned their schools to help build a strong middle class conscious of their rights and duties as Christians and citizens of the country. In their 1975 General Chapter, they defined their Mission Statement as an educational thrust of forming socially-aware and value-oriented Filipino Christians responsive to the needs of the times.

Two programs were adopted by the Augustinian schools to put to life their Mission Statement. First they evaluated their Christian Formation Program in their schools. From being very doctrinal, they adopted the principles of Building Christian Communities so that students' values and attitudes are affected through faith sharing and experience.

Second, they introduced Cooperatives in their school curriculum. They believe that Cooperatives can play a big role in forming wholesome values of thrift, industry, cooperation, trust, honesty, responsible leadership, brotherly love and concern, and others.

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Here, they teach Cooperatives as an integrated subject in their elementary grades and as elective subject in their secondary schools. Their students put up Laboratory Cooperatives for Savings and can borrow from the schools' credit unions. They are special members of the schools' Cooperative Consumers stores so that whatever they learn in theory, they practice.

Two evaluative studies were conducted to find out the effectivity of the cooperatives program. The first involved two sample schools. The second was to measure the schools' administrative practices affecting the success of the program in all their schools. The first study showed that success measured in terms of ability to promote good human relationship is of much higher value than success measured in terms of material gain. The second study showed the need of adequate and continuous education program for the school administrators administering the program. They were only oriented once when the program started. There is a need to continually update the administrators.

The experience of the Augustinian Sisters of the Philippines could serve as a model for others to follow. Their cooperatives program includes the yearly summer training of their teachers to update their knowledge, to evaluate the previous year's experience and learn new techniques and methods. They advocate the so-called problem-solving method or "communication education" instead of the "depositing banking education."

Depositing or banking education is knowledge for knowledge's sake. It is concerned solely with adding to the fund of knowledge - like adding books to a library. It is concerned with understanding and comprehending reality from a detached, observer's point of view. In such a system, the teacher shares his fund of knowledge with his students, and his students acquire the skills which will enable them to add to the fund of knowledge.

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In the so-called "communication-education," something more is added- the element of involvement, the element of intervention. Teacher and students are seen not as uninvolved spectators of reality, but as persons shaping and being shaped by what is happening. The communication between the teachers and students is very much in the form of reflections on their interventions in the world and their interactions among one another. They learn and grow as partners through their shared reflections on their actions in the world

Shared reflections is a form of dialogue. This type of dialogue presupposes that those who engage in it must have already taken some action to make a better world, must be filled with a profound trust in men and their creative power to engage in action and to reflect. Without action and without trust, this type of dialogue is not possible.

The cooperative teachers in Augustinian schools regularly undergo this type of dialogue with other subject area teachers. This is part of the Augustinian Sisters on-going formation program for their teachers.

Recently, the Congregation has been introduced to a Systems Development Approach to enable it to have functional effective apostolates by maximizing its meagre personnel and material resources. Hopefully, the same approach will be adopted by the Congregation's Cooperatives Education Center in its Five-Year Plan on Cooperatives (Show slides on Youth and Cooperatives)

A final point: I hope that when we leave this seminar, the experiences and sharing we get from one another will have contributed answers and solutions to the questions and problems we face. From this presentation, I hope that you will not rest satisfied with hearing the experiences of my schools involved in the cooperatives education of the youth. Instead you will pour your energy into developing and forming Cooperatives members who are your partners in decision-making and planning. Members who are active participants

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in implementing planned activities and are concerned in improving the community they are in. Above all, members who are agents of Social Change.

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Appendix 1

LEARNING PRINCIPLES

One . LEARNING IS AN EXPERIENCE ACTIVATED BY AND OCCURRING WITHIN THE LEARNER.

Learners are not "taught." They become "motivated to seek newer knowledge, skills and behaviors".

Two . LEARNING IS THE DISCOVERY OF PERSONAL MEANING AND RELEVANCY.

Learners more readily accept and use concepts which have meaning to them and are relevant to their needs and problems.

Three. LEARNING IS SOMETIMES A PAINFUL PROCESS.

Changing behavior often requires giving up old, comfortable ways of believing, thinking and acting.

Four . LEARNING RESULTS FROM EXPERIENCE.

People become independent when they have experienced independence; trusting when they have experienced trust; responsible when they have experienced responsibility; loving when they experienced love.

Five . LEARNING IS HIGHLY UNIQUE AND INDIVIDUAL.

Each learner develops his own way of learning and solving problems. As he becomes exposed to the methods of others, he can refine his own in order to become more effective.

Six . LEARNING HAS ITS RICHEST RESOURCE IN THE LEARNER'S SELF.

The learner's background of experiences provides a wealthy resource for problem-solving and learning.

Seven. LEARNING IS BOTH AN EMOTIONAL AND INTELLECTUAL PROCESS.

Learners have feeling as well as thoughts. Learning is maximized when learners say that which reflects both what they think and feel.

Eight. LEARNING IS A COOPERATIVE AND COLLABORATIVE PROCESS.

Helping each other to learn requires a process of interactive interdependence.

Nine . LEARNING IS AN EVOLUTIONARY PROCESS.

The ability to be understanding, accepting, trusting, confronting, sharing, helping and evaluating requires a developing, evolving process. It cannot be imposed.

Appendix 2

LEARNING CONDITIONS

One . AN ENVIRONMENT OF ACTIVE PEOPLE.

People learn when they feel they are personally involved in the learning process.

Two . A CLIMATE OF RESPECT.

When a high value is placed on individuality, a sense of caring prevails.

Three. A CLIMATE OF ACCEPTANCE.

Accepting a person means that he can be himself and hold his beliefs.

Four . AN ATMOSPHERE OF TRUST.

When people end up feeling a trust in themselves and in others.

Five . A CLIMATE OF SELF-DISCOVERY.

When learners are helped to meet their own needs rather than having their needs dictated to them.

Six . A NON-THREATENING PSYCHOLOGICAL CLIMATE.

So that persons can confront persons, and ideas confront ideas.... without fear.

Seven. A CLIMATE OF OPENNESS.

When personal concerns, feelings, ideas and beliefs can be expressed and examined openly.

Eight. AN EMPHASIS ON THE UNIQUELY PERSONAL NATURE OF LEARNING.

When each individual knows that his values, his beliefs, his feelings and his views are important and significant.

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Nine . A CLIMATE IN WHICH DIFFERENCE IS DETERMINED TO BE GOOD AND DESIRABLE.

When differences in people are as acceptable as differences in ideas.

Ten . A CLIMATE WHICH RECOGNIZES THE RIGHT OF INDIVIDUALS TO MAKE MISTAKES.

Learning is facilitated when error is accepted as a natural part of the learning process.

Eleven. AN ATMOSPHERE THAT TOLERATES AMBIGUITY.

When alternative solutions can be explored without the pressures of immediate answers.

Twelve. AN EMPHASIS ON COOPERATIVE EVALUATION AND SELF-EVALUATION.

When people can see themselves as they really are, with the help of their peers.

Appendix 3

ATTITUDES CONSIDERED NECESSARY FOR DEVELOPMENT

1. Regular work habits, industry and honesty. The latter refers to honest effort in return for wages whether the work is supervised or not, responsibility in the use of the employer's property and so on,
2. Inquiring, critical and experimental outlook.
3. Commitment to long term planning.
4. Interest in material things.
5. Acceptance of achievement norms, that is, experience and education above ascribed status and age, a sense of balance between education and experience and deeds above words, official position or social status.
6. Commitment to deferred gratification, thrift, and the accumulation of wealth for the individual and for the society.
7. Interest in non-traditional forms of investment, for example, industry and savings banks.
8. Desire for change.

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9. Acceptance of legal norms, namely, contract before relationships and law before customs.
10. Recognition of the importance of time and punctuality.
11. Respect for accuracy.
12. Sense of balance between the individual and society, between obligation to the wider group and individual independence.
13. Acceptance of equal behavioral rights for all including political legal and social rights; racial, tribal and district equality; and women's rights.
14. Acceptance of dissent and tolerance of criticism from either indigenous or foreign sources.
15. Acceptance of control be a legal, central authority.
16. Belief in personal responsibility in accord with authority and legal and social rights.
17. Willingness to delegate authority and to cooperate with equals.
18. Delight in the imagination.
19. Desire to participate in public affairs including active participation and public watchfulness.
20. Desire to learn regardless of whether the source is foreign or indigenous and whether it is from peers, superiors or inferiors, and regardless of possible conflicts with existing beliefs, customs, practices and past or present commitments.
21. Aspiration both for oneself and for the group. It springs from a belief in the possibility of advancing self socially, economically and politically and desire to do so as well as from a belief in the future of one's district, tribe and nation.

N.B. This group of attitudes represents a syndrome. Development does not occur unless they are all coming into existence or gathering strength.

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SOME ASPECTS OF MEMBER EDUCATION
IN PRIMARY COOPERATIVE SOCIETIES*

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

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

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

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

A Mistaken Idea about Member Education

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

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

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

This paper was prepared by Dr. Angel A. Mendoza for the "Experts' Consultation on Member Education for Cooperatives", to be held in Trincomalee, Sri Lanka. from the 15th to the 29th April, 1979.

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

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

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

Member Education, Not an "Extra"

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

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

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

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

Pre-membership Education

Membership education given during the pre-organizational and organizational stages should be distinguished from the pre-membership education given to new applicants desiring to become members in already well established cooperative societies. Some people believe that after the pioneer members have received the prescribed pre-membership education, the new applicants joining after them no longer need the pre-membership education, or that such pre-membership education is not as important. This can be a dangerous idea. In order to insure that this does not happen, the board of directors of the coop should promulgate a

policy that would require all applicants for membership, irrespective of social or economic standing, or educational attainment, to attend the pre-membership seminar before they are actually accepted into the coop. 132
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Problems of Recruitment

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

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

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

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

Continuous Education

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

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

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

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

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The San Dionisio Experience

The San Dionisio Credit Cooperative, Inc. is a community based cooperative located in the seaside town of Paranaque, about 12 kilometers from the city of Manila in the Philippines. Organized in 1961, with 28 members and an initial capital of P380, the SDCCI today is the biggest community credit cooperative in the Philippines with almost 4000 members and 4500 special depositors. The members of the San Dionisio Credit Cooperative, come from practically all walks of life: fishermen, salt-makers, market vendors, jeepney and tricycle drivers, factory workers, daily wage earners, school teachers and office employees. From P380, its total assets has reached P4.5 million. The SDCCI has granted loans to its members for providential and productive purposes, amounting to a total of P19.5 million from 1961 to 1978.

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

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

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

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

"Bayanisap"

"Study" is not a very appealing word to some people. Neither is the word "teach" which often implies classroom teacher-pupil relationship. In San Dionisio we introduced the word: "bayanisap" for "Study Circle".

The word "bayanisap" has been coined from three words: bayan (community), isip (to think) and usap (to speak) or "bayang nag-iisip at nag-uusap (the community that thinks and speaks). 134

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

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

Planning and Implementing Member Education Program

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

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

One of the most important duties of the Board is to provide a budget for the educational program. The by-laws of the cooperative usually provides that 5% of the net income of the coop must be allocated for the educational activities of the coop. If this amount is not enough, the Board must provide more in the budget.

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

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

Evaluating the Education Committee

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

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

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

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

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

Conclusion

This paper has dealt mainly on the day-to-day experiences, observations and problems on member education in the primary level of cooperatives. It is an effort to focus attention on the needs and problems of small primary cooperatives, the building blocks that make the foundation of the whole cooperative movement. Comprehensive cooperative development programmes notwithstanding, the cooperative movement will have lost its real significance, if it fails to make the people for whom its benefits are intended, understand the real purpose and philosophy of the movement, feel that they are part of it and belong to it, and actively participate in it.

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

THE SINGAPORE NATIONAL COOPERATIVE UNION LIMITED

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EXPERTS' CONSULTATION ON MEMBER EDUCATION

MEMBER EDUCATION IN SINGAPORE

INTRODUCTION

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

THE COUNTRY

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

HISTORY AND BACKGROUND OF MOVEMENT

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

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

SETTING-UP OF CO-OPERATIVES

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

DEVELOPMENT OF MEMBERS

The Singapore National Co-operative Union is the co-ordinating body for co-operative activities in Singapore. It is to be noted that an enlightened membership is essential in co-operatives because the success

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of a co-operative society depends on its sustaining the loyalty of members.

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

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

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

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

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

DEVELOPMENT OF LEADERSHIP

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

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

A few of these are listed below:

1. Regional Seminar on Techniques and Methods of Co-operative Member Education in Singapore - April 1963.
2. Regional Seminar on Co-operative Training in Singapore - August/September 1967.
3. A National Seminar on Co-operative Management - 1970.
4. A National Seminar on Education for Consumer Co-operation 14 - 20 May 1972.
5. A National Seminar on Expansion of Co-operative Services to Members - 20 - 26 November 1972.
6. A Workshop on Operations of Consumer Services 4 - 8 November 1974
7. The 4th Open Asian Conference on Co-operative Management in Singapore 13 - 18 December 1977.

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

CO-OPERATIVE EMPLOYEE TRAINING

In this region training of employees is as important as member education because the co-operative societies cannot be properly administered without competent employees to carry on the day to day work. The elected members of management committees are honorary workers devoting only a part of their time to the Society.

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

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

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

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SOME CONSIDERATIONS

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

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

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

With the recent development of Consumer Co-operatives organised by the National Trades Union Congress in Singapore and the diversification of thrift and loan societies to provide consumer services to members, education in Consumer Co-operation would also be of importance.

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

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

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

PROPOSED CO-OPERATIVE TRAINING PROGRAMME

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

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

THE SINGAPORE NATIONAL COOPERATIVE UNION LIMITED

Proposed Programme in Co-operative Education and Training

I Objectives

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

II Priority in subject areas

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

III Priority of approach

1. Executive officers of co-operative societies - chairman, secretaries treasurers
2. Prospective education/publicity/development officers of co-operatives

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- 3. Other members of Management
- 4. Staff of co-operatives
- 5. Government officials dealing with co-operatives
- 6. General membership
- 7. General public

IV Methods of educational training

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

Proposed Programme - Phase I

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

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

2. Meeting procedures (a) Committees (b) General Meetings	1. Chairman 2. Secretaries & Assistant Secretaries	Lectures & Discussions
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Anticipated Outcome - Better organised and expeditiously conducted meetings.

3. Accounting Methods	1. Treasurers 2. Auditors	Lectures & Workshop sessions
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Anticipated Outcome - Better organised & up-to-date accounting systems:
a Standard accounting system for co-operatives.

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<u>Subject</u>	<u>Participants</u>	<u>Method</u>
4. Mechanised Accounting Systems	1. Chairman, Treasurers & Auditors	Lectures and Demonstrations by Salesmen

Anticipated Outcome - Mechanisation of accounting systems , joint ownership of such systems.

5. Membership Records, Surveys, Circulars Addressographs	Secretaries & Publicity/ Development Officers	Demonstration & Workshops
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Anticipated Outcome - More effectively organised records and communication systems.

6. Economic Pattern of Singapore	All Management Committees members	Lectures/Discussions
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Anticipated Outcome - Better understanding of the environment in which co-operatives have to operate

7. Aims & Objectives existing societies - relevance to present times	All Management Committees members	Discussions/ workshop
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Anticipated Outcome - Proposals for amendments in objectives and operations of Societies

8. Commercial Legislation - Companies Act Banking Act Mutual Benefit Society Ordinance	Chairman, Secretaries Development officers	Lectures/ Discussions
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Anticipated Outcome - Understanding of Limits of Co-operative operations

9. Cooperative Principles & Philosophy	1. Management Committees 2. General memberships	Discussions Seminars
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Anticipated Outcome - Publication of Pamhlet on Cooperative Principles & Application to possible additional areas of operation

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<u>Subject</u>	<u>Participants</u>	<u>Method</u>
10. Development of specific Co-op rations Printing Publishing Co-op House Consumers	Committee Members	Brain storm sessions/workshops

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

11. The Moneylenders Ordinance; Chit Funds	Management Committees of Thrift & Loan Societies	Study Circles
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Anticipated Outcome - Better understanding of role of Thrift & Loan Co-ops in the light of the new challenge.

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

13. Office Administration	Chairman & Secretaries Managers, Chief Clerks	Lectures, Demonstrations Discussions
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Anticipated Outcome - Better organised office administration.

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

Anticipated Outcome - Better organised offices

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

Anticipated Outcome - Handbook on admin procedures.

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"THOUGHTS ON COOPERATIVE MEMBER EDUCATION"

by

P. E. Weeraman

Presented to the ICA/NCC

Experts' Consultation on

Cooperative Member Education

20 - 26 April 1979

at

Trincomalee - Sri Lanka.

Thoughts on Cooperative Member Education

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by

P. E. Weeraman

1. The Principle

On the recommendation of the Principles Commission of the International Cooperative Alliance, Cooperative Education was included as a Principle of Cooperation in the ICA'S Rules in 1966.

Neither this nor the other-Principle added to the ICA'S Rules on the recommendation of that commission, viz: Cooperation among Cooperatives, was new to the Cooperative Principles.

The Rochdale Pioneers had Cooperative education as one of their Principle/and their motto "each for all and all for each" is what has now been included as the sixth Cooperative Principle.

These Principles have been reformulated to express their real meaning but none of these Principles has been changed to something else. It is important for Cooperators as well as the general public to note that Principles don't change. They can be substituted by other principles and then what happens is that some other concept or way of doing things has taken the place of the earlier way. If the principles of Cooperation are changed, a new type of Cooperation comes into being. It has then to be called by another name such as New Cooperation. If the new type of Cooperation connotes compulsion or governmental management or middleman profit making, then even "New Cooperation" would be an euphemism.

It is important to note that the fundamental concept of Cooperation has not been changed by the reformulation of the Cooperative Principles. Whilst adhering to Cooperative Principles what may be changed are methods and practices, for example, single-purpose societies may give place to Multi-purpose Societies; supply or sale of goods on a consignment basis may give place to outright purchasing; the duties of Federal Cooperatives may be added to ie from being only the agents of their members to being also the supervisors of the activities of the latter. These methods and practices may be changed to suit the requirements of changing times provided the character of the enterprise is not changed from a cooperative one to an uncooperative one ie. the enterprise continues to conform the Cooperative Principles.

In the case of the Principle of Cooperative Education too, the principle has been reformulated to mean not only the education of a society's members in the character and functioning of a cooperative, but also as said by the Principles Commission "education is a very broad sense which includes academic education of more than one kind but much besides".

"It includes both what people learn and how they learn it. Every phase of experience, which adds to people's knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens, can have educational significance for Cooperation. Less and less in the contemporary world can education be limited to what is learnt in schools and colleges at special periods of people's lives. The cooperative concept is of education as a life long process".

2. Member - Education

The new concept on cooperative education is the education of (a) the members, (b) the office-holders and (c) the general public, in the principles and practices of cooperation. The most important of these three groups is the members, for three reasons :-

- (1) They are the groups for whose benefit the cooperative has been formed (by themselves);
- (2) if they do not know the character and functioning of a cooperative they will fail to run their enterprise on cooperative lines,
- (3) if they do not know what they are about they will not be able to get the office-holders to discharge their duties properly.

Therefore it is essential that the members acquire a full and proper understanding of

- (a) the Principles of Cooperation and the philosophy behind it; and
- (b) the methods and practices that may be adopted by cooperatives.

The all-important and primary purpose of cooperative member-education is to convince the members of the justness of the cooperative method of satisfying common economic needs. If this conviction is not there, educating the members in the methods and practices of Cooperation would be of only academic value. It is only the conviction of the righteousness of a cause that will produce or sustain a movement. Therefore, unless this obtains, there will be no Cooperative Movement. For this very reason, member education is the most important part of cooperative education.

The basic human values that are embodied in the Cooperative Principles have not only to be understood but also to be lived up to by the members, this making Cooperation a way of life., and this can result only from proper member - education.

It is only proper member-education that will prevent the members from agreeing to courses^{es} of action that are not in conformity with Cooperative Principles.

After the members have been convinced of the justness of the Cooperative Way and of the fact that Cooperation is the best method of social and economic betterment, they should be taught the economic and democratic processes involved. They must be taught the law and the bylaws pertaining to their cooperatives as well^{as} the bylaws of the cooperatives to which their cooperatives is affiliated, and the working rules of their society.

3. The Characteristics of Member - Education

If member education is to have any meaning, it must be undergone voluntarily. No headway can be made in the practice of Cooperation if cooperative education is undergone under compulsion or merely for the sake of gaining a qualification. The concept might be understood but the practice of cooperation will not follow if cooperative education has been undergone with ulterior motives.

Therefore the first characteristic of member education is that it must be undergone voluntarily.

Likewise the teachers of Cooperation should be persons who have taken up themselves the task of teaching Cooperation because of their desire to spread the cooperative doctrine and promote the cooperative Way of Life, a desire born of their conviction that cooperation is the best way of achieving social and economic betterment.

In sum it means that persons convinced of the value of Cooperation should teach it to persons who have volunteered to learn it. The teachers should be missionaries of Cooperation, not mercenaries, and the members should be willing students.

Also, the teachers should not be faddists of uninformed enthusiasts. Therefore they should be persons who have had long personal experience of cooperative work. The teacher should preferably be one who can speak from his own personal experience and not from his theoretical knowledge alone. It is then that the teacher will be able to solve problems of management presented to him by the members and thus be their guide, philosopher and friends.

However teaching cannot be done by every person who has cooperative experience. Therefore persons selected to be teachers of cooperation should be trained in the techniques of teaching by competent trainers. In the alternative trained teachers with cooperative experience should be selected to be cooperative educators.

Whoever is selected to teach should possess the *sine qua non* for teaching cooperation, viz a genuine faith in Cooperation. The cooperative education of the members should not be confined to the Principles, methods and practices of Cooperation. The members should also be taught the why and the wherefore of the enterprise that has been undertaken

by their cooperative to satisfy their common economic need or needs, and all that they should know about their own occupations which are related to the common enterprise. For example, ⁱⁿ a cooperative society of tea producers the members should be taught the best methods of growing tea and the methods adopted by the society to obtain the best return for their produce.

In certain enterprises the members must not only maintain high standards but also impose certain disciplines on themselves eg. in a milk producer's cooperative they should refrain from adulterating the milk, supply it to the collection centres in due time, etc. etc. The voluntary acceptance of internal disciplines is of great moral value as well as of material value because the profitability of the enterprise is enhanced thereby. All this form part of the member-education programme, for the improvement of members' standards both materially and morally.

Hence the need to teach not only the theory and practice of cooperation but also the requirements for the success of the enterprise undertaken by the cooperatives.

4. The Methods of Member-Education

Member-education should be carried out in way that are convenient to the members. The convenience of the members and not of the educators must always be kept in mind. The educators must go to the members. The educators should not expect the members to come to them. Member-education must be considered as an effort to spread the cooperative movement of and so the usual attitude of expecting the pupils to come to the teacher should not be adopted. Therefore member-education classes should be held in the very village in which the members live, or at centres of the members' choice. Classes should be held at hours that are convenient for the members, even if such hours be inconvenient to the educators.

If the members can meet only at night the educators must be prepared to hold classes at that time. The educators should arrive in the village early enough to go around collecting the members if necessary. The cooperative educator must regard his member-pupils as his flock and treat their village as his parish. In short he must regard himself as a missionary of Co-operation. A cooperative educator may have several such parishes, but not too many. His area of operation should be compact and contiguous, so that he could be in effective touch with his member-pupils, gradually becoming their guide, philosopher and friend. He should come to know each of his pupils personally and closely, by visits to their homes and places of economic activity.

Besides holding formal classes for teaching Co-operation and for matters relating to the common enterprise, there should be periodical social gatherings with a touch of cooperative education such as a film show or play depicting the value of Co-operation.

There should also be member-education programmes at semi-district or district levels such as training classes of one to three days, residential seminars for cooperative leaders, and general conferences of cooperators of each secondary society's area of operations.

A most effective method of member-education is the Study Circle Method. The brighter members of cooperatives should be trained to be Study Circle Leaders and then placed in charge of Study Circles. The members who attended these Study Circles would be more receptive to the leaders as the ^{latter} have been selected from among the members. What they teach would be more convincing due to the fact that they belong to the members and so are not likely to mislead the members.

About twenty years ago there was such a scheme in Sri Lanka. About 350 Study Circle Leaders were trained at the School of Cooperation

for three months and placed in charge of Study Circles. They taught the members the philosophy & principles of Cooperation, the law and the bylaws and the keeping of accounts. All this proved very useful and popular. A later government which did not have a proper appreciation of the value of cooperative member-education abandoned this method as well as other cooperative educational programmes.

The Study Circle Method is perhaps the best-method of member education in countries where the general standard of education is high.

5. The Climate essential for Member-Education

Cooperative Member - Education will succeed only if the climate necessary for it exists. Several factors would make up this climate. Firstly, as said earlier, those who undergo cooperative education should do so voluntarily and they should be persons who are free to put what they learn into practice. This means that members of cooperative societies should be persons who enjoy individual autonomy to the full. The laws of the country should guarantee "freedom of the mind to express itself without fear", to quote the words of President Jayawardana of Sri Lanka.

The Cooperative Principles of Voluntary Association and Democratic Control also presuppose the existence of individual autonomy. Unless the members of cooperative societies enjoy this autonomy there will be no purpose in educating them in the principles and practices of Cooperation, for they will not be free to practice Cooperation in its genuine form.

Secondly, the imparting of cooperative education should be done by voluntary organisations of the cooperators themselves, not by government departments or institutes. The latter will not be free to teach cooperation without fear or favour. They will not be free to criticise any wrong step taken by the government in regard to the cooperatives. Ideally, it is not desirable for such educational bodies to receive any grants from the State, because even that will bring with it a certain restriction on criticism of government policy through the fear of losing such grants. Although it is the duty of the State to foster cooperation specially in the Developing Countries, the function of spreading the doctrine of cooperation should be in the hands of organisations which are completely independent of government control or patronage. If the organisation imparting cooperative education is not free, by law or implication, to criticise any acts of the government that are contrary to Cooperative Principles or harmful to the growth of the cooperative movement, the education they impart will be of much value. In fact, by its failure to point out any errors of the government in regard to the cooperative movement the members will be given the impression that such acts are not harmful to the proper growth of the Movement.

Ideally, therefore, the funds of cooperative educational bodies should come from the people themselves, not from the State.

It is only when the funds for cooperative education are provided by the cooperators themselves, either individually or through their cooperative societies, that the members will be able to ensure the proper imparting of cooperative education. As in other matters of cooperative societies, it is the member who knows best what their interests are in regard to cooperative education i.e. know best what their organisations should do for cooperative education.

Thirdly, the laws of the land should provide the necessary atmosphere for the healthy growth of genuine cooperatives. If the laws relating to cooperatives have provisions which violate the Principles of Cooperation, there will be no point in trying to educate the members in principles and practices which cannot be adopted due to their transgression by the very laws of the country. Therefore, the law in regard to cooperatives, if there be one, should be in complete conformity with Cooperative Principles. Any such law that is contrary to Cooperative Principles will undermine the character of the movement and make the teaching of genuine cooperation to be of only academic value. Further more, it can create a sense of frustration among those who wish to have a genuine movement, and it can also create a certain disrespect for the Principles of Cooperation and all they stand for. This disrespect would be engendered by the disrespect shown to them by the very laws enacted for the development of cooperatives. What is developed under such erroneous laws would be far from genuine cooperatives and this in spite of the fact that what is now being sought in regard to a New World Economic Order is "a transfer of the ideals of the cooperative movement to the larger world community" as said by Mr. Francis Blanchard, Director General of the ILO (vide ICA's Review of International Cooperation Vol 70 No 1 of 1977). And as said by Swami Vivekananda, ideals are not mere fantasies of the imagination. They are what have been actually achieved by men. And this applies to Cooperative Principles as well, for these Principles were drawn from what had been actually achieved at Rochdale. And again, as said by Swami Vivekananda, what should be done is not to reduce ideals to ^{the} levels of lesser men, but to raise their levels of the ideals. The existence of cooperative laws that are in conformity with cooperative Principles is essential for making cooperative member education meaningful.

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Fourthly, the Cooperatives themselves must be free of the uncooperative practices if member-education is to be meaningful. Otherwise the members would be learning what is not actually practised and so their learning would be of only academic value. The precepts they learn in member education classes should be practised by the cooperatives so that the members would learn more by example than by precept. It should be possible for a cooperative educator to explain everything that is done by a cooperative as an implementation of a Cooperative Principle or Practice. The ~~activity~~^{ility} of genuine cooperatives is an essential condition for the success of member-education, for teaching by example is more effective than teaching by precept. Study visits to genuine cooperatives would therefore form an essential part of member-education.

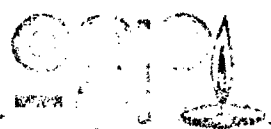
Fifthly, there should be no "drive" for member-education. It must be done the slow and sure way, by teaching and discussion, and at the pace which suits the members. Member-education should not be looked upon as the reaching of a certain standard of proficiency similar to passing an examination. It is the changing of attitudes that matters above all else, the assimilation of the cooperative concept and its practice as a way of life.

Last but not least, if there be a government department to promote Cooperation, such department should be free to propagate genuine Cooperation and to promote the growth of genuine cooperatives, without any interference from the State. If the work of such department runs contrary to genuine Cooperative Development, member-education will be seriously undermined.

TO sum up, the only hope for the existence and survival of the Movement is none other than the education of the members in the theory and practice of genuine Cooperation. The Movement will last only as long as there are members who are firm believers in the concept of cooperation. So it is member-education that can keep the torch of Cooperation aflame.

**A PLAN FOR
CO-OPERATIVE MEMBER EDUCATION
IN SRI LANKA**

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A PLAN FOR CO-OPERATIVE MEMBER
EDUCATION IN SRI LANKA

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Co-operative Management Services Centre
November, 1976.

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A PLAN FOR CO-OPERATIVE MEMBER
EDUCATION IN SRI LANKA

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FOREWORD

The ultimately objective of cooperative member education, I believe, is to assist in the development of the fulness of the member by contributing not only to his economic and social welfare, but also to the development of human qualities. It is only that kind of education that is capable of developing an enlightened membership having faith in the cooperative way of living, who would meaningfully participate in cooperative affairs.

Therefore, cooperative education which has no relation to the economic and social needs of the members and which does not help him in the development of "human attributes" becomes a mere theoretical concept with no practical value, because such an education does not necessarily give him the competence to face the problems of real life.

A cursory glance through the content of most of the existing cooperative member education courses makes it obvious that sufficient attention is not paid to this important aspect. Education, which has so far concentrated on cooperative principles, cooperative law and by-laws, enrolment of members, duties, responsibilities and powers of members has failed to develop an active and competent membership. The member apathy so frequently complained of today is a direct result of this situation.

Member education should be a common endeavour. As cooperation in Sri Lanka has developed as a people's movement other rural development institutions have a special role to play in this regard. It is also my view, that the traditional institutions like the temple which had guided the people and which has maintained continuous relations with the people have a positive role in formulating and implementing member education programmes.

The cooperative member education plan outlined in the present report is based on the results of an educational effort tried out in the Galagedera MPC area. It is believed that the Report will provide a basis for organising member education activities on a much wider scale in the country.

The pilot project was directed by Dr. Dharm Vir who was attached to the CMSC as a short-term ILO consultant and Mr. L.B. Herath, national consultant. Dr. Dharm Vir is the specialist in cooperative member education attached to the Regional Office and Education Centre for South East Asia, International Cooperative Alliance. Dr. Vir who has

already carried out special member education projects in Thailand, India and other countries of the region has specialised experience in the field. We owe him a debt of gratitude.

Our thanks are also due to the Galagedera MPCS Ltd. who assisted in the experiment and Sri Lanka Cooperative Marketing Federation Ltd., for providing farm guidance personnel and assisting in making organisational arrangements. We also appreciate the services rendered by various institutions like the Departments of Agriculture, Minor Export Crops and Cooperative Development, and the School of Cooperation and the People's Bank in providing technical know-how.

Special mention must be made of the fact that the National Cooperative Council of Sri Lanka was actively involved in the operation of the project right from the beginning.

It is hoped that this Report will give rise to new trends in member education in Sri Lanka.

R. G. G. O. Gunasekera,
C H A I R M A N,
November, 1976.

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A PLAN FOR CO-OPERATIVE MEMBER
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1. INTRODUCTION

Sri Lanka, which was once the "Granary of the East" still lives in her "gam" (Villages). Out of her 13 million people about 9 million i.e. 69% reside and work in rural areas. In spite of the fact that the country is surrounded by seas, agriculture is the main occupation of rural people. The density of population is over 500 per square mile. So, to feed themselves and the rest of the country is the main task before the rural people, specially the farmers. With adequate resources provided through the co-operatives, the farming class is capable of achieving the aim of self-sufficiency in food and exporting some of the local produce such as, tea, coconut, rubber, cocoa, exotic flowers and spices.

The modern co-operative system rests on a net-work of MPCSSs, covering rural as well as urban areas. There are 290 multi-purpose Co-operative societies spread over 27 co-operative districts in the country. The total number of retail branches of the MPCSSs are 7,200 covering over 11.5 million consumers i.e. the 85% of the total population of Sri Lanka. It may be roughly estimated that the majority of consumers served by these co-operatives are below 35 years of age, and a half of them are females. Considering the vast coverage of rural population by MPCSSs, an emphasis has been laid on them in the present report. However, many of the suggestions made are applicable to other types of co-operatives in the country.

The total membership of MPCSSs is only one million approximately. Of course, each member represents a household. Even then, the total membership does not cover majority of the households in spite of the fact that most of the households are served by the MPCSSs, atleast for the supplies of rationed goods. At present an individual can draw his ration through an MPCSS without becoming its member. This gap between the membership and the clientele is being narrowed and efforts are being made by the MPCSSs to increase their membership. It may be noted that the membership is generally granted by the Branch Committee of the MPCSS to a suitable applicant who is prepared to purchase atleast one share of the co-operative.

The reorganisation of the multipurpose co-operative societies in Sri Lanka during 1971 has enabled them to cover a larger membership, apart from helping them to cover

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become units economically more viable. The reorganisation has also been instrumental to a considerable increase in the size and area of their business operations. In addition the reorganised MPCSSs in Sri Lanka are expected to provide various kinds of services on competitive terms to their members, particularly in the rural areas. Some of the main functions which these co-operatives are expected to undertake are :

- i) Consumer Services.
- ii) Agricultural services, supply and marketing.
- iii) Credit (for agricultural as well as other purpose) and thrift.
- iv) Processing of agricultural produce.
- v) Educational and cultural activities.

Their efficiency has to be judged not merely by proper maintenance of books but also in the manner in which they serve the membership and the community in accordance with the societies objectives. In spite of various services provided the members do not seem to have an intimate and direct relationship with their MPCSS.

Specially in rural areas the farmer members are found to be more apathetic and unorganised. They are not highly educated and there is a dearth of co-operative leadership at the village level. The absence of member relations and education programmes by the local co-operative has aggravated the situation. Most of the members get little or no information about the purpose of co-operation, business of their co-operatives and the types of services which are being or can be provided by the MPCSS. This communication failure resulting in a lack of involvement of members, makes the attainment of social and economic objectives of the co-operative movement of Sri Lanka a very difficult task. Therefore, to inform and educate the members and thereby bridge the existing communication gap is found to be an urgent necessity today. A well planned and systematic member education programme should, therefore, be an important part of the member relations and communication activities of MPCSSs and other co-operatives.

Appendix "C" sets out in brief outline the present situation regarding co-operative member education in Sri Lanka.

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2. GENERAL SUGGESTIONS

Based on the limited field experience gained and information collected from various sources, the following suggestions and observations are made for the consideration of cooperative movement in Sri Lanka.

1. To begin with a co-operative should undertake management improvement, and business development programmes with the assistance of its leaders, employees and active members. It should also strive to involve general members and the prospective members through member education and public relation activities. To achieve success the whole business and services of a cooperative has to be made member-oriented i.e. catering to their common needs and interests.

An efficient and well-run co-operative can serve as a source of inspiration and education to members. Its good image in public eyes will attract more members. However, it would be necessary to launch membership campaigns at regular intervals, and keep the members informed and involved through educational activities.

2. Constant co-operative education and member guidance should be accepted as one of the basic responsibilities of the cooperative movement in general and co-operative societies in particular. Each cooperative should make adequate provision of funds, personnel and facilities for cooperative education of members, prospective members and leaders. The employees of the cooperative also need constant guidance and training through a system of internal training and communication. The co-operative education of members volunteers and the employed personnel should, therefore, go hand in hand.
3. The concept of co-operative member education should be broadened so as to include guidance of members in business management, household improvement and other subjects of immediate interest to them. Nevertheless, the co-operative and the technical content should also receive adequate emphasis and be given a prominent place in the cooperative education of active members and leaders.

Various types of educational material and audio-visual aids should be produced and used for educational work, according to the requirements of the local situation.

4. The educational activities should be closely related to and as far as possible to be integrated with the day to

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day business and the development plans of the cooperatives. It would mean that expenses on member relations and education may be treated as part of business expenditure and all the employees be prepared to promote co-operation and education among themselves and the members.

There will, however, be the need for allocating separate funds for co-operative education including member guidance in the budget of each co-operative. At appropriate time, the beneficiaries of the programme should be requested to contribute toward the expenses locally incurred on programmes.

5. To facilitate prudent planning and effective implementation of educational and guidance activities the co-operative should assign this task to its selected board members and the employees. Whenever possible, special field staff may be employed for member education and guidance and be given adequate training for the purpose. To look after educational programmes, each co-operative should also organise a special sub-committee consisting of selected board members, members, employees and specialists.

Such a committee can provide a forum for communication among extension personnel at the local level leading to a better co-ordination of educational and development efforts, to the advantage of the co-operative and its membership.

6. The formal meetings of the society, such as general body meetings, board meetings, sub-committee and branch committee meetings should be used as forums for education of the members concerned. Well conducted of these meetings would express the democratic ideals of the movements. It is, therefore, necessary that adequate preparations are made so that meetings are well organised and are educational in character. If it is found difficult to include much educational content and techniques in the formal part of the meetings, such activities may either be conducted before or immediately after the meetings. Besides, the formal notices, agenda, minutes and reports of the meetings, some educational material may be prepared and circulated at appropriate time among the members. Even formal reports can be prepared in an interesting and simple style and presented to the members. Some simple visual aids such as posters, charts, slides etc. may also be used during the meetings.

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7. The large body of members should be divided into small informal groups for educational purpose. The groups may be formed on the basis of their age, sex, needs, interests, vocations, place of residence or work.

These small groups thus formed should function on a democratic and co-operative basis, and provide an effective channel of communication between the members and their co-operatives.

8. Individual interviews with the members and visit to their households by the co-operative personnel are also important tools of member education, at this stage, especially in rural Sri Lanka.
9. All the co-operatives should celebrate the International Co-operative Day and other occasions in a manner that they become a source of co-operative information and education to members, employees and the general public.
10. The NCC should be equipped with adequate personnel, funds and facilities so that it can look after the member education programmes for different kinds of co-operatives.
11. The business apexes of co-operatives should be encouraged to have special staff for member relations and business guidance. The staff should collaborate with the NCC and primary co-operatives in the planning and implementation of joint educational activities.
12. The programme in the Kandy district should be continued and further developed, and more pilot projects should be organised in selected districts of the country. To begin with, districts selected for population education through co-operatives may also be chosen for the comprehensive programme of member education. Concentrated efforts may as well be made in a selected co-operative of each district and its results be disseminated to other co-operatives of the area. The programme of member education and guidance should be gradually expanded in such a manner that it covers other educational programmes such as agricultural extension, health education, population education etc. for the members and their dependents. A co-operative can thus co-ordinate the efforts of other extension agencies in the area.

6.

2.1 Main Objectives

The Co-operative Member Education Programme in Sri Lanka may have the following objectives:

1. to create among the members and their dependents a spirit of co-operative and community consciousness, a sense of social discipline and an awareness of their socio-economic problems with the intention of -
 - a) promoting the idea of self-reliance and the spirit of co-operation in the management of their affairs,
 - b) protecting their interest as consumers and
 - c) achieving higher levels of productivity and living.
2. to inform and guide the members in improved techniques of production, planning, marketing, farm and household management, so that they may be able to achieve better income levels and improve the standards of their living and business.
3. to inculcate in the educants a sense of dignity of labour and voluntary work and qualities of co-operative leadership.

Keeping in view the above objectives, and concept of member guidance has been evolved especially for the farm families. This broader concept of member education has been given in part II.

2.2 The Content of Education

To begin with, the content of educational programmes for the members have to be simple, attractive and capable of meeting their immediate needs and interests. Second, it has to include topics and problems which may not appear to be immediate interest to the members but are important for the efficient conduct and development of the co-operative business. Third, educational programmes have to include the ideological content which will inspire and enlighten the general members and prepare the right type of people to assume co-operative leadership at the different levels.

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Fourth, the content has to focus attention of the members' families on the questions related to improvement of the family income, ultimately leading to better standards of living and production. Finally, specialized contents may be included in the programmes according to the needs and interests of special groups such as export commodity growers, women, youth and children.

2.3 Categories of Members to be Educated

The members of a co-operative may be divided into the following categories, in terms of their social and economic functions, educational needs and interests:

- a) General Members : active and passive from the cooperative point of view, leaders of farmers' commodity groups and cooperative women's group.
- b) Leaders: Managing Committee Members, Presidents and other office bearers.
- c) Managerial and guidance personnel of the cooperatives.
- d) Special groups viz. women, youth and children particularly belonging to the members' families.
- e) Potential members and the general public.

Some details of educational programmes for all the categories particularly (a) are given in Part II of the report.

2.4 The Institutions to be involved in Co-operative Member Education

The Member Education Programme including guidance activities at the local level are to be regularly conducted by the Multipurpose Co-operatives and other societies with the help of District Committee of the NCC and other relevant agencies. However, it will be necessary to actively involve the following national level institutions for an efficient and effective implementation of the whole programme:

- a) National Co-operative Council of Sri Lanka (NCC)

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including its District Committees and Co-operative Education Centres.

- b) Sri Lanka Co-operative Marketing Federation (Markfed) and other Co-operative business apexes.
- c) Department of Co-operative Development.
- d) School of Co-operation, Polgolla,
- e) Government Institutions such as, Departments of Agriculture and Minor Export Crops.
- f) Co-operative Management Services Centre (CMSC).
- g) Other Agencies concerned with co-operative development and extension.

The role to be played by different organisations have been indicated toward the end of this report.

An organisational structure for co-operative education programmes in Sri Lanka is suggested in Appendix A.

3. MAIN FEATURES OF MEMBER EDUCATION

The members' families need the educational approach of their co-operatives in general but specific guidance on the various economic, social and technical matters especially in the production and consumption activities. To serve best the members, the educational guidance and communication activities have to be integrated as far as possible with the day to day business of the co-operatives and all the managerial personnel should be prepared to play their part efficiently and serve the members according to their needs. It would therefore, be appreciated to name the whole process involved as Member Guidance Service. In case of farm households it may be named as Farm Guidance Service when the main focus of the specialised member education is on Farm Management and the improvement of members' income. When educational efforts directed toward non farm families, it may be termed as technical or business guidance. The educational process may be designated as Home Improvement Guidance when it is directed mainly towards housewives and is focussed on household management, consumption activities, family savings etc., leading to better standards of living and happier life. The concept of member guidance as a part of co-operative member education has been

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summarised in Appendix - B.

3.1 Educational Programmes for the Farm Families

The farmer members of a multipurpose co-operative society in Sri Lanka and the rural housewives may be made the main targets of co-operative member education programmes to be conducted at the local level. The programme has to be closely linked with the needs of the farm families on the one hand and with the economic activities of the co-operatives on the other. According to the demand of local situation and interests of individual farm families its educational contents and techniques need to be adjusted by the co-operative personnel concerned. The leaders and the employed personnel of a cooperative society are required to adopt an educational approach towards the member farmers and impart in them necessary knowledge, attitudes and skills as and when possible. The educational approach should be so expanded as to cover individual ~~farm~~ families and the farmers' groups.

3.2 Basic Features of Farm Guidance

The co-operative farm guidance may be referred to as a special kind of agricultural advisory and Business Consultancy Service undertaken by an MPCS or other type of agricultural co-operative as an integral part of its other business functions such as credit, supply, marketing processing, etc. for the benefit of its member farmers. It is primarily aimed at developing awareness and improving the knowledge and skills of members, in the field of farm management so that they can improve their production patterns and techniques, decrease the production costs and consequently have more incomes.

There are the following general factors which would affect the whole Farm Guidance Programme of an area of the MPCS and its branches :

- a) types of land holdings and crop patterns in the area,
- b) types of government support and incentives available,
- c) access to market for the sale of produce,
- d) demand and supply conditions and possibilities of changing crop patterns accordingly,
- e) facilities and services provided by the local cooperatives,

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- f) existing social and economic status of members, their knowledge, skills, attitudes, interests and aspirations.

As different from general agricultural extension, farm guidance starts from members economic needs and all through concentrates on economic and service aspects of their agricultural operations. The farm management guidance is therefore an educational approach towards members economic development through local co-operatives. A similar approach can be worked out for non-farm families and be termed as industrial/business guidance.

The scope of co-operative farm guidance can be as wide as agricultural production, marketing and other economic activities of the member farmers. It may be extended to the areas of agricultural processing, agro-industrial and side-occupations according to the needs and demands of the farm families. Nevertheless, farm guidance service could emphasis on the following main subjects:

Stage - 1.

- a) Need for member education and formation of groups.
- b) New methods and techniques of farming and their economic implications.
- c) Facilities available with the co-operative and other local agencies.
- d) Utilization of credit, and techniques of savings.
- e) Economic returns expected from the agricultural operations and production activities.
- f) Production planning most suitable for the farm families.
- g) Farm management, implementation of production plans with the help and guidance through the co-operatives, Contract farming.

Stage - 2.

- a) Techniques of ensuring regular and better incomes with the help of local co-operatives e-g. proper grading, processing and marketing contracts between the co-operatives and business apexes.
- b) Role of women and youth in improving the farm economy and the families income.

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- c) The relevance of co-operative method, principles and practices to the farmer members.
- d) By-laws of local co-operatives with special reference to the member rights and duties.

Stage - 3. (mainly for group leaders)

- a) Co-operative philosophy, principles, practice by laws,
- b) Co-operative movement in Sri Lanka,
- c) Effective methods of conducting co-operative meetings.

3.3 Home Improvement Guidance

The farm guidance activities of the agricultural cooperatives will ofcourse, assist the farmer members in getting better and suitable incomes but the overall objective of a cooperative will be fully achieved only when the farm families utilize their incomes in such a way that the farm economy is strengthened, some savings are made and they achieve a better standard of living. Home Improvement Guidance of the cooperative personnel can effectively assist the farm families in the achievement of this broader objective. The savings and the consumer distribution activities of cooperatives can be effectively linked with the consumption needs and patterns of the farm families.

The Home Improvement activities of the co-operatives may include the following subjects:

- i) The role of women and youth in improving household economy and cooperative development.
- ii) Household budgeting including the income and expenditure targets.
- iii) Needs and means of making savings and investments.
- iv) Household management emphasising on most effective use of the family income and avoidance of extravagant expenditure.
- v) Better health measures for the family members e.g. balanced diet, Scientific cooking, food preservation, child care, family welfare.

- vi) means of improving families economic and social standards e.g. home craft, preparation of handi-crafts, and other subsidiary occupations.
- vii) Cultural and recreational activities, e.g. entertainment of elderly people, folk dance and folk songs, children's day.

3.4 Educational Programme for Non-farm Families

In rural areas, there are families which are not engaged in agricultural operations. They may be partly or wholly engaged in craft work, cottage or small-scale industries. Some of the family members may be engaged in part time or full time skilled jobs, while others may be semi-skilled or non-skilled workers. Many young members of these families may even be jobless.

In such cases the members might like to have technical guidance for improvement in learning new skills. Those who are self-employed would like to have guidance in business management, marketing etc.

In urban areas, the families belonging to lower income groups, may be self-employed or employed by industrial, commercial or administrative establishments. Most of them are wage earners or salaried workers and they are expected to meet their ends within the limited income. The MFCSSs, thrift and credit and other cooperatives cater for the requirements of these people. They would feel more interested in consumer education or home improvement guidance activities or cooperatives.

The foregoing, account shows that contents and techniques of member education will vary according to the needs of participants. It may be farm guidance in one case and industrial or business management guidance in another. In case of women, it will take the shape of home improvement guidance. However, consumer education aspects are applicable to all those who come under the purview of cooperative member education.

3.5 Methods and Techniques of Education

The Selection of methods and techniques of education would depend on the objectives of education, contents, characteristics of participants and their number. It would also depend on the educational material, visual

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aids, and other facilities available. Much more will depend on the availability of trained educational personnel from the co-operatives and resource persons from outside.

The participants for educational personnel may be divided into following categories, from the quantitative point of view:

- a) Masses: including members and the general public.
- b) Large groups: (above 50) such as general body members belonging to branch area etc.
- c) Medium groups: (30-40) participants in local seminars and conferences.
- d) Small groups: (15-20) participants in board and committee meeting, members of farmers commodity groups, co-operative women's or youth groups.
- e) Individual: members and their dependents.

Our experience with the pilot project in Galagedera shows that Co-operatives with limited resources can effectively use medium and small group approach for membership education. Other approaches can also be combined on availability of more resources and outside help.

The main methods and techniques of member education (including farm guidance and home improvement activities) which may be used in suitable combinations are as follows:

- a) Formation of farmers or occupational commodity groups according to various crops,
- b) Formation of housewives, youth and other special groups,
- c) Member meetings (formal and informal) and short seminars at the local and branch levels.
- d) Organisation of exhibitions, study visits, films and coloured slide shows, and co-operative plays,
- e) Use of educational material such as pamphlets, charts, posters, and case studies in members meetings,

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- f) Development of demonstration farms and model co-operatives,
- g) Organisation and conduct of local discussion groups and study circles on subjects and problems of common interest,
- h) Training courses/camps especially for local leaders,
- i) Observance of co-operative and other important days, through rallies,
- j) Issue of information bulletins, circular letters, handouts and use of news papers and other mass media of communication.
- k) Occasional visits to members' households and interviews with the members. Formation of members' interest groups and co-operative women's group has been found one of the successful methods.

3.6 Education for co-operative Leaders and Office Bearers:

There are several branch committee members in an IACS and board members in different types of co-operatives who represent members and they are also required to discharge certain statutory business and social functions on behalf of their co-operatives. These leaders often change their official positions so some systematic educational programmes should be organised by the local co-operative in collaboration with the NCC and other agencies. At district, provincial and national levels the NCC should take stronger initiatives in organising educational seminars, and conferences on subjects of common concern.

In general, the following subject areas should be covered through co-operative educational activities:

- a) Co-operative philosophy, principles, practices.
- b) Co-operative movement in Sri Lanka and its problems.
- c) By-laws and functions of local co-operatives.
- d) Important techniques of member education and guidance.

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- e) Principles of business management and public relations.
- f) Role of youth and women in co-operative development.
- g) Co-operatives in relation to area and national development.

3.7 Education for Co-operative Employees

As the guidance to consumers in general and members in particular should be integrated in the day-to-day business of the co-operative, its employees are expected to play an important part in member relations and education. They should therefore, be trained in the concept, methods and techniques of education as a part of their on the job and off the job training. In addition, the guidance personnel to be employed by a cooperative, individually or on a group basis, should be trained in methods and technique of communication, education and public relations. Some details of the training for the guidance personnel are given elsewhere in the report.

3.8. Guidance Personnel Required

In addition to the member education personnel to be employed by the NCC, Markfed and other organisations, specialised personnel for organising farm guidance and other educational activities will be needed by the local co-operatives. The farm guidance personnel should have the basic qualifications in agricultural and social subjects. However, they need not always be agricultural experts. They have to develop zeal for cooperative work, understanding of co-operative principles and practices, knowledge of scientific farm management and skills in communicating and servicing the members. They should have the leadership qualities so that they are in a position to initiate a programme with the help of farmer members. They should not discourage the local leadership coming from the members.

The member guidance worker should be a guide to the members' family and work as a liaison between them and their co-operatives. He should also ensure that the farmer members get adequate supplies of credit, agricultural inputs and consumption articles at reasonable prices, and are satisfied with the marketing and other services provided by the co-operatives. He should be able to

procure the services of various extension specialists working with the Agricultural Department, Universities, Colleges, and other specialised institutions. The Cooperative Farm Guidance worker should however specialise and take keenest interest in the economy of the members household and communicate their problems to the co-operatives. It would be ideal if an MFCS or a group of cooperatives could afford to have a male farm guidance worker and a female for Home Improvement guidance work, on a full time basis. Such an arrangement has been found very practical by cooperatives in Japan. Necessary subsidies and support from the secondary cooperative organisations should be provided to cooperatives undertaking guidance activities with the help of specialised personnel.

Besides employed personnel, a cooperative should have a group of active members, women and youth who volunteer to assist in the promotion of cooperative member education and other service activities at the local level. Such volunteers may be model farmers, educated housewives or enthusiastic youth specially belonging to members' families.

3.9 Need for Training of the Guidance Personnel

The guidance personnel employed by the cooperative and the volunteers should be well trained and kept up to date on -

- Principles and practices of Co-operation;
- Business plans of the MFCS concerned;
- Concept, methods and techniques of guidance, member education and communication;
- The latest contents needed for farm and home guidance;
- Public and member relations;
- Leadership and cooperative development;
- Relevant facilities available at the local cooperative and with other agencies.

3.10 Production of Educational Material

As stated earlier the member guidance services should

be an integral part of the business of the MPCSSs and be systematically given member households together with agricultural supply, consumer supply and other services. The members are also to be informed of and attracted towards these services.

The main purpose of the educational material should be to inform and educate members in the purpose of cooperation and the type of services which are available or can be made available to them through the local cooperatives. At present the average member view their cooperative mainly as a source of procuring consumer supplies and getting some credit facilities. They are not well aware of the potentiality of cooperatives and the important facilities such as supply of agricultural inputs, marketing of their produce at a reasonable price and guidance activities which can be effectively arranged by their cooperatives. It is hoped that the proposed material when judiciously used by the cooperatives in their member education programmes will help in developing more educated members and enlightened leaders at the local level. It will also contribute to better farm management, more agricultural production with the help of MPCSSs. The CMSC with the help of other agencies has already produced or procured considerable amount of educational material for the pilot project in member education, in Kandy district. A complete list of member education material prepared by the CMSC is given in appendix "D". Some of the material can after suitable adjustment be used for educational work in other cooperatives.

ROLE OF DIFFERENT ORGANISATIONS IN MEMBER EDUCATION

4.1 National Cooperative Council of Sri Lanka

- a) To undertake the task of policy information, and arousing public opinion in favour of cooperative education in general and member education in particular as the basic responsibility of the cooperative movement.
- b) To undertake over-all planning, co-ordination and evaluation of member education and guidance programmes.
- c) To arrange for the training of trainers and member education personnel in Sri Lanka.
- d) To augment internal resources and secure external assistance on reasonable terms, for the development

of cooperative education programmes in the country.

- e) To encourage and assist the cooperative business bodies, Cooperative District Committee and primary cooperative societies, specially MPCs in the planning, implementation and follow up of the member education work at the primary level.
- f) To undertake research, experimentation and pilot projects in the field of cooperative education including farm guidance in the country, with the assistance of the CMSC and other relevant agencies such as ICA, FAO, ILO, Department of Cooperative Development and UNLSCO.
- g) To co-ordinate and guide the efforts being made by different cooperative organisations in the field of cooperative member education and public relations.
- h) To plan, organise and carry out such public relations programmes as may be necessary for the propagation of the cooperative matters in the country, by means of -
 - radio programmes,
 - newspaper articles, books and other publicity material,
 - films, coloured slides and other audio-visual aids,
 - seminars and conferences,
 - exhibitions etc.
- i) To co-ordinate the educational activities of various cooperative agencies, the NCC is already having a National Co-ordination Committee for cooperative education and a sub-committee for cooperative publicity. The cooperative business apexes and other national level agencies concerned with cooperative education and publicity should be represented in the committee. They also have a specialist group on cooperative publicity and publications.

An organisational structure for cooperative member education is suggested in Appendix A.

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4.2 Markfed and other Business Apexes

- a) To collaborate with the NCC and cooperative business organisations in the planning, implementation and evaluation of member education and guidance programmes.
- b) To make the services of its farm guidance and other field staff for organising the member education and employee training activities.
- c) To assist in the organisation, conduct and follow up of the meetings of farmers' commodity/cooperative women's and other local groups.
- d) To arrange for efficient credit supplies and marketing of farmers' produce through the local cooperatives and with the help of other agencies.

4.3 Primary Cooperative

- a) To plan, and implement educational programmes for cooperative leaders, employees, members and their dependants.
- b) To keep the general public informed of their achievements and the problems being faced by them.
- c) To make special budgetary provision for member education and guidance and to employ well trained personnel for the purpose.
- d) To co-ordinate, and as far as possible integrate in business and development programmes, member education and other extension activities.
- e) To promote formation of special members' groups and cooperative women's groups and to provide prompt follow up services.
- f) To make organisational arrangements for the planning, supervision and evaluation of its programmes. Some details of the organisational arrangements have been suggested in the documents prepared by the CMSC. A complete list of publication is given in appendix "D".

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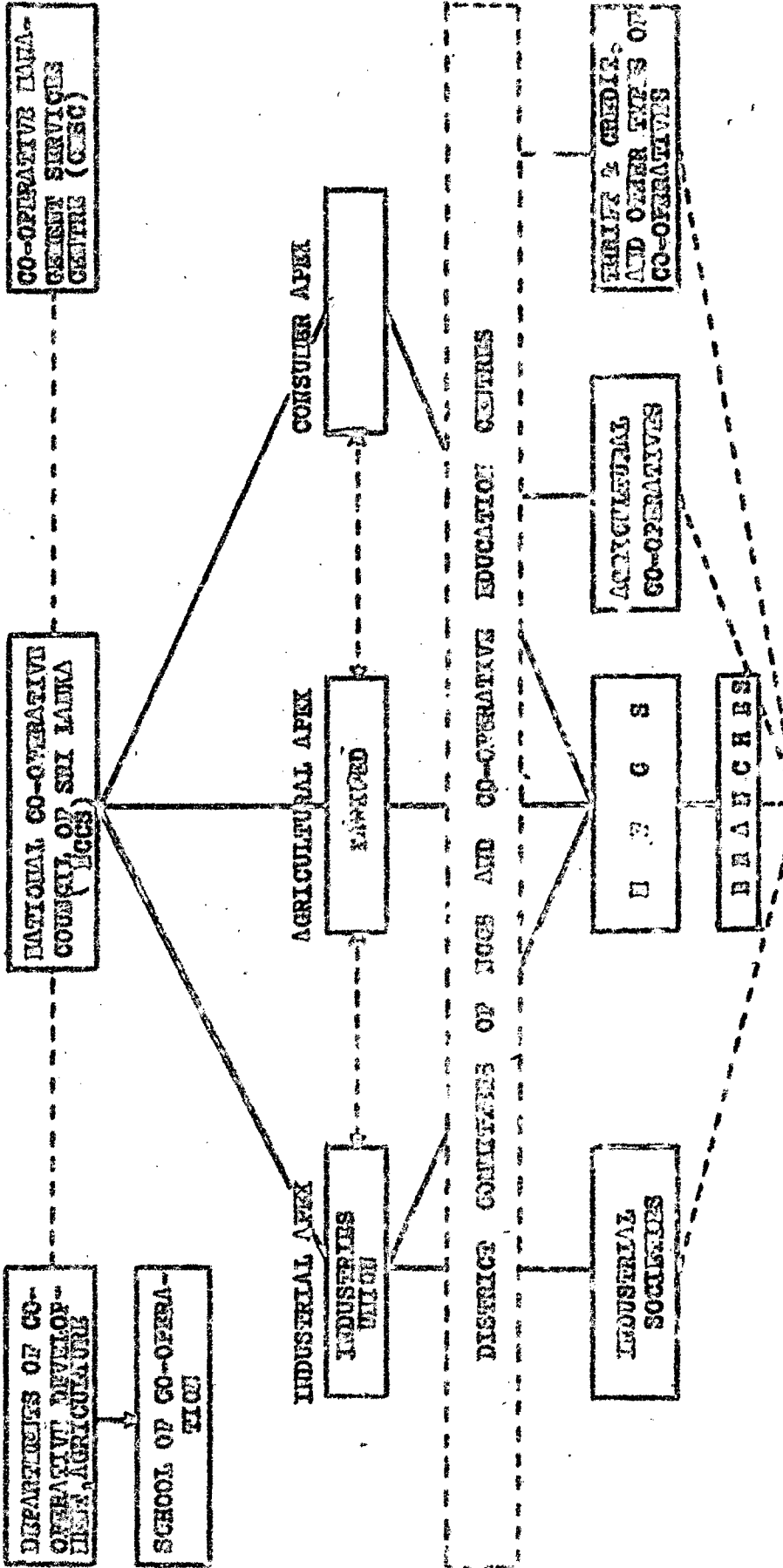
4.4 Department of Cooperative Development
and the School of Cooperation

- a) To collaborate with the NCC in the training of cooperative personnel, especially in the concept and techniques of member education.
- b) To assist in the training of cooperative leaders and in the implementation and evaluation of member education programmes organised on a pilot basis.
- c) To prepare model case studies and other material.
- d) To provide financial and other support needed for cooperative education work in the country.

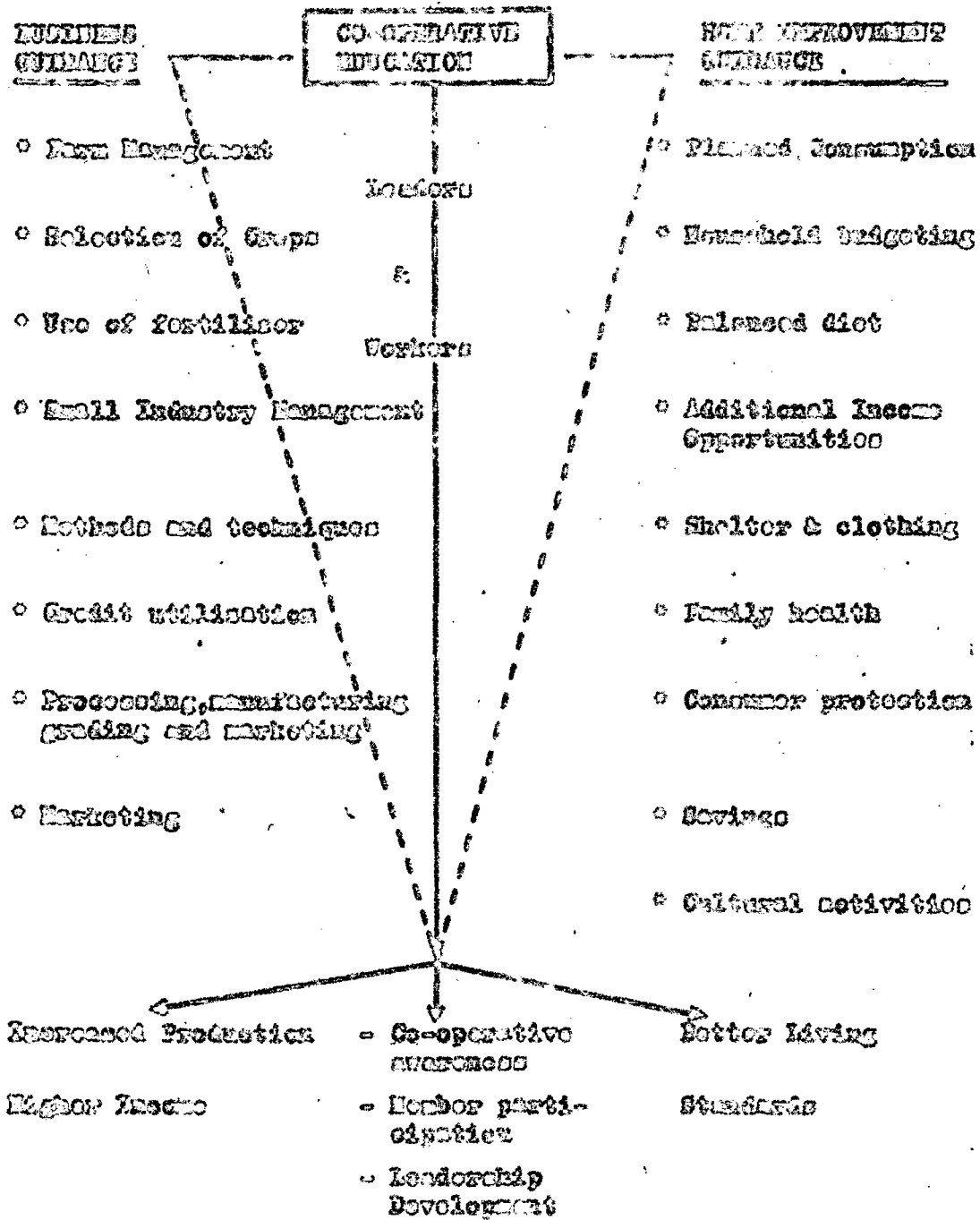
4.5 Cooperative Management Services Centre

- a) To provide consultancy services in the planning, organisation and evaluation of cooperative member education and public relations programmes undertaken on a pilot basis.
- b) To undertake preparation of model study material, audio visual aids needed for the field programmes.

ORGANISATIONAL STRUCTURE FOR CO-OPERATIVE EDUCATION PROGRAMS IN SRI LANKA



CO-OPERATIVE MEMBER EDUCATION IN PEE MANGA



APPENDIX - C

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PRESENT SITUATION REGARDING CO-OPERATIVE
MEMBER EDUCATION IN SRI LANKA

The national Cooperative Council of Sri Lanka (NCC) is the apex (non-commercial) organisation of the cooperative movement in the country. Every cooperative society is eligible to be a member of the Cooperative Council. By the end of June 1976 there were 688 cooperative societies as members of the NCC. The breakdown of these societies is given below:

	NCC members a.	Total b	% c
i. Multi-purpose Cooperative Societies (MPCSs)	290	290	100%
ii. Credit Societies	241	3046	7.91%
iii. Agricultural Societies	14	930	1.5%
iv. Fisheries Cooperatives	29	52	55.79%
v. Production and Industrial Cooperatives	61	856	.07%
vi. Other Societies (including the School & Secondary Co-ops.	53	2919	.02%
T o t a l	688	8093	8.5%

The figures given above show the scope of membership development for the NCC.

The following business organisations at the national level are the members of the NCC, which in turn is the member of the International Cooperative Alliance (I.C.A.) -

- i. Sri Lanka Cooperative Marketing Federation (MARKFED),
- ii. Sri Lanka Cooperative Industries Union (SLCIU),
- iii. Sri Lanka Coconut Producers' Cooperative Societies Union,
- iv. Sri Lanka Fish Sales Union,
- v. Sri Lanka Light Engineering Cooperative Societies Union.

According to its by-laws one of the primary objects of the NCC is to educate, guide and assist the people in their efforts to develop, expand and strengthen the cooperative movement. To facilitate the working of the NCC, the country is divided into 27 cooperative districts which corresponds to the administrative districts of the Cooperative Department. In each district there is an elected Committee of seven members. The members of District Committee represent their respective cooperative districts at the general body of the NCC that elects its Board of Directors.

Some of the functional areas of the NCC are to :

- i. organise Cooperative Education and Training Programmes and popularise among members the practice of Cooperation.
- ii. develop inter-cooperative relationship and help the coordinated functioning of the Cooperative Movement.
- iii. arrange for the production and publication of literature and audio-visual aids on Cooperation and allied subjects.
- iv. publish books, pamphlets, leaflets, periodicals, newspapers etc. relating to Cooperation and cooperative activity.
- v. organise, convene and hold Cooperative Seminars, Meetings, National Conventions, Conferences etc.
- vi. raise funds, create general or special funds for the promotion of cooperation and administer the funds so created.
- vii. give general or specific guidance to member societies with regard to implementation of any programme or undertaking of any activities in furtherance of the objects of the Cooperative Council or of any member-society.

To achieve its objects, the NCC collaborates with the ICA Regional Office and Education Centre for S.E. Asia, New Delhi. For the last two decades the ICA has been providing to the Cooperative Movement in Sri Lanka technical and other assistance specially in the field of cooperative education and training. Several cooperative personnel in this country have attended the seminars and conferences organised by the ICA at the national, regional and international levels.

The National Council organises cooperative education and training programmes and popularises among members, the principles of cooperation. It has 26 district committees, offices and education centres having some facilities for the above purpose. However, the provision for cooperative member education made through the District Committee is far from being adequate.

There is a Secretary attached by the NCC to each district committee and some lecturers to the district level cooperative education centres. But none of the above personnel are entirely devoted to the task of cooperative member education. The NCC has recently recruited some education assistants who after receiving training, would strengthen cooperative education and training programmes at the district level.

The District Secretaries among other things, are required to conduct short seminars for the members, leaders and employees of primary cooperatives. These seminars, conducted periodically are to some extent useful, but do not provide adequate and continual forum for member education and communication. Cooperative literature in the local language is sometimes distributed among the members and leaders participating in these seminars. However, there is a dearth of educational material for member education and information. The Council does not have enough funds, equipment, personnel and other facilities for educational work.

Other methods occasionally used for member education are members' meetings, leaders' conferences, cooperative day celebrations, organisation of exhibitions and study visits. In addition mass media such as, films, radio, cooperative press and general press are used for member information and publicity. The Council issues a fortnightly journal in Sinhala for this purpose.

The use of mass media and large group approach has allowed wide but superficial coverage of members. Even then the bulk of membership remains out of the influences of these approaches. Many of the educational programmes, especially at the field level are considered to be somewhat theoretic and isolated from problems of members and their cooperatives. To facilitate co-ordination among the agencies engaged in cooperative education, the NCC has recently appointed a national committee on cooperative education including training of employees.

For historical reasons, the extension section of the Department of Cooperative Development and the People's Bank have been engaged in a similar task of educating the members of

MPCSS, and other primary cooperatives. Recently the Markfed has also shown keen interest in member guidance and education work at the primary level. The Markfed and the CMSC together with some MPCSSs in Hambantota and Kandy district initiated farm guidance activities and found them promising means of developing agricultural production and marketing. After assessing the educational experience gained in these districts a comprehensive programme of member guidance and education through the MPCSSs was prepared. The programme which included farm management, guidance and home improvement guidance aspects, is being implemented through the Galagedera MPCSS of Kandy District, on a pilot basis. Necessary assistance in the implementation of the pilot project is being provided by the NCC, Markfed, Department of Cooperative Development, School of Cooperation, People's Bank, Department of Agricultural Extension and other relevant agencies. Details of the work done under the pilot project in member education and guidance have been reported separately. However, the main conclusions arrived after five months of field work are given in the following account.

APPENDIX - D

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CMSC PUBLICATIONS ON MEMBER EDUCATION

- i. A note on the programme for Co-operative Member Education through MPCSS in Sri Lanka.
- ii. Co-operative Women's Groups.
- iii. Prosperity through Co-operative Member Guidance.
- iv. Family welfare through Co-operatives.
- v. MPCSS in the service of members.

ICA/NCC

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Experts Consultation on Co-operative Member Education
Trincomalee, Sri Lanka, 15 - 29 April, 1979.

Co-operative Member Education
in Thailand.

by

Sub. Lt. Payunsak Petjamroensuk.

Co-operative Promotion Department, Ministry of Agriculture
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Thailand.

CO-OPERATIVE MEMBER EDUCATION
IN THAILAND.

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1. Historical developments in the field of co-operative member Education.

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

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

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

In recognition of this problem the Ministry of Agriculture and co-operatives (Formerly the Ministry of National Development) which has the responsibility for cooperative development, drew up a "Cooperative Education and Training Project" to stress the development of human resources as a means toward strengthening the cooperative movement in Thailand. The aim of the project was to provide training and education for the government officials working with cooperatives, committeemen and managers of the various cooperatives and also for cooperative members. Cooperative education and training became a part of the National Economic Development Plan of 1961 - 1966 and

has been continued up to now.

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

The organization of the co-operative Training centre under the co-operative Training division, co-operative Promotion department is divided into four sections :-

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

2. Existing system and programmes of member Education.

2.1. Under the training Division, Co-operative Promotion Department, the Mobile Training units section is responsible for co-operative member Education. Now there are 9 Mobile training units to operate through out the country to educate the co-operative members, co-operative committeemen and general public, in co-operative subjects as well as in management and operation of co-operative societies and other related subjects. The Mobile unit was first initiated in 1959. Each unit is staffed with five officers and one driver. The teaching duration in rural area has been performed by each unit is about 100-150 days a year. All expenditures for the staff of the Mobiles units come from the government budget.

The main purposes of the mobile units are as follows:

1. to educate and to train cooperative members and cooperative committeemen for better understanding of the cooperative principles, cooperative practices, and management of cooperative societies.
2. to train and to extend to the public both adults and children the cooperative principles, the advantages of the cooperative operation. This would build a

basic foundation for further expansion of the cooperative movement.

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

The benefits of the operation of the mobile units are :

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

In addition the training center section also conducted the course for training and educating the officials of the Ministry on different levels, such as provincial and district co-operative officials, Inspectors etc. so that they inturn, will be in a better position to perform their duties and to train and educate members, committees and managers of co-operatives. Now there are about 1,634 officials to perform this function.

2.2. The programme of training course conducted by the Mobile training units section are as follows :-

- Agricultural co-operative committee training course

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at the provincial level

- Chairman and Secretary of agricultural co-operative group training course at the district level.
- co-operative agricultural Members group training course at the village level.
- co-operative agricultural Members group training course for improving the Status of the co-operative.
- General public course and Pre Members Education course.

2.3. Methods and techniques used.

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

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

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

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

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

2.4. Every year the training division conducts the course for the trainers of Mobile Training units. It lasts about 1 month by aiming to improve the capacity of the trainers in teaching techniques.

3. Needs and future Programmes.

At present, we are lacking education material in use and needed in the future. The Material needed it felt as follow :-

- Co-operative Film.
- Audio - Visual Aids.
- Co-operative text books.
- Handbooks for committee members and members.
- Model technique in co-operative Education.
- Vehicles for co-operative training by mobile units.

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The future programme of the mobile training units section will be the same as described in 2.2. but will emphasize to improve the quality of the trainers to teach more effectively by sending them to train in the National Institute of Development Administration and in foreign countries well known in co-operative development.

The co-operative promotion department has also made contact and requisite from International agencies, ICA, ILO, FAO, SIDA, colombo plan and etc. for fellowships in co-operative training and Study.

4. External assistance received and needed in future from the ICA, ROEC.

1. Practical training in co-operative Education, co-operative Publicity and co-operative communication.

2. Experts in co-operative Education from experience countries such as Denmark, Sweden, United State of America, and ILO.

3. As a member of the ICA any kind of mutual collaboration among training center in the region is always welcome.

5. Assessment of co-operative member education activities.

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

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

More over The staff of the mobile training units write the training Manual for the provincial and district co-operative officials to conduct training course for agricultural co-operative members group once in a year. The number of trainees is approximately 455,165 a year. For other types of co-operatives there are the co-operative officials attached to the co-operative societies responsible for education and training the members. For all types of co-operatives there are about 1,643 co-operative officials responsible for Member Education programs.

5.2. Problem areas.

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

1. The annual budget for the operation of Mobile training units is usually insufficient to finance the planned activities. This prevent expansion in successful activities and on some occassions, curtails the fulfilment of the programs.

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

5.3 The Number of Co-operative Societies in Thailand
as of December 31, 1978.

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

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

There are 3 National Co-operative federations, having 557 co-operative societies as their members

6. Conclusion

Education and training programs in the past have helped to establish a foundation for future development of the cooperative movement in this country. The government policy emphasizes promotion of the cooperative movement, especially among farmers. The Ministry of Agriculture and co-operatives through the co-operative promotion department is paving the way for the people to have better living conditions through utilization of cooperative activities. The government, through cooperative officials, is striving to educate not only cooperative committees but also the members, so that they will be able to run their own business. We believe that it is desirable for them to be able to stand on their

own feet. But it will take more effort, perseverance, and time before we reach this goal. Our objective will continue to be the planning and carrying out of effective education and training programs which will permit the cooperative movement of Thailand to grow and prosper and bring the greatest economic and social benefits to our people and our nation as a whole.

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APPROACHES AND TECHNIQUES IN AGRICULTURAL
COOPERATIVE EXTENSION
ADOPTED BY
THE GADJAH MADA UNIVERSITY, YOGYAKARTA
INDONESIA.

By
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To be presented at
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Trincomalee, Sri Lanka 15-29 April 1979.

APPROACHES AND TECHNIQUES IN AGRICULTURAL COOPERATIVE
EXTENSION ADOPTED BY THE GADJAH MADA UNIVERSITY, YOGYAKARTA?
INDONESIA.

By Soedjito Sosrodihardjo +)

Introduction.

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

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

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

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

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Problems of development and education.

We are of the opinion that the most important prerequisite for social development is the acquisition of self-confidence. We came to the conclusion after analyzing our field studies. It turned out that there was a very significant correlation between entrepreneurship and rationality which was very obvious. After controlling the other variables which may influence this correlation, however, we came to the insight that food reserves played a preponderant role in this correlation. We then decided that food reserves should be raised in order to promote the acceptance of new ideas. Every innovation requires a certain amount of risk and every unsuccessful attempt may have serious consequences. For this purpose a reserve fund should be set aside in order to overcome the problems raised by eventual failures. Access to a certain amount of reserve fund will stimulate the desire to change. It is no wonder that the first Indonesian cooperative movement was a credit cooperative. In 1888 a saving bank was opened in a small village in East Java ¹⁾, while the first Indonesian credit coop was founded in 1896.²⁾

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

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- 1) 'nn, "Spaarbank voor Inlanders te Modjowarno" in Tijdschrift voor het Binnenlandsch Bestuur vol. 7, 1892, p. 275.
 - 2) Dekopin, Simposium Pembinaan Koperasi kearah Pelaksanaan Pasal 33 UUD, Jakarta 1977, p. 2.

The task before us was to raise the needed funds. For this purpose we scheduled a training program where people learned to recognize and to utilize the various natural resources available in the neighbourhood and to turn them into hard cash. The scarcity of available cash and the economic system inherited by the colonial powers in the past led to a dualistic economic system. On the one hand we have the modern system based on money economy and on the other hand we have what we call a service economy, where services or labour are considered as a means of exchange. When these two systems are confronted, the traditional service economy is always at the losing end. It is therefore necessary to draw more money into the villages. In one of our projects people recognized that fancy wood with a very fine texture was available in the woods. Usually this type of wood was turned into charcoal, which they sold at marginal prices. We made them aware that this type of wood was a very good material for woodcarvings. We provided a teacher in woodcarving and helped them with the marketing. Now this handicraft provides job opportunities to drop outs in the surroundings. It is, however, too early to start with a cooperative program. After a reserve fund has been raised we will attempt to induce these people to organize a coop movement. At this initial stage self-confidence and confidence among themselves are prerequisites for the development of a healthy cooperative movement.

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

another success. We are now trying to introduce a more efficient working procedure. In traditional crafts it is the custom that one man will do all the work from the beginning till the end. In Durheimian terms, this process of production creates the so-called mechanistic solidarity.³⁾ The modern approach requires a more rational division of labour which Durkheim mentioned in his famous book.⁴⁾ The division of labour and specialization will eventually lead to an increase in production and creates the so-called organic solidarity. A more effective way of production will enable them to accept a large scale order.

From this experience we conclude that it is a fallacy to suppose that cooperatives should be based on the traditional mutual help. Mutual help is based on a different economic system, where labour or services are the main means of exchange. In a service economy a face-to-face relation is predominant, while money exchange may proceed without direct contact between the parties concerned. A service economy therefore creates the image of sincerity and solidarity, due to its intensive face-to-face relations. The reality, however, is different. Suspicion and distrust influence the day to day relations. The strongest tie seems to be the family relations. In Indonesia as well as in many other Asian countries industries and enterprises are owned by families. Family ties

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

4) Ibid. p.111.ff.

guarantee against fraud, since the system of collective responsibility is the main form of social control. Among the Chinese and various ethnic groups in Indonesia there is a tendency of the various clans to group together in order to cooperate in various economic activities. The Chinese are especially sensitive to social control. A father may place an advertisement in the daily newspaper with the announcement that he is not responsible for the misdeeds of his son. Without this advertisement he will be responsible for the debts and the various activities of his son. Even though among the peasantry such an extreme attitude does not exist, the fact remains that a father is still responsible for his off-spring.

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

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

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

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

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

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

We at the university therefore attempt at the consolidation of

these family enterprises with the hope that one day they may organize themselves into cooperative movements. With the help of the local leaders we endeavour to introduce new working methods at the tile factories so as to make them interdependent. Specialization and an effective division of labour may induce them to work together as a team. This teamwork approach, however, is completely new and coordination is one of the main obstacles in this project.

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

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

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

The Ministry of Trade and Cooperatives ask the University and the Institute to supervise about forty cooperatives in our region.

We apply the same principles to these cooperatives:

First: Let the managers know how other coops are being managed and induce them to make a comparison. Learning by doing is the only fruitful way of education.

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

Third: Let them enjoy their successes and exploit every success to reach other successes. In this respect we must remember that

one's attitude is dependent on one's interest, both in the material as well as in the immaterial sense. Money is a form of interest but is not always the most important factor. Selfrespect is another form of interest, in this case immaterial interest.

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

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

Mutual help as a system or procedure is not applicable to the modern money economy, but as an ideology it may function as a unifying factor.

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

" The like is what we have distributively, privately each to himself. The common is what we have collectively, what we share without dividing up." 5)

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

The peasantry is very concrete in their way of thinking. On the other hand, tradition and culture provide them with a certain ideology which is abstract in nature. The story of Rama and Shinta, the stories of Pendawa and Kurawa are wellknown among the Javanese peasants. They know every detail of the dialogues, but every time the radio broadcasts the same story, they will listen intensively. Historical plays through the TV network receive the same attention. We were wondering why these peasants were so eager to

5) R.M. MacIver and Charles H. Page, Society, London: MacMillan & Co, Ltd , 1950, p.32.

to watch or to listen to these plays. We came to the conclusion that these plays provide them with an interpretation of life. It was on the basis of this conclusion that our staff members are using examples from the Mahabharata to communicate with the peasantry, as well as with the higher strata. The sharp distinction between good and bad as exemplified by the Pandava and Kurawa, however, makes it very difficult to explain the malfunctioning of cooperatives. Examples are the main teaching material for the peasantry.

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

then remembered that the University is situated in the Special Territory of Yogyakarta where the Sultan of Yogyakarta is the head of the territory. About forty years ago only the higher castes were allowed to wear a certain type of batik. The ordinary people were dressed very soberly in brown or blue sarongs. Even though the situation has changed very rapidly, the underlying ideology remains untouched.

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

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

After the necessary social prerequisites are completed, a thorough knowledge of technical matters is germane to the development of the cooperative movement. Maintenance is a real problem which we encountered in times of low activities. The

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general policy to be followed is patience. Patience and truthfulness are the main qualities which are required in order to re-awaken the cooperatives.

The Indonesian Government is very much aware of the need of cooperative movements. The Directorate General of Cooperatives is very actively engaged in strengthening^{the} existing cooperative movements with the help of the universities.

I do hope that during this consultation new ideas will come up in order to strengthen the position of the cooperatives.

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EXPERTS CONSULTATION ON CO-OPERATIVE MEMBER EDUCATION
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**CO-OPERATIVE MEMBER EDUCATION
IN SRI LANKA**

by

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INTRODUCTION

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Co-operation is a form of democratic organisation devised to solve the social and economic problems of particularly the underprivileged in society, by minimizing the opportunity available for the exploitation of one by another. Nevertheless, it must not be forgotten that it "is a form of business organisation suitable not only for the poor people but all those who are prepared to practise it in accordance with co-operative principles¹." As such the world would be a better place to live in if more and more people become true co-operators. But we know, let alone more people becoming true co-operators, there are many who are not co-operators whatsoever. The reason for this is mostly the lack of knowledge of co-operation among many persons. Hence the comment that, "The average underdeveloped community consists of people who suffer from certain difficulties and disadvantages to which they and their forefathers have been accustomed all their lives. In the absence of some enlightening agency it would not occur to them that they could do anything to alter these conditions; nor could they individually."² The importance of co-operative education is thus, amply demonstrated.

For analytical convenience co-operative education is divided broadly into two parts: member education and employee education. The focus of the present study is on the former. Fundamentally, its aim is to make non-co-operators become co-operators and co-operators become true co-operators.

Although the aim of co-operative member education is clear, the means of achieving it is less clear and intriguing.

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1. K.K.Kulkarni, Theory and Practice of Co-operation in India and Abroad, Vol.1 (Bombay, Co-operators' Book Depot, 1968), p.13.
 2. I.L.O., An Introduction to Co-operative Practice (Geneva, 1954), p.13.

The purpose of the present study is to make an analysis of the issues pertaining to this problem and the analysis is restricted to only those issues which have a direct bearing on the Sri Lankan experience in co-operative member education. Specific reference to co-operative employee education is deliberately avoided except where it becomes relevant to the main theme.

The study is divided into three parts. The first part presents a brief account of the history of co-operative member education in Sri Lanka under six phases. An attempt is made to outline the main aspects of member education in each phase. This is followed by a condensed discussion of the present state of co-operative member education in the country. The contents of this part are mostly based on a field survey conducted for this specific purpose: but where necessary material from published sources are also used to ascertain the validity of some of the findings of the field survey. In the third part of the paper an effort has been made to identify the requirements vital for the preparation and successful implementation of a co-operative member education programme in Sri Lanka.

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Part I

CO-OPERATIVE MEMBER EDUCATION IN HISTORICAL PERSPECTIVE

The history of co-operative member education in Sri Lanka may be divided into six phases as follows :

1. Initial phase (1904 - 1926)
2. Consolidation phase (1926 - 1942)
3. Post-war phase (1942 - 1952)
4. Study-circle phase (1952 - 1964)
5. Revival phase (1964 - 1970)
6. Reorganisation phase (after 1970).

1. Initial Phase (1904 - 1926).

The available evidence¹ suggests that co-operative member education during this phase was not conducted on any organised scale. To organise the societies of the day the government depended heavily on the Divisional Revenue Officers, the village headmen and the local chiefs. It is hard to believe that these persons provided an adequate knowledge of the principles and practice of co-operation to the prospective members. Nor can we presume that all these organisers at the village level had a clear idea of co-operation. The Registrar of Co-operative Societies at the time acknowledged² that the societies were formed with little knowledge of their functions and objectives and after the formation of the societies the members did not know how they should proceed with their work. The result was that out of 54 co-operative societies registered upto 1915 only 6 continued to function after the end of this phase.³

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1. Most of the evidence relevant for this phase was culled from G.Kurukulasooriya, Co-operation: Its Rise and Growth in Ceylon (Colombo, The Co-operative Federation of Ceylon, 1971).
 2. Ibid., p.20.
 3. Ibid., p.18.

Several methods were adopted to spread the message of co-operation among the people. The Registrar of Co-operative Societies, the Secretary of the Ceylon Agricultural Society and the Secretary of the Board of Control of Co-operative Societies went on circuit to each province to address meetings on co-operation. The Registrar also used to explain the principles and the method of co-operation to those associated with the Ceylon Agricultural Society. The Agricultural Instructors of this society were sent out to the districts to address the people on co-operation. All-island Co-operative Conferences held in 1914 and 1919 were made occasions for educating both members and non-members: the Governor who presided over these meetings and the Registrar of Co-operative Societies used these occasions to make speeches on co-operation.

To inculcate the idea of co-operation among school children also some attempts were made during the initial phase. Co-operative societies were formed at a few schools such as the Jaffna Hindu College, Trinity College, Kandy and the Uduvil Girls' Boarding School.

The importance of co-operative member education was well recognised since this early stage itself: a resolution passed at the 1919 All-Ceylon Co-operative Conference pointed to the need for holding training classes for co-operative workers.⁴ Nevertheless, even by the end of this phase the form of co-operative member education provided does not appear to have succeeded in creating a widespread awareness of co-operation as a means of solving the social and economic problems of the masses. Hence the comment made by Stockdale in 1921: "The movement still lacks the wholehearted support from the leading residents of the island."⁵

4. *Ibid.*, p.23.

5. *Ibid.* p. 25

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2. Consolidation Phase (1926 - 1942).

With the appointment of Campbell as a full-time Registrar of Co-operative Societies⁶ co-operative member education in Sri Lanka received a new impetus. He held a strong belief in the need for imparting a knowledge of the theory and practice of co-operation before initiating work through co-operative societies. In 1931 pointing to the problem the Registrar had to face Campbell stated that, "it is quite impossible for four men, however industrious and efficient, to give over 250 societies scattered all over Ceylon the intensive education and close supervision which they need."⁷

Despite the handicap the Registrar had to face, a systematic co-operative member education programme was evolved during this phase for the first time since the introduction of the co-operative movement into the island. From the beginning of the second phase therefore, as a matter of policy, no co-operative credit society was registered without providing a sound knowledge to the prospective members, of the principles and practice of co-operation, especially in relation to the efficient management of a co-operative credit society.

The co-operative member education carried out during this phase was designed to train three target groups:

- i. non-members or prospective co-operative members, ii. co-operative members, iii. office bearers of co-operative credit societies.

6. Mr.W.K.H.Campbell, a civil servant serving in Sri Lanka at the time assumed duties as Joint Registrar of Co-operative Societies from 1926 onwards. Upto this year Mr.F.A.Stockdale functioned also as the Registrar of Co-operative Societies in addition to the duties of his substantive post as Director of Agriculture.

7. W.K.H.Campbell, The Ceylon Co-operative Manual (Colombo, The Ceylon Government Press, 1931), p.118.

Prospective co-operative members were educated on co-operation by the Co-operative Inspectors. When the former showed a positive response to form themselves into a co-operative society that was made the occasion for such training. A society however, was not registered till the level of knowledge of the prospective members on co-operation was considered to be adequate for the purpose. Monthly meetings held in preparation for the registration of a society were used to impart the requisite knowledge of co-operation. The topics dealt with at these meetings consisted of the explanation of the duties and responsibilities of the members of a co-operative credit society.

Even after the registration of a society the education of the members was continued: the means used mostly was restricted to holding monthly general meetings of the societies. At the meetings the by-laws of the societies were read and discussed. In most instances the discussions were led by the Co-operative Inspectors. Their participation at general meetings was eagerly anticipated by the members.

To train the office bearers of the co-operative credit societies special training classes were held. Apart from discussing problems common to the societies of the day the office bearers were provided with the instructions on the efficient management of their societies. After the training, the office bearers in turn were expected to train the members of their respective societies.

The effort expended on member education work was paid back with dividends. The societies registered during this phase proved to be efficient and stable co-operative institutions. Members began to develop a high sense of responsibility in respect of the affairs of their societies.

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However, since no proper system had been devised to continue this educational process the intensity of the member education work begun during this phase could not be maintained at the same pace as the number of societies registered gradually increased: by this time the number of co-operative credit societies had risen to 2036 from about 300 in 1926.⁸ Hence by 1942 this system of co-operative member education ceased to function. Although a specifically designed institutional set-up was not extant to continue and expand the member education work initiated during this phase certain aspects needed for developing such a set-up were gradually evolving. The newly recruited Co-operative Inspectors were trained in India and the opportunity was also provided to the willing participants to involve themselves in conducting co-operative education in the capacity of honorary supervisors.

3. Post-war Phase (1942 - 1952)⁹.

The deployment of the Co-operative Inspectors to organise

8. G.Kurukulasooriya, op. cit., pp. 49 & 65.

9. This was a period of emergency caused by the consequences of the World War II. Food became scarce and the equitable distribution of even the available items of food was a problem seriously felt by the government. Co-operative societies were used as an ad-hoc solution to this problem. Leaving aside the co-operative credit societies the government launched a vigorous campaign to form co-operative stores societies throughout the island. The intention was to use them as agents for the equitable distribution of scarce commodities. A large number of societies - as many as 4000 within the three-year period 1942 - 1945 - were formed in haste. This may be compared with the 2036 co-operative credit societies organised within a period of 31 years, 1911 - 1942. Along with the difficulties experienced in the procurement of food the government also began to realize the importance of promoting the local production of food. For this purpose yet another type of co-operative society, the Co-operative Agricultural Production and Sales Societies were formed again in the form of an emergency drive beginning from 1947. Also see, Tilak E.Gooneratne, Fifty Years of Co-operative Development in Ceylon through Consumer Societies (Colombo, Lake House Investments Ltd., 1966).

new co-operative societies under the emergency drives of the period led to an abandonment of the co-operative member education begun during the earlier period. Co-operative societies were registered even though their membership did not have any idea of co-operation.

If there was any co-operative member education during this third phase that was restricted only to a programme of one day training designed to provide training to the committee members of co-operative societies. One or two committee members from each of 40 to 50 societies were invited for a training class at a time. The techniques of instruction used were restricted to lectures and discussions. Topics covered consisted of the explanation of the by-laws and the management procedure of the societies and these classes were conducted by the Co-operative Inspectors themselves. Since the scope of the training was limited its contribution to co-operative member education too may have to be regarded as negligible.

4. Study Circle Phase (1952 - 1964).

This was a period during which attempt was made to spread co-operative education among members through a system called "study circles" conceived on the model of Swedish co-operative member education prevalent at the time. The main components of this member education programme were the School of Co-operation, the study circle leaders and the study circles themselves. The function of the School of Co-operation in this programme was to train the study circle leaders and prepare the lessons to be used by them at the study circles. The study circle leaders were expected to form the study circles and conduct training classes for the participants on the basis of the training acquired at the School of Co-operation. The participants in a study circle were restricted to a number between 10 and 15. The study circles were given the freedom to decide on the place, time and frequency of holding their study meetings. Lessons prepared by the School

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of Co-operation were given to each member of a study circle about a week prior to holding the meeting. The questions and answers prepared at the study circle sessions were sent to the School of Co-operation through the study circle leaders for further comments and evaluation. An honorarium was paid to the study circle leaders for the work they were doing.¹⁰ The Co-operative Inspectors were expected to check the performance of the study circles once a month. Their assistance was sought also to organise and conduct the study circles.

The study circle programme of member education was relatively more elaborate than many of the programmes carried out upto this time. In retrospect, it also appears to have been too ambitious. The programme was designed without paying due regard to the realities of the co-operative movement at the time. The School of Co-operation was not adequately equipped to handle the programme as designed. The services of competent study circle leaders could not be obtained continuously for a sufficiently long period as planned at the beginning of the programme. These shortcomings in the design of the programme led the actual performance to fall very much short of the expectation. Although the plan was to train 75 study circle leaders only 37 could be trained during the first year of its implementation. Out of them only 6 remained as active group leaders by 1956. The number of participants in the study circles at the peak of their operation

10. "The Group Leader was to be paid Rs.4.40 per meeting and at 5 cts. per mile from his residence to the place of meeting, but the total payable per month was not to exceed Rs.60/-". See page 3 of paper on "The Progress and Problems of Co-operative Member Education in Ceylon", I.C.A., National Seminar on Co-operative Member Education, School of Co-operation, Polgolla (Ceylon). November 21 - 16, 1964, mimeo.

was only 408, a negligible fraction of the membership of the co-operatives of the island at the time.¹¹ This scheme of member education began to lose ground from the very first year of its operation.

After the initial break-down of the programme attempts made at three subsequent stages to revive the study circle system with marginal modifications¹² failed to bring about the desired results and it was abandoned after the last attempt of 1962.

There is however, an exception to the general state of performance of the study circle system. The specific case of the fishermen's study circles begun in 1955 under the guidance of the Canadian Consultant, A.H. Mc Donald appears to have functioned with greater success. Discussions held in these study circles were related to the practical problems of co-operative production, marketing and distribution of fish and fish products. Trained Co-operative Inspectors functioned as the leaders of the study circles. The study circles formed under this programme were used effectively to put up meeting halls and fish auction sheds and also to provide certain recreational facilities. A gift of four cinema vans from Canada led to the introduction of an effective audio visual technique into this particular member education programme. A noteworthy achievement through the programme was the revival of certain defunct societies and the formation of a number of successful fishery co-operative societies.

11. In 1951 the total membership of the primary co-operatives in the island was 1,173,066. By 1957 this rose to 1,315,555. Even if the lower figure is taken one can see that the number of persons who were trained under the study circle system was very negligible.

12. The first was in 1957, the second in 1959 and the third in 1962. At the third attempt the Co-operative Inspectors were entrusted with the task of conducting the study circles.

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The success story of the fishermen's study circle project may be attributed partly to the full-time commitment of the Department of Co-operative Development to implement it under a separate section of the Department, the Extension Division. Hence it may be presumed that the project also ceased to function when administrative changes were effected to decentralise the functions of the Extension Division in 1961.

Besides the attempts made to conduct member education classes by means of study circles a series of seminars of short duration (2 to 3 days) were also held during this phase: representatives from about 50 to 100 societies participated in them and each society sent about two participants. The leadership at the seminar sessions was taken by the Co-operative Inspectors. Group discussion was the main method used to train the participants.

The other important development relevant to member education during this phase as mentioned earlier comprises the creation of the Extension Division in the Department of Co-operative Development to concentrate on co-operative education and extension. It was attached to the School of Co-operation. Services of a foreign consultant (I.L.O. expert, E.B.Loveridge) were obtained with a view to reorganising the School of Co-operation and planning out "the whole system of Co-operative Education in Ceylon".

The Extension Division was provided with a staff of about sixty officers to attend to the education and extension

work on a full-time basis.¹³ One of the functions of this division was the preparation of the study material for the use of the study circle leaders and members. Some of the Canadian aid extended under the Colombo Plan was used for this purpose.

Despite the repeated attempts made and the institutional changes effected during this period it is unfortunate that member education could not be sustained for a sufficient length of time. After the last attempt to revive the study circles in 1962 there was almost a complete breakdown of the member education work till 1964.

5. Revival Phase (1964 - 1970).

A fresh start for co-operative member education was made again at the beginning of 1964. The programme tried out consisted of a two-day seminar. Only two societies participated in a session. Each was expected to send 15 participants. Lectures and discussions were the only techniques of training used and they were led mostly by the Assistant Commissioners and the Co-operative Inspectors. A novelty was that the seminars were held at a neighbouring location outside the areas of operation of the participants' societies and the participants were required to stay at the seminar location through the duration of the two-day session.

13. This division of the Department was entrusted with seven categories of functions: (1) study circles and seminars, (2) fishermen's co-operative education, (3) education of employees, (4) co-operative education among youths and school co-operatives, (5) co-operative women's guilds, (6) film shows and (7) publications.

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These seminars were first tried out on an experimental basis in five districts¹⁴ under the direction of the Assistant Commissioners of the respective divisions. The principal of the School of Co-operation was in charge of the overall supervision of the programme. Like the earlier member education programmes this one too was abandoned after about 1965. If there was any activity in member education after this year, till 1970 it was more a sporadic exercise depending on the individual initiatives of the District Unions and the societies rather than a systematically designed programme.¹⁵ Towards the end of this phase the concern was more on the need for the Royal Commission on Co-operation appointed in 1968. After this event there was preoccupation with the recommendations of the Royal Commission¹⁶ and the need for member education was not felt with any interest till the reorganisation of the Multi-purpose Co-operative Societies was over.

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14. The five Assistant Commissioners' divisions chosen were Ratnapura, Anuradhapura, Kurunegala, Kalutara and Galle.
 15. However, it must be noted that the officers of the Department of Co-operative Development almost always extended their assistance when that was sought by the District Unions to conduct member training courses. The former District Unions were the district level co-operative institutions which represented the apex organisation, the Co-operative Federation of Ceylon. After the reorganisation of the Multi-purpose Co-operative Societies the Co-operative Federation of Ceylon was reconstituted as the National Co-operative Council of Sri Lanka in July 1972. Along with this change, at the district level, District Committees of the National Co-operative Council were set up in place of the former District Unions.
 16. Sessional Paper No.II - 1970. Report of the Royal Commission on the Co-operative Movement in Ceylon (Colombo, The Dept. of Govt.Printing, 1970).

6. Reorganisation Phase (after 1970).

In 1970 an all-island drive was launched to reorganise the Multi-purpose Co-operative Societies. The Department of Co-operative Development as well as all others connected with the co-operative movement were preoccupied with this task till about the end of 1973. Co-operative member education during this period therefore, was once again neglected. Fresh interest was developing only from about 1975 when initiative was taken to develop a member education programme by means of a pilot project.¹⁷ A noteworthy development during this phase was the increase of the teaching staff of the National Co-operative Council (NCC) by the recruitment of 26 Education Assistants¹⁸ for its 26 district education centres. Setting up of women's committees in each of the 26 co-operative divisions beginning from October 1976 has to be regarded as another attempt made to revive the co-operative member education in the recent past.

A clearer idea of the state of co-operative member education during the period after 1970 may be formed when the statistics in the table I are examined. The co-operative education meant for school children and non-members does not seem to have been carried out upto 1976/77. The coverage of non-members is clearly negligible. But the number of school children who attended the co-operative education classes is remarkably high. A programme to train the directors, committee members and members of societies has been carried out as an annual feature. But its impact on the numbers trained is marginal. This is particularly so in respect of the training of members. The percentage of members trained during the period 1975/76 to 1976/77 is not even 1% of the total co-operative membership of the island.

17. Co-operative Management Services Centre. A Programme of Co-operative Member Education through MPCs in Sri Lanka, 3/4H-2(E)(Colombo), mimeo.

18. NCC Progress Report for the Year 1975-05-17 to 1976-05-27 (in Sinhala), p.16. These teachers however, are engaged more in employee education than member education.

Table 1

PROGRESS OF CO-OPERATIVE MEMBER EDUCATION
IN SRI LANKA 1973/74 - 1978

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Year	Type of Class	No. of Classes Held	No. of participants	Proportion of Parti. as a % of Total
1973/74	Directors	41	792	14.8
	Com.Members	295	8035	6.0
	Members	14	349	0.02
1975/76	Directors	38	708	13.3
	Com.Members	121	3055	2.3
	Members	141	6335	0.3
1976/77	Directors	38	1290	24.2
	Com.Members	85	4765	3.5
	Members	143	6355	0.3
	School Children	190	39000	---
	Non-members	20	600	---
1978	Directors	---	1581	29.6
	Com.Members	---	452	0.3
	Members	---	17955	0.9
	School Children .	---	42162	---

Note : According to the Administration Report of the Commissioner of Co-operative Development for the year 1974, the total number of directors, committee members and members were estimated as follows:

Directors of only MPCs (at 15 for each) 5340
 Committee members of all (at 9 for each)..... 1,35,000
 Members of all societies 19,45,464
 (including school societies)

Source : Figures relating to the years 1973/74 to 1976/77 were taken from the Annual Progress Reports of the NCC. The figures relating to the year 1978 were collected from the NCC Head Office. Percentages were calculated by the writer.

According to the data pertaining to the year 1978, in 8 of the 26 divisions no member education whatsoever had been carried out: classes for training committee members had been held only in 7 divisions.

Part II

THE PRESENT STATE OF CO-OPERATIVE
MEMBER EDUCATION IN SRI LANKA

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A field investigation conducted to examine the prevailing state of co-operative member education in the country shows no remarkable change of the position outlined in the earlier section. Out of a total number of 66 institutions surveyed¹ the percentage of institutions carrying out any member education activity is less than 30. Means adopted to impart the knowledge of co-operation

1. This field survey was designed to collect information from three groups of respondents: i. institutions conducting member education, ii. members and non-members and iii. school children. Three sets of questionnaires were administered to these three groups as follows:

Questionnaire No.1 (meant for institutions)

(a) Assistant Commissioners of Co-operative Development	14
(b) District Secretaries of the NCC ^a	13
(c) General Managers of Multi- purpose Co-operative Societies	<u>39</u>
Total	<u>66</u>

Questionnaire No.2(meant for members and non-members)

(a) members	176
(b) non-members	<u>176</u>
	<u>352</u>

These members and non-members were selected from the areas of operation of the 39 MPCS's chosen for administering the first set of questionnaires.

Questionnaire No.3 (meant for school children)

(a) Total number of school children	<u>170</u>
The students selected were those studying in the 9th grade and above and they belonged to 138 schools.	

It must be admitted that due to the time constraint the above sample had to be drawn rather arbitrarily. Due to the same constraint the sample represents only 15 of the 26 co-operative divisions. Nevertheless, the findings of this survey when corroborated with information from other sources seen to give a fairly accurate picture of the prevailing state of co-operative member education in Sri Lanka.

to members and non-members consist of lectures, seminars, discussions, film shows, radio programmes, exhibitions and the distribution of publications. The most frequently used among them are the lectures and the discussions. Seminars, radio programmes and film shows are held at relatively lesser frequencies.

The persons who lead these different forms of educational programmes can be categorised into three groups: i. teachers of the NCC education centres, ii. Inspectors of the Department of Co-operative Development and iii. others (employees of societies and trained voluntary workers). Out of these the number of Inspectors of the Department of Co-operative Development engaged in this work is greater than either of the remaining two groups. This shows that the role played by the Department of Co-operative Development in member education, especially in respect of the deployment of staff for teaching, is still more significant than that of the NCC. Many institutions do not have a specific officer charged with the function of conducting member education. Only 38% of the institutions surveyed seem to have an employee entrusted with the responsibility for member education work.

About 38% of the member education classes are held at the district education centres of the NCC. At the village centres also an equivalent percentage of classes are held. Thus more than 70% of the member education classes are conducted either at a district centre or at a village centre. Holding classes at the village temple however, is a rare occurrence. More than 90% of the member education classes are held either in the morning or in the evening. The number of evening classes is slightly higher than the morning classes. The night classes are as infrequent as 4% of the total.

Film shows, picture posters and diagrams are the most frequently used audio visual techniques at the classes. More than

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half of the education classes conducted are localised programmes restricted to the areas of the individual societies. Nevertheless, about 20% of the classes are meant to be general ones held on a district basis. Nearly half the number of classes held are meant to train selected leaders who in turn are expected to train the members in the villages. Classes conducted to train the members directly without using such selected leaders account for only about 21 per cent.

Although member education needs to be continued as an annual activity, about 20% of the institutions surveyed have not carried out any activity in member education during the past 7 or 8 years. Only in 14% of the institutions the same specialised person is allowed to continue with the duties related to member education.

The main problem the institutions face in carrying out member education activities seem to be associated with the lack of equipment and teachers. The lack of interest of the members is considered to be another challenging problem. The indifference of the members to co-operative education is attempted to be explained in terms of their preoccupation with the solution of their day to day problems. This sort of explanation, however, is not as strange as the belief held by persons attached to about 2% of the institutions: they maintain that there is no need for co-operative member education. Out of the institutions which emphasise on the need for co-operative member education only 8% believe that there should be specially trained persons to carry out this work.

That the present state of co-operative member education in Sri Lanka is far from being satisfactory is clearly seen when it is examined even from the vantage point of its recipients, both the members and the non-members. Out of a total of 352 persons interviewed only 39% are aware of the existence of opportunities for obtaining a knowledge of co-operation. Worst still is that only 13% of the respondents have participated in any member education

The majority of the persons who have received some knowledge of co-operation have acquired it by listening to radio programmes. Film shows and exhibitions rank next in popularity. Attending lectures, seminars and discussions to make oneself familiar with co-operation is a relatively less popular means. Many of the classes are conducted either once a year or once a month. The classes held once a year have no continuity.

As the members say the lack of information about the availability of opportunities to receive co-operative education appears to be the main cause for their non-participation in such programmes. However, about 25% of the members state that they are unable to devote time for this purpose. But it is heartening to note that only 0.8% of the members believe that co-operative education is not necessary. Although the need for co-operative education is felt by a large majority of persons it is unfortunate that this need is not fulfilled over more than half a century. The existing schemes of co-operative member education are considered to be unsatisfactory by more than 60% of the persons interviewed.

The state of co-operative education among school children portrays no different picture. In 54% of the schools included in the survey, as the students say, there are no co-operative societies. Out of the students interviewed only 23% are members. The proportion of students who have held any office in the school co-operative societies is only 1.7%. In many of the schools where the societies are formed a sales point seems to be functioning. But the holding of general meetings is rare. Only 9% of the students have said that they have got rebates from their school co-operative societies. While 26% said the profits are reinvested in the business of the societies, 18% of the students do not have any idea about what is happening to the profits of the school co-operatives.

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The chief means adopted to impart the knowledge of co-operation to school children consists of giving lectures at the meetings: seminars rank second. Many of these are conducted by the school teachers themselves. In about 25% of the cases outsiders are invited to address the students on co-operation.

More than 90% of the students held the opinion that a knowledge of co-operation is useful to them and therefore, they are in need of it. But as many as 68% of them are dissatisfied with the existing opportunities for gaining such education. About 78% of the students are prepared to receive some education on co-operation outside the school hours if the opportunity could be provided. According to the students' opinions there is a possibility of conducting additional classes in the respective schools themselves either after the school hours or at a weekend at the rate of one class a week with a duration of two to three hours.

What appears from this review of the past and the prevailing state of co-operative member education is that in Sri Lanka almost throughout it has been a relatively neglected field. The spurts of activity have only touched the fringe of the problem. The approach to co-operative member education has always been ill-conceived and piece-meal than systematic and comprehensive. It would not have been possible to formulate a pragmatic member education programme without a systematic study of the related issues.

Studies on Co-operative Member Education. Apart from any serious studies there were not even national level discussions aimed at identifying and solving problems connected with co-operative member education till the beginning of 1960's. Serious thinking on co-operative member education at a national level was provoked for the first time in 1964 when a national seminar on co-operative member education was held in Sri Lanka at the initiative of the ICA Regional Centre in New Delhi².

2. I.C.A., National Seminar on Co-operative Member Education held at the School of Co-operation, Polgolla (Ceylon), November 21 - 26, 1964

The deliberations of this seminar led to the preparation of a programme of co-operative education for the whole country by the Co-operative Federation of Ceylon in 1965³. This programme prepared at a macro level was not implemented. Probably it could not be implemented as its preparation was not based on a proper study of the related issues⁴.

During the recent past however, there has been a positive change of the apathy that prevailed in respect of the need to understand the issues connected with co-operative member education. The newly set up Co-operative Management Services Centre (CMSC)⁵ has prepared a few monographs and booklets

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3. Co-operative Federation of Ceylon, A Programme of Co-operative Education for Ceylon (Colombo, 1965).
 4. Although the School of Co-operation was set up in 1943, from the beginning it was expected more to train the co-operative inspectors than conduct studies on different aspects of co-operation in Sri Lanka. The Co-operative Federation of Ceylon set up in 1955 was not equipped even reasonably adequately to conduct such studies. The priorities of the Department of Co-operative Development preclude any serious studies being conducted at its own initiative. Thus, till about the beginning of 1970's no attempt seems to have been made to study the problems connected with co-operative member education in Sri Lanka.
 5. The Co-operative Management Services Centre (CMSC) was set up under the patronage of the ILO, SIDA and the Government of Sri Lanka with a view to providing the consultancy services necessary for the development of the co-operative movement of Sri Lanka. The institution started functioning only after 1970.

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on co-operative member education⁶. In many of them attempts are made to evolve a specific member education programme for Sri Lanka. The approach adopted by the CMSC in these attempts appears to have been based on the Japanese and Indian experiences⁷ in co-operative member education in the recent times: it is both pragmatic and innovative. The main attempt of the CMSC consisted of experimenting with a hypothetical member education programme in a selected Multi-purpose Co-operative society⁸ in the latter half of 1975. This was followed by the preparation of a co-operative member education plan for the entire island⁹. Organisation of the members into functional or social groups in the villages and the provision of home management and farm guidance services were the main features of this plan. The other novel feature is the proposal made to secure the participation of housewives to create a better awareness of the co-operative way of solving social and economic problems.

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6. CMSC, A Programme of Co-operative Member Education through MPCs in Sri Lanka, op. cit.; CMSC, Co-operative Women's Groups, 3/4H - 4(E) (Colombo), mimeo.; CMSC, Prosperity through Co-operative Member Guidance, 3/4H - 5(E) (Colombo), mimeo.; CMSC, Co-operative Member Education: a Case Study, 3/4M - 2(S) (Colombo, 1975), mimeo in Sinhala; CMSC, Co-operative Member Education Programme, 3/4H - 3(S) (Colombo), mimeo in Sinhala; CMSC, Family Welfare through Co-operation, 3/4H - 7(S) (Colombo, 1975), mimeo. in Sinhala; CMSC, Preliminary Survey on Co-operative Member Education: Alawwa MPCs Ltd., SR 25(E) (Colombo, 1977), mimeo.; CMSC, A Plan for Co-operative Member Education in Sri Lanka: Business Guidance, Home Improvement Guidance (Colombo, 1976), mimeo.
 7. See, CMSC, Co-operative Member Education: A Case Study, 3/4M - 2(S), op. cit.; ICA, ICA - NCUI Co-operative Education Field Project Indore District, India - a report (New Delhi, ICA, 1975).
 8. CMSC, A Programme of Co-operative Member Education through MPCs in Sri Lanka, op. cit. The society selected for this experiment was the Galagedara MPCs of the Kandy District. The experiment however, failed due to lack of co-operation from some of the institutions participating in the experiment after the initial spell of enthusiasm was over.
 9. CMSC, A Plan for Co-operative Member Education in Sri Lanka, op. ci

The second attempt made by the CMSC was to evolve a strategy of co-operative member education in a selected Multi-purpose Co-operative society in 1977¹⁰. This was based on the findings of a field survey conducted in the area selected for this specific purpose. Although certain recommendations for implementing a programme of member education in the area of the selected society were made they were not implemented.

The two exercises referred to above were followed by a third exercise in yet another Multi-purpose Co-operative society¹¹ towards the end of 1977. Like in the earlier exercises a field survey was conducted and an experimental educational programme was drawn up by taking into consideration the findings of the field survey. A distinctive feature of this exercise is that the employees of the society were used to conduct the member education work. Before engaging them in this work the selected employees were given a training at the School of Co-operation. After the training however, nothing more seems to have happened even in this experiment. The other societies chosen for similar education programmes in the recent past were the Mawanella and the Hemmathagama MPC'S's. In these the initiative was taken by the Co-operative Marketing Federation (MARKFED). The NCC also initiated recently another member education experiment to revive the credit societies of the Dedigama electorate. But none of these attempts have led so far to the implementation of a member education programme of the required scale and degree of success.

10. CMSC, Preliminary Survey on Co-operative Member Education, Alawwa MPC'S Ltd., op. cit. This society is located in the Kurunegala District.

11. The society selected for this experiment was the Weligama MPC'S of the Matara District. See, National Co-operative Council of Sri Lanka, Reorganisation of the Weligama MPC'S (Colombo), mimeo.

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Besides the above noteworthy in the field of co-operative member education are the two projects started with foreign assistance - one to train co-operative teachers¹² and the other to provide co-operative education to women¹³ by laying special emphasis on consumer services of the co-operatives. The former was preceded by a feasibility study¹⁴ and the latter is functioning still at the level of an experimental project covering only five selected Multi-purpose Co-operative societies¹⁵ in the Kandy District. The latest development in the field of co-operative member education consists of the arrangements that are being made currently to implement a member education plan by the Extension Division of the Department of Co-operative Development in collaboration with the NCC. Even in this the Department of Co-operative Development is hoping to play the leading role as it happened in the earlier educational programmes¹⁶.

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12. On a request made by the National Co-operative Council of Sri Lanka this project was donated by SIDA & SCC through the ICA R.O.E.C. The project was started in August 1978: Project for Training of Co-operative Teachers in Sri Lanka.
 13. This project has been donated by SIDA, SCC and the Union of Co-operative Consumer Guilds in Sweden. While the ICA acts in an advisory capacity the NCC functions as the executing agency. The project was started in October 1978: Project for Women's Consumer Education and Information through Co-operatives in Sri Lanka.
 14. Lennart Skaaret, Report on the Feasibility Study in the Field of Co-operative Education in Sri Lanka (New Delhi, ICA, 1976) mimeo.
 15. Kandy, Kundasale, Wattegama, Teldeniya and Harispattuwa North are the five MPC's selected.
 16. See Circular No.12/1/79/5 dated 16th January 1979 issued by the Commissioner of Co-operative Development on Member Education Plan.

What this situation shows is that so far no systematic attempt has been made to study the problem of co-operative member education in the country. Although the few attempts referred to above have made contributions to this field in their own way, they are only isolated studies. It is doubtful to what extent the generalizations made from them could be used to formulate a generally applicable programme for the country as a whole. This leaves us with the question as to what steps should be taken to remedy the existing defects in co-operative member education.

DETERMINANTS OF THE SUCCESS OF A
CO-OPERATIVE MEMBER EDUCATION PROGRAMME

It should be understood without much elaboration that to disseminate the knowledge of co-operation among both the members and the non-members a programme of education designed for the purpose needs to be implemented. This exercise consists of two parts: the preparation of a programme and its implementation. As mentioned earlier, in the past, on one occasion though a national programme of co-operative education was prepared in Sri Lanka it was never implemented. Even if an attempt was made to implement this programme it is doubtful whether it could have been implemented successfully: for, it had been neither comprehensively prepared after a careful study of the vital issues nor adequately detailed out for the purpose of implementation. In outline the programme dealt with nine aspects: objectives, methods, educational activities prevailing at the time, previous failures, proposed programme, personnel, financial arrangements, a unified education service and the role of the Co-operative Dept. The topics and the order in which they have been arranged and dealt with imply that the whole programme was sketchy and ill-conceived though the attempt is certainly commendable: because with the facilities available at the time possibly more refinement could not have been achieved by the Co-operative Federation of Ceylon, which prepared it.

In order to both formulate and implement a comprehensive co-operative member education programme five aspects need to be

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1. Co-operative Federation of Ceylon, A Programme of Co-operative Education for Ceylon. op. cit. Before this there were other occasions when attempts were made to launch education programmes as shown in the first part of this paper, e.g., the study circle system started in 1952 and the two-day seminars conducted in 1964. These attempts however, were not based on a national programme as the one referred to above.

carefully studied : 1. content of the training course, 2. strategy and techniques of training, 3. organisation, 4. financing and 5. planning. Since each of these has to be more closely scrutinized they are analysed in the following sections.

1. Content of the Training Course.

Upto about 1950 the content of co-operative member education was restricted to the explanation of the co-operative method in so far as it was relevant to the formation and the conduct of business of the co-operative credit societies. Under the study circle system in the early 1950's the knowledge provided to members was made broader and covered two aspects : (a) the world of work and wealth and (b) co-operation. In the fishermen's study circle programme the content of education consisted of "social education which throws light on their own problems and teaches them to live together and work together for their common welfare. The practical problems of better and more efficient methods of Co-operative production marketing and distribution² ... "were considered to be the important aspects of this form of social education.

When one to two-day member education seminars were held a number of topics ranging from 'the Co-operative Movement in European Countries' to stock control and disposal of profits were discussed. In a more recent attempt to prepare a plan for member education for Sri Lanka the content of member education is indicated under five aspects³: i. topics having a bearing

2. I.C.A., National Seminar on Co-operative Member Education, op. cit., p.4.

3. CMSC, A Plan for Co-operative Member Education in Sri Lanka, op. cit., p.5.

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on the immediate needs and interests of the members, ii. topics and problems 'important for the efficient conduct and development of the co-operative business', iii. ideological content to provide inspiration and motivation to members to take up positions of leadership at different levels, iv. knowledge needed to raise the income and general standard of living of the families and v. specialised knowledge needed to promote the interests of different age and functional groups such as export commodity growers, women, youth and children. In almost all these exercises excepting the last one perhaps, not much thought seems to have been given to the development of the content of education.

The content of education is as important as any other aspect of a member education programme. The nature of the content can make a programme either attractive or uninteresting to the participants. More than the success the failures of past attempts in member education in Sri Lanka may be attributed partly to the ill-conceived nature of the content of the courses conducted.

To plan out the contents of a member education programme to be attractive to the participants ideas may have to be sorted out in respect of three questions: i. whom are we going to teach?, ii. what do they want to know? and iii. what do we expect out of teaching?

Target Groups - In the past, the recipients of co-operative member education have been identified in terms of five categories: i. members of co-operative societies, ii. committee members of co-operative societies, iii. prospective leaders or elite members of co-operative societies, iv. school children and youths and v. the general public and prospective members of co-operative societies

4. Co-operative Federation of Ceylon, A Programme of Co-operative Education for Ceylon, op. cit., p.3.

The identification of the recipients of member education in terms of these categories alone prevents us from looking at them from their respective vantage points. There is heterogeneity in the composition of both members and prospective members of co-operative societies in a diversity of ways. Out of these at least two aspects deserve particular attention: age differences and functional differences. Considering the age differences the recipients of member education may be separated out into two broad categories: the school children and the adults. The latter may in turn be divided into two groups: the youths and the others. In all these groups functional differences arise out of the occupational and social commitments of persons. Accordingly, the recipients of co-operative member education may have to be identified in terms of interest groups like farmers, labourers, industrial workers, housewives and other professional groups. It is heartening to note that since recent times attention has been directed to identify the recipients of member education in terms of these functional and social groups⁵.

The significance of the differentiation between different social and functional groups lies in the fact that the educational needs of the different groups vary both in content and form. Moreover, there is also a variation of the response pattern of the different social and functional groups to the learning process. Awareness of this is vital to designing the content of education to suit the different interest groups. It is this presumption that provokes the second question posed earlier: what do these different interest groups actually want to know in their respective social contexts?

5. CMSC, A Programme of Co-operative Member Education through MPCs in Sri Lanka, op. cit., p.7.

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Educational Needs of the Target Groups - The school children nowadays as a group are motivated to learning primarily to pass the examinations and secure jobs. Hence what they want to acquire basically is that area of knowledge that helps them to achieve this objective. Most of the time this is what is emphasized by both parents as well as teachers. In this context the need to acquire a knowledge of co-operation, while studying in the schools, is rather marginal: it is not an essential requirement to pass any of the examinations held under the school curriculum of Sri Lanka. It is taught only in the G.C.E. ordinary level classes and can be left out if the students so desire as it is only an optional topic. By leaving it out no student is likely to face the risk of failing any examination held under the school curricula. In this situation the desire of the school children to learn about co-operation is more dependent on their curiosity to know things yet not known by them. Although a large majority of the school children have this curiosity only a few of them tend to sustain interest in a subject of this sort after the initial exposure to it if the knowledge acquired tends to be confined to a mere intellectual plane without being applied to practical situations.

Adults as a very broad heterogeneous group do not have a pointed aim as passing examinations. Their main concern is with the procurement of those needs which enable them to enjoy a better standard of living. What they want to know therefore, consists of the means of achieving this objective with less expenditure of money and time: they are generally disinterested in the knowledge that does not contribute to the achievement of this objective.

For a person to enjoy a better standard of living three conditions have to be fulfilled: increase of income; availability of the goods, services and facilities and the information

to make use of them. All adults are interested in the knowledge that leads to the fulfilment of these three conditions. Hence what they learn should be translatable into practice to generate higher incomes, to procure the goods and services and to make use of them. The type of knowledge useful to the adults therefore, is bound to vary from person to person depending on the already acquired skills, training and preferences of the individuals. Nevertheless, it is possible to identify these individuals in terms of distinct social and functional groups having certain characteristics in common. The type of knowledge appealing to the housewives then may not be interesting to either the farmers or the youths. Similarly what the paddy farmers want to know may be uninteresting to the vegetables cultivators.

Objective of Co-operative Member Education - If what we want to teach under a co-operative member education programme is only what the recipients of this education want to know no further discussion is needed to identify its content. But we as co-operators want to teach them more than what they simply want to know. The additional knowledge we wish to impart is on co-operation. It covers a wide field catering to the requirements of both intellectual exercise and practical application. At the member level, due to a number of reasons, it may not be possible to cover both these areas exhaustively. One important reason among them is that the members have to be taught not only what we want them to know but also what they want to know. So the content of the education has to be designed to achieve a compromise between these two requirements. Designing the course content to satisfy this condition is not a simple task. It involves preparing contextually relevant lessons aimed at identifying and solving the common problems of the different social and functional groups. This makes the task of preparing the content of member education a specialised job. It has to be based on research and investigation into the constantly changing

problems and training needs of the members and prospective members. This is more the function of a research unit set up for this specific purpose. Hence it is difficult for us at this stage to formulate any conclusive ideas relating to the content of the education course. Nevertheless, it is useful if some guidelines in categorical terms are laid out to serve as a frame of reference for the preparation of the contents based on specific research and investigations.

The objective of imparting the knowledge of co-operation to members is to inspire them to solve their problems by getting organised co-operatively. The degree to which this objective would be attained depends on two things: i. the motivation arising from the conviction of the greater usefulness of the co-operative method and ii. the knowledge of the technicalities of using the co-operative organisation to procure the needs and solve the problems. To convince the members of the greater usefulness of the co-operative method its advantages and disadvantages may have to be shown in relation to those of the alternative methods of social and economic organisation. For, co-operation is not the only method that is available for solving one's social and economic problems: the capitalist and socialist methods are equally strongly advocated by others. The amount of knowledge needed to create the conviction in favour of the co-operative method may have to be determined empirically after evaluating the response patterns of the different member groups. The importance of this kind of assessment may be readily understood when the factors contributing to the loss of interest of participants of a member education course are taken into consideration. Knowledge meant to convince a person becomes redundant and boring after the point of conviction. Similarly, proceeding with further knowledge without creating the conviction first is unlikely to serve the purpose of such education as it does not lead to the requisite change of attitudes.

Knowledge of the technicalities of using the co-operative organisation to procure the needs and solve the problems of the members has to be elaborated under two aspects:

i. the technicalities of organising and acting co-operatively and ii. the technicalities pertaining to the procurement of the needed goods, services and facilities. The areas of knowledge that come under these two aspects may be outlined as follows :

i. Technicalities of Co-operative Organisation.

- (a) procedure of organising a co-operative society.
- (b) organisational structure of a co-operative society.
- (c) duties and responsibilities of persons belonging to different functional groups of a society, i.e. members, officials, employees and govt. officers.
- (d) laws, by-laws and procedures that have to be followed in the management of the affairs of a society.
- (e) techniques of detecting whether the society is being managed to maintain co-operative efficiency.
- (f) the measures that the members can take to correct a society that is being mismanaged.

ii. Technicalities pertaining to the Solution of Different Categories of Problems.

- (a) information relating to the course of action that the society and the members have to follow in solving the following problems of agricultural production:
 - 1. supply of credit and other inputs like fertilisers and agro-chemicals
 - 2. correct use of the inputs
 - 3. protection of crops from pests and diseases
 - 4. marketing of crops
 - 5. purchase of machinery and equipment and implements.

- (b) a knowledge of the opportunities available and the assistance provided for industrial production.
- (c) exploring together the possibilities of procuring services that are commonly needed by the members; e.g. transport, health care, education of children etc.
- (d) home guidance particularly for the housewives of the member households.
- (e) procurement of consumer commodities.

Unless the lessons and training exercises pertaining to the above aspects are prepared by a competent team of persons after studying the educational needs and problems of the different member groups co-operative member education, despite all other elaborate arrangements, tends to be reduced to a casual exercise.

2. Strategy and Techniques of Training.

From our discussion in the earlier section it is clear now that the knowledge of co-operation has to be provided to persons belonging to diverse interest groups. The range of variation among them in age, educational background, experience, attitudes and social commitments is wide. Hence how these diverse interest groups should be approached for the purpose of giving co-operative education needs to be carefully examined: adopting the same approach in respect of all interest groups is unlikely to be effective as the past experience shows.

Conventional Approach - During the early phases of co-operative member education in Sri Lanka the need for a well thought out strategy had not been recognised. Holding publicity meetings for the non-members and society meetings for the members comprised the chief means of gathering the audience for imparting

the knowledge of co-operation to adult groups. Separate one-day training classes were held to train the committee members of the societies. To provide co-operative knowledge to school children the main method used consisted of organising school co-operative societies: giving lectures on co-operation at the schools occasionally was the other method. These methods were not fundamentally changed till the study circle system was started in 1952.

The strategy of forming study circles to impart co-operative education can be regarded as a useful innovation to meet the challenge of heterogeneity of the members. With modifications to suit the different areas and the particular needs of the interest groups it could have been used as an effective strategy for member education. The reasons for its failure however, are more attributable to the shortcomings of the organisation than to the strategy itself. After the failure of the study circle system there has been a reversion to basically the traditional methods of holding meetings or training classes with certain modifications of the courses. The meetings were either publicity meetings or the business meetings of the societies. The training classes were held either in the form of classes held in schools or in the form of discussions and seminars.

In addition to these it must be remembered that from the time of the first full-time Registrar of Co-operative societies⁶, i.e., Campbell, the importance of providing reading material was recognised. The Registrar himself prepared a handbook⁷ designed for the use of those interested in co-operation.

6. See foot-note No.6 of Part I of this paper.

7. W.K.H.Campbell, The Ceylon Co-operative Manual, op. cit.

But the literature available for the use of the members was scarce during the early phases and the situation began to improve gradually only after the setting up of the Extension Division of the Department of Co-operative Development in 1956⁸.

The use of mass media is another approach adopted after about 1960. Talks and discussions on co-operation were broadcast over the radio from time to time. Films depicting selected themes on co-operation were shown. Articles on co-operation were published in the news papers and journals. Later a fortnightly co-operative newspaper was begun to be published as a regular feature. Co-operative journals also have been published at intermittent intervals. Even at present these methods are being followed without fundamental changes. But the time is now ripe to re-examine the efficacy of these methods. Does this package of methods and approaches constitute the right type of strategy to handle a complicated job like co-operative member education?

Co-operative Member Education as Adult Education - Co-operative education meant for school children to a great extent can be treated as any other aspect of school education provided the right incentives are given. Therefore, let us leave it aside for a while. The co-operative education meant for adults on the contrary, should be different from the formal type of education provided in the schools: the former falls within the general field of adult education.

In an adult education programme like the co-operative member education the approach must necessarily be different from that adopted in respect of school children. But

8. This, however, should not be misconstrued to mean that the literature available conforms to the type of course content discussed in the earlier section.

unfortunately in Sri Lanka this distinction has not been clearly maintained in practice. This may have been due to a lack of adequate thinking on the importance of the need for adopting a right type of strategy for conducting co-operative member education.

The prevailing approach to co-operative member education appears to be conditioned by four assumptions relating to training :

- i. the acquisition of knowledge pertaining to a particular subject leads to that knowledge being put into action;
- ii. the learning process is simply related to the ability of the trainer to train and the capacity of the trainee to absorb what is taught and hence the belief that the trainee learns what the trainer teaches;
- iii. action by individuals separately leads to the improvement of job performance;
- iv. it is the institution or the person organising training that is responsible for it and therefore the training process begins and ends with the training course itself.

Any approach to co-operative member education based on the above assumptions is likely to produce only limited results since no provision for translating the assimilated knowledge into action is incorporated into the training process. Realization of the constraints imposed by the assumptions underlying the traditional approach to adult education has led to a reformulation of them in following terms⁹:

9. Rolf P. Lynton and Udai Pareek, Training for Development (Homewood, Illinois, Richard D. Irwin, Inc., 1967), pp.4-13.

- i. action is produced by motivations and skills and the skills are developed through practice;
- ii. three conditions influence the learning process:
 - (a) motivation and absorptive capacity of the trainees,
 - (b) norms and values of the trainees, and
 - (c) behaviour of the trainer and the methods of training used by him. Motivation is in turn affected by the individual work situation of the trainees.
- iii. the improvement of job performance is dependent not only on individual learning but also on the values and norms of the trainees and their individual work situations. When what is learnt remains unused it can lead to frustration.
- iv. training is not solely the responsibility of the training institution alone. There are three partners to it: the trainee's organisation, the trainee and the training institution. The training process does not simply begin and end with the training course: rather it consists of three phases: pre-training phase, the training phase and the post training phase. The success of training is dependent on all these three phases to an equal extent.

The reformulated assumptions concerning training stated above throw new light on the type of strategy that may have to be adopted in respect of an area of adult education like the co-operative member education. It can be outlined under several aspects.

A New Approach to Co-operative Member Education - Firstly, the approach to co-operative member education has to be based on the training of persons not individually but in groups.

Considering the norms of group behaviour and the requirements of training methodology one of the basic criteria for forming groups should be the commonness of interests of persons willing to participate in the programme. Besides the commonness of interests there may be other criteria contributing to maintaining coherence within groups. Such opportunities also may have to be exploited wherever possible in forming the training groups. Nevertheless, the formation of groups has to be based on the principle of voluntary participation. It is advantageous to use the exercise of group formation itself to build up the village level co-operative leadership. This in fact should be regarded as the beginning of the action-oriented leadership training. It should form part and parcel of the programme designed for the training of the general membership. The alternative approach to leadership training generally practised in Sri Lanka consists of holding separate training classes meant only for the leaders. The danger of this approach is that it invariably tends to be isolated from reality and deteriorates to the level of a class meant for school children rather than for action-oriented adults. Moreover, according to this practice it is rarely that persons having true leadership qualities get selected for further training in leadership.

The co-operative leadership at higher levels should evolve from small beginnings at the village level. The co-operative member education must be used to stimulate this process. The presumption underlying this viewpoint is that leaders are already there in the villages and elsewhere in the society: there is no need to create them. Instead what is needed is their identification. On this basis the practice of appointing leaders as has been hitherto followed in the exercises of co-operative member education has to be regarded as undesirable.

Leadership is not a life-time right conferred on any person. On the contrary, it is a personal characteristic that has to be maintained by means of upholding the requisite values and standards and acquiring the relevant skills. The moment a person fails in these he also ceases to be a true leader and this must be reflected in action if the leaders are to be used effectively to make co-operative member education a success. Following from this contention comes up the practical question of identifying the correct leadership at the village level: who should identify the leaders and how should that be done?

The task of identifying leaders should best be left to persons who are specially trained to engage in member education work; for, this aspect is an important part of their specialised training. Possibly the identification of the leaders may be tied up with evaluation of the performances of the training groups. To a certain extent the assignment of the task of group formation itself may be used for the purpose of identifying the grass-root level leadership.

In accordance with the new concepts of training outlined above, training after the formation of groups has to be closely linked with operations and management of the respective societies. As much as possible the needs and problems of the interest groups should be identified as the problems and needs of the societies. What the societies are doing to solve the members' problems must be made known to the interest groups. In this respect evolving a system to provide the opportunity for representatives selected from each interest group to observe and participate in the different operational aspects of the societies is likely to provoke and sustain the interest of the participants: if this method prove to be successful the other members of the interest groups also could be given the same opportunity in rotation. The advantage of a method of training of this nature is that the members too get the opportunity of experiencing the

management problems of the societies. This leads to a better understanding of the mutual problems of the membership and the management, a condition fundamental to the development of a healthy co-operative spirit.

The initiative for training the members and conveying the message of co-operation to prospective members at the village level has to be taken by the co-operative societies in the respective areas. In this respect the Multi-purpose co-operative societies can play a major role¹⁰. At the level of these societies a specially trained full-time officer may have to be engaged in the work connected with member education; for member education is in fact the keystone of co-operative development.

A question that needs careful thought is whether the officer in charge of member education at the society level should be regarded as any other employee or as a person privileged to share the same status as that of the committee members (or the members of the Board of Directors of a Multi-purpose co-operative society). Tentative opinion of the writer is more in favour of the latter, due to several reasons. The committee of management of a society must have a closer understanding of the problems and the needs of the members. In providing this understanding

10. According to the Statistical Quarterly, 1977 January - March, issued by the Department of Co-operative Development there are 284 Multi-purpose Co-operative Societies with 8461 'pradeshikas' and retail distribution outlets in the entire island. The membership of a MPC society on average is about 6400. The total population within the area of operation of a Multi-purpose Co-operative Society, on average, is about 46500. This works out to about 1500 people per retail outlet. Thus, by using the network of Multi-purpose Co-operative Societies and their 'pradeshikas' it should be possible to implement a member education programme effectively throughout the island.

the person in charge of member education can contribute to a considerable extent if he is able to communicate with the other committee members at the same level and with equal status. This may be achieved by making provision for the person in charge of member education to participate in the committee meetings. His presence and the opinions expressed by him at the meetings are likely to exercise certain restraints on the unco-operative actions and decisions of the other committee members. Moreover, if a committee of management continues to manage a society inefficiently and unco-operatively, the person in charge of education at the society level is in a position to keep the membership informed of the developments of the society and also educate them on the course of action that has to be taken in the exercise of their membership rights.

In following a strategy of this sort, however, the person in charge of education cannot be left to enjoy this privilege without being properly directed and closely supervised by a higher level co-operative leadership having responsibility to the general co-operative membership. As to how this may be done would be examined later under the organisational aspects in another section of this paper.

Within the organisational structure of the Multi-purpose co-operative societies no single person at the level of the primary would be able to successfully manage a member education programme according to the new concepts of training outlined above unless he is assisted by others working at the level of the pradeshikas. Thus at the pradeshika level also there is the need for a person to be charged with the responsibility of organising co-operative member education. For the same reasons adduced above it is desirable if this person is also given the same status as that of the other committee members of the pradeshikas.

According to the prevailing organisational structure of the Multi-purpose co-operative societies the opportunities available at the pradeshika level to provide the members a training through practice are very limited. In other words the powers and functions assigned to the committee of a pradeshika are not adequate both to create the motivation in the members for participation and also to impart the knowledge and training through practice. To correct this situation certain structural changes in the organisational set up of the Multi-purpose co-operative societies have to be made with a view to transferring more power and functions to the committees of the pradeshikas.

Co-operative Education as an Integrated Process - It is desirable if both persons chosen to be in charge of member education work - one at the pradeshika level and the other at the primary level - are selected from the leaders of the interest groups. This would enable the training of co-operative leadership to proceed as an unfailing resultant of membership training: membership training and leadership training then become an integrated process capable of stimulating the development of natural leadership. But, to make use of this leadership at the two levels, i.e., the pradeshika and the primary, facilities are needed to be provided at the district and national levels to direct, supervise and evaluate both membership and leadership training. Hence the need for specialised and skilled personnel at the district and national levels.

According to the prevailing practice co-operative member education and co-operative employee education are regarded as two independent areas having no relationship with each other. This is undesirable due to two main reasons. One is that the educated employees tend to get alienated from the membership of a society. The resultant of this would be the development

of an employer/employee relationship prevailing in a capitalist organisation as is to be observed from the type of trade union activity indulged in by the co-operative employees in certain instances. The other reason is that by not linking co-operative member education to employee education the opportunity available for making the former attractive especially to the youths and school children remains unexploited. These lapses may be remedied by making co-operative member education a compulsory requirement for a person to be eligible to receive co-operative employee education. By this means the different aspects of co-operative education can be graduated in several levels to function as one integrated process. The beginning made with member education could be directed to a second stage of leadership training at several levels, and this in turn can be linked with progressively higher levels of employee training. A scheme of this nature not only provides incentives for member education to both adults and school children but also it paves the way for the dissemination of knowledge of the different aspects of co-operation systematically and in keeping with the ultimate aim of co-operative education.

For spreading the knowledge of co-operation among school children too the interest-group-strategy may be effectively used. While getting the members of the interest groups actively associated with the management of the school co-operatives, it is necessary to familiarise them with the activities of the other co-operative institutions. For this purpose the students in a school may have to be organised around group leaders on the same basis as discussed above. From among the group leaders a leader can be selected to function as the school-level organiser of co-operative activities among the students. With the assistance and concurrence of the Dept. of Education it should be possible to use the school co-operative leaders by the specialists of co-operative member education working at the district level, to organise the relevant training and educational exercises.

Techniques of Training - It may be evident now that under the methods and approaches discussed above a wide range of techniques need to be used to provide the training envisaged. In Sri Lanka however, the techniques of training used in co-operative education have remained confined mostly to giving lectures and holding discussions. Although the film show is a powerful audio-visual technique its use has been relatively less frequent mainly due to the lack of adequate facilities. The apex organisation of the co-operators, the NCC which is expected to play the leading role in co-operative education at present has only one cinema van, one projector and three films for this purpose. On most occasions documentary films are borrowed from various sources¹¹.

Besides the three techniques currently used there is the possibility of introducing other effective techniques like role playing in simulated situations; observation and subsequent review of the operations of the different aspects of management of societies and illustration by means of posters, chalk boards, slide shows, tape recordings and video tapes. Carefully designed study tours, exhibitions and displays based on the performance of the different co-operative institutions can add further variety to the stock of techniques.

11. In addition to these there are about 100 films at the School of Co-operation, Polgolla. Out of these however only 10 seem to be usable for extension purposes. Even these films cannot be used for member education in the village areas as there is no film van provided for the purpose. Since almost all these films are in English their usefulness to local audience is also restricted. So far only two films on co-operation have been produced - Agricultural Co-operation of Palugama (16 mm) and Sahan Eliya (35 mm) - in Sinhala to suit the requirements of the local audience. Besides the films the other audio visual equipment available at the School of Co-operation are restricted to 2 film projectors, 2 slide projectors, 1 tape recorder, 1 camera and 1 epidiascope (broken).

The use of the same technique over and over again in all situations tends to make a training programme uninteresting to the participants. Moreover, the same technique of training may not be suitable for different groups of participants. This points to the need for selecting training techniques rather discreetly. The training process itself could be used to identify the right type of techniques suited for the different occasions and different groups. Evaluation of the effectiveness of the different techniques of training should also be made with a view to developing new and better techniques. These again are functions that must be assigned to persons trained for this kind of specialised work. Since the training techniques and the content of education are closely related to each other the development of techniques must be taken together with the development of the content of the training courses.

Duration of Training - The duration of any member education programme is another aspect that is crucial to its success. A member to be provided with the type of knowledge referred to earlier may have to be exposed to a number of training sessions. The interval at which a training session should be conducted becomes a vital question.

Due to economic and other considerations adults may not be able to participate regularly when the sessions are held too frequently. This is particularly so if the sessions are going to be held at times when the would-be participants have the opportunity of getting engaged in financially remunerative work. On the other hand if the sessions are held at long intervals of time the knowledge gathered by the participants at one session may be forgotten by the time the next session is held; and the continuity of the training course is likely to be lost. This may soon lead to loss of interest of the participants. It is

on the basis of these considerations that ultimately the length of duration of a member training course may have to be determined. Generally, a training course lasting for a period of at least six months with fortnightly sessions appear to be consistent with the above discussed conditions.

Time and Place of Training - The other details that require careful attention pertain to the time and place of holding training sessions. The duration of a single training session also needs to be thoughtfully determined. It is rather unwise to enumerate generally applicable rules in respect of these questions. Leaving sufficient flexibility to let the decisions relating to these matters be taken to suit the particular circumstances prevailing in the different areas appears to be the more desirable practical approach.

3. Organisation.

In order to set up an organisation adequate for implementing a programme of co-operative member education attention has to be directed to three aspects. Firstly the trainees and trainers must be clearly identified. Secondly, the institutions that should be associated with the implementation of the programme have to be determined. Thirdly, the roles expected to be played by the respective institutions and the relationships among them need to be specified. In Sri Lanka there seems to be some confusion in these matters.

Training Personnel - It was shown that neither the trainees nor their training needs have been rightly identified. Thus they were never systematically organised for the purpose of providing a continuous training course. The isolated attempts made in selected localities cannot be taken as a substitute for a well-organised island-wide training programme.

The question who should be the trainers again is an unanswered question. The officers of the Co-operative Department, school teachers, honorary workers and the education officers of the NCC have all functioned as trainers from time to time. One of the reasons for leaving co-operative member education in the hands of almost anyone who was volunteering for the job is that it has not been considered as a specialised job requiring certain skills and concentrated training. For example, none of the persons presently involved in co-operative member education are specifically trained for this purpose¹². Moreover, they are preoccupied with functions other than member education. The latter is only a residual activity of the trainers depending on the availability of time and their willingness to do some additional work. Officers of the Dept. of Co-operative Development are normally busy with the performance of the statutory functions of the Dept. and the education officers of the NCC are more engaged in the training of co-operative employees.

Training Institutions - Prior to the setting up of the Department of Co-operative Development in 1930 co-operative member education was conducted mostly by the Ceylon Agricultural Society. Until the formation of the Co-operative Federation of Ceylon it was either the Department of Co-operative Development or the respective co-operative societies and unions in the districts that took the initiatives for co-operative member education. None of these institutions were specifically engaged in this work under any long-term plan. For the Department of Co-operative Development member education has been only one

12. Out of the 60 NCC employees presently engaged in co-operative education only 28 (21 in Sinhala and 7 in Tamil) seem to have acquired any kind of formal training even in co-operation.

of a number of other functions. Considering the time and attention devoted it has almost always remained as a marginal function of the Department. The School of Co-operation set up in 1943 functions under the Department of Co-operative Development mainly for the purpose of training the officers of the Dept. of Co-operative Development: except for some occasional involvement, co-operative member education has not come within its purview.

Thus, upto 1955, outside the Dept. of Co-operative Development there was no apex co-operative organisation at the national level to provide the required degree of direction and guidance to co-operative member education in the country. After the formation of the Co-operative Federation this short-coming was remedied as envisaged by the former Registrars, Campbell and Calvert. But still no member education programme showed any remarkable improvement both in duration and effectiveness. This, to a considerable extent, may be ascribed to the state of dependence in which the Ceylon Co-operative Federation has had to function.

Lack of a clear national Policy - From the inception the Co-operative Federation has been depending on the Department of Co-operative Development for both the requisite technical skills as well as the resources. This dependence has hindered the apex organisation from building up its own skilled personnel and other facilities needed to proceed with a member education programme of the required magnitude. It was further confounded by the policy the Department of Co-operative Development has been following. From the beginning it maintained that co-operative member education is not a direct function of the Department of Co-operative Development: it is the responsibility of the apex organisation of the co-operators. Hence the Co-operative Federation was expected to play the major role.

But the latter has not been able to perform the role assigned to it due to the limitations referred to earlier. Thus, the Department also has had to take initiatives for organising co-operative member education under its Extension and Publicity Division created in 1956. The Department can command the resources but not spare the time needed for it. Whenever the Co-operative Federation made attempts it had to fall back on the Department for assistance which the latter has not been able to extend continuously due to changing priorities: for, the Departmental staff has had to be often withdrawn from member education work for engagement in other more urgent duties. What appears from this is that there has been no clear policy at the national level regarding co-operative member education. Both the Department of Co-operative Development as well as the National Co-operative Council have been conducting co-operative member education in periodic spurts of enthusiasm; the former without the time to spare and the latter without the expertise and the facilities.

Extension and Member Education - In principle there is no debate on the assertion of the Dept. of Co-operative Development that the National Co-operative Council, as the apex organisation of the co-operators should be responsible for organising co-operative member education in the country. If there is no ambivalence on this position the existence of a separate Extension Division in the Department of Co-operative Development to organise member education can hardly be justified. This is detrimental to the development of the institutional strength of the National Co-operative Council both in providing the leadership and also in building up the movement through member education. Moreover, extension is redundant when member education is provided; for both these are a form of adult education intended to change the existing behavioural patterns of the people in production, consumption and organisation. The need for extension

arises after research and discovery. Without these extension is yet another word for mere member education similar to that given to school children. But the development of the content of a member education programme discussed earlier has to be based on research. Thus, if the National Co-operative Council is made responsible for organising member education organising research into this aspect also becomes its responsibility; for no meaningful co-operative member education can be conducted without that being based on research into members' problems, educational requirements and techniques of training.

When the National Co-operative Council is entrusted with the task of carrying out a member education programme based on these principles the need for a separate Extension Division in the Department of Co-operative Development ceases. This however does not mean that the Department of Co-operative Development should have nothing to do with member education. The expertise, resources and facilities available in the Department can be extended to the NCC to study problems, develop the content of the courses and evaluate performance and keep the relevant authorities informed of shortcomings and possible solutions to them.

The personnel attached to the School of Co-operation and the Extension Division can function as a team of Departmental experts. Co-operative Management Services Centre is another national level institution that could be used for this purpose. Talent available in these institutions can be effectively tapped if a separate research and training unit is set up as implied earlier in the course of discussing the need for developing both the course content and the techniques of training to meet the requirements of different interest groups. With the adoption of an unambiguous policy and the provision of supporting facilities the National Co-operative Council should be able to take over full responsibility for carrying out a comprehensive member education programme in the country.

Organisational Structure for Member Education - The basic organisational structure needed to carry out a comprehensive member education programme of the required magnitude is already extant. The National Co-operative Council can function as the apex level institution responsible for conducting member education. It has 26 district centres: they can be used to implement any programme at the district level. The district centres of the NCC are able to enlist the co-operation of the member societies to implement the programme at the society level. Out of these, the Multi-purpose co-operative societies can be used to good advantage. The areas of operation of these societies cover the entire island. At the village level these societies have a network of branches called the 'pradeshikas'¹³.

When the members are organised around leaders in terms of interest groups as referred to earlier it should be possible to link up that village level organisation of members through the society level organisation to the existing organisational structure of the NCC. Linking up the institutions functioning at the different levels leads to the formation of an organisational structure extending continuously from the national level to the grass-root level. But this alone is inadequate to ensure the successful implementation of a programme; the roles the respective institutions and the persons attached to them should play also need to be clearly determined.

The main function of the National Co-operative Council should consist of directing the implementation of the national programme relating to member education. This is not possible unless the NCC also provides the necessary infra-structural facilities. These include the provision of buildings, equipment, vehicles and study material for the use of these associated with the implementation of the programme, both at the national and district levels. That the existing position in respect of these needs considerable improvement has already been pointed out by a survey made earlier. To direct the implementation of a programme satisfactorily at the national level follow up and evaluation are necessary. This points to the need for devising appropriate administrative arrangements at the national and district levels.

According to the prevailing state none of these functions are being performed by the NCC to reach the required scale of operation. This state of affairs may be partly related to the apathy that has prevailed in respect of member education. At the head office of the NCC though there is an education section the personnel and the administrative arrangements provided are not adequate to handle the job of directing the implementation of a member education programme of the required scale of operation. The staff officer, the four District Secretaries and the two Education Assistants working in this section are more engaged in routine paper work than directing and evaluating the performance of member education. One main cause for this is the preoccupation of the NCC with employee education. In practice even for the NCC, co-operative member education has become only a marginal function. At present there is a system of progress evaluation by getting down progress reports from the districts. But it is rarely that they are used for progress evaluation. Probably there is hardly any time available for this purpose: the system already prevailing

demands more attention for other routine jobs which no doubt can be assigned to less qualified personnel than the officers presently handling them. There is no uniformity in the progress reports themselves: assessment of progress by using them is likely to be a laborious process. As a result of these shortcomings the NCC has not been able to effectively supervise the progress of member education activities in the country. These defects therefore, need to be corrected before embarking on any member education drive of the suggested magnitude.

At the district level the District Education Centres of the NCC can be used as district implementational units. They have to be manned by persons who have received a specialised training in member education. They must be persons having innovative capacity and some training to do research on the problems and issues connected with member education in the respective districts. They also have to act as persons in charge of organising and co-ordinating member education both at the society and village levels. The district Committee of the National Co-operative Council can be assigned a supervisory and organisational role within the districts. For the district level personnel to perform their duties efficiently the district education centres have to be provided with better facilities than are presently available.

The training of district level education officers, though necessary is likely to be a problem in view of their varying educational backgrounds. The academic qualifications of about 50% of the total number of District Education Officers cannot be considered as adequate to receive the type of specialised training mentioned earlier at the same level along with the remaining 50% of the district education officers. The former possess either G.C.E.(A.L) or G.C.E.(O.L.) qualifications while the latter possess degree qualifications. This problem also needs to be carefully considered when arrangements are made to provide training to the district education officers.

Organisation of member education at the society and village levels can be entrusted to the Multi-purpose co-operative societies. Multi-purpose co-operative society should have a separate officer to be in charge of this work. The person selected for this position should have both the necessary academic background as well as the skill and talent needed to carry out co-operative member education at the village level by making use of the interest groups and their leaders. This officer however, would not be able to carry out his specialised assignment unless the society extends the necessary facilities. In this regard it may even be desirable to create a separate section in the offices of the societies to attend to all the work connected with member education. If the services of a typist and a clerk are made available to the officer in charge of this section he should have no difficulty in carrying out a member training programme both at the society and at the village level. To organise the work at the village level however, the officer at the society level may have to be assisted by the committee members of the 'pradeshikas' of the Multi-purpose co-operative societies and the leaders of the interest groups.

4. Financing.

Financing a co-operative member education programme is closely related to the identification of the items and magnitudes of expenditure involved in the implementation of the programme. It is hard to say that the different aspects of financing a member education programme were systematically examined in the past.

Prevailing Procedure - According to the existing system the allocation made by NCC to a district to conduct co-operative education is restricted to a maximum of Rs.3000/- per year. In addition to this each district secretary is given the freedom to raise the necessary funds for education work from the co-operative societies in the respective districts. But the collection of these additional funds is not subject to a meaningful check. Since the NCC office does not scrutinise the accounts relating to the additional funds raised from the societies within the districts there is room for both wastage and mismanagement. Furthermore this form of financing leads either to over-expenditure or under-expenditure depending on the degree of enthusiasm and efficiency of the district secretaries and the responsiveness of the societies to contribute the additional funds. It is not always that the societies respond favourably to requests made for funds by the district secretaries. This is particularly so when the societies have failed to make profits. According to the by-laws of the societies the contributions for promoting co-operative education are made from an education fund set apart from their profits. When the societies continue to incur losses it is hard to get these contributions.

The allocation made to the districts by the NCC subject to a maximum of Rs.3000/- per district per year is inadequate to carry out an effective member education programme: But the NCC is seriously constrained in providing more finances from its own resources.

Inadequacy of Funds - The funds of the NCC come from two main sources: the co-operative fund and the contribution made by the People's Bank. The former consists of the annual contributions made by the co-operative societies and the amount contributed by each society is subject to a limit of 10% of its profits. Hence the amount accumulating in the co-operative fund is dependend on

the amount of profit made by the societies. If the amount of profits the societies make go down the co-operative fund also shrinks¹⁴. What this means to the NCC is that its activities too have to be curtailed accordingly.

Out of the two sources of finances referred to earlier the co-operative fund is the main one: the contribution made by the People's Bank is only about one and half lakhs of rupees. Even whatever amount that can be pooled up for the co-operative fund is not tapped fully due to certain shortcomings in the collection procedure. According to the prevailing practice the contribution for the co-operative fund can be determined only after the annual audit of a society is completed. If the annual audit shows that the society has been able to make profits there is no doubt that the society is able to pay. Nevertheless, the societies do not feel obliged to pay it promptly on their own accord unless they are persuaded to do so by some authority.

14. When a society has failed to make any profits the contribution it is required to make to the Co-operative Fund is only Rs.5/- per year. The total amount contributed to this fund during a four year period is as follows :

1971	Rs.	651,252.00
1972		538,330.00
1973		695,114.00
1974		1,354,313.00

During the year 1974 the amount allocated from this fund to meet the maintenance expenses of the NCC was Rs.965,989.00. See the Annual Administration Reports of the Department of Co-operative Development.

Normally, it is the officers of the Co-operative Dept. who function as the authority persuading the societies to make the contribution to the co-operative fund. This however, is not an authority that is unflinchingly exercised. On the other hand, if the societies are functioning truly co-operatively there is no need for such persuasion. But both these conditions do not prevail as one expects. The result is that the contributions to the co-operative fund are not coming in as regularly as desired. Besides the two sources of funds referred to there are no other dependable incomes of substantial magnitude that the NCC is able to use. Thus, financially the NCC is greatly handicapped in launching a comprehensive member education drive. This problem therefore, should receive serious attention if anything meaningful is to be attempted on the member education front.

Means of Generating Funds - Co-operative education is now internationally accepted as one of the five cardinal principles of co-operation. To put it conversely, if true co-operation is to prevail co-operative education also must prevail. There cannot be co-operative development without co-operative education. But according to the practice adopted in the Sri Lanka Co-operative movement the co-operative education can prevail only if societies make profits. For without profits the co-operative fund ceases and the NCC would be starved of funds. What this points to is the need for rethinking on the mode of determining the amount of contribution that each society should make to the co-operative fund. Rather than a percentage of the profits it would be desirable if a certain percentage of the annual turnover of a society is adopted to compute the amount of contribution that each society should make. The need for co-operative education arises more strongly when a society functions unsatisfactorily and unco-operatively. Invariably losses are incurred by societies in such unco-operative contexts. Unfortunately education also cannot be provided in such instances as funds are not forthcoming from the loss making societies. Hence the current practice in

Sri Lanka has set up an incongruent background to co-operative member education.

Collecting a contribution for the co-operative fund on the basis of the turnover of each society seems to be more desirable due to several reasons. By adopting a principle of this sort it is possible to build up a bigger co-operative fund, which in turn could solve the problem of NCC funds to a considerable extent. If the turnover of one society is higher than that of another it implies that such a society should also be able to make higher profits provided its management is efficient. Assuming that the management is efficient as it should be in a true co-operative then it should be able to make a higher contribution too. This is not likely to affect the society adversely. If however, the management of the society is inefficient it may not be able to make profits. A co-operative society falls into this situation mainly due to the apathy and indifference on the part of the membership. If a society having a large turnover continues to incur losses it could bring about disastrous consequences to both the members and the movement as a whole. The only effective way to prevent this lies in creating a greater awareness in the members through a programme of education. Spending the resources of a society on such a venture is no wastage of funds even though the society is incurring losses. The very fact that a society is sustaining losses should be sufficient reason for it to spend rather liberally on an education programme. For it is by this means that at least in the long-run such a co-operative would be able to make profits. Hence a bigger society should be prepared to spend more than a small one on a member education programme: the stake of the former is greater than that of the latter if the society degenerates due to inefficient management.

The above approach to financing a member education programme can be adopted without doing away with the existing method of collecting 10% of the profit as a contribution to the Co-operative Fund. Even without implementing a member education programme of the magnitude implied in this paper the available income of the NCC is hardly enough to balance its annual expenses: the expenditure in excess of the income during the audit period 1976.1.1 to 1976.12.31 has amounted to Rs.171848/-. With increased activity in member education the excess of expenditure over the present income of the NCC is going to be much higher than this amount. The additional expenses would be met if the Multi-purpose co-operative societies and other societies within the areas of operation of the former are requested to set apart a certain percentage of their turnover for carrying out member education within their respective areas. In a way this amounts to a systematisation of the existing procedure of allowing the district secretaries to raise funds from the respective societies organising member education within the districts.

Need for Foreign Assistance - Even with additional contributions from societies all the expenses needed at the beginning to carry out an effective member education programme may not be available: some societies may not respond to the request for funds. Above all the initial investment needed for the procurement of equipment, buildings vehicles and other facilities tends to be rather high. At the initial stage therefore, it may be necessary to explore the possibility of securing some foreign assistance to solve these basic problems.

Already the co-operative movement of Sri Lanka has been fortunate to receive external assistance for two projects: one for the training of co-operative teachers and the other for women's consumer education and information through co-operatives.

It is hoped that the former would ultimately lead to the evolution of a scheme to impart specialised training to the district education officers and others involved with the task of conducting member education. Women's consumer education project on the other hand could be used as an experimental ground for developing relevant course content, organising interest groups of housewives and identifying the appropriate techniques of training.

Film vans along with film units, motor cycles for the use of the district education officers, tape recorders, slide projectors, video equipment and a printing press for producing the literature needed are some of the other important items that should be considered for procurement through external assistance. To this category may be added the training of persons abroad in fields relevant to member education whenever such training is considered to be necessary.

When the facilities needed to conduct a comprehensive member education programme are taken into account the external assistance received by the co-operative movement of Sri Lanka so far cannot be considered as significant. It is restricted to a few items as follows :

<u>Item</u>	<u>Number</u>
Film units	1
Film vans	1
Vans	1
Cassette recorder	1
Ordinary camera	1

In addition to the above every year the movement has been receiving books and publications and about 15 scholarships for training of persons abroad. It is unfortunate that these were received without being tied to any member education programme; Needless to say that they are inadequate to meet the

implementational needs of a systematically drawn up member education programme. The importance of having a programme before going in search of external assistance therefore is worth remembering if the co-operative movement of Sri Lanka is to benefit from the generosity of others.

5. Planning.

By raising additional funds alone it may not be possible to carry out a member education programme to achieve the desired results. To ensure that the funds along with the other resources are used to advantage components of a member education programme. These must necessarily be conceived in terms of project units. Approach to planning in this form involves not just the planning of one aspect as it seems to be happening but three aspects together: financial planning, activity planning, and time planning.

Existing State of Planning - The existing procedure of planning consists of requesting the secretaries attached to the respective district committees of the co-operative council to submit the education programmes prepared by them. There is no particular system or a set of guidance provided to them to prepare these programme. Hence they vary considerably in content and form from one district to another. Some programmes are mere sketches while the others contain more details. After obtaining the district education programmes the NCC office prepares an all-island education programme and this is then sent to the districts for implementation. In this exercise how the all-island plan is integrated or co-ordinated with the district plans is not clear. There is neither an exchange of ideas nor any form of consultation between the district education officers and the NCC office.

Preparation of a programme with specific targets is a basic requirement to follow up and evaluate the progress in implementation. This offers the added advantage of facilitating the administration of the programme. The fact that there is at present hardly any follow up or evaluation is mainly due to the lack of a properly planned out programme.

Need for a Planning and Research Unit - In planning out a proper member education programme all the different aspects discussed in the earlier sections have to be taken into consideration. It should come within the purview of a group of persons concerned with the study of the issues and problems related to conducting member education and management of co-operative organisations. As suggested earlier persons with specialised knowledge in the field drawn from the NCC, CMSC, The School of Co-operation and the Dept. of Co-operative Development can be used to function as a planning cum research unit at the national level. The national level planning unit may have to be assisted by similar planning units set up in each of the co-operative divisions. The divisional planning units may include the district education officers of the NCC and representatives from the co-operative societies having experience in member education work. The role of the Board of Directors of the NCC, and the other lower level co-operative institutions should consist of organising, supervising and directing the planning and implementational processes in conformity with the general policy relating to member education as determined by them. both at the national and society levels.

Pilot Projects - Before a comprehensive plan is drawn up for implementation on an all-island basis it is advisable to make a more modest start with a few pilot projects in the

districts: one MPC Society may be chosen from each district for this purpose. The staff of the proposed national level research and training unit and the district level officers who are expected to assist them should be closely associated with the implementation of these pilot projects. At the end of the first year of implementation of the pilot projects, both the district officers and the personnel of the national level research unit may be able to use their experience to plan out a comprehensive co-operative member education programme to cover the entire island.

RECOMMENDATIONS

1. Comprehensive Programme. In Sri Lanka from the beginning of the co-operative movement, co-operative member education has been conducted in an ad hoc fashion. Since this approach has already proved to be ineffective co-operative member education has to be conducted on a more systematic and comprehensive basis. For this, a carefully prepared programme of co-operative member education needs to be implemented.
2. Procedure of Programming. The preparation of a member education programme must be based on a study of four aspects: (1) content of training, (2) strategy and method of approach to training, (3) organisation and (4) financing. The study of these and the preparation of the programme may be assigned to a team of experts consisting of both local and foreign personnel attached to a research and training centre set up for the purpose.
3. Policy. There should not be any ambivalence in the policy relating to co-operative member education. The responsibility for conducting co-operative member education should be transferred over in full to the National Co-operative Council. It should take initiatives in respect of co-operative member education without leaving it to be another function of the Department of Co-operative Development.
4. Research and Training Centre. Since planning and programming for co-operative member education has to be a continuous process it should necessarily be backed up by studies and research into problems of training. In translating the findings of research into practice not only members but also their trainers need to be re-educated and retrained. For this purpose a research and training centre may have to be set up at the national level with a certain degree of decentralization of its functions to involve even the district level officers.

5. Constitution and Management of the Research and Training Centre.

Functions of the research and training centre should consist of research, training and planning and programming of member education activities. It may employ both local and foreign personnel depending on the availability and the needs of expertise either on temporary or permanent basis. Local personnel for the centre can be drawn from the Department of Co-operative Development, Co-operative Management Services Centre, the School of Co-operation or from any other institution which has persons with the necessary skills. It is desirable if this centre could be managed by a semi-autonomous body constituted of representatives from institutions closely concerned with co-operative member education.

6. Pilot Projects. In order to evolve an effective member education programme a considerable amount of preparatory work needs to be done. This consists of identifying the right content and techniques of training and also the appropriate approach to organising the people for training. As these cannot be perfected overnight it is desirable if the member education programme is allowed to evolve from experimentation with pilot project set up in each district. It should be possible to make this sort of start in co-operative member education with whatever facilities already available.

7. Organisational Set-up. From each district a Multi-purpose co-operative society may be selected to set up the pilot projects referred to under No.6 above. After selecting the societies the following organisational arrangements may have to be considered for experimentation:

- (1) Formation of interest groups at the village and pradeshika levels;

- (2) Identification of leaders at group, village and pradeshika levels;
- (3) Selection of a person to organise and conduct member education work at the society level;
- (4) Identification of the manner in which the NCC officers, have to be involved in carrying out the member education work, both at the national and at the district levels.

8. A Committee to Work Out Details. To begin with a working committee consisting of persons having the necessary experience and background may be entrusted to work out the details relating to the organisational aspects laid down under No.7 above.

9. Financing. In addition to the contribution made to the Co-operative Fund the societies should be required to spend a certain percentage of their annual turnover to provide training for their members. The exact percentage that should be so set apart may be determined after implementing the pilot projects referred under No.6 on an experimental basis. Simultaneously, it is also worthwhile exploring the possibility of getting financial assistance to member education work from institutions like the People's Bank, C.W.E. and other public corporations which have dealings with the co-operatives.

10. Foreign Assistance. The foreign assistance needed for member education work under the proposed scheme should be phased out into two parts: (1) assistance needed for the pilot projects and (2) assistance needed for the expansion of the member education programme. While the identification of the former should be entrusted to the working committee referred to under No.8, the type of foreign assistance needed for the second part of the scheme may have to be determined from experience gathered during experimentation with the pilot projects.

11. Phasing out the Programme. The duration of the pilot projects should be about one year. During the second year programming and other preparatory work may be completed along with a gradual increase of the number of project units in the districts. From the third year onwards the programme should be implementable throughout the island.

12. Administrative Arrangements. In order to carry out the scheme proposed above the administrative set-up of the NCC should be restructured to facilitate greater supervision and follow up of co-operative member education activities in the field.

13. Implementation at the Village Level. The Multi-purpose Co-operative society may be used as the institution responsible for organising and conducting co-operative member education at the village level. It should cater to the educational needs of all the other co-operative societies located within its area of operation.

14. Structural Changes in the Multi-purpose Co-operative Societies.

Since co-operative member education needs to be oriented to enable the trainee members to apply the knowledge acquired, steps may have to be taken to provide adequate facilities and opportunities for this purpose in the societies. Assignment of more powers and functions to the pradeshika committees of the Multi-purpose co-operative societies is one important change that leads to the provision of such opportunities.

15. Two Assumptions. There are two assumptions underlying the contents of this paper. Firstly, co-operative development is not possible without co-operative member education. Secondly, if any attempt at co-operative member education is to be effective in building up a strong co-operative movement in Sri Lanka it must be organised as a comprehensive programme on an all-island basis: sporadic exercises isolated in both time and space tend to dissipate in the milieu of non-co-operative social and economic life as it has hitherto happened. But a final word of caution: a co-operative member education programme as proposed in this paper needs to be implemented as a package if success is to be achieved and one should not be naive to expect the fulfilment of that overnight. All contemporary problems await urgent solutions: yet they are never sought by being desperate and impatient!

SOME VIEWS ON COOPERATIVE MEMBER-EDUCATION
IN THE PHILIPPINES

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EDUCATION ON COOPERATIVE MEMBER-EDUCATION
IN THE PHILIPPINES

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By F. L. Dumagat*

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

- Professor Stuart, Gloucester, England, 1879¹

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

In the Philippines, cooperative member education has been recognized as a necessary if not indispensable ingredient in the creation or emergence of viable and strong cooperative associations. However, recognition of the necessity and indispensability of cooperative member education is not

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¹Henry Brown, The Rochdale Pioneers: A century of cooperation (Cooperative Union, Ltd.), p. 84.

to produce viable and strong cooperatives. Recognition must be translated into action. This is the crux of the problem of cooperatives development in the Philippines. And I propose to discuss cooperative member education from this angle.

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

Historical Perspective of Cooperatives and Member Education

Reviewing the history of Philippine cooperatives brings one to the realization that: (1) cooperatives promotion and organization have been mostly the initiative and efforts of the Government which were motivated by social, economic, and political problems; (2) such Government efforts at cooperative development were plagued by opportunism, mismanagement, misunderstanding of cooperativism, and lack of supervision; (3) such Government efforts at cooperative development were not sustained due to changes in government administration and preoccupation; (4) the contribution

of the private sector to cooperative development consisted mostly of credit unions and consumer societies; and (5) most of these credit unions and consumer societies were also the victims of the problems of mismanagement, misunderstanding of cooperativism, and lack of supervision and guidance by the agencies concerned.

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

For example, the organization of a cooperative association among hemp producers by Dr. Jose Rizal, the Philippine National Hero, during his exile in Dapitan in 1890s,² might have been an offshoot of Rizal's contact with cooperativism in his European stint.

It is, therefore, comforting to the Filipino ego to say that, although he has a tradition of cooperation, the organization of cooperatives is a borrowed concept from abroad which may explain the failure of cooperative

²"This is the CAO" Cooperative Advocate, Vol. VI, No. 11 (November, 1964), p. 31.

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associations in the past. For, indeed, the history of cooperativism in the Philippines is replete with more failures than successes and breakthroughs.

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

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

As early as 1938, an American Protestant missionary, Rev. Allen R. Huber, initiated the promotion and organization of credit unions in the Ilocos, Laguna, and Quezon provinces among the Church of Christ (Disciples) members. By 1939, there were 12 branches of the Iglesia ni Cristo (Disciples) National Credit Union. And by 1941, 30 credit unions were organized with membership of 2,000, capital of ₱43,000, and issued loans of ₱68,000. These credit unions, however, perished with world war II. And during the post-war some of the leaders continued to promote cooperatives like Julio Pascua, who organized the Northern Christian College Credit Union, and Santiago C. Manongdo, who organized the United Church Credit Union in 1946.³

³Ibid., pp. 136-137.

Promotion and organization of cooperatives by the Roman Catholic Church, on the other hand, perhaps started some years later than the Protestants. The available literature show that as late as 1964, the Catholic Church was directly involved in cooperative promotion and organization by some priests specifically assigned to this work, and indirectly through the Knights of Columbus. There were six dioceses and 36 Knights of Columbus Councils responsible for the organization of 77 credit unions and seven consumers cooperatives.⁴

Besides the churches, the Philippine Rural Reconstruction Movement (PRRM) also exerted some efforts at cooperatives development. Starting in 1959, its fieldworkers organized credit unions as part of their "rural reconstruction" mission. By 1963, 21 credit unions were organized and registered with the Cooperatives Administration Office, with 1,471 members contributing ₱63,966 total deposits, owning ₱74,202 worth of assets, whose borrowings amounted to ₱196,240 with repayment rate at 67 percent, and who realized net savings of ₱11,843.⁵

⁴"The Catholic Hand in Cooperative Work," Philippines Cooperative Advocate, Vol. VI, No. 8 (October, 1964), p. 1 .

⁵P. Mabbun, op. cit., p. 110.

Government promotion of cooperatives. - The first official attempt at cooperatives development was made by Senator Pedro Sandico of Bulacan who introduced a bill on rural credit cooperatives in 1907. This bill was passed by the Philippine Assembly but was disapproved by the Philippine Commission. However, the same bill was sponsored in the Philippine Assembly by Representative Rafael Corpuz of Zambales. It was passed both by the Assembly and the Commission on February 5, 1915 and was known as the Rural Credit Law (Article No. 2508). By 1939, there were 571 agricultural credit associations in 43 provinces.⁶

The result of this initial government effort at cooperatives development were: (1) most of the 71 associations in 1933 were dormant; (2) as of 1939, 159 associations were indebted to the Rice and Corn Fund of the total amount of more than 1 million pesos; (3) only 31 percent of the 100,000 members were able to borrow, and that total outstanding loans was ₱3,124,000, and average individual loan extended was ₱95; and (4) only 35 associations were able to declare and distribute dividends totalling ₱67,000.⁷

⁶Mabbun, op. cit., p. 97. ; J.V. Gragasin, Philippine Cooperatives (Manila: 1972), pp. 48-49.

⁷Ibid., pp. 49-51.

The next effort was the development of cooperative marketing in 1927 with the passage of the Cooperative Marketing Law. By 1938, 161 cooperative marketing associations with total membership of 5,000 farmers were in operation of which 33 associations reported an aggregate sale of ₱5,529,000. However, of the 161 associations, only 13 were granted loans totalling ₱300,000.⁸

After World War II, cooperative activities were confined to the distribution of relief and consumer goods until the outbreak of the Hukbalahap rebellion in the late 1940s and early 1950s. To alleviate the problem of rural poverty and agrarian unrest, the government adopted countryside development as an answer to these problems. Credit extension, community development, and resettlement programs were instituted. In 1952, the Agricultural Credit and Cooperative Financing Administration was established by Republic Act 821 for the purpose of: (1) extending credit to small farmers through their cooperative associations; and (2) promoting, organizing and supervising Farmers' Cooperative Marketing Associations (FACOMAs). It was authorized ₱100 million for revolving capital.⁹

⁸Ibid., p. 54.

⁹"The Cooperative Effort in the Philippines," pp. 6-7.

The outcome of this renewed thrust at cooperatives development in 1957 were: (1) 445 FACONAs with 259,000 members and ₱5,125,000 in paid-up capital were organized; (2) ACCTA production loans extended increased to ₱2,117,500 in 1954, ₱12,335,200 in 1955, and ₱19,574,800 in 1956; (3) farm improvement, commodity, facility, and merchandizing loans totalled ₱81,168,300 for the period 1953-1957; and (4) only two-thirds or ₱49.4 million of matured loans had been repaid.¹⁰

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

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

In the first place, poor management was ascribed to the lack of men among the members of cooperative associations who possess the technical know-how. Most of the members were purely farmers and they hardly had any education

¹⁰D. Wurfel. "The Bell Report and After: A study of the Political Problems of Social Reform Stimulated by Foreign Aid" (Ph.D. dissertation, Cornell University, 1960), pp. 630-648.

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and worst the greater bulk among them were illiterates. Moreover, since the movement was new, the members were not given the proper indoctrination on the objectives, philosophy and workings of the movement. In the second place, the members being illiterates and never heard of the movement before, failed to appreciate what benefits their association may bring to them. So, instead of using the borrowed money from the associations for some definite constructive investments or improvements in their farms they use it for their immediate family needs or for some other purposes. Thirdly, since the members and officers of the associations were without proper training in cooperative endeavors and since they lack knowledge in management, they did not care whether sufficient securities would be required or not in their lending operations. Thus, when the farmer-borrower failed to meet his obligation when due, the association was at a loss to recover the loans. In the fourth place, since the compensation for the staff and officers who were chosen to run the association was low, they did not care to put forth their time and efforts in seeing that their associations were run properly. In the fifth place, the association allowed politics to set in the affairs of their associations which contributed the essential demise of some associations. . . . In the sixth place, many of the member-borrowers secured loans from the association, but were used not according to purpose but in unproductive ventures. . . . Lastly, it could be said that the government was partly responsible in the failure of the movement since it was in her supervision of these associations. This condition may be attributed to the lack of men who were trained along cooperative activities.

¹¹J.V. Gragasin, op. cit., pp. 52-53.

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

In the case of the FACOMAs in the 1950s and 1960s the associations were doomed to failure from the start because they were hastily organized without the benefit of proper cooperative education of members and training of officers and employees. In the words of Mr. Solomon Cabrera, Head, Cooperative Development Department, Agricultural Credit Administration in the "Fifth Far East Agricultural Credit and Cooperatives Workshop in May, 1965":

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

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Corollary to the lack of adequately trained personnel to man the movement is the improper organization of cooperatives and the inappropriate use to which cooperatives were put, not only by the officers and member of cooperatives but also by the government. . . .¹²

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

We do not have a unified and coordinated cooperative education program in the country. There are no less than 30 agencies, all of them with a limited means, doing cooperative education.¹³

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

It seems that the cooperative education program in the Philippines is centered on the promotional aspect and very little is being undertaken in really involving the target areas. We have very few qualified cooperative lecturers. We have a dearth of cooperative materials that could be

¹² S.G. Cabrerra. "Elements of Success" Agricultural Credit and Cooperatives (Seoul, Korea, 1965), pp. 132-133.

¹³ R.S. Banas, "A Unified and Coordinated Cooperative Education Program in the Philippines" (Mimeographed paper read at the National Conference on Non-Agricultural Cooperatives at Los Banos, Laguna, Philippines on October 11-14, 1970), p.2.

understood by many. We have inadequate audio-visual aids that could carry the trainers' messages into the minds of the trainees. The dissemination of information on cooperatives is being done by very few institutions.¹⁴

The New Cooperatives Development Program

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

Rationale. - The new cooperatives development program which was inaugurated under the New Society in 1973 was part of the package of modernization designed to arrest the impending political upheaval.¹⁵ As Under-secretary for Cooperatives Development Orlando Sacay put it:

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

.....

¹⁴ Ibid., p. 3.

¹⁵ This refers to the political instability brought about by various interest groups fighting for political power and who exploited the socio-economic difficulties pressing on the people to gain popular support to their bid for power.

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I finally came to the conclusion that the basic objective of cooperative development is social equity and social justice. In simpler terms: to give the smaller guy a better break.¹⁶

And as President Marcos wrote:

We envision, therefore, a new society in which equality of opportunity is not a fraud but a fact. An oligarchic society may sincerely believe in equality of opportunity but so long as there is a wide economic gap, the opportunity does not in fact exist. True equality of opportunity begins at the starting line, when a human being is born. This simply means that a few should not be born "with everything" while the many have nothing.¹⁷

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

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

¹⁶O.S. Sacay, Samahang Nayon: A New Concept in Cooperative Development (Quezon City: National Publishing Cooperative, Inc., 1974), p. 103.

¹⁷F.E. Marcos, Today's Revolution: Democracy (1971), p. 120.

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

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

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

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

Now, therefore, in order to effect the desired changes and reform in the economic, social and political structure of our society, I FERDINAND E. MARCOS, President of the Philippines, by virtue of the powers in me vested by the Constitution as Commander-in-Chief of the Armed Forces of the Philippines, and pursuant to Proclamation No. 1081, dated September 21, 1972, and General Order No. 1 dated September 22, 1972, do hereby order and decree the following:

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

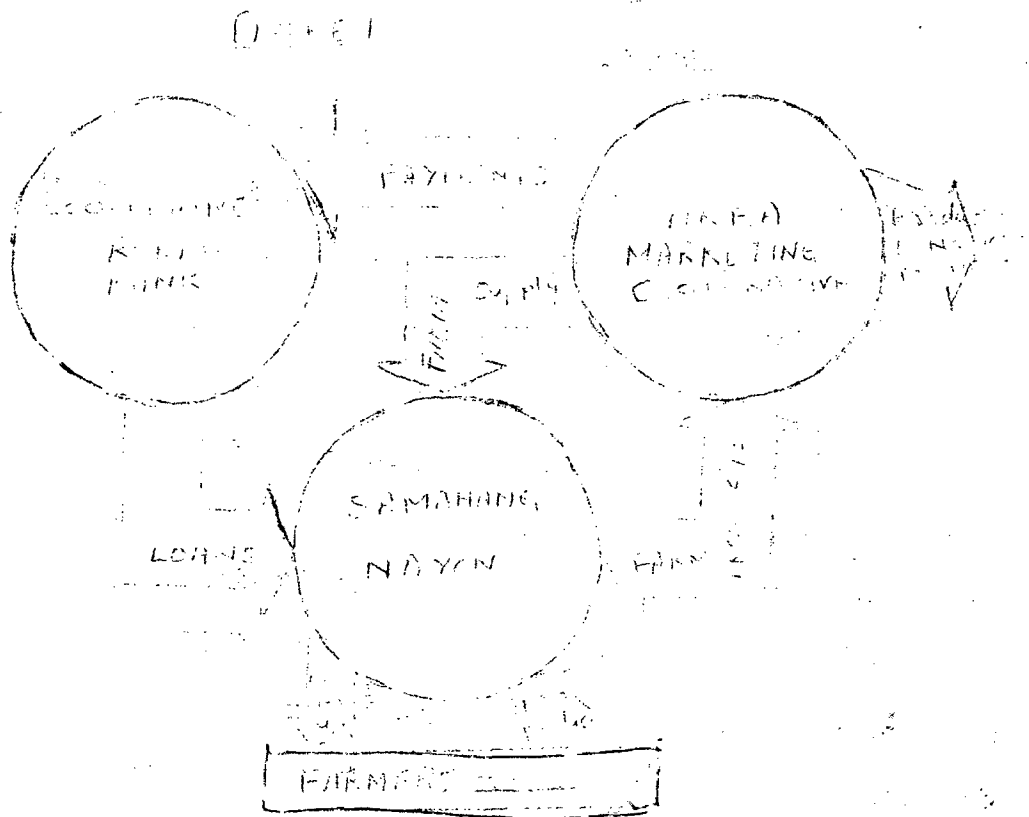
Strategy and Structure. - The main strategy of the government in uplifting the poor, who is generally the small farmer, consists of: making him the owner of the land he tills, and an active member of a cooperative.¹⁸ As member of the Samahang Nayon or village association, he learns better farming methods and the requisite of cooperative membership. He learns the necessary discipline and the skill of running a cooperative organization. He also saves capital for investment in the cooperative. And he qualifies for the certificate of land transfer and for the guarantee of his amortization to be paid from the Barrio Guarantee Fund (BGF) in case of default.

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

¹⁸ This is embodied in Presidential Decree No. 27, "emancipating the tenant-farmers from the bondage of the soil."

by means of buying and selling through the cooperatives.

This is facilitated by triangular linkage of the Samahang Nayon with an Area Marketing Cooperative and a Cooperative Rural Bank as indicated in figure 1.



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

During stage I, the education and training of cooperative members and officers was intensive. The massive education and training was done through concerted efforts, the Ministry of Local Government and Community Development (MLGCD) coordinating extension personnel of different agencies like the Bureau of Agricultural Extension, the Bureau of Plant Industry, and the Bureau of Animal Industry, including the mass media. This lasted for 65 weeks. The first 10 weeks or phase I were devoted to organization of Samahang Nayons which included the pre-membership education for members; and the accumulation of capital for investment in full-fledged cooperatives.

Stage II involved the organization of full-fledged cooperatives in the rural areas. Stage III dealt with the organization of consumers' cooperatives in the urban areas. And stage IV took up the integration of the cooperative system. All in all, the cooperative development program was programmed to last for four years. But as its architect, Undersecretary Sacay, pointed out: "Whether this four-year program will take four years or 40 to realize, only time will tell."¹⁹ But it is expected that by 1982, the Philippine cooperative system will appear as depicted in figure 2.

¹⁹O.J. Sacay, Samahang Nayon, op. cit., p. 139.

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

The functions of the Bureau of Cooperatives

Development are:

1. Establish an integrated system for the promotion, organization, supervision, registration, development and evaluation of all types of cooperatives;
2. Provide assistance to cooperatives to improve their internal organization and management;
3. Develop the capabilities of cooperatives to effectively channel credits, utilize modern technology, unify marketing processes and form capital;
4. Coordinate efforts of local governments and the private sector in the organization and development of cooperatives throughout the country;
5. Develop new areas of cooperative enterprises such as banking, insurance, housing, investments, and other developmental enterprises;
6. Conduct studies towards the introduction of innovations in the field of cooperatives; and
7. Perform such other functions as may be provided by law.²⁰

²⁰Instructor's Manual (Mimeographed; Laguna: Community Development Center, 1973), pp. 34-35.

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

At the regional level the Regional Development Director, who reports directly to the MUGCD Secretary, implements the cooperatives development program through the Cooperatives Development Division and the Education and Training Division, and through the cooperative section in the provincial level. Under the cooperative Division is the Promotion, Education, and Training Section which is responsible for education and training programs, designs and activities. As of January, 1979, there are 70 Cooperative Development Officers, 39 Training Officers, 73 Provincial Development Officers, 70 Assistant Provincial Development Officers, 1,444 Municipal Development Officers and City Development Officers, and 1,151 Barrio Development Officers. At the regional and provincial levels, there is functional specialization. But at the municipal and barrio levels, the Municipal Development Officers and Barrio Development Officers perform works related to local governments, community development, and cooperatives development.

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

At the initial stages, education and training activities are intensive and extensive from the government side because the initiative of formulating and establishing a new cooperatives system came from the government's. Trainers training were initially done at the Education and Training Center of the MLGCD. The trainers, in turn, trained other trainers in the regional, provincial and municipal levels. At the municipal level, the fieldworkers also trained the volunteer barrio workers (VBW)²¹ who helped the Barrio Development Workers of the MLGCD recruit and train prospective farmer members of the Samahang Nayan.

²¹VBWs are usually teachers of the public schools who volunteered to assist in the pre-membership training of prospective members.

After the phase II of stage I or the management training of members and officers is completed, the Education and Training Committees are supposed to take over the responsibility of continuing the training of prospective members (the pre-membership education program) and new members. This is why five percent of the net surplus of all cooperatives are retained by the cooperatives or cooperative associations for their own training programs. This five percent educational fund retention from annual net surplus and the General Fund are sources of financing education and training activities. Another five percent of annual net savings goes to the Cooperative Education and Training Fund (CETF)²² which is administered by an Advisory Board appointed by the MLGCD Secretary two of whom come from the cooperatives, and one from the Ministry of Agrarian Reform.

To insure the continuity of training programs at the regional and local levels, each region is envisioned to establish regional information and training centers which will produce the trainers needed and implement the

²² Assistance from this fund were awarded, on a case to case basis, to some cooperative organizations for their training programs like the Philippine Cooperative Union League (P67,000) and the Metro-Manila Consumers Cooperative (P180,000). Priority is, however, given to the organization of a National Cooperative Union, and the Construction of a Cooperative Training Complex.

Pamantasan sa Nayon (School-on-the-air) program. This is a radio program which enables the farmer audience to acquire a recognized formal education through the radio.

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

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

The Agricultural Credit and Cooperatives Institute (ACCI) has been undertaking continuous research evaluation of BCOD's program implementation like that of the Samahang Nayon development program, and the area marketing-system development program. The ACCI has also provided facilities for workshop, conferences, and seminars held/sponsored by the BCOD and by cooperative federations like the Philippine Cooperative Credit Union League and the International Cooperatives Alliance (ICA). Specialists of the ACCI have also served as consultants and lecturers in various occasions dealing with agricultural credit and cooperatives.

Cooperative Member Education and Training by the Government Sector

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

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

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

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

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

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In 1977, the ACCI held 11 seminars/schools attended by 932 participants; issued a monthly newsletter; conducted 24 hours airtime radio programs; and produced and showed posters, slides, and films to an estimated 500 audience/viewers at the cost of ₱1,000. In 1978, 10 seminars/schools were held participated in by 923 trainees.

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

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

The Philippine Training Centers for Rural Development. - Based on broader objectives than those of both the ACCI's and the BCOD's the Philippine Training Centers for Rural Development also provides trainings that attempt to integrate the efforts of extension activities in the field by rural development agencies. This new institution is a "federated network of training centers consisting of: (1) a national training center for rural development (NTC-RD) which "has a national responsibility to train field-level supervisors, subject matter specialists, and training management specialist"; (2) five regional training centers for rural development (RTC-RD) in regional service areas and "which are expected to train area-based field technologists and/or technicians"; and (3) six farmers training centers for rural development (FTC-RD) which "will eventually have sub-regional service areas and will train farmer leader-demonstrators who will serve as effective local contact persons to help plan and implement rural development programs in their respective communities."²²

²²The Philippine Training Centers for Rural Development. Presidential Decree 1145 creating the FTC-RD envisions "... to speed up and facilitate agricultural and rural development through an efficient and effective program for the development, distribution and utilization of applicable technologies by the extension workers of all development agencies and institutions within the government and by all Filipino farmers."

Understandly, most activities of the centers were geared towards the building up of tie-ups with other institutions/agencies of rural development and the development of trainers and specialists who will eventually carry out various training programs at different levels. As of December 1978, a total of 2,743 participants man-weeks were trained: 412 at the development services specialist level; 1600 at the development program extensionist level; and 731 at the development program operation level for the last four months. In addition, multi-agency regional consultations with 74 participants from 13 different agro-based line agencies. In the national level, a national program consultation to review and evaluate relevant recommendations from the series of regional consultations was held and attended by 84 participants composed of bureau directors, planners, project officers and technical specialists. To complement the series of trainings, 26 volumes of major reports were produced during the last four months of 1978, and one volume covering the executive summary of both the regional and national program consultations.²³

These accomplishments, do not have direct and immediate bearing on cooperative member education. Nevertheless, in the long-run, the PTC-RD will certainly influence the direction and nature of training and extension

²³ "Progress Report 78-4" (mimeographed: The Philippine Training Centers for Rural Development), p. 1.

provided by colleges and universities in coordination with the ministries involved in rural development.

Education and training by the BCOD. - The education and training program of the BCOD complements the Bureau's drive at consolidating the gains in the organization and developmental stages of pre-cooperative associations and full-fledged cooperatives. At the same time the program ventures into new areas of development which are believed to open up better possibilities for cooperatives development. The new areas are: (1) federation of Samahang Nayons to give a voice to these associations in the various levels and centers of policy making; (2) the extension and promotion of cooperatives among special groups such as fishermen, former rebels, the members of the Federation of Free Farmers, and inhabitants of "depressed areas"²⁴ and (3) the integration of cooperation principles and practice into the public school curricula.

To see the extent and magnitude along the lines indicated, summary tables included in the text, and tables showing more details which form part of the appendices of this paper are presented. Data analyzed and tabulated came from the records of the BCOD Education and Training Division.

²⁴ Refers to poverty-stricken, or battle-stricken area.

Table 1 shows the training courses addressed to ordinary cooperative members by the BCOD. There were four types of courses, dealing with pre-membership education, farm management skills, and cooperative marketing. These trainings were mainly for the former rebels and peasants and for prospective members of the Metro-Manila Consumers Cooperative (Super Palengke). For all four courses, 596 participants attended, with an average of 206 participants per course held at one time only. Each course lasted for an average of 30 hours or four days. Total cost for the four courses was ₱176,560, giving an average cost per course at ₱13,582 and an average cost of ₱30 per participant.

There were more courses for the cooperative officers as demonstrated in Table 2, and this is to be expected, considering the various aspects of training needs of cooperative officers. Here, the thrust into the federation of Samahang Nayon and into the marketing field is evident. There were 1598 participants, and the average number of participants per course was 293. The average number of training hours per course was 28, equivalent to four days. The average cost per course held at one time was ₱9,719, and the average cost per participant was ₱10.

The special trainings for the integration of cooperation into the public school curricula and for other trainors are reflected in Table 3. There were at least four courses with an average of 348 participants per course, held for 233 hours or 29 days per course, at ₱42,193 cost per course and at ₱68 cost per participant.

Table 1. BCOD training courses for ordinary coop members, CY 1978

Courses Held	No. of participants	No. of times held	Total training hours *	Total Cost (P)	Ave. Cost/ participant (P)	Ave. Cost/ batch (P)
	(1)	(2)	(3)	(4)	(5)	(6)
1. Skills Training (farm management)	320	8	448	P120,000	P46.88	P15,000.00
2. PMEIP	70	2	40	-	-	-
3. Development Training (ex. Coop Marketing)	74	2	24	-	-	-
4. Coop Marketing Seminar for Selected Model Farmers	132	5	40	56,560	85.70	11,312.00
Total (All)	596	17	512	P176,560	P30.05	P13,581.54

Source: Records of the BCOD Education and Training Division.

*One-day session = 8 hours.

Table 3. BCOD courses for Cooperative Agents/Trainers/Teachers, CY 1978

Courses Held	No. of participants	No. of times held	Total training hours	Total Cost	Ave. Cost/participant	Ave. Cost/batch
	(1)	(2)	(3)	(4)	(5)	(6)
1. Teachers training (Regional level)	574	5	422	₱292,620	₱101.96	₱58,524.00
2. Workshop on Preparation on Instructional Material	58	2	112	67,736	583.93	33,868.00
3. National Teachers Training	165	3	104	158,160	319.31	52,720.00
4. Trainers Training	-	3	264	39,000	-	10,000.00
Total (All)	797	13	932	₱548,516	₱58.82	₱42,193.54

Source: Records of the BCOD Education and Training Division.

Table 2. BCOD training courses for cooperative officers, CY 1978

Courses Held	No. of participants	No. of times held	Total training hours	Total Cost	Ave. Cost/ participants	Ave. Cost/ batch
1. Orientation Seminar for Officers KSN/OMB/AMC/SN	335	8	96	P148,609	P55.45	P18,576.12
2. Seminar Workshop for Officers	170	6	34	50,000	49.02	8,333.33
3. Evaluation Conference AMCs/CRBs	50	2	32	-	-	-
4. Management Training for Officers	115	3	104	20,106.90	58.28	6,702.30
5. PNEP for Officers	430	6	248	34,000	13.18	5,666.67
6. Refresher course on Coop Marketing	498	3	168	-	-	-
Total (All)	1598	28	776	P2152,715.90	P10.46	P9,719.84

Source: Records of BCOD Education and Training Division.

o Session per day o 8 hours.

For 1979, 10 types of training courses are planned with total funding of ₱1,193,500 (Table 4). The average cost per course is ₱14,554. One may note the emphasis given to the program in integrating cooperation into the school curricula, and on the development of full-fledged cooperatives, and on revitalization of the Samahang Nayons.

Education and training activities in the regions. - The education and training activities for ordinary cooperative members are expectedly more and varied in the regions. This observation is reflected in Table 5 showing eight types of courses offered in 1978. One may note, however, that on the average, only two regions held one of these training courses, and that each course had 46 average participants costing ₱1,096 per course and ₱33 per participant. In 1979 there are three regions who conducted a training course with an average of 200 participants at ₱1,000 cost per course, and 43 cost per participant (Table 6).

The training for the cooperative members in 1978 consisted of 10 types of courses for which, on the average, only two regions were involved (Table 7). The average cost per course was ₱9,265, and the cost per participant was ₱78. In 1979, there were also average of two regions which offered each of the eight courses. The average cost per course was ₱19,665, and the cost per participant was ₱30 (Table 8).

Activities	Frequency	Funding	Average Cost/ Course
1. SN Revitalization	16	₱ 382,000.00	₱ 23,875
2. Follow-up Trainings Methodology and Techniques	2	6,000.00**	3,000
3. Pre-Seminar Consumers' Cooperation	1	17,000**	17,000
4. Technical Meeting on Teaching Coop in College	1	20,000**	20,000
5. Integration of Coops in School Curricula			
5.1 Elementary Level	11	192,500	17,500
5.2 Secondary Level	12	258,000	21,500
5.3 Tertiary Level	10	95,000	9,500
6. Trainers' Training on Kilusang Bayan	2	48,000	24,000
7. Production/Printing	15	75,000	5,000
8. Information Drives (Supportive of PCARR and RIC Projects)	12	100,000	8,333.33
9. Press Coverages	12	MOE = Ministry Commitment yearly until revoked	
10. Radio/TV Support Activities	12	MOE	
Total (All)	106	₱ 1,193,500	₱ 14,554.88

of People - Sponsored Activities
of BOOD counterpart fund

Table 5. Training courses offered for ordinary cooperative members held by 7 development regions, CY 1978

Courses offered	: No. of regions : : Involved	: No. of participants : : :	: No. of times : : held :	: Ave. No. of training : : hrs./course :	: Total Cost : : P	: Ave. Cost : : Ave. cost/	: Ave. Cost : : Ave. cost/	: Ave. Cost : : Ave. cost/	: Ave. Cost : : Ave. cost/
1. PMEP	3	8402	38	1339	P 52,137	40	P 1,000		
2. Management training for members	4	323	3	32	9,158	28	2,000		
3. Organization and re-organization	1	37	-	-	3,158	85	-		
4. Skill training	4	201	-	67	6,148	6	-		
5. Self-help	1	-	5	7.2	-	8	-		
6. Coop Seminar/Management Seminar	2	-	-	-	4000	-	-		
7. Refresher course	1	47	1	8	288	6	288		
8. Product Specialization	1	-	1	8	-	-	-		
Total (All)		9,010			P 71,289	33	P 1,096		

* Indicated by three development regions
 ** Indicated by four development regions

Table 6. Training course for ordinary cooperative members held by 7 development regions, CY 1979

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Courses offered	No. of regions involved	No. of participants	No. of times held	Ave. No. of training hours/course	Total Cost	Ave. Cost/participant	Ave. Cost/batch
1. PMEP	5	7,800	30	12,137	138,500*	30	1,000
2. Management training for members	4	2,125	6	32	112,000*	60	1,000
3. Organization and re-organization	2	200	-	67	8,000	40	-
4. Skill training	2	6,050	-	32	64,500	42	-
5. Re-echo seminar	1	375	-	-	-	-	-
Total (All)				3,067	323,000	43	1,000

* Indicated by five development regions
 ** Indicated by four development regions

Table 7. Training courses for cooperative officers held by 7 development regions, CY 1978

Courses Held	: No. of regions involved	: No. of participants	: No. of times held	: Ave. No. of training hours	: Total Cost	: Ave. cost/	
						: participant	: batch
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Management training for officers	6	544	28	12	68,466*	10.00	1786
2. Seminar/Workshop for officers	4	816	3	112	47,500	10.30	2167
3. Coop Counsellors/trainors training and workshop	1	350	7	-	36,000	14.27	5143
4. Coop Marketing Project Seminar	1	56	-	-	13,000	23.24	-
5. Joint gov't coop sector seminar workshop	1	-	-	-	-	-	-
6. Development refresher course	2	-	-	-	2,500	-	-
7. Echo-Sem. on Tech, and Unions	2	139	4	-	92,000*	165.46	23000
8. Reorganization and re-organization seminar	2	101	1	16	21,233	316.28	14233
9. PMEP for officers	1	1654	-	867	87,700	-	-
10. Social Dev't Seminar	1	180	-	16	2,020	11.25	-
Total (All)		3840		1,023	370,419	P 78.68	P 9286

* Indicated by four development regions only

** Indicated by one development region only

Source: Questionnaires completed by Development Regions I, V, VII, VIII, X, XI, XII

Table 9. Training course for cooperative officers held by 7 development regions, CY 1979

Courses offered	No. of regions	No. of participants	No. of times held	Average No. of training hours	Total Cost	Ave. Cost/ participants	Ave. cost/ batch
1. Management training and operation for officers	4	893	26	8	104,301	17	3,6992
2. Seminar Workshop	1	100	2	-	6,000	30	30,000
3. Coop Counsellors/ Trainers Training and Workshop	2	600	18	-	115,000	8	6,389
4. Specialized Skills Training	3	110	24	-	278,000*	27	11,583
5. Semi-Annual Work Conference Planning	2	995	2	112	35,000	-	17,500
6. PMRC/AMC/CRB	3	2880	4	-	18,000*	-	1,500
7. Re-organization and re-orientation course	1	968	4	8	268,000	69	67,000
8. Social Dev't Seminar	1	300	-	-	-	-	-
Total (VII)		6,846	43		P 822,301	P 30	P 19,656

* Indicates that these development regions.

On the other hand, the training for teachers and trainers who will pioneer the integration of cooperativism in the public schools included five types of courses. On the average less than three regions were involved in this type of training at ₱10,669 cost per course, and ₱79 cost per participant (Table 9). In 1979 there were three courses for trainers and teachers engaged in by two regions, on the average, at a cost of ₱9,276 per course, and ₱267 per participant (Table 10).

Based on the data presented for both the BCOD and the regional development offices, one can see that the trainings of the regional offices were "echoes" of the trainings conducted by the BCOD. Moreover the training for ordinary cooperative members was more intensive compared to the training for officers and trainers. In fact, one region failed to report any training for ordinary members. Training courses offered to ordinary members were mostly pre-membership courses for new types of cooperatives such as fishermen's cooperatives and marketing cooperatives. Some are refresher courses which, of course, reflect the "back to the Samahang Nayan" strategy of cooperatives development.

The techniques, methods, approaches, and devices used for training and education. - Considering the facts that: as of 1977, 25 percent of the 35,274 target barangays remained unreached by the cooperative movement, 42 percent of the 35,000 target Samahang Nayons to be organized, and 14 percent of the 20,000 Samahang Nayons to be registered still remain to be

Table 9. Training courses for cooperative agents/trainors/teachers held by 7 development regions, CY 1978.

	(1)	(2)	(3)	(4)	(5)	(5)	(7)
Courses offered	No. of regions involved	No. of participants	No. of times held	Ave. No. of training hours	Total Cost	Ave. cost/participant	Ave. cost/batch
1. Teachers training of Integrating Coop in the School Curriculum	5	555	5	48	71,206	74.30	10,441
2. Coop Trainors Training	4	270	-	76	12,250	-	-
3. Echo-Orientation on Coop-example: market project	2	38	1	-	17,000	44.73	17,000
4. Orientation course for trainors	1	38	3	8	13,700	120.17	4,567
5. Conference/Seminar on Management Aspect	1	632	-	-	8,995	-	-
Total (All)		1533		44	246,302	79.73	10,669

Table 10. Training courses for cooperative agents/trainors/teachers held by 7 development regions, CY 1979

Courses offered	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Trainers training	3	464	1	80	P27,180	370	10,000
2. Teachers training of Integrating Coop In the School Curriculum	2	88	4	8	34,206	164	8,552
3. Management and skills training for officers	1	700	-	-	9,000	-	-
Total (All)		6252	44	P 70,386	P267	P 9,276	

attended to,²⁵ the strategy of "echo" and "re-echo" seminars was adopted. This was done at the start of cooperatives development in which trainers were trained, who in turn trained other trainers, and so on to the Volunteer Barrio Workers (VBWs) who finally trained the prospective SN members.²⁶

Workshops and seminars among and between field implementors at different levels were also conducted for better coordination and more effective feedback and problem resolution. Open-forums, demonstration techniques, and the use of visual aids were used to enhance the teaching-learning situation.

In terms of popularizing the cooperative movement, annual awards given to "model farmers," to "most outstanding Samahang Nayons" (MOSAN), and to "most outstanding Area Marketing Cooperatives" were given and provided wide publicity. The assistance of popular "actors" and "actresses" from the entertainment sector was also sought, especially in the opening of new Cooperative Rural Banks.

²⁵"Cooperative Development Program: Development Plan, August 1977" (Mimeographed; Manila: Bureau of Cooperatives Development), p. 10.

²⁶O. J. Sacay, op. cit., p. 85.

Closer Look at Cooperative Member Education and Training by the Private Sector

The preceding discussion has shown that participation in cooperatives development from the private sector is becoming stronger with the support of church officials and leaders, including financial assistance from foreign countries. One may even say that through the federation of the credit unions and consumers cooperatives, this private sector has become a strong voice which is asking for recognition through the Cooperative Consultative and Coordinating Committee (CCCC).

At present, there are seven organizations which are active in undertaking cooperative member education and training in the Philippines. These are: (1) the Philippine Cooperative Credit Union League (PHILCUL); (2) the Cooperative Foundation of the Philippines, Incorporated (CFPI); (3) the Southern Philippines Educational Cooperative Center (SPECC); (4) the Visayas Cooperative Training Center (Foundation) (VICTO); (5) the Bicol Cooperative Training Center (BCTC); (6) the Tagalog Cooperative Training and Education Center (TAGCOTEC); and (7) the Northern Luzon Cooperative Education and Development Center (NORLUCEDC).

Let me describe in more detail the training activities of these organizations.

The PHILCUL,²⁷ - Since its registration as a cooperative federation by the Cooperative Administration Office (CAO) on December 14, 1963, the PHILCUL has been active in the promotion organization, and development of credit unions.

It was active in the offering of management courses to officers and employees of credit unions, and in the teaching of technical courses for cooperative employees such as bookkeeping for bookkeepers. It was also active in the dissemination and distribution of information and training materials.

The more recent activities and accomplishments of the PHILCUL were reported in the Leadership Conference and General Assembly held on May 26-28, 1978. The training conducted were: (1) seminar workshops for auditors attended by 21 Certified Public Accountants who were deputized as PHILCUL-BCOD Auditors and who will compose the audit teams who will serve the auditing and bookkeeping needs of various cooperatives in the field; (2) trainers seminar for consumer cooperative leaders in cooperation with the Filipino Cooperative Wholesale Society (FCWS); and (3) trainers

²⁷For historical background, see A. H. Brillantes, "The PHILCUL Story" Philippine Cooperatives Advocate, (December, 1963), pp. 29-43. See also C. Montemayor, "New Frontiers for Credit Unions and the PHILCUL" Philippine Cooperatives Advocate Vol. VI, No. 12 (December, 1964) pp. 30-31.

seminar sponsored by the DSSD Credit Cooperative. In addition, PHILCUL also continued issuing mimeographed copies of: (1) Officers Manual; (2) Trainers Manual; (3) Supervisory Committee Manual; (4) Audit Manual; (5) Cooperative Insurance; and (6) Circulars. It continued to publish "Ang Payong."

The CFPI,²⁸ - Founded on May 20, 1977, the Cooperative Foundation of the Philippines, Incorporated took over the functions of the Cooperative Management Services, Incorporated (CMSI) in providing competent and well-trained managers for full-fledged cooperatives. Besides this function, CFPI aims "to provide training and education that will develop active and intelligent involvement of Samahang Nayon and members in the activities of their cooperative, upgrade management and staff capabilities and institute standard management information systems, administrative and operating system and procedures. The Foundation will thus conduct seminars, classes, conferences and lectures to carry out this purpose."

An example of CFPI's training output was the seminar/workshop for Auditors jointly conducted with the BCOD and PHILCUL. For this workshop, PHILCUL was able to obtain P67,000 assistance from the Cooperative Development Loan Fund (CDLF).

²⁸See A. Arcellana, "Cooperative Foundation Philippines, Incorporated: Nature, Purpose, Functions and Program."

The five training centers.²⁹ - Since the five training centers composed of the SPECC, VICTO, BCTC, TAGCOTEC, and NORLUCEDC have parallel training activities. Looking at their comparative performance and the pattern of their training programs may be more meaningful than treating them separately. In fact, they belong to the National Association of Training Centers for Cooperative (NATCCO) which integrates training activities by the five centers, to represent the five centers with government and non-government agencies locally and abroad, and to share literature, manuals, and other training materials with the five training centers.

The SPECC is based in Northern Mindanao, the VICTO in Central Visayas, the BCTC in Bicol, the TAGCOTEC in Metro-Manila, and the NORLUCEDC in Northern Luzon. These training centers have intimate working relations with the Catholic religious movements such as the Centre for Economic and Social Studies (CESS), Inc. with the SPECC; the Buhí Rural Social Development Center (BRSDC) with BCTC; and the Social Action Center (SAC) with the NORLUCEDC.

²⁹ For more details about the SPECC, VICTO, BCTC, TAGCOTEC, and NORLUCEDC see "Training Centers," Integrated Cooperative System.

Looking at Tables 11, 12, and 13, one may note that almost all the centers focused their trainings on officers, employees, and leaders of cooperatives. The education of members was, understandably not given much attention to. It is intended that the training of leaders in the training centers would be "echoed" by the leaders among the ordinary cooperative members. The training of the management staff or employees of the cooperatives were emphasized, including the management training for the cooperative officers.

In terms of financing the education and training programs at the center, one may note the heavy reliance on outside grants despite the training fees charged from the participants.³⁰ The SPECC obtained financial assistance from the Zentralstelle Fur Entwicklungshilfe, the Federal Republic of Germany, and the Friedrich-Ebert Stiftung (FES); the VICTO from the FES, the MISEREOR, and the Philippine Business for Social Progress (PBSP); the BCTC from the PBSP; and the TAGCOTEC and NORLUCEDC from the FES.³¹

³⁰ For example, the NORLUCEDC charged a registration fee of ₱40 plus a seminar fee of ₱145 per participant.

³¹ National Association of Training Centers for Cooperatives, 1977.

Table II. Type and number of training courses held by the five non-government training centers CY 1976

Type of training course	BCTC	NORLUCDEBC	SPBOC/CSS	TAGCOTEC	VICTO
	Frequency	Frequency	Frequency	Frequency	Frequency
	Total	Total	Total	Total	Total
	held	held	held	held	held
	participants	participants	participants	participants	participants
1. Leadership Seminar	2				
2. S/W for B.D.	2			3	13
3. Seminar for Credit Committee	1			1	20
4. Management Decision Making		1		8	
5. Coop Dev't Seminar					2
6. Training course for officers					2
7. Delinquency control	1				18

Courses for Management Staff

1. Leadership Seminar

3 90

Table II. Type and number of training courses held by the five non-government training centers
 CY 1976 (continuation)

Type of training course	BCTC		NORUJCEDEC		SPECG/CESS		TAGCOTEC		VICTO	
	Frequency	Total	Frequency	Total	Frequency	Total	Frequency	Total	Frequency	Total
1. Development Seminar					3	90				
2. Accounting/Auditing and Bookkeeping	1	12	1	15			1	1		19
3. Follow-up for Bookkeepers	1	19	19	-	-	-	-	-		3
4. Management Seminar Workshop	4	108	1	8	5	122	1	12	3	39
<u>For Members</u>										
1. Education Seminar			1	22	1	29				
<u>For Trainers</u>										
1. Trainers training	1	25					1	34		
2. Follow-up for cooperatives	1	20								

Source: National Association of Training Centers for Cooperatives, 1977

Table 12. Type and number of training courses held by five non-government training centers
 CY 1977

Types of training course	BCTC		NORLUCEDEC		SPEC/CESS		TAGCOTEC		VICFO	
	Pre- : quency of part-	held : of parts	Pre- : quency of part-	held : of parts	Pre- : quency of part-	held : of parts	Pre- : quency of part-	held : of parts	Pre- : quency of part-	held : of parts
For Officers										
1. Leadership course							6			
2. S/W for B.D.	2	42		1		x	1		20	
3. Seminar for Credit Committee				1		x				
4. Seminar for Educ. Committee				1		x	1		20	
5. Correspondence course				1		x				
6. S/W Supervisory							1		41	
7. Delinquency control			2			57				
For Management Staff										
1. Mgt. Seminar Workshop	2	42	1	19	4	x	1		x	x

Table 12. Type and number of training courses held by five non-government training centers
CY 1977 (continuation)

Type of Training Course	BCTC		NORLUCEDDEC		SPEC/CESS		TAGCOTEC		VICTO	
	Frequency	Total no. of participants held	Frequency	Total no. of participants held	Frequency	Total no. of participants held	Frequency	Total no. of participants held	Frequency	Total no. of participants held
2. Accounting/Auditing Bookkeeping	1	20	2	22	1	x				
3. Follow-up for Bookkeepers					1	x				
4. Development Seminar			1	19	1	x			4	4
For Trainers										
1. Trainers training	1	50	2	45			1	20		
2. New methods in Developing Training Design for Trainers							1	13		
For Members - NONE										

Source: (1) NORLUCEDDEC, 3rd Annual General Assembly, 1978
 (2) Bicol Cooperative Inc, BCTC, Annual Report for 1978
 (3) TAGCOTEC, Annual Report

Table 13. Type and number of training courses held by non-government training centers,
CY 1978

Type of training course	BCYC		NORLUCDEC		TAGCOTEC	
	Frequency held	Total No. of participants	Frequency held	Total No. of participants	Frequency held	Total No. of participants
For officers						
1. Training course for B.D.			1	25		
2. Coop Dev't Planning	1	33				
3. Delinquency control			1	25		
4. Seminar credit committee	1	33				
5. Seminar CMOR Cooperative					2	31
For Management Staff						
1. Management training course	2	66			2	70
2. Cooperative Banking and Taxation			2	40		
3. Sales and Inventory course			1	25		
4. Coop Integration			1	20		

Table 13. Type and number of training courses held by non-government training centers.
CY 1978m (continuation)

Type of training course	BCTC		NORJUCEDBC		TAGCOTEC	
	Frequency	Total No. of held participants	Frequency	Total No. of held participants	Frequency	Total No. of held participants
1. In-house training	2	66	2	50	4	92
<u>For members</u>						
1. Memberships and capital build-up			1	20		

Sources: (1) NORJUCEDBC, 3rd Annual General Assembly, 1978
 (2) BCTC, Annual Report for 1978
 (3) TAGCOTEC, Annual Report

Training techniques and devices. - The training technique used by the five centers includes lectures, demonstrations, study tours, case studies, role playing, and small group discussions. Manuals and mimeographed copies of references were provided the participants to enhance but not to substitute the lecture-discussion meetings.

Basically, both the government and private sectors follow the same approaches to cooperative development. This is to say: (1) developing active and dedicated leadership in the cooperatives movements; (2) teaching cooperative officers and employees the necessary management skills in running a business; and (3) educating the members for active participation. This is from the point of view of member education. Of course, pooling of capital investments and building an integrated cooperative system are part of the whole scheme.

Whether or not the strategy is working is a question that must be answered by an empirical research. This is true also to an evaluation of present methodologies in member education.

Problems and Prospects

Having presented to you the past and present developments of cooperative organizations in the Philippines, there are problems which I would like to call your attention to. You may see other problems, and I will appreciate it if you can share them with us. However, allow me to take the initiative of identifying the problems and of suggesting remedial measures.

BCOD does not have line functions. - One immediate observation that strikes one upon looking at the organizational chart of the Ministry of Local Government and Community Development is that, BCOD, although it is charged with responsibilities that need field implementation, is merely a staff office that has no direct line authority over the field levels that implement programs on cooperatives development. Whatever instructions BCOD wants the field levels to carry out, such instructions must be cleared and signed by the MIGCD Minister who passes on such instructions to the Regional Development Directors, and who also transmits the instructions down the line.

Of course, one reason for assigning staff functions only to BCOD is to prevent BCOD, BLG and BCD from competing against each other for control of the field workers. Moreover, the decentralization principle which was adopted in the reorganization of the government bureaucracy dictates that the Regional Development Offices are encouraged to take more initiative in formulating their own programs of development.

To solve this problem, a move was made for the passage of a law making the Bureau of Cooperatives Development Commission which will have fieldworkers working for it in the field. However, it was believed that drastic changes in the administrative set-up might imperil the continuity of programs now being implemented.

Another alternative solution may simply be the recruitment and training of new workers who will be assigned in the municipal and barangay levels solely to promote cooperatives development. In other words, there will also be specialization of functions among fieldworkers in the municipal and barangay levels as in the provincial and regional levels. This will also solve the problem and field complaints that fieldworkers are overworked and undermanned.

Proliferation of training centers. - At first glance, one sees a proliferation of training centers both in the government and private sectors. One cannot see how one training center cannot duplicate the functions and overlap the area of responsibility of the other training centers.

It is envisioned, however, that a National Union of Cooperatives (NUP) will be organized from the existing unions and federations³² which will provide auditing, education, and publication services to the lower levels cooperatives. The role to be taken by the government in terms of providing auditing and education services will definitely lessen and eventually be reduced to supervisory and ministerial functions.

³² For details see Integrated Cooperative System (Recommendations and positions papers presented during the National Cooperative Symposium held on September 4-10, 1977 in Manila); and "Cooperative Development Plan, August 1977" (mimeographed).

Nevertheless, the proliferation of education and training centers may be taken as a healthy sign of the competitive spirit. Whichever of the centers provide the best services to the primaries, and whichever the primary societies want to continue serving their needs should be given financial support and encouragement by the Government and other funding institutions.

The ultimate problem of reaching the ordinary member. - As noted already, education and training has been addressed by both government and private agencies mainly to cooperative leaders, officers, and employees. One wonders, however, whether or not these leaders and officers were able to pass on their knowledge and cooperative education to the ordinary members. The crucial question related to member education is: were they able to galvanize the Education and Training Committees to conduct member education?

The problem of member education, on the other hand, cannot be treated in isolation from other aspects of cooperative organization. There is a need for activating the Samahang Nayons and linking them with the business operations of the full-fledged cooperatives. This must be done in the barangay and municipal levels. No amount of trainings by BCOD, the Regional Development Offices, or by the five private training centers can substitute for a determined and continuous supervision of the activities of the pre-and full-fledged cooperatives.

Summary and Conclusion

To recapitulate, I attempted to present member education in the Philippines by first giving a brief historical account of cooperatives development in the past. Here, I indicated that the lack of member education and training or the lack of giving the appropriate training and integrating such training and education with the actual day-to-day activities of the cooperatives was one of the causes for the past failure of the earlier cooperatives development programs. Moreover, I showed that the Philippine Government has always been sympathetic to the establishment of viable cooperative organization and has, in fact, made cooperative organizations the major instruments in rural development.

Hand in hand with the Government, the private sector, through the guidance of active church officials and lay leaders, and other private agencies like the PRRM, has contributed to the promotion and organization of credit unions and consumers associations. These associations, together with federations like the PHILCUL and the NATTCO have become partners of the Government in the new cooperatives development efforts.

It is heart-warming to note, in addition, the generous financial assistance from different international agencies such as the FES and the USAID, without which the training activities discussed earlier might not have been possible.

This is not to say, however, that the cooperative movement in the Philippines will remain dependent on Government and foreign assistance. In fact, the by-laws of all cooperatives provide for the allocation of 10 percent of net surplus for member education, five percent of which is remitted to the CETF and the other five percent retained for local use. Eventually, it is hoped that the cooperative movement will "stand on its own feet," so to speak, and become a really viable institution for development.

In conclusion, let me share with you the wisdom of one of our truly great thinkers who combined thinking with heroic acts as paraphrased by our foremost leader today:

A continuing internal revolution is vital if we are to comprehend the meaning of public service, of effectiveness and efficiency. Ultimately, bureaucratic ills reflect a poverty of human character which are simultaneously resolved by institutional and attitudinal re-orientation. No less than an internal revolution that touches upon the hearts and minds of our people is demanded. As Mahatma once said: "In order to build the proper edifice for our social regeneration, it is imperative that we change radically not only our own institutions but also our ways of thinking and behaving."²³

The training courses held for members were essentially the rudiments necessary for understanding cooperative principles and practices and for enabling prospective members to perform the requirements of membership. There were four courses given to 946 participants at a total cost of P191,767. Average cost per participant was P238.33 or P2.77 per participant per hour. The development training and the cooperative marketing seminar were the more costly courses ranging from P3.45 to P6.70 per participant per hour.

On the other hand, the trainings undertaken for cooperative officers were more varied ranging from workshops, evaluation conferences, and refresher courses. These trainings also reflect the vigorous efforts at strengthening the Kilusan ng Samahang Nayons (KSN), the AMCs and the CRPs. The six types of courses were attended by an average number of 196 participants per type of course at an average P647.89 per participant or P4.87 per participant per hour.

The training for trainers and teachers for the integration of cooperative subjects into the school curricula consisted of workshops for the preparation and trial of teaching materials, the training of teacher cooperators and of school officials who will be involved in the pilot projects, and the evaluation conferences and try-outs of materials in the pilot projects. The average cost per participant was P867.17 or P6.96 per participant per hour.

Education and training by the BCOD. - The education and training program of the BCOD complemented the Bureau's drive at consolidating the gains in the organization and developmental stages of the pre-cooperative associations and in the integration of cooperatives. Moreover, education and training activities of the BCOD provided the necessary "softening up" support for special projects.

The special projects supported were: (1) the United Nations Development Program assistance project which aimed at strengthening Area Marketing Cooperatives (AMCs) by activating trading between Samahang Nayon (SN) members and AMCs and between AMCs and marketing outlets in Metropolitan Manila such as the Metro-Manila Consumer's Cooperatives (MMCC) through the Cooperative Marketing System of the Philippines (CMSP) and the Manila Market Vendors' Cooperative (MAMVESCO); (2) the organization of Fishing Cooperative Marketing (FCM) in Masinloc, Zambales and in Mercedes, Camarines Norte; (3) the organization of Area Based Cooperatives (ABC) in Olutanga, Zamboanga del Sur, in Siasi, Sulu, and in Polanco, Zamboanga del Norte; and (4) the organization of farmers cooperatives among former rebels in Pampanga.¹

Thus, tables 1-3 show the types of training courses given to ordinary cooperative members, officers, management staff, and trainers/teachers.

¹ See Bureau of Cooperatives Development, "Report on Cooperatives" (1st, 2nd, 3rd, 4th quarter, 1978).

Table 1. BCOED training courses for ordinary cooperative members, CY 1978

Courses Held	No. of Participants	No. of Times Held	Total Training Hours*	Total Cost (P)	Average cost per Participant (P)	Average cost per Batch (P)	Average Cost per Participant	Average Cost per Hour (P)
1. KSN Skills Training (farm management)	320	8	448	120,000.00	375.00	15,000.00	.84	
2. PWERP	420	4	112	5,000.00	11.90	1,250.00	.11	
3. Coop Marketing Seminar for Selected Model Farmer	132	4	64	56,560.00	428.48	14,140.00	6.70	
4. Development Training	74	1	40	10,206.90	137.93	10,206.90	3.45	
AVERAGE TOTAL	236.50	4.25	166	47,941.725	238.33	10,149.225	2.77	

Source: Records of the BCOED Education and Training Division

*One-day session = 8 hours

Table 2. BCOD training courses for cooperative educators, CY 1978

Courses Held	No. of Participants	No. of Times Held	Total Training Hours*	Total Cost (p)	Average cost per Participant (p)	Average cost per Batch (p)	Average Cost per Participant (p)
1. Orientation Seminar for officers KSN/CRB/AMC/SN	335	8	128	148,609.00	443.61	18,576.12	3.47
2. Seminar Workshop for officers	16	5	104	14,500.00	906.25	2,900.00	8.71
3. PNEP		3	168	29,000.00		7,000.00	-
4. Evaluation Conferences	50	1	40				-
5. Management Training	84	4	244	49,880.00	593.81	12,470.00	2.43
6. Refresher Course on Cooperative Marketing	498	8	498				-
AVERAGE TOTAL	196.60	4.83	197	60,497.25	647.89	10,236.53	4.87

Source: BCOD Education and Training Division.

*One-day session = 8 hours.

It is apparent that member education was conducted only in connection with special projects. It was conducted at a much lower cost per participant per hour compared to the training cost for cooperative officers and trainers/teachers. The training for trainers/teachers was more than twice costly as that for ordinary members'. The higher cost for the trainings of both cooperative officers and trainers/teachers may be explained by the fact that members' training entails only a minimum of expenses, usually for meal allowances of participants and resource persons only, compared to the training of officers and trainers/teachers which includes expenses for transportation, per diem or accomodation allowance, lease of seminar facilities, and field trips.

For 1979, 10 types of training courses were planned with total funding of P1,193,500 and average cost per course at P14,555 (Table 4). Only two training courses had anything to do with member education namely: SN revitalization; and pre-seminar on consumers' cooperation. Most trainings were focused on the integration of cooperatives into the school curricula.

Education and training activities in the regions. - Since the regional offices have direct line supervision and control over the provincial and municipal levels, it is expected that they have more concern over cooperative member education, compared to the BCOD. The courses held varied from orientation seminar, pre-membership education, skills training, and

refresher courses. In 1978, the average cost per participant was P39.06 and the average cost per participant per hour was P1.09 (Table 5a). In 1979, the average cost per participant would be P37.62 and the average cost per participant per hour would be P0.82 (Table 5b). In general, the cost per participant is reduced from 1978 to 1979.

On the other hand, the training courses given to officers were specific to the type of officers such as Board of Directors and Committee members and were particular with management trainings and orientation seminars for special project (Table 6a and 6b). The average cost per participant was P142.65 in 1968 and P236.74 in 1979; and the average cost per participant per hour was P7.04 in 1978 and P13.55 in 1979.

As in the case of the BCOD, training for officers was much costlier than training for ordinary members. However, the variety and extent of training were almost similar. In other words, ordinary member training was equally attended to like that for the officers'.

The training for the management staff was equally attended to. Trainings for managers, bookkeepers, accountants, treasurers, and auditors were also held (Table 7). The cost per participant was P166.86 in 1978, and P175.06 in 1979. The cost per participant per hour was P4.44 in 1978 and P5.47 in 1979. The trainings for the management staff were less costly compared to those given to officers but more compared to those given to ordinary members because the expenses incurred were

Table 3. BCOB courses for cooperative agents/trainors/teachers, CY 1978

Courses Held	No. of Participants	No. of Times Held	Total Training Hours*	Total Cost (p)	Average Cost per Participant (p)	Average cost per Batch (p)	Average Cost per Participant (p)	Average Cost per Hour (p)
1. Teachers Training (Regional Level)	614	12	384	291,700.00	475.08	24,308.33	1.24	
2. Workshop on Preparation of Instructional Material	58	2	112	67,736.00	1,167.86	33,868.00	10.43	
3. National Teachers' Training	165	5	104	158,162.00	958.56	31,632.40	9.22	
4. Trainors' Training		3	320	30,000.00	-	10,000		
AVERAGE TOTAL (ALL)	279	5.5	230	137,129.50	867.17	27,266.26	6.96	

Source: BCOB Education and Training Division.

*One-day session = 8 hours

Table 5a. Training Course for ordinary cooperative members held by seven development regions, CY 1978

Courses Offered	No. of Regions Involved	Average No. Of Participants	Average Frequency Held	Average Training Hours	Average Total Cost (P)	Average Cost per Participant (P)	Average Cost per Batch (P)	Average Cost per Participant per Hour (P)
1. Self-Help Seminar	1	-	1	24	-	-	-	-
2. Consumer's Cooperative Seminar	2	300	2	-	3,200.00	10.67	1,600.00	-
3. Farmers/Fishermen Skills Seminar	3	201	1	67	699.00	3.48	466.00	.05
4. Management training for Members	3	32	2	32	2,329.00	72.78	1,164.50	2.27
5. Refresher Course	1	47	1	-	238.00	6.13	288.00	-
6. Agri-Counselors Training for farmers	2	37	8	-	6,75.00	185.81	859.38	-
7. PNEP	4	3364	66	494	29,568.50	8.79	11,115.98	.02
8. Orientation Seminar	1	250	1	8	1,280.00	5.12	1,280.00	.64
9. Organization and Reorganization	2	387	2	8	7,638.00	19.74	3,819.00	2.47
AVERAGE TOTAL	2.1	577.25	2.5	105.5	6,484.69	39.06	2,574.11	1.09

Source: Survey questionnaires completed and submitted by cooperative Development Officers of the regional offices.

Table 6a. Training courses for cooperative officers held by seven development regions, CY 1978

Courses Offered	No. of Regions Involved	Average No. of Participants	Average Frequency Held	Average Training Hours	Average Total Cost (P)	Average Cost per Participant (P)	Average Cost per Batch (P)	Average Cost per Participant (P)	Average Cost per Hour (P)
1. Training course for HD	4	84.0	2.0	32.0	10,087.50	120.09	5,043.75	3.75	
2. Training/Seminar Committee members	3	100.0	2.0	40.0	8,000.00	80.00	4,000.00	2.00	
3. PMECP	3	632.0	1.3	310.3	6,979.00	11.04	5,247.37	.04	
4. Development Refresher Course	1		3.0						
5. Management Training	3	171.5	2.7	48.0	7,100.50	41.69	2,688.16	.87	
6. Echo Seminar on Federations and Unions	2	103.0	1.0	16.0	61,000.00	592.33	61,000.00	37.01	
7. Orientation-Workshop on Katipunan ng mga SN Role and Function in Coop Development	3	66.7	1.3	24.0	8,443.33	131.79	6,574.68	5.48	
8. Conference Seminar on Management aspect, PDS and Coop Issuances.	3	500.0	1.3	120.0	11,033.33	22.01	8,273.18	.12	
AVERAGE	2.8	236.1	1.8	84.4	16,377.74	145.65	13,261.02	7.04	

Source: Survey questionnaires completed and submitted by Cooperative Development Office of the regional offices.

Table 5b. Training courses for ordinary cooperative members held by seven development regions, CY 1979

Courses Offered	No. of Regions Involved	Average No. of Participants	Average Frequency Held	Average Training Hours	Average Total Cost (P)	Average Cost per Participant (P)	Average Cost per Batch (P)	Average Cost per Participant (P)	Average Cost per Hour (P)
1. PMEP	5	1862	3	3,400	17,600	9.45	5,866.66	.003	
2. Management Training for Members	3	575	1	72	28,000	48.70	28,000.00	.68	
3. Orientation Seminar	1	500	1	8	3,000	6.00	3,000.00	.75	
4. Organization and Reg. of Coop	1	700	2	8	16,000	22.86	8,000.00	2.86	
5. Skill Training	2	1,000	1.5	109.5	33,000	33.00	22,000.00	.30	
6. Consumers Coops Membership Training	1	600	6		6,000	10.00	1,000.00	.36	
7. Re-echo Seminar on Coop marketing	1	375	1		50,000	133.33	50,000.00		
AVERAGE	2	802	2.07	719.5	21,942.86	37.62	16,838.09	.82	

Source: Survey questionnaires completed and submitted by Cooperative Development Officers by the regional offices.

Table 6b. Training Courses for cooperative officers held by seven development regions, CY 1979

Courses Offered	No. of Regions	Average No. of Participants Involved	Average Frequency Held	Average Training Hours	Average Total Cost (P)	Average Cost per Participant (P)	Average Cost per Batch (P)	Average Cost per Participant (P)	Average Cost per Hour (P)
1. Specialized skills training for Board of Directors	2	200	1.5	16	180,000	900.00	66,500	56.25	
2. Work-Conference and Planning	1	-	2	-	24,000	-	12,000	-	
3. Management Development Training for officers	4	583.33	2.25	136	21,991.67	37.70	15,870.88	.28	
4. Echo-Training Seminar on Coop Development	1	-	1	-	2,500	-	2,500	-	
5. PMEP	1	2,880	1	867	10,000	3.47	10,000	.004	
6. Conference Seminar on Coop management aspects	3	721	2	80	96,000	133.15	51,333.33	1.66	
7. Seminar for committee members	1	150	3	-	6,000	40.00	2,000	-	
8. Leadership Training	1	98	1	32	30,000	306.12	30,000	9.57	
AVERAGE	1.8	772	1.72	226.2	46,311.11	236.74	23,775.53	13.55	

Table 7. Training Courses for cooperative management staff held by seven development regions, CY 1978 and CY 1979

Courses Offered	No. of Regions	Average No. of Participants Involved	Average Frequency Held	Average Training Hours	Average Total Cost (P)	Average Cost per Participant (P)	Average Cost per Batch (P)	Average Cost per Participant (P)	Average Cost per Hour (P)
For CY 1978									
1. Training Course for Managers	1	-	1	40	7,000.00	-	7,000.00	-	-
2. Training Course for Bookkeepers	2	50	1	36	9,500.00	190.00	9,500.00	5.28	-
3. Training Course for Accountants	3	40	1.33	40	5,750.00	143.75	5,750.00	3.59	-
4. Skills Training for Treasurers and Auditors	1	-	1	1	108.00	-	108.00	-	-
AVERAGE	1.8	45	1.0325	38.66	5,589.50	166.86	5,589.50	4.44	-
For CY 1979									
1. Management training	1	200	1	32	35,000	175.00	35,000	5.47	-

Source: Survey questionnaires completed and submitted by Cooperative Development Officers of the regional offices.

Table 8b. Training courses for cooperative trainers/agents/teachers held by 7 development regions, CY 1979.

	No. of Regions : Involved:	No. of Participants :	Average Frequency : Held :	Average Training : Hours :	Total Cost :	Average cost per Participant :	Average cost per batch :	Average cost per Participant Hour :
1. Trainers Training	5	184	1.8	68	23,836	129.54	13,242.22	1.90
2. Integration of coops in school curricula	1	60	1.0	24	15,000	250.00	15,000.00	10.42
3. Teachers' Training	1	500	1.0	-	20,000	40.00	20,000.00	-
AVERAGE	2.3	248	1.27	46	19,612.00	139.85	16,080.74	6.16

Table 8a. Training courses for cooperatives trainors/agents/teachers held by 7 development regions, CY 1971

Courses Offered	No. of Regions : Involved	Average No. of Participants	Average Frequency	Frequency Held	Average Training Hours	Total Cost (₱)	Average Cost per participant	Average Cost per batch	Average Cost per participant per Hour (₱)
1. Trainors Training	7	141.6	1.3	63.2	16,237.50	114.67	12,490.38	1.81	
2. Integration of Coops in Elem. Sch. Curricula	3	-	1	32	11,500.00	-	11,500.00	-	
3. Teachers' Training	2	27.5	1	48	19,206.00	698.40	694.82	14.55	
4. Echo Orientation	1	38	1	-	17,000.00	447.37	447.37	-	
AVERAGE	3.2	69.03	1.0715	47.73	15,985.88	420.15	6,283.14	8.10	

Source: Survey questionnaires completed and submitted by Cooperative Development Officers of the regional offices.

Appendix A (continued)

BCOD training activities conducted, CY 1978

	PROGRAM ACTIVITY	Date	No. of Participants	Funding
15.	KSN Skills Training on Farm Management (IX)	4th week of October	40	P15,000
16.	KSN Skills Training on Farm Management (X)	2nd week of November	40	15,000
17.	KSN Skills Training on Farm Management (XI)	4th week of November	40	15,000
18.	KSN Skills Training on Farm Management (XII)	4th week of November	40	15,000
19.	Seminar Workshop on the Promotion and Organization on Federation and Unions	May 8-15		
20.	Orientation Workshop Discussion on Project Monitoring and Evaluation of CMP	Dec. 26-30	16	14,500
21.	Echo Orientation Seminar on CMP (11 Provinces)			
22.	Orientation Seminar for SN officers and Members of Mercedes AFC (PMEP)	June 26-27	85	5,000
23.	Management Developmental Course for AFC Members SNs and Board of Directors	Sept. 4-8	100	
24.	SN Refunds Course on Coop Marketing (X)	Oct. 14-17 20, 21, 23 and 25	269	

Appendix A

BCOD training activities conducted, CY 1978

PROGRAM ACTIVITY	Date	No. of Participants	Funding
1. Evaluation Conference Workshop for Administrators and Key Personnel of Selected Agencies Involved in Agricultural Coop Rural Institution Building	June 15-17	50	
2. Evaluation Conference on AMC's/CRB's	Sept. 11-15	50	
3. Orientation Seminar on the Coop Marketing Project	Dec. 3-9	55	P52,940
4. Developmental Training Course for Key Officer of CRB's	Dec. 11-15	29	39,980
5. KBP Mgt. Seminar Workshop for Officers and Employees of AMC		60	
6. Orientation SEminar Workshop for CRB Board of Directors and Employees		43	
7. Orientation Seminar KSN Regional	June 5-7	60	15,003
8. Orientation SEminar KSN Regional	May 17-19	60	15,333
9. Orientation Seminar KSN Regional	May 10-12	60	15,333
10. Orientation Course on KSN (National Secretariat)		100	50,000
11. KSN Skills Training on Farm Mgt. (V)	2nd week of August	40	14,350
12. KSN Skill Training on Farm Mgt. (VI)	2nd week of September	40	15,050
13. KSN Skills Training on Farm Mgt. (VII)	2nd week of October	40	15,250
14. KSN Skills on Farm Management (VIII)	4th week of October	40	15,350

Appendix A (continued)

BOOD training activities conducted, CY 1978

PROGRAM ACTIVITY	Date	No. of Participants	Funding
25. SN Refunds Course on Coop Marketing (X)	Oct. 26 Nov. 3-11 Dec. 22	178	
26. SN Refresher Course on Coop Marketing (X)	Nov. 4	51	
27. Coop Marketing Seminar for Selected Model Farmers	Dec. 28-29	63	246,660
28. Coop Marketing Seminar for Selected Model Farmers NOV. 11	Dec. 4-6 Dec. 11-13	69	9,900
29. Bookkeeping and Accounting Control	Dec. 2-11	41	9,900
30. PME P Training for Marketing Vendors Member (MAMVESCO)	Dec. 4-11	250	
31. Management Development Course for AFC			
32. Member SNs and Board of Directors	Sept. 18-22	74	10,206.90
33. CISP Post-Harvest Facilities Loading Operations	Sept. 28		
34. PME P Aqua-Culture for Fishermen	Sept. 26-28		
35. PME P for SN officer and members of Mercedez AFC	June 26-27	85	
36. Management Development Seminar for AFC Member SNs Board of Director in Mercedez, Camarines Norte	Sept. 18-20	74	
37. PME P Capiz Settlement Cooperatives	Dec. 26-30		

Appendix A (continued)

BCOD training activities conducted, CY 1978

PROGRAM ACTIVITY	Date	No. of Participants	Funding
38. Development Training on Coop Marketing for SN Model Farmers in Cavite and Benguet		80	
39. PMEP Dulag Development Coop Project	Dec. 11-15		99,000
40. PMEP Panay Lake Development Cooperative, Inc.	Sept. 2-10		20,000
41. Lutayan Trainers Training	Sept. 6-12		10,000
42. Tolosa Trainers Training Course	Nov. 22- Dec. 15		11,000
43. Mindoro Integrated Development Coop Trainers Training	Nov. 29-Dec. 5		9,000
44. Seminar/Workshop for Manager of AMC	Sept.		
45. Seminar/Workshop for AMC Accountants	Dec.		
46. First National Conference on Coop Education	April 27-28	41	25,000
47. Teachers Training on Coop (Sec./Dir. Level) Region IV-A	June 6	48	40,130
48. National Teachers Training on Coop Preparation of Course	July 29-30; Aug. 5, 11-13	40	60,000
National Conference/Workshop on the Cooperative Development Program	Aug. 21-25	84	73,162
50. Teachers Training on Coop (Sec./Dir. Level) Region I, II, III	October 9-13	40	60,000

Appendix A (continued)

BCOD training activities conducted, CY 1978

PROGRAM/ACTIVITY	Date	No. of Participants	Funding
51. Seminar Workshop on Preparation on CC Instructional Material	Oct. 21-31	21	P50,000
52. Teachers Training on Cooperative	Nov. 28- Dec. 3	40	18,000
53. Teachers Training on Coop (Sec.Dir. Level) Region IX	Dec. 9-12	40	21,890
54. Workshop on the Evaluation of Macro try out feedbacks on Instructional Materials 3 levels	Dec. 27-31	37	17,736
55. Teachers Training on Coops Conducted at Region I, IV-A, VIII, IX, XI, X, XII	Jan.-March	406	152,000

RANK :	ACTIVITIES :	FUNDING :	1ST QUARTER : 2nd QUARTER : 3RD QUARTER : 4TH QUARTER :												REMARKS	
			JAN.:	FEB.:	MAR.:	APR.:	MAY:	JUNE:	JULY:	AUG.:	SEPT.:	OCT.:	NOV.:	DEC.:		
	3.2.2 Teachers Training on CDP/ICSC (Secondary) Regions V, VII, VIII, X, XI, and XII	128,000.00										X	X	X		
	3.2.3 Production of Instructional Materials (Secondary)	28,000.00										X	X	X		
	3.2.4 Workshop on Preparation of Co-op Continuum and Evaluative Instruments (Sec.)	18,000.00												X		
	3.2.5 Orientation on CDP/ICSC for School Officials (Secondary)	25,000.00												X		
	3.2.6 Pre-Evaluation Activities (Secondary)	7,000.00												X	X	MOE
	3.2.7 Workshop on Evaluation/Revision of Instructional Materials (Sec.)	32,000.00													X	
	3.3 Tertiary Level															
	3.3.1 Workshop on the Preparation of Evaluative Instruments (College)	7,000.00												X		MOE
	3.3.2 Teachers' Training on CDP/ICSC for College Instructors/Professors	75,000.00												X	X	X

Appendix C₁

Bicol Cooperative Training Center (BCTC) education activities, 1976

Courses and Participants	No. of Days	No. of Participants
I. For Officer		
S/W on Coop for DEC officers	3	24
Basic Coop Leadership	7	16
S/W for Audit and Supervising Committee	8	28
Basic SN Board of Directors	7	26
S/W Delinquency Control	5	18
Follow-up B/D	5	17
Leadership Seminar for laboratory Coop Officers	3	25
S/W on Provincial Coop Union	7	28
II. For Management Staff		
Follow-up for Bookkeeper	8	19
Coop Management Course	11	28
III. For Trainers		
Follow-up for Coop Trainers	6	20
Trainers Training	7	25
IV. For Members		
T O T A L	77	274

Sources: (1) National Association of Training Centers for Cooperatives (NATCCO), 1977.

(2) Bicol Training Center, Inc., Annual Report for 1977.

Appendix C₂

BCTC trainings/education activities, 1977

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Board of Director Phase I (Consumers)	7	26
Board of Directors Phase I (Credit Union)	7	22
Credit Committee Phase I	6	20
II. For Management Staff		
Management I (Consumers)	10	28
Accounting I (Bookkeeper and Audit)	10	20
Management I (Credit Union)	10	14
III. For Trainers		
Trainers' Training (Accreditation)	2	50
IV. For members		
TOTAL	52	180

- Sources: (1) National Association of Training Centers for Cooperatives (NATCCO), 1977.
 (2) Bicol Training Center, Inc., Annual Report for 1977.

Appendix C₃

BCTC Proposed training/education activities, 1978

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Regional Coop Development Planning	14	33
Credit Committee	6	33
II. For Management Staff		
Management Training (1)	7	33
Management Training (2)	7	33
III. For Trainers		
Trainers Training (1)	7	33
Trainers Training (2)	7	33
IV. For Members		
TOTAL	48	198

- Sources: (1) National Association of Training Centers for Cooperatives (NATCCO), 1977.
 (2) Bicol Training Center, Inc., Annual Report for 1977.

Appendix C₄

SPECC/CESS training/education activities, 1976

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
S/W of Credit Union officers of USA affiliated (1)	2	22
S/W of Credit Union officers of USA affiliated (2)	2	22
II. For Management Staff		
3rd CU Managers' Course	41	28
S/W on Promotional Schemes for Credit Union	8	45
S/W on Promotional Schemes for Consumers Coop	9	19
6th Consumers Coop Managers Course	41	27
S/W on CLIMBS Promotion Seminar for Bookkeeper, Supervising Audit and Inventory Committee of Credit Union and other types of Cooperative	6	26
	4	23
III. For Trainers		
IV. For Members		
S/W on Some Questions in Coop Education	15	29
TOTAL	128	241

Source: (1) National Association of Training Centers for Cooperatives, 1977.

SPECC/CESS trainings/education activities, 1977

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Coop Correspondence Course for officers (by mail)	June	
Seminar for Credit Committee	3	
Seminar for Board of Directors	3	
Seminar for Education Committee	3	
II. For Management Staff		
Cooperative Development Course	90	
Course for Credit Union Managers	41	
Course for Consumers Coop Managers	41	
S/W on Credit Union Management	8	
S/W on Consumers Coop Management	8	
III. For Trainors		
IV. For Members		
TOTAL	197	

Source: (1) National Association of Training Centers for
Cooperatives, 1977

VICTO training/education activities, 1976

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Credit Cooperative Officers' Training Course and Follow-Up for Northern Cebu	3	20
Credit Cooperative Officers' Training Course and Follow-Up for Southern Cebu	3	25
Cooperative Development Seminar for Bohol Credit Cooperative Leaders	3	50
Visayas Cooperative Leaders Symposium	4	38
II. For Management Staff		
Advanced Coop Management Course	46	25
Skills Development Course in Bookkeeping, Accounting and Auditing	41	19
Consumers Cooperative Management Course	32	14
Credit Cooperative Office Staff Development	14	25
Follow-Up for Credit Coop Managers' Course in 1975 and 1976	6	17
Consumers Coop Strategy for Development Seminar	7	28
III. For Trainers		
IV. For Members		
TOTAL	159	261

Source: National Association of Training Centers for Cooperatives.

VICTO trainings/education activities, 1977

Courses and Participants	No. of Days
I. For Officers	
II. For Management Staff	
Integrated Management Surveys in Central Western Visayas	23
Integrated Management Surveys in Western Leyte Area	21
Integrated Management Surveys in Biliran Tacloban Area	21
Integrated Management Surveys in Southern Leyte Area	20
Management Development Training in Central Western Visayas	7
Management Development Training in Biliran Tacloban Area	7
Management Development Training in Southern Leyte Area	7
Management Development Training in Western Leyte Area	32
Follow-Up Seminar on Accounting and Auditing	31
Follow-Up Seminar on Management	14
III. For Trainers	
IV. For Members	
TOTAL	183

Source: National Association of Training Centers for Cooperatives, 1977.

NORLUCEDEC trainings/education activities, 1976

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Management Decision Making Seminar	7	8
II. For Management Staff		
Accounting and Auditing Seminar	42	12
III. For Trainers		
IV. For Members	<u>14</u>	<u>22</u>
TOTAL	63	42

Sources: (1) National Association of Training Centers for Cooperatives, 1977

(2) Northern Luzon Cooperative Education and Development Center, "Annual Report for the year 1977"

Appendix C9

NORLUCEDC proposed trainings/education activities, 1977

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Delinquency Control S/W	8	27
Delinquency Control S/W	8	30
Cooperative Development Planning	15	11
II. For Management Staff		
Accounting Courses	8	11
Accounting Courses	8	11
Consumers Management Course	8	19
III. For Trainers		
Trainers Training Course	7	17
Trainers Training Course	8	28
TOTAL	70	154

Sources: (1) National Association of Training Centers for Cooperatives, 1977

(2) Northern Luzon Cooperative Education and Development Center, "Annual Report for the year 1977,"

NORLUCEDEC proposed trainings/education activities, 1978

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Board of Directors Course	6	25
Delinquency Control and Collection Procedure	6	25
II. Management Staff		
Merging and Transfer of Assets	3	20
Cooperative Banking	3	20
Cooperative Integration	3	20
Problems of Sales and Inventory Course	6	25
Cooperative Taxation and Tax Requirement	3	20
III. For Trainers		
Trainers Training Stage 1	12	25
Trainers Training Stage 2	6	25
IV. For Members		
Membership and Capital Build Up Schemes	3	20
TOTAL	51	225

Sources: (1) National Association of Training Centers for Cooperatives, 1977

(2) Northern Luzon Cooperative Education and Development Center, "Annual Report for the year 1977"

Appendix C11

TAGCOTEC trainings/education activities, 1976

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
S/W for Board of Directors	4	24
S/W for Credit Committee	4	18
S/W for Board of Directors	6	17
S/W for Board of Directors	3	20
II. For Management Staff		
Bookkeeping and Accounting	7	15
S/W for Management	20	12
III. For Trainers		
Trainers Training	7	34
IV. For Members		
TOTAL	51	140

Sources: (1) National Association of Training Centers for Cooperatives, 1977

(2) Tagalog Cooperative Training and Education Center, Ika - 2 Taunang Pulong (June 23-25, 1977)

TAGCOTEC trainings/education activities, 1977

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Board of Directors S/W	4	20
Leadership Development Seminar	3	
Supervisory Committee S/W	4	41
Tagcotec Leaders' Conference	4	
Leadership Development Seminar	4	
Leadership Development Seminar	4	
Leadership Development Seminar	4	
Leadership Development Seminar	4	
Evaluation and Planning for 1978	December	
II. For Management Staff		
Accounting and Bokkeeping	7	
Advanced Management Seminar	7	
III. For Trainers		
New Methods in Developing Training Design	7	13
Trainers' Training	4	20
IV. For Members		
Annual Assembly	July	
TOTAL	56	94

Source: (1) National Association of Training Centers for Cooperative, 1977

(2) Tagalog Cooperative Training and Education Center. Ika-2 Taunang Pulong (June 23-25, 1977)

TAGCOTEC trainings/education activities, 1978

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
Board of Directors S/W	4	20
Credit Committee S/W	5	20
CMOR Consumers Coop	7	11
CMOR Consumers Coop	7	20
Delinquency Control	7	30
II. For Trainers		
Trainers Training	14	20
Trainers Training	10	26
Trainers Training	14	20
Trainers Training	10	26
III. For Members		
TOTAL	78	193

Sources: (1) National Association of Training Centers for Cooperative, 1977

(2) Tagalog Cooperative Training and Education Center, Ika-2 Taunang Pulong (June 23-25, 1977)

TAGCOTEC trainings/education activities, 1979

Courses and Participants	No. of Days	No. of Participants
I. For Officers		
S/W for Board of Directors	7	30
CMOR Credit Coop	7	25
CMOR Consumers Coop	7	25
II. For Management Staff		
Bookkeeping	7	25
Capital Build-up Schemes	4	31
III. For Trainers		
Trainers Training	6	28
Trainers Training	12	30
Trainers Training	x	30
Trainers Training		
Trainers Training	12	25
Follow-up Trainers	3	50
IV. For Members		
TOTAL	71	327

mostly traveling and meal allowances.

Trainers' trainings and trainings for teachers for the integration of cooperative concepts and principles into the school curricula were also given, echoing the trainings conducted by the BCOD (Tables 8a and 8b). The cost per participant was P420.15 in 1978 and P139.85 in 1979. The cost per participant per hour was P8.18 in 1978 and P6.16 in 1979. Training cost was almost at the level of that for the officers'.

The available data unfortunately do not provide a comparative view of how much resources and emphasis is given to cooperative education and training relative to other concerns such as supervision and control. The average number of regional offices conducting the training, however, show that only about one third of the regions responding to the questionnaires were engaged at one time or another in trainings. The number of regions conducting the trainings ranged from 1 to 3, 2 of the seven regional offices reporting,

61.282

ASSESSMENT OF COOPERATIVE MEMBER EDUCATION
PROGRAMMES IN THAILAND

by

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* * * * *

Assessment of Cooperative Member Education Programmes
in THAILAND

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I. Historical Development in The Field of Cooperative Member Education.

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

In 1968, according to the Cooperative Act 1968, the Cooperative League of Thailand (CLT) was set up. The CLT has aimed directly at cooperative education and training to all people especially co-operative members, committees and the staff of the cooperative societies as well. So some cooperative education programmes and activities were transferred from the Cooperative Promotion Department

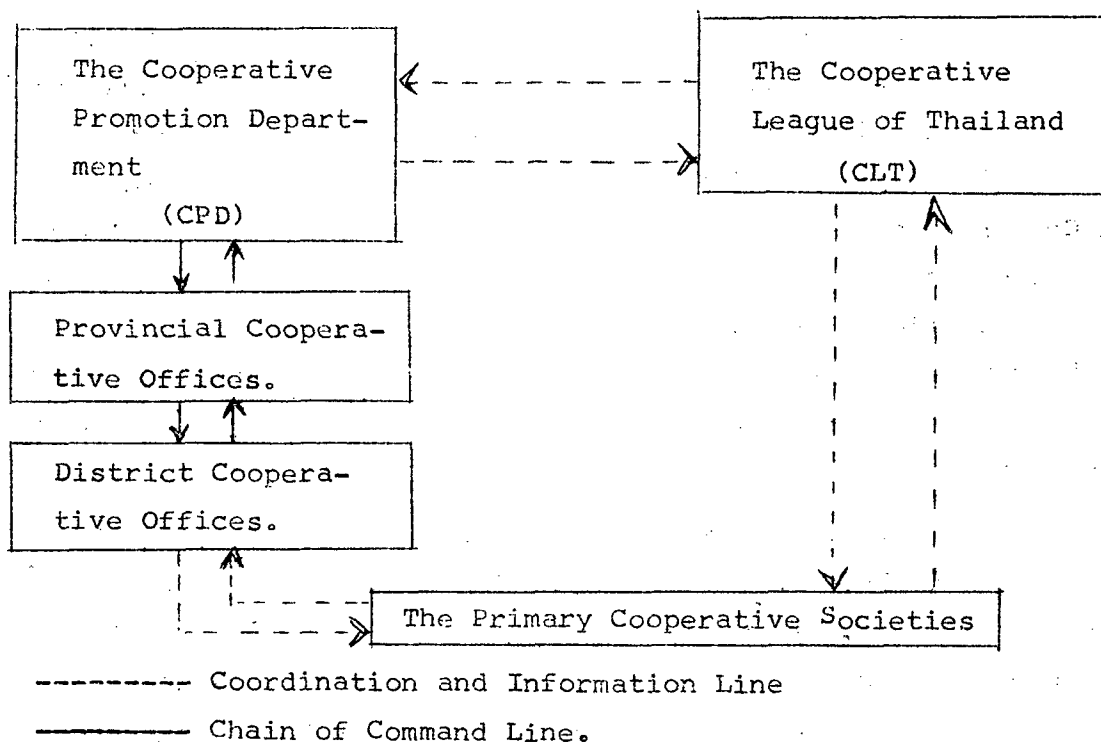
to be organized and conducted by the CLT. However, at the present the CLT is not strong enough to run all programmes by itself, it has to be supported and helped by the Cooperative Promotion Department and the cooperative member education programmes are being partly done by the Cooperative Promotion Department. When the CLT can exercise its full capacity, the function of cooperative education and training will gradually and finally be taken over by the CLT instead of the Cooperative Promotion Department.

II. Existing System and Programmes of Member Education.

(a) Administrative Structure, Personnel, and Financial Arrangements.

There are two organizations which deal with the cooperative member education : (1) The Cooperative Promotion Department, (2) The Cooperative League of Thailand. Most of the programmes were processed in coordination and collaboration among them. (see chart I).

Chart I. Structural Chart of Cooperative Member Education.



5. Publications : Cooperative News, Cooperative Magazine, pamphlets and text books on cooperation, and research.

The cooperative member education programmes in 1979 to be conducted by The CLT are :

1. Seminar for board members of the Thrift and Credit Cooperatives, budgeted Bht 160,250.
2. Seminar for board members of the Consumers' cooperatives, budgeted Bht 85,100.
3. Training of the board members of the Agricultural and Land Settlement Cooperatives, budgeted Bht 648,000.
4. Seminar for board members and managers of the Agricultural Federations and Agricultural Cooperatives dealing with business, budgeted Bht 49,250.
5. The pre-seminar on Consumer Cooperative budgeted Bht 36,750
6. The meeting of the elected leaders of the Agricultural, Land Settlement and Fisheries Cooperatives, budgeted Bht 145,380.
7. Seminar of Leading members of Service Cooperatives, budgeted 72,750.
8. Seminar of board members and managers of Agricultural Cooperations dealing with maize marketing business budgeted Bht 68,250.
9. Meeting of the board members of Fisheries Cooperatives, budgeted Bht 26,750.

(c) Methods and techniques used.

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

1. Seminar. The techniques are lectures, discussions, and study visits.
2. Training. The training programmes could be conducted on lectures, discussions, role-playing, work-shop, demonstration, practical assignments and study visits.
3. Mobile training units. The techniques having been used, are : lectures, demonstration, films and slides, books, pamphlets, leaflets, and exhibitions.

4. Extension programmes. Techniques used are publications, press and radio, and field visits.

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

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

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

(e) Training Programmes.

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

1. Training programmes for cooperative teachers in schools and colleges.
2. Training programmes for chairmen and secretaries of cooperative in formal groups.
3. Training programmes for Board of Directors.
4. Training programmes for managers and staffs in various levels of all types of the cooperatives.
5. Training programmes on specific topics for accountants, creditmen, salemen, and other employees of cooperatives.
6. Others : The CLT is in collaboration with institutes in training and educating the cooperative personnel and supervisors and related personnel.

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

- at village or tambon level, district cooperative officer is responsible for education and training of members in small groups.

- at district level, training course is arranged for chairmen and secretaries of the groups in various Amphurs, the course is conducted by mobile training units, Training Division.

- at national level, the meetings or seminars will be organized for the Chairmen or managers and staffs of agricultural co-operatives throughout the country, Training Division of the Co-operative Promotion Department and the Cooperative League of Thailand are responsible for arrangement of such meetings or seminars.

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

(1) Educating pre-members to show interest and trust in cooperative movement and be ready to organize cooperative societies in the future.

(2) Local education and training of the cooperative members in serveral groups at village level. For the purpose of educating members to understand the correct way of cooperative administration.

(3) Training to it's local cooperative leadership such as the chairmen, secretaries of the groups to be capable and good leaders for the members.

(4) Training the Board of Directors to enable them to manage the cooperative societies and to supervise their own business. This training course will be conducted at Provincial and National Levels.

On training programmes conducted by the Cooperative Promotion Department are financed partly from the interest of a so-called "Cooperative Promotion Fund" and Government budget in The form of allowances for officers carried out the programmes.

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

(1) The Administrative Division, having responsibility in general administration and services.

(2) The Training Division, having responsibility in cooperative training to board members, members and cooperative employees.

(3) The Promotion and Extension Division, having responsibility in cooperative promotion and extension such as publications, exhibitions etc.

(4) The Technical Division, having responsibility in statistical collection and research.

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

(b) Various Categories Covered such as Members, Housewives, Elected Leaders, Youths, and Prospective Members.

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

1. Technical training in the areas of Consumer Management, Thrift & Credit Cooperative Management, Agricultural Cooperatives Management, etc.

2. Training and educating the cooperative committeemen and leaders of cooperative members through systematically planned group discussions.

3. Mobile training units, training and educating the cooperative members on cooperative principles and other related fields. It is a joint programme between the Cooperative Promotive Department and the CLT.

4. Press and radio Programmes such as news, activities, and related fields of cooperatives.

5. Publications : Cooperative News, Cooperative Magazine, pamphlets and text books on cooperation, and research.

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

III. Needs and Future Programmes.

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

1. The Cooperative College Programme :

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

2. The Research Programme :

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

3. The Consultancy Programme :

The CLT has realized that cooperative development needs the interdisciplinary approach. The ideas and suggestions of experienced cooperators and experts in many fields are very necessary in processing the cooperative programmes. Last year CLT was proposed by ILO to give technical and financial assistance in organizing "Cooperative Management Consultancy Unit". Unfortunately, CLT can not provide counterpart fund to pay for the salary of the staff of this unit. This program is now halted

4. Organization Development Programme :

The main objective of this programme is to find out the appropriate structure and system of each organization of cooperatives

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

5. The Comprehensive Training Programme :

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

6. The Mobile Units Training Programme :

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

7. The Follow-up Programme :

All programmes of cooperative education would be evaluated. So, the follow-up programme is very necessary to be done. However, some cooperative education programmes have been evaluated by the CLT, but they are so limited. The CLT is planning to broaden this programme.

IV. External Assistance Received and Needed in Future :

(a) From the ICA ROEC.

1. Assistance received :

(1) The technical assistance received from ICA ROEC in the seminar programmes which have been arranged by the CLT, are :

(1.1) The training techniques on audio-visual aids programme for the cooperative instructors.

(1.2) The pre-seminar on the agricultural cooperative Marketing programme.

(2) The sponsor for the payments of the CLT's personnel in training and seminar programmes abroad organized by ICA.

(3) The assistance in connection to the international institutes for the academic assistance.

2. Needed in Future.

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

(2.1) The financial and technical assistances in the training and seminar programmes of the board members, managers, and cooperative instructors.

(2.2) The research and follow-up programmes; about expert in research methodology and research fund.

(2.3) The Study Circle Method programme; about supervising technique and educational material.

(2.4) The sponsor for the CLT's personnel in training, seminar, and study-tour programmes abroad.

(2.5) Audio Visual Aids : movie projectors, slides projectors, overhead projectors, etc.

(b) From Friedrich Ebert Stiftung.

1. The assistance received.

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

(1) Seminar on the Mint business programme.

(2) Seminar on the institute of agriculturists and rural development programme.

(3) Training of Board of Directors of the Taxi Cooperatives.

(4) Training programme for managers and directors of the Agricultural Cooperatives and Provincial Federation of the Agricultural Cooperatives having business on rice mill.

(5) The training programmes for the cooperative teachers in schools and colleges.

2. Needed in Future.

(1) The financial assistance in the training and seminar programmes : the training programme for the cooperative members, members, the training programmes for cooperative teachers, and the seminar on the cooperative management.

(2) The fellowship for the CLT's personnel in the programme of study tours abroad.

(3) The fellowships for the international cooperative experts exchange programme.

(c) From ILO.

1. Assistance received :

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

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

2. Needed in Future :

The CLT needs to receive assistance from ILO in

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

(d) From The International Institute for Development, Cooperative and Labor Studies of Israel.

1. Assistance received :

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

2. Needed in Future :

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

(e) From The Overseas Book Centre.1. Assistance received :

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

2. Needed in Future :

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

(f) From The Asia Foundation.

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

V. Research studies and evaluation already made; Suggestions for future studies.

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

1. A Case Study of Rural Cooperative in Thailand : Ban Lard Agricultural Cooperatives.

2. A Case Study of Rural Cooperative in Thailand: Sun Pa-tong Agricultural Cooperatives.

3. A Case Study of Rural Cooperative in Thailand : Soong-Nern Agricultural Cooperatives.

4. An Evaluation of the Thai-Israel Multi-purpose Cooperative Project.

5. A Study on the progress of Pranakorn Consumers' Cooperatives

6. A Study on the Progress of Bang Mod Agricultural Cooperatives.

7. Thailand Agricultural Cooperatives : An Evaluation with Recommendations for Improvement, by Rufus B. Hughes and others.

8. Recommendations for Improved Organization and Management of Multipurpose Agricultural Cooperatives in Thailand and, also considering Basic Credit Needs of Agricultural and Cooperatives, by James E. Rose.

9. Cooperative Fisheries Study and Recommendations Marine Fisheries of Thailand, by L.J. McMillan.
10. Thailand Cooperative Development Survey Trip, by Cooperative Resources Committee. Washington, D.C.,
11. The role of Agricultural Cooperatives in Food Production in Thailand, G.L. Bailur.
12. The Cooperative Instruction and Extension Techniques for Rural Development.
13. Feasibility Study For a Cooperative Insurance Program in Thailand, by Larry Collins

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

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

VI. Critical assessment of cooperative member education activities.

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

1. The cooperative loyalty of members.
2. Lack of self-helps characteristics.
3. Lack of knowledge and understanding in cooperative principles and procedures.
4. Lack of innovativeness.
5. Lack of the knowledge in farm management.
6. Lack of the ability in group working.
7. Lack of the managerial skills.
8. Lack of the supervisors and personnel in both quality and quantity.
9. Having not enough educational materials and audio-visual aids.

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

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

1. The programmes would be highly achieved if they get along with the way of members' living, needs, and abilities.
2. The effective educational programmes should be initiated by the member themselves and they are responsible in the programme arrangement.
3. The programmes should cover all of the members and the people concerned, such as youths, housewives.
4. Group process the effective technique, should be used in the member education process.
5. The follow-up programme is very important. It should be done relatively.
6. Every programme should be continuous and coordinating. If the programmes is arranged by many institutes, they should be

planned in close coordination and collaboration.

7. The programme should be more effective, if the instructors are in closely relationship with the members.

8. The instructors should be well trained, having the good knowledge and skills in teaching including technique of using learning media. The Cooperative League should organize workshop on seminar for instructors annually at the national level.

9. The training staff should be of the group of multi-disciplinary personnel

10. Since the small group discussion programme is a very effective training technique, it is necessary to train the leaders on this matter.

11. The cooperation among the Cooperative Leagues or the similar organizations of the other countries should be more closely in collaboration. They should have more interchange programmes for experts, research works, training techniques, etc.

* * * * *

24 April, 1979

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EXPERTS' CONSULTATION ON COOPERATIVE MEMBER EDUCATION

TRINCOMALEE (SRI LANKA) : APRIL 15-29, 1979

GROUP I

Chairman: Mr. Chong Thin Huatt, Malaysia

Rapporteur: Mr. Brian C. Cooper, Australia

Question 1 : What are the special characteristics of the environment of today in the developing countries which need to be given due consideration in evolving a suitable cooperative member education/ member relations programme.

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

1. Discussion settled on considering the scope of education need. It was decided to consider training of people at the primary cooperative level, including staff, members and non-members alike. For secondary and tertiary level cooperatives it was decided to consider leader development.

2. Discussion continued on a consideration of environmental factors, national factors, artificial, internal and external, within control and beyond control. These were listed as :

- a) a lack of ability to generate enough funds with which to promote education. Where funds are

available, insufficient priority given to allocation of funds to education.

- b) There are problems of social inequality, political unrest, political intervention and economic depression.
- c) Cooperative leaders are not adequately equipped or motivated toward the undertaking of commitment to education.
- d) There are language and dialect factors inhibiting communications. Communication between racial communities is frequently difficult by language and social class factors.
- e) Local and personal problems and needs tend to override interests in wider needs and issues.
- f) The poor distribution of modern communication media (T.V., radio, telephone) inhibits mass communication techniques. Poor programme design prevents effective communication. Competing entertainments on competitive stations diminishes drawing power of cooperative programmes.
- g) High illiteracy levels in some countries inhibits communication and education.

Question 2 : What support is required at local, district and national levels for the development of a suitable member education/relations programme? Identify the kinds of support and the types of institutions that could support in such a programme.

In consideration of question No.2, the following consensus of opinion evolved.

The education programmes must be tailored to be effective within the available monetary and other resources.

This means that :

- 1) at all levels of societies, funds must be provided by such societies for education and training activities, supplemented by funds from secondary and apex levels as well as funds from governments (except Malaysia and Korea).
- 2) at all levels of cooperative societies material support is needed in terms of:
 - Resource personnel
 - Resource and research centres
 - Resource trainer facilities
 - Publications and aids production
 - aid reproduction equipment
 - methods evaluation and revision personnel/ facilities
 - mobile aid facilities
 - identification of training needs
- 3) From international resources support requirements are :
 - material support (CEMAS)
 - projects from international bodies such as ILO, FAO, World Bank etc.
 - collaborative project support by donor and recipient country

Question 3 : Evaluate the various member education/relations policies and programmes of the developing countries and identify reasons for their limited success. What new strategies would you recommend for the development of a meaningful member education programme?

- 1) In evaluation of the various training plans and policies of the developing nations

Policies

- a) ambivalence of clarity for accountability of conduct of training in Sri Lanka.
- b) no conflict in Thailand. Policies work satisfactorily.

- c) cooperative movement weak in Indonesia and must have government support. Movement has no means to educate members so must rely on government. Non-members receive the same benefits as members, therefore they are not motivated to become members. Policy now directs that cooperative education and training to be carried out by the movement.
- d) responsibility in India with the National Cooperative Union of India with government supplementary funds. Policy is working satisfactorily.
- e) In Korea government policy sets down environmental policies. Cooperative Movement determines how to apply policy for improvement of cooperative activity. Education is marketing and productivity oriented. Funds provided through 10% of primary society profits directed to member education. National Cooperative Federation supplements funds from commission earnings. Agricultural Cooperative Federation conducts supplementary member education.
- f) In Malaysia national policy to uplift of rural standards of living and productivity. Both cooperative movement and government agencies are implementing programmes. Some cooperatives are evolving as companies and are training in response to specific needs. There is a move to put Co-operatives on the same footing as private, corporate ventures. There is a need for true Co-operative training to be directed at Committee-men.

Recommended new strategies were :-

1. New programmes should grow from the primary membership & Co-operative Society level through their expressed needs. members are to benefit from the basic education programme. Problem resolution and identification is to be part of the programme. The longer term development of societies will also need to be considered. The role of the Primary Societies is to be defined. A comprehensive scheme should be originated to cover all levels and sectors of the movement
2. Adequate personnel and resources to be made available with which to fulfil the programme.
3. The Co-operative Education Project sponsored by I.C.A. in collaboration with NCUI at Indore has provided valuable guidelines and lessons. If similar requests for projects arise in the region, ICA should respond with their support.
4. From the identification of primary needs, programmes should be designed and produced for every level of activity and in accordance with the programme production capacity.

5. Every employee of primary societies to be trained well. A designated person at each primary society to be responsible for member education. In smaller societies Committee Members could be appointed, and in larger societies, an employee should be appointed exclusively to the task of educating members. Where there are many employees, some should be given specialised skills from training institutes in specific areas of specialization.

6. Every Co-operative Society to make provision in their budget for Co-operative Education.

April 24, 1979

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EXPERTS CONSULTATION ON COOPERATIVE MEMBER EDUCATION

TRINCOMALEE

April 15 - 29, 1979.

REPORT OF

GROUP II

Chairman : Mr. J.K. Lumunon, Indonesia

Rapporteur: Mr. F.L. Dumagat, Philippines

Members : Mr. Muniruddin Ahmed, Bangladesh
Mr. V. Sakano, Japan.
Mr. J. Lee, Republic of Korea
Miss. Kathrine Larsson, Sri Lanka
Mr. S.P. Acharya, Nepal
Mr. M.R.B. Daswatta, Sri Lanka
Mr. Wichien Sobhon, Thailand

1. The special characteristic of the environment of today in the developing countries which need to be given due consideration in evolving a suitable cooperative member education/member education programme.

The special characteristic of the environment of today in the developing countries which need due consideration for evolving a suitable cooperative member education/member relation programme are political, socio-cultural, technological, and economic constraints.

A. Practical constraints

(1) The political constraints include government interference or domination over cooperative policy and programme. In some cases such government interference arises because of government financial assistance to cooperatives or because governments have taken the initiative of developing cooperatives for socio-economic development. Consequently member education programmes become irrelevant to the real cooperative education needs of cooperative societies.

(2) It is also recognized that cooperative promotion and development are difficult under non-democratic and/or unstable regimes which frequently change their policies affecting cooperatives. Moreover, Members of Parliament or political parties sometimes exert pressures on cooperative leaders. Thus, cooperative member education programmes vary under the different regimes and made ineffective.

(3) The previous anomalies and failures of cooperatives under past regimes have created discontent and frustration among cooperative members and prospective members which make it difficult to revive cooperatives and implement member education programmes.

B. Socio-cultural constraints

(1) Corrupt practice in the cooperative movement and in government give rise to the misuse of funds intended for cooperative and member education.

(2) Iniquitous and rigid social structure prevent the implementation of meaningful member education/relation.

(3) Wide spread illiteracy and poverty make it difficult for member education to be formulated in the level of primary societies resulting to government taking the initiative of formulating policies/programmes for member education.

(4) The lack of women participation in cooperatives due to socio-cultural inhibitions make it necessary for cooperative member education programmes to include women as targets for such programmes.

C. Technological and Resource Constraints.

(1) There is inadequacy of trained and competent educators to implement member education programmes.

(2) There is also inadequacy of funds and materials for member education.

II. Support required at local, district and national levels for the development of a suitable member education/relation programme
kind of support and type of institutions that could support such programmes.

Level of Cooperative Organisations.	Support required	Source /Institution
1. Local	1.a) Logistics e.g. funds, equipment materials 1.b) trainers/educators.	1.a) Training Centres, CEMAS-ICA, government, cooperative movement. 1.b) Leaders from cooperative movement, government training centres, colleges.

Level of cooperative organisations	Support required	Source/Institution
2. District (secondary level)	2.a) Funds and logistics 2.b) facilities	2.a) Government, Cooperative movement. 2.b) Government, Cooperative Movement.
3. National/ (tertiary level)	3.a) Funds and logistics 3.b) Seminars for national policy makers and cooperative leaders. 4.b) Planning and production of teaching materials.	3.a) Government, Cooperative Movement. 3.b) Training Centres, Cooperative Movement, Government. Government, Cooperative Movement, Foreign Aid, CEMAS, Universities.

3. Evaluation of member education/relation policies and programme of the developing countries and reasons for their limited success.

Among some countries in South-East Asia, policies and programme for member education/relation are absent. For the absence of such policies/programmes, the cooperative movement, government should take the initiative of formulating and implementing them with least government interference. In the absence of a cooperative movement, government should initiate the formulation of member education policies/programme with active participation of the primary societies. The policies(programmes formulated should be practicable, simple, and workable with active participation from the primary societies, specifically the education committees of the societies. The course content of such education programmes must be addressed to the basic problems affecting cooperatives & members, and should train members in problem-solving and democratic decision-making. Education Programmes should be carried out under democratic, friendly and open relations between education and participant. Education should be tapped from the cooperative movement and from more viable cooperative societies, including journalists, teachers, social workers are sympathetic to the Cooperative ideals.

The strategies, in developing education programmes may include pilot projects where different approaches for cooperative member education can be tested. Radio programmes and news, write-ups in dailies and journals may be used to promote acceptance of member education programmes. Committee members should form study groups to improve their performance or educators and should go on at least one day training workshops once a year. Study circles for members should be organized.

The reasons for limited success of existing member education policies and programmes are:-

1. Lack of competent and dedicated trainers;
2. Lessons irrelevant to the needs and problems of members;
3. Duration programme formulated higher officials in the government or in the cooperative movement without involvement of members in the cooperative societies;
4. Undemocratic socio-political structure;
5. Lack of suitable teaching materials.

April 24, 1979

EXPERTS CONSULTATION ON COOPERATIVE MEMBER EDUCATION
TRINCOMALEE APRIL 15-29, 1979

REPORT OF
GROUP III

Chairman : Mr. P.E. Weeraman, Sri Lanka
Rapporteur: Sister Leontina Castillo, Philippines

Members : Mr. Faqru Quadir, Bangladesh
Prof. Soedjito Sosrodihardjo, Indonesia
Mr. P.K. Panadam, Singapore
Mr. Bo Lund, Sri Lanka
Mr. E. Tilly, ILO

The Group felt that cooperative member education deserves the highest priority in the matter of cooperative development. The need of a genuine cooperative movement in each country is highlighted by the fact that, as said by Mr. Blanchard, the Director-General of the ILO what is being sought by way of a New World Economic Order is "a transfer of the ideals of the Cooperative Movement to the larger world community".

Question 1 : What are the special characteristics of the environment of today in the developing countries which need to be given due consideration in evolving a suitable cooperative member education/member relations programme.

The special characteristics of the environment of today in the developing countries of this Region:-

1. Widespread poverty - the widening gap between the "haves" and "have nots".
2. Poor distribution of wealth, especially of land. Absence of land reform programmes or poor implementation, if any.
3. Illiteracy and educational systems that do not

meet the needs and aspirations of the general population.

4. A high rate of population growth.
5. A growing tendency of the population to go and crowd the cities and urban areas.
6. High rate of unemployment and exploitation of manual labour.
7. Leadership is mostly confined to privileged classes.
8. Tendency to extravagance due to temptations offered by the middlemen profit-making world (multinationals) through mass media.
9. Economic exploitation through unequal trade relationships between the developed and developing countries, and the growth of unhealthy foreign influences which are beyond the control of the developing countries.
10. Extensive foreign cultural invasion that affects directly and indirectly the daily life of people.
11. Apathy towards social and economic development.
12. Frustration caused by undemocratic and unjust administration.

Question 2 : What support is required at local, district and national levels for the development of a suitable member education/relations programmes? Identify the kinds of support and the types of institutions that could support in such a programme.

Support required for the development of suitable

Member Education Programmes:-

1. The socio-political climate should be favourable.
 - a. The existence of individual autonomy is necessary.
 - b. The law on cooperatives should have no provisions contrary to Cooperative Principles
 - c. There should be no government interference. Government's role should be confined to regulatory

function.

2. Financial support is needed for cooperative development.

a. Funds should be at the disposal of the movement.

The bulk of contribution should come from the movement, especially the primaries. Funds from other sources even from the government should be in the form of grants without conditions attached.

b. A system should be set up within the cooperative movement for finding funds for cooperative education.

The following method is suggested :

As it is the duty of each cooperative society to engage in the education of its members, every cooperative should set aside funds for cooperative education on the basis of a percentage of its turnover. It should be charged to the Trading Account of the society. A part of the funds set aside should be sent to its secondary society. The secondary society must do the same as the primary and also give a part of its education funds to the tertiary/national organisations.

c. Within the cooperative set up, there should be an appropriate organisational structure for taking care of education in each level.

d. Support should include the training of trainers and field workers, production of materials, planning, monitoring, evaluation, research development of cooperative education.

Question 3 : What new strategies would you recommend for the development of a meaningful member education programme?

STRATEGY/PLAN OF COOPERATIVE MEMBER EDUCATION

1. Basic Cooperative Education should be given to all:

(a) members and potential members, (b) committee members, (c) employees.

2. The cooperative education programme should involve the members in its planning and implementation.
3. There should be a graded system of continuous cooperative education. In certain countries cooperative education should be accompanied by functional literacy programmes. Contents, methods and communication processes and educational materials should be relevant and fitted to the needs of the members. Contents should not deal only with cooperative principles, practices, history etc., but with everything that affects the life of the members and the enterprise of the society.

Question 4 : Evaluate the various member education/relations policies and programmes of the developing countries and identify reasons for their limited success.

Most developing countries have no well planned member education programmes. In the countries of this Region, the priority given to Cooperative Member Education by the government and the movement is low. In general, there is poor and weak leadership; because the government has taken over the control of the cooperatives.

EXPERTS' CONSULTATION ON COOPERATIVE MEMBER EDUCATION, SRI LANKA

GROUP I

1. Mr. Brain C. Cooper, Australia
2. Mr. J.M. Mulani, India
3. Mr. Sularso, Indonesia
4. Prof. Kyou Bo Shim, Republic of Korea
5. Mr. Chong Thin Huatt, Malaysia
6. Dr. A.A. Medonza, Philippines
7. Miss. J.C. Tennekoon, Sri Lanka
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10. Mr. Payunsak Petjamroonsuk, Thailand

GROUP II

1. Mr. Muniruddin Ahmed, Bangladesh
2. Mr. J.K. Lumunon, Indonesia
3. Mr. V. Sakano, Japan
4. Mr. J. Lee, Republic of Korea
5. Mr. Fay L. Dumagat, Philippines
6. Miss. Kath rine Larsson, Sri Lanka
7. Mr. S.P. Acharya, Nepal
8. Mr. M.R.B. Daswatte, Sri Lanka
9. Mr. T.D.J. Vitharana, Sri Lanka
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GROUP III

1. Mr. Faqrul Quadir, Bangladesh
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6. Mr. P.K. Panadam, Singapore
7. Mr. P.E. Weeraman, Sri Lanka
8. Mr. Bo Lund, Sri Lanka
9. Mr. E. Tilly, ILO
10. Mr. U.B. Bandaranayake, Sri Lanka

April 21, 1979

SUGGESTED SUBJECTS FOR GROUP WORK AT THE EXPERTS' CONSULTATION

ON MEMBER EDUCATION, TRINCOMALEE (SRI LANKA)

1. "What are the special characteristics of the environment of today in the developing countries which need to be given due consideration in evolving a suitable cooperative member education/ member relations programme."
2. Evaluate the various member education/relations policies and programmes of the developing countries and identify reasons for their limited success. What new strategies would you recommend for the development of a meaningful member education programme?
3. What support is required at local, district and national levels for the development of a suitable member education/relations programmes? Identify the kinds of support and the types of institutions that could support in such a programme.

EXPERTS' CONSULTATION ON COOPERATIVE MEMBER EDUCATION

TRINCOMALEE (SRI LANKA) : APRIL 15-29, 1979

PROPOSED PROJECT

FOR

MEMBER EDUCATION PROGRAMME IN SRI LANKA

Drafting Committee :

Chairman : Mr. P.K. Dissanayake
Secretary: Miss J.C. Tennekoon

Members : 1. Mr. P.E. Weeraman
2. Dr. J.M. Gunadasa
3. Ms Katharine Larsson
4. Mr. U.B. Bandaranayake
5. Mr. M. Pathinathan

PROPOSED PROJECT
FOR
MEMBER EDUCATION PROGRAMME IN SRI LANKA

c o n t e n t s

1. BACKGROUND
2. GENERAL OBJECTIVE
3. SPECIFIC OBJECTIVE
4. STRUCTURE AND FRAMEWORK
5. STRATEGY
6. STAFF DETAILS
7. OVERALL PROJECT COSTS
8. SUPERVISION AND EVALUATION

April 25, 1979

PROJECT PROPOSAL FOR A
PILOT PROJECT FOR MEMBER EDUCATION IN SRI LANKA

1. BACKGROUND

Cooperative education has for a considerable length of time not received the necessary emphasis and support in Sri Lanka. Government policy decisions in respect of cooperatives had resulted in the composition of committees of management, especially in the MPCs of only five elected members and nine persons nominated by the government. This led to greater government intervention in the day-to-day affairs of the society and the rapid reduction of member participation, member control and member involvement. In fact, it could be said that the cooperative as a democratic form of organisation practically ceased to exist.

The recent changes in policy in respect of cooperatives

be that of the National Cooperative Council of Sri Lanka (NCC).
The Department of Cooperative Development and other relative
organisations and institutions will render necessary
assistance for the successful implementation of the project.

3. THE SPECIFIC OBJECTIVES

The specific objectives of the pilot project would be :

1. To evolve suitable structure for the carrying out of an effective member education programme.
2. To provide a suitable training programmes for the training of trainers.
3. To identify suitable strategies to assist the members to understand the concepts of cooperation, the role of the cooperative society and their own role in the efficient performance of their society.
4. To enlist the support of suitable agencies and institutions to assist the programme.
5. To produce or help to produce suitable teaching material to be used by the trainers at various levels of need.
6. To undertake periodical review and evaluation with a view to improving the effectiveness of the project.
7. To make available the experiences gathered in the pilot project for expansion to the societies on a phased basis.
8. To carry out any other activities which are incidental or conducive to the attainment of the objectives of the project.

4. THE OPERATION OF THE PROJECT

- I. The responsibility for operating the pilot project will

- II. The NCC will constitute a Project Direction Committee which will provide guidelines for the project and periodically review the activities of the project at the provincial level and small advisory committee would be set up with suitable representatives from societies.
- III. The Project Direction Committee will consist of :-
1. President, NCC
 2. Commissioner of Cooperative Development
 3. Principal, School of Cooperation
 4. Four Board members from MPCSSs set up under the project.
- IV. The pilot project will be for a period of two years with possible extension for a further period if such is considered necessary.
- V. The pilot project will have an operational area of the whole Island but will confine its activities to only one MPCSS in each of the nine provinces of the country in the first phase of the programme,
- VI. The nine MPCSSs to be included in the project would be selected on the basis of the following criteria: The selection being made by the NCC with the assistance of Cooperative Department.
- VII. The criteria to be used in the selection of societies for inclusion in the project would among others include

the following:-

1. That the society has elected its Board of Directors and members of the branch committees.
2. That the society is a economically viable one with adequate funds to support a programme for member education.
3. That the society operates at a higher level of management efficiently.
4. That the society is able andwilling to appoint set apart one or two officers specifically for the work in the member education programme.

5. THE ORGANISATIONAL SET UP FOR THE PROJECT

- I. At the national level there will be a Project Director appointed by the NCC who will be assisted by two Field Officers and supporting staff.
- II. At the society level one member relations officer would be appointed who will work with the first phase of the project under the general direction and supervision of the national level project staff.

National level project staff will work in close collaboration with the Board of Directors and the branch committees of the selected societies. They will have the support of the NCC and the Cooperative Department field staff at all levels. Suitable consultancy services will be made use of to support the project.

6. WORK PLAN

The project strategy would be a phased approach to the various levels of the members and functional groups in each society.

I. Phase I (a period of about 6 months)

The attempt would be to involve the members of the Board of Directors, selected staff of the societies, the members of the branch committees and of women's committees in series of activities, designed to involve them in socio-economic situations of the community, the cooperative society, the roles they are expected to play and the needs for better member understanding to strengthen to their cooperative.

The target groups would be involved in field level discussion activities to enable them to better understand the field situation and also to effect necessary attitudinal changes.

The target groups would also be introduced to various exercises in group dynamics, group action and techniques of better communication.

II. Phase II

During this phase the project staff and selected staff at the society level would be provided with suitable training and orientation to facilitate successful implementation of the project.

III. Phase III

About 18 months in Phase II each of those involve in Phase I programme would either by himself or with others identify

functional groups in his allotted area and would proceed to involve functional groups in a series of discussions and study circles with a view to involve them in decision-making processes within the community and the society. By this process a systematic attempt would be made by about 200 persons in each society to involve the mass of the membership in direct contact programme with a view to increasing member interest, member participation and member control.

The member education officers at the society level the national level project staff and other related staff would actively support this field programme.

The project staff in collaboration with the NCC on-going other projects and also other organisations would assist the field programmes with necessary advice and teaching materials.

7. SUPPORTING AGENCIES FOR THE PROJECT

- 1) Department of Cooperative Development
- 2) School of Cooperation, Polgolla
- 3) Cooperative Management Services Centre
- 4) University
- 5) Ministry of Education - Adult Education Section

pk/

8. PROJECT COSTS FOR THE TWO YEARS PERIOD HAS BEEN
ROUGHLY ESTIMATED AS FOLLOWS:-

	1st Year	2nd year	Total
a. <u>General overheads</u>			
Project Director	15,000	15,500	
Two field officers	18,000	18,400	
Clerk/Typist	4,800	5,000	
Translator	7,200	7,400	
b. Consultancy	15,000	10,000	
c. Travelling	15,000	15,000	
d. Supporting society level staff	30,000	25,000	
e. Office and furniture, equipment, stationary	5,000	5,000	
f. Production of study materials sub-contraction	25,000	25,000	
g. Training programmes	50,000	50,000	
h. Evaluation		5,000	
i. Contingencies	10,000	10,000	
	210,000	191,300	

Experts' Consultation on Member-Education
Trincomalee (Sri Lanka) April 15-29, 1979.

International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia
"BONOW HOUSE", 43, Friends Colony
New Delhi - 110065 (India)

ICA COOPERATIVE EDUCATION MATERIALS

ADVISORY SERVICE (CEMAS)

- Dr. Dharm Vir
Joint Director (Education)

1. In response to a widely-felt need to improve the supply and quality of materials used in cooperative education and training in the developing countries, the Cooperative Education Techniques Project was launched in 1973 by the International Cooperative Alliance (ICA) with the assistance received from the Cooperative League of the USA.

2. The initial task with which the Project was charged was to carry out a survey into educational materials and techniques used in the developing countries with a view to identifying the main areas of action required to improve the existing provision. As a result of this survey, a report was made, recommending inter alia, the establishment within the framework of the ICA and its Regional Offices, a Cooperative Education Materials Advisory Service (CEMAS), the functions of which are.

- 1) to collect materials, and information on materials available to and/or used by cooperative institutions in the developing countries, for the purpose of compiling an inventory of such materials;

- ii) to provide advice and information regarding the use and availability of suitable materials to potential users in the developing countries and, where possible, to facilitate the exchange of such materials;
- iii) to produce proto-type materials where special need for such was identified.

3. The ground work for the CEMAS operation has been laid in the London office and work on the inventory of materials is well underway. Materials used in connection with cooperative education and training in more than 30 countries have been collected, evaluated and classified according to quality and the areas of cooperative study to which they are mostly suited. This aspect of the service will continue as an on-going operation, details of other items being added to the inventory as they become available. Information on materials already listed is readily available to cooperative training institutions in developing countries on request.

How Does CEMAS Operate: Please see CEMAS CYCLE (Annexe-C)

4. A similar service on a modest scale has also been initiated by the ICA Regional Office & Education Centre for South-East Asia, in ~~1969~~ 1976 through CEMAS UNIT at New Delhi. Another CEMAS UNIT has been established at the ICA Regional Office for the Central and East Africa at Moshi (Tanzania). The CEMAS UNITS in the Region collaborate with the CEMAS, London, but work within the framework of their respective Regional Offices.

5. An important function of the CEMAS operation is the production of prototype educational materials on particular subjects where there appears to be specific need for these for cooperative education and training purposes in the developing countries. The production of such proto-type has been commended. A list of educational and training materials produced by the CEMAS/London is enclosed as Annexe-A and these can be procured by actual users by making a specific request. In this connection, one can make initial contact with CEMAS Liaison Officers in their respective countries, and also the ICA, RO&EC New Delhi. A list of Liaison Officers in the Region is enclosed as Annexe-B.

6. As matter of Regional priority it has been decided to produce management cases, role plays, case books on Cooperative Management, training packages and some audio-visual aids to provide support to cooperative trainers and management training programmes in South-East Asia. The following priced publications of the ICARO&EC and other educational materials are available from the CEMAS New Delhi Unit:

- i) Manual for Study Circle Leaders
- ii) Communication and the Cooperative Teachers
- iii) Farming Guidance in the Cooperative Movement in Japan
- iv) Economics of Consumer Cooperation
- v) Key to Household Economy
- vi) Balanced Diet
- vii) The Aims and Principles of Cooperation and Their Application in the Developing Countries
- viii) Cooperative Member Education & Communication (along with case studies on two agl. -coops in Japan)
- ix) Book keeping for Fisheries Cooperatives
- x) A series of speeches on cooperation.

In addition, the ICARO&EC had produced some study material and Study Circle Kits as an aid to Cooperative Member Education programmes undertaken by it on a pilot basis in Delhi, and other parts of India. Some useful material was also by the ICA/NCU Field Project in Cooperative Education, Indore. The I.C.A. R.O. & E.C. also plans to produce some training packages which would be useful for the field workers & organisers in the field of Coop. Member Education extension & farm guidance.

For additional information and assistance from the CEMAS

New Delhi Unit, please write:

The Joint Director (Education)
International Cooperative Alliance
RO & EC, Bonow House, 43 Friends Colony,
New Delhi-65

The addresses of the CEMAS Offices are:

1. The Education Officer (CEMAS)
International Coop. Alliance
Regional Office for East & Central
Africa, Post Box 946
Moshi, Tanzania
2. The Project Officer (CEMAS)
International Coop. Alliance
11, Upper Grosvenor Street
London W1X 9PA England

7. The main priority before the ICA, CEMAS London is to produce material which would help in improving cooperative member relations and member education programmes in the developing regions of the world. It has therefore decided to produce a model member education plan and a manual on techniques of preparation of national cooperative education plans.

8. A special feature of the CEMAS New Delhi Unit is the ICA Film Library Service. The service, which has been started on an experimental basis for India, will be expanded to other countries of the Region.

9. A Strategy For Development of Cooperative Education at the
Local Level

Recently the ICA CEMAS London has undertaken to develop a strategy for improvement in the planning, implementation and evaluation of cooperative member education programmes. Special photo-type material will be produced as a part of the strategy and tried out in the developing countries of East Africa. To begin with, effort is being made to develop a training programme for the field education officers who are concerned with conducting member education programmes at the primary level and thus improving the performance of rural cooperatives in different countries of the developing Regions. A Report has been produced by a Special Consultancy Agency called 'Tecmedia', Loughborough (England) for the ICA-CEMAS. This Report discussed analysis and presents the findings related to the problems of how to improve the performances of members, committee members and secretaries/managers in small rural cooperatives throughout the developing countries.

10. The formulation of performance objectives and the performance problem analyses were based on an attempt to identify relevant common denominators for the type of cooperatives the project is aiming at - small rural cooperatives. The target population descriptions are, however, biased towards the East African region, on the assumption that the first field trials would be carried out in that area.

11. It should be stressed that proposals at this stage can only be at the strategic level, further detailed analysis is required before the appropriate tactics can be designed. This is the first draft to be used as a discussion document in a special consultation meeting called by the ICA CEMAS London from 14th to 19th May 1979. The comments given by the Experts and other participants in this Meeting will be useful for revising the draft Report.

The main concern of ICA/CEMAS has been expressed as one of deciding what contribution could be made in the form of supportive materials, and other means, towards the efforts to train and educate the ordinary members elected committee members and secretary/managers of these cooperatives. It was decided, therefore, that the improved performances desired of the target groups should be derived very carefully and from these statements of performance (performance objectives) we would work backwards to decide upon the best ways of bringing them about.

12. The analysis has, so far, considered only performances of members & committee members, the categories which have been seen as having priority at the first stage of an action programme. The crucial role of the secretary/managers and other staff is not forgotten, but will be analysed at a later stage. At the core of the problem, of course, was the desired performances of the ordinary members (the summit). From these the desired performances of the committee members and secretary/manager would be likely to emerge.

13. The following table gives the original statements (ICA CEMAS) of the desired performances of the ordinary members and the corresponding benefits that would be likely to accrue to the cooperatives: #

14. The problem, therefore, becomes:

How can the performance discrepancies, between what exists now and what it is desired that members shall do, be reduced or made good?

The report addresses itself to this problem. The relative roles of field educators and supportive personnel, are discussed only in so far as they are identified as being effective instruments in bringing about these desired performances.

15. The principal elements of our proposed strategy there fore are that:

(a) Field Education Officers (F.O.E.) become the instigators of performance change in the rural cooperatives.

(b) A simplified course for F.O.E.s be designed in the analysis of performance problems and in the arrangement of performance change.

(c) Various guidelines for F.E.Os and target populations could be produced.

The next point to consider is who will train the F.E.Os? It is suggested that instruction to the trainers of F.E.Os is provided as a part of ICA/CEMAS action programme, in collaboration with Techmedia. The trainers should learn philosophy, techniques & skills of analysis, design & implimentation from qualified course managers.

#

PERFORMANCE OF MEMBERS	resulting in	PERFORMANCE OF CO-OP
1. Do business with co-op instead of with competitors		Increased volume of trade (better prices, higher surplus)
2. Encourage others to become members		Increased volume of trade (better prices, higher surplus)
3. Proper conduct in business dealings with co-op		Less risk of losses and other problems
4. Repay debts promptly		Reduced (or no) problems with loans arrears, or tied up working capital
5. Invest money in shares if asked to do so		More working capital
6. Not demand or allow unequal treatment		Able to serve more members better
7. Participate, intelligently, in policy making		Operations based on better guidelines
8. Demand proper measures of control. Ensuring that they are effectively applied		Reduced (or no) losses from theft, embezzlement etc
9. Does not interfere unnecessarily in the day-to-day management of the Co-op		More consistent & effective management

ICA - CEMAS, LONDON. PUBLICATIONS LIST

February 1979.

PUBLICATIONS ON METHODS IN CO-OPERATIVE EDUCATION:

<u>General</u>	<u>Price per copy</u>
1. <u>Participative Teaching Methods</u> A guide with specimen for co-operative teachers. 119 pages, A.4. 3rd impression. 1978....	1.50
2. <u>Explaining Annual Reports</u> A guide on the use of annual reports and accounts as an aid to education. 96 pages A.4. Presented in a ring-binder. 1978	6.00
 <u>SPECIAL</u>	
3. <u>Co-operative Education Radio Programmes.</u> A general guide with specimen scripts. 123 pages, A.4. 3rd impression, 1978	1.50
4. <u>Case Writing Workshop Pack.</u> Including teacher's guide. The Pack contains material for a two-week course in writing of case studies on co-operative management. By Dr. Malcolm Harper, Cranfield School of Management. 1977.....	12.00
5. <u>Correspondence Education</u> A guide for planners, course writers and tutors, with 6 specimen lessons, Guide: 32 pages; Specimen; 98 pages, A.4. Basic text compiled by the International Extension College, Cambridge. 1977	10.00

PUBLICATIONS ON ACCOUNTING AND MANAGEMENT FOR
CO-OPERATIVES:

		<u>Price per copy</u>
6. <u>Co-operative Book keeping - four manuals</u>		
(1) Marketing Co-operatives	52 pages	1.50
(2) Consumer Co-operatives	40 pages	1.50
(3) Savings & Credit Co-cps.	26 pages	1.50
(4) Industrial Co-operatives	38 pages	1.50
7. <u>Society Operating Manual:</u>		
A guide with specimen on the preparation of operating manuals for agricultural and consumer co-operatives. 145 pages. A.4 Presented in a ring-binder. 1977		7.00

MISCELLANEOUS PUBLICATIONS:

8. <u>A Co-operator's Dictionary</u>		
Explanations of co-op. and commercial terms By A.Lamming. 55 pages. A.5.1977		1.00
9. <u>Sources of Co-operative Information</u>		
Including a list of co-operative contacts in most countries of the world. A.5.1979		1.25

FORTHCOMING PUBLICATIONS:

The following manuals are expected to be published in 1979:-

10. Control of Assets for the Prevention of Losses.
A guide on how losses can be avoided through the application of suitable control measures.
11. Member Education Plan
A model plan for member education with comments. Especially covering pre-formation stages of a co-operative. This will be supplemented by a Teachers' Guide.
12. National Co-operative Education Plans
A manual on the techniques of preparation of a national long-term co-operative education plan.

..../....

<u>PUBLICATIONS PUBLISHED IN ASSOCIATION WITH</u>		<u>Price per copy</u>
<u>INTERMEDIATE TECHNOLOGY PUBLICATIONS:</u>		<u>£</u>
(i)	<u>Tropical Agriculture for the Staff of Co-operatives.</u> A programmed text. By P. Yeo. 54 pages. A.5. 1977	1.95
(ii)	<u>Business Arithmetic for Co-operatives and Other</u> <u>Small Businesses</u> For use by co-operative Society managers and staff. By T.N. Bottomley. 87 pages. A.5.1978	1.95
(iii)	<u>Co-operative Organisation - An introduction</u> By B.A.Youngjohns. 34 pages, A.5.1977	1.25
(iv)	<u>The Work of a Co-operative Committee</u> A Programmed text by P.Yeo. 87 pages. 1978	2.25

CONDITIONS FOR DISTRIBUTION

Co-operative colleges and other training institutions, education departments of co-operative organisation, etc., are entitled to one free copy. Quotations for quantities can be obtained on request.

Note

The distribution of the special publications, such as Co-operative Education Radio Programme, Case Writing Workshop and Correspondence Education, is restricted to training institutions stating a firm intention to carry out such activities.

ANNEXE B

LIST OF LIAISON OFFICERS

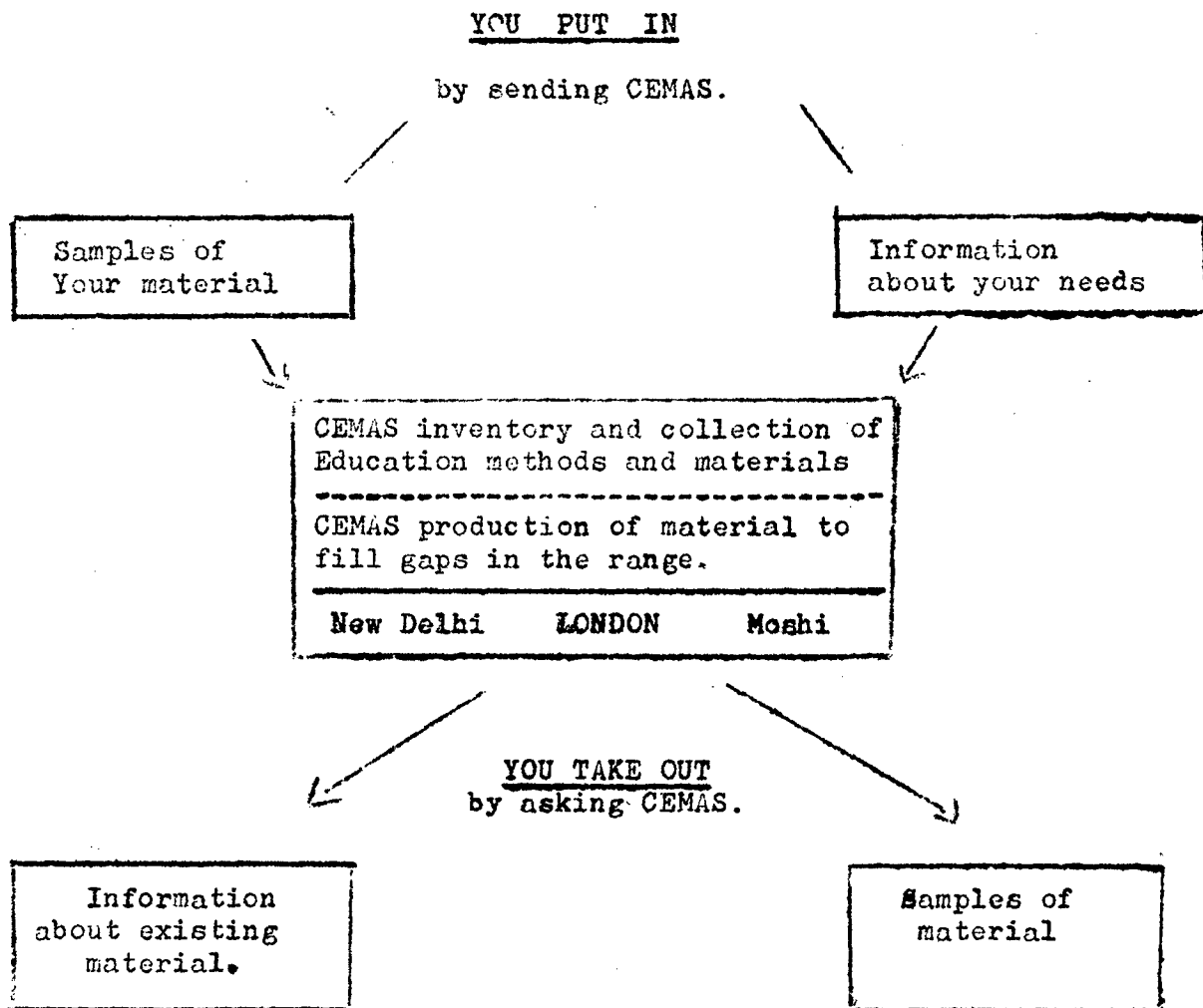
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Koperasi
Direktorat Jenderal Koperasi
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7. Gen. J. Sassani
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Sepah Consumers' Cooperative
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Cooperative Training Centre
Arniko Raj Margh, Baneshwor,
Kathmandu (Nepal)
13. Mr. Florencio S. Corral
Assistant General Manager
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of the Philippines, Inc.
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(Philippines).
14. Miss Lolita C.Gonzales
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Coops. Institute
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15. Mr. Alonso I. Pinlac
Chief of Educ. & Training Division
Bureau of Cooperatives Development
(Ministry of Local Government &
Community Development)
Quezon City (Philippines).
16. Ch. Jamil Aslam
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Peshawar (Pakistan)
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Coop. Management Services Centre,
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127, Grandpass Road,
Colombo - 14 (Sri Lanka)
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Cooperative League Section
4, Pichai Road, Dusit,
Bangkok (Thailand)
19. Miss Somjit Thongdoug
Department of Coop. Promotion
Ministry of Agriculture & Coops.
Bangkok (Thailand)

ANNEXE - C

(CEMAS CYCLE)

1. HOW DOES CEMAS OPERATE
AS A CLEARING HOUSE FOR
COOPERATIVE EDUCATION METHODS AND MATERIALS ?



2. Who are our clients?

Answer: All organisations and institutions concerned with cooperative education, training and information.

International Cooperative Alliance

PROPOSED ORGANISATION OF COOPERATIVE EDUCATION IN SRI LANKA

: by Teachers Training Project, Sri Lanka

23 April 1979

PROPOSED ORGANISATION OF COOPERATIVE EDUCATION IN SRI LANKA

Cooperative Teacher Training Project,
Sri Lanka.

1. INTRODUCTION

This paper will in full be presented to the Commissioner for Cooperative Development and to the National Cooperative Council of Sri Lanka. Relevant parts of the same is hereby presented to the Member Education Consultation in Trincomalee, April 1979.

2. A CENTRAL BODY FOR CO-OPERATIVE EDUCATION

To achieve results there must always be a clear chain of command. This is not easy to construct in the case of Co-operative Education. Traditionally a considerable responsibility for Co-operative Education rests with the co-operative department and the work of its field officers. National Co-operative Council has been established with the task to disseminate Co-operative information and education. This apex organisation is economically weak because it has been considered that it should not do business, not be intergrated with any national organisation for wholesale or production.

In the country there is a great call for Co-operative development. It is therefore necessary to consider the expansion of Co-operative Education as such and to find ways for the co-operative department and the national apex organisation to meet in one Central Body.

These are the reasons:-

- 2.1 Co-operative Education must be dealt with as a unity. Education of staff (whether from government, unions or primary societies) should be coordinated with committee-men and member education to ensure a good understanding between these groups and joint efforts to promote co-operatives.
- 2.2 Nevertheless, separate study-programmes must be formulated for staff, committee-men and members respectively in order to make them know their tasks and understand their position in the co-operative society.
- 2.3 Co-operative Education is an important part of general education in the nation and particularly of adult education. A joint planning and execution of Co-operative Education is important to achieve the maximum results, for the coordination with other adults education efforts and to secure the necessary prestige for the co-operative movement.

Recommendation 1.

- A Co-operative Education Board be set up in the country with equal number or representatives from the co-operative department and the national apex organisation.
- It may be agreed upon to call in representatives of other institutions and departments to sit on this Body.

- This Body be in charge of, or responsible for the work of a Co-operative College (School of Cooperation, Polgolla) and any other nation-wide co-operative education institution set up on the same level.

The Co-operative Commissioner himself should be one of the representatives in the Body. However, it is most important that the day-to-day problems of Co-operative Education are the responsibility of one particular person in the Commissioner's office, whether a senior Assistant Commissioner or a Deputy Commissioner. He should also be a member of the above Body.

On the side of the national apex organisation there seems to be only one major problem when accepting the proposed central body for Co-operative Education. The national apex organisation will always be responsible for co-operative public relations and propaganda. It is often difficult or sometimes even impossible to differentiate between this task and member education/information. This problem could be overcome if the apex plans its public relation work over a 12 months' period and the central body does the same. This will make it possible to agree on special arrangements for membership campaigns and member information and education.

Recommendation 2.

- A Co-operative college and any other co-operative education institution on the same level, which it is considered important to maintain for national reasons, should be organised as a parastatal or statutory body and the Co-operative Education Board suggested in Recommendation 1, be its management committee.
- An alternative solution is that the Co-operative Education Board itself is registered as a parastatal or statutory body, managing the Co-operative College and other institutions.

This will have several advantages:-

1. It will make it possible to construct separate salary scales and terms of employment for senior staff.
2. It is possible to regard the Co-operative College as one entity in all respects. This is important in questions of development; for instance concerning technical assistance to the College.
3. The construction of a Cooperative Education Board (Central Body) and of the College as a parastatal institution releases the Commissioner as well as the national apex organisation of a number of routine questions and they may concentrate themselves on the formulation of policy and guidance and supervision respectively.

3. PATTERNS OF ORGANISATION

A. MPCSs and District Unions

Local Education. For all co-operative societies, whether primary or secondary, it is true to say that if they feel responsible for and pay attention to Co-operative Education in their respective areas of operation they have reached a maturity which in itself is an evidence of success. It is assumed that branches affiliated to a certain M.P.C. Society have some common bond, either the same crop or crops, an easily identified geographical area of operation or that their members mainly are of one and the same village. Thus it should be possible to identify certain common interests and problems on the branch level and correspondingly there is an interest for the society to disseminate information and co-operative education to its affiliated branches.

On the side of the local branches there might well be several local conditions which constitute a particular background for co-operative education. A branch may not have a good storage building whereas other branches have; staff may be better or worse in other branches or the area of operation may have more or less rain-fall than other areas in the society. There is thus also a common bond for members of one particular branch and as it is agreed that member education should be very closely connected with the realities in the marketing situation, member education adjusted to local conditions cannot be transferred to other authorities but must remain the responsibility of the primary society itself. Consequently and adaptation to local conditions of the education given to primary societies staff and committee-men is also necessary.

Co-operative Education on MPCS level

In the MPCS there should always a full time Co-operative Education Secretary (CES) and in the small societies a part-time CES; i.e. a senior officer using certain time of the year for educational activities. An Educational Sub-Committee of three to five persons should be elected in each MPCS to support the work of the CES. The CES and the Sub-Committee will prepare a Co-operative Education Plan for the coming year and this education plan will serve as the basis for Votes for Co-operative Education by the Annual General Meeting of the society.

On the initiative of the Sub-Committee and the CES the Board of Directors and the Annual General Meeting of the society will recommend the local branches to plan their own education activities. CES is to assist them in this and he shall visit all branches as often as possible, but at least once a year.

The Co-operative Education Board should be created to construct systems for staff, committee and member education and to produce study material for those purposes.

From a point of view of office organisation and postal distribution it is not practicable to conceive that the central body should communicate directly with some three (300) societies.

As the Co-operative Education Board cannot maintain contacts with hundreds of societies it should concentrate on assisting the district unions in the organisation of co-operative education on the district level and also the work of the district unions to establish a sound education activity among the affiliated primary cooperative societies.

It is certainly possible for the Central Body to maintain contacts with 26 Co-operative Education Teams (CET). This number is also suitable for Co-operative Education Secretaries.

B Establish Mobile Co-operative Education Teams

The present system of stationary District Education Centres of NCC should be replaced by mobile units (Cooperative Education Teams) operating at a district level. The duties of the CET be to assist and coordinate the cooperative education activities among the cooperative societies within the district, and to coordinate cooperative education activities on local/district level with the national cooperative education programmes. The main point is that, the work of the CET must under no circumstances give the co-operatives in their respective areas of operation the feeling that as these wings are established the societies are thus exempted from responsibilities for co-operative education or from financial obligations in this matter.

The Teams could preferably be staffed by a number of Tutors/Study Organisers corresponding to number of cooperative societies/ members in the area.

The Teams should be well equipped with study material and teaching aids and could also act as a district branch of the central body.

C Coordination

The education activity of the MPCs and its affiliated branches is the responsibility of the society. The co-operative department can in many ways impress upon the MPCs the importance of a well organised education activity; a very effective way being to instruct the inspectrate staff to check that the intentions of the Central Body are being carried out.

As half of the delegates of the Co-operative Education Board are representatives of the co-operative apex organisation decisions taken by the apex on co-operative education policy, such as the organisation of local co-operative education outlined here, with a co-operative education secretary, an education, will reflect the opinion of the MPCs and the action taken by the Central Body about the necessary local adjustment of the national policy.

As mentioned in the introduction to this memo it is necessary in our country to have, for a considerable time, a special organisation for co-operative education at least on a central and district level. Co-operative Wings are therefore necessary to support education systems and study campaigns decided upon by the Central Body. It is important that the Wings never take initiative from the societies in the area but on the other hand work to support a longterm organisation of co-operative education in the MPCs and their affiliated branches.

D Special Primary Cooperatives

In the case of certain co-operatives, e.g. school societies credit societies and industrial co-operative societies special co-operative education plans are prepared, built on direct contract between central institutions and the co-operative societies.

Such special co-operative education plans are certainly necessary when a particular type of co-operative is introduced on a broad scale but it should be kept in mind that in the long run these educational activities must be carefully co-ordinated with any measures decided by the Central Body. This is to avoid confusion and save money when producing study material.

There are some-children in co-operative education. The group of miscellaneous societies, handicraft, fisheries, housing and so on, is in each case too small to be very much observed or provided with special education scheme or study material.

It may be necessary to call in staff from these societies to short courses for "stock-taking" i.e. to find out their knowledge in cooperation, book-keeping, management etc., and similarly to make courses on a regional/district basis for committee-men of these societies. In order to follow up such activities properly the Cooperative Education Teams should be responsible for the organisation of co-operative education among these societies in the district.

Recommendations 3

- Co-operative Education Secretaries (CES) to be introduced in all MPCs and given proper recognition.
- Co-operative Education Secretaries be selected among experienced employees in the society whenever possible, but essentially they must be people with a cooperative background.
- Education Sub-Committee be formed in all MPCs.
- Annual votes for Co-operative Education in all MPCs and other primary societies.
- Special systems of Co-operative Education for special societies, by means of contacts with the co-operative societies from the central body through the Cooperative Education Teams.
- Co-operative Education Team to be introduced in all 26 districts and given proper recognition.
- The main task of Co-operative Team be to establish and secure the organisation agreed for Co-operative Education on secondary and primary level.

4. COMMITTEE AND MEMBER EDUCATION

4.1. The Member Elite

In all co-operative societies, in all countries, the continuous work depends, to a considerable extent, upon a group of interested members who have fundamental knowledge about the co-operative ideology and the economy, organisation etc. of their co-operatives. We would like to feel that the committee and the staff form part of the member elite as well as the former committee-members. The thing to observe here is that the committee should always aim at increasing the group of interested members and also to increase their knowledge. The means and methods available are :

- Meetings of the societies
- One courses
- The spread of co-operative journals, booklets and other informative material.
- Study groups.
- Radio education.
- Visits from the Co-operative Department and the Apex Organisation
- Self studies/correspondence education

The committee-members are taught in week-long courses on a society/district level or in meetings on a society level with the Secretary/manager. It is the responsibility of the Co-operative Education Secretary of the society and of the Teams teach these means and methods to the committee and staff and to check the efficient distribution of informative material.

It is important for the co-operative movement to publish and distribute a co-operative journal. This is a means for regular information to the members and their societies which may be used also in study groups. To achieve good results considerable attention should be paid to the distribution of the journal. It must reach the members soon after publication and some members are given the responsibility to forward the most important items of information.

4.2. The Majority of the Members

The four main ways of reaching the members are:-

- The man to man teaching done by branch staff and committee members.
- The meetings of the society
- One-day courses in the society
- Radio education

Again to teach the means and methods is the responsibility of the CES and of the Teams but it is felt that too little support is given by inspectors/officers visiting the societies in checking and advising of these matters. Particular emphasis should be put on the meetings of the societies. Inspectors and other visiting these meetings should be taught how to present the work of the society in such a way that, if possible, it is understood also by the cooperative illiterate members.

Radio education is emphasised here, one should aim at two series of programmes in the long run; Educational Programmes and Informative Programmes.

- Week-long courses for chairman and vice chairman of all societies be organised and methods and means in member education taught.
- For the committees study-groups be organised in subjects like "The Duties of the Committees" and "How to Read the Balance-Sheet".
- Permanent study-groups be organised in as many societies as possible. These study simple correspondence courses supported by radio education.
- One-day courses be organised in all branches at least once a year.
- The efficient distribution and use of a co-operative journal is a common interest for all co-operators. The national apex organisation and the Central Body should therefore jointly look into this matter.
- A booklet called "Membership in Co-operative Societies" be worked out, translated to all languages necessary and carefully distributed to service as one of the main means in nation-wide membership campaigns..
- Co-operative Education Secretaries and Co-operative Teams should visit all societies as often as possible but at least once a year.
- The Co-operative Education Team is responsible for and checks committee and member education of the special primary societies in each district.

PROPOSED ORGANISATION OF COOPERATIVE EDUCATION IN SRI LANKA - Cooperative Teacher Training Project, Sri Lanka

M.P.C.S. Statistics - 30th June 1978

Province	District or ACCD Division	No. of societies	No. of Branches	No. of Members	No. of employees
1. WESTERN	i. Colombo	13	469	176,000	5000
	ii. Gampaha	19	727	200,000	5000
	iii. Kalutara	12	438	125,000	3000
		44	1634	501,000	13000
2. SOUTHERN	i. Galle	17	523	118,000	2800
	ii. Matara	8	432	180,000	2500
	iii. Hambantota	9	233	85,000	1200
		34	1188	383,000	6500
3. CENTRAL	i. Kandy	20	580	116,000	2900
	ii. Matale	11	214	46,000	1000
	iii. Nuwara Eliya	9	190	44,000	1400
		40	984	206,000	5300
4. UVA	i. Badulla	11	322	91,000	1900
	ii. Moneragala	5	73	24,000	500
		16	395	115,000	2400
5. NORTH WESTERN	i. Kurunegala	11	435	165,000	2300
	ii. Kuliyaipitiya	6	278	69,000	1500
	iii. Chilaw	7	267	59,000	1400

Province	District or ACCD	No. of societies	No. of Branches	No. of Members	No. of employees
6. NORTH CENTRAL	i. Amradhapura	23	318	74,000	1400
	ii. Polonnaruwa	9	107	41,000	900
		32	425	115,000	2300
7. NORTHERN	i. Jaffna	22	450	151,000	2800
	ii. PARANTHAN	5	69	25,000	400
	iii. Mannar	7	67	19,000	300
	iv. Vavuniya	6	86	36,000	400
		40	672	231,000	3900
8. EASTERN	i. Batticaloa	13	157	38,000	700
	ii. Kalmunai	9	147	56,000	600
	iii. Amapara	6	80	35,000	70
	iv. Trincomalee	9	132	57,000	600
		37	516	186,000	1970
9. SABARAGAMUWA	i. Kegalle	10	466	147,000	2600
	ii. Ratnapura	13	393	117,000	2600
		23	859	264,000	4600
		272	7653	2,295,000	50000



Project for Women's Consumer Education and Information

THROUGH CO-OPERATIVES IN SRI LANKA
(National Co-operative Council of Sri Lanka)

15, Kumara Vidiya, KANDY

Phone: 08-3556 Cable: NACOSIL

Our Ref:

Your Ref

BRIEF REPORT ON THE ACTIVITIES OF THE WOMEN'S CO-OPERATIVE CONSUMER EDUCATION PROJECT

- 1. Background.** The Women's Co-operative Consumer Education Project seeks to satisfy several long-felt needs within the Co-operative Movement of Sri Lanka. It is a well-known fact that the Co-operative Movement here has functioned efficiently in the field of consumer supplies but the main effort was in the field of equitable distribution of scarce commodities. We had not been able to enter effectively into the field of Consumer Education and Information, guiding members in regard to nutrition and health, quality consciousness and consumer protection. It is also a well-known fact that the women of Sri Lanka have only marginally participated in the Co-operative Movement. It is true that there are several Women's Co-operative Societies, but in the mainstream of co-operative activity their influence has been very small. It is in this context that this two-year project launched by the National Co-operative Council of Sri Lanka with the assistance of the Swedish Co-operative Centre, the Swedish International Development Authority and more particularly the Consumer Guilds in Sweden takes on a new significance in the future development of Co-operatives in Sri Lanka.
- 2. Objectives.** The objectives of the Project can be very broadly defined as "the education of the consumer, particularly the home makers of Sri Lanka, in regard to the value of consumer information, nutrition education, and quality consciousness and to create among them an awareness of the role that Co-operatives can play in promoting and protecting consumer interests."
- 3. Phased Programmes.** The project was officially launched on the 23rd of October 1978. The first few months were spent on recruiting staff, setting up of the office and establishing contacts with the project area societies and several supporting institutions. Actual operations started on 1st of January 1979. The Project has two phases. The First Phase will be limited to the five Multi-Purpose Co-operative Societies in and around Polgolla with the project office based in Kandy. In the Second Phase it is planned to extend the Project activities to ten more societies. It is hoped that the activities initiated by the Project will find common acceptance to ensure continuity even after the Project as such ceases to function.

4. The Project Staff. As mentioned earlier, this Project is a joint venture with the Swedish Co-operative Centre (SCC) / the Swedish International Development Authority (SIDA), the Swedish Co-operative Consumer Guilds and the National Co-operative Council of Sri Lanka sharing the costs. The NCC is the executing agency for the Project and it has appointed a Project Director who will be in overall charge of the Project and who will be responsible for the successful implementation of the Project proposals. The Project Director is assisted by a staff consisting of -

- One Consumer Education Officer
- One Member Relations Officer
- One Consumer Information and Publicity Officer

and secretarial staff. The Swedish Co-operative Centre has made available the services of an Adviser who is assisting the Project for a period of 6 months. She started her assignment on 1st February. It is our hope that SCC / SIDA will be able to provide the assistance of the Adviser for a longer period.

The Project staff works in close collaboration with the NCC, the Boards of Directors and Central Women's Advisory Committees of the Multi-Purpose Co-operative Societies (MPCSS), Department of Co-operative Development, School of Co-operation, Polgolla, and has the support of several institutions already working in the field of women's activities, nutrition and health, e.g., the Farm Women's Extension Programme, Ministry of Agriculture, Nutrition Department, Ministry of Health, Food and Nutrition Policy Planning Unit, Ministry of Plan Implementation, Family Planning Association and Women's Bureau.

5. Project Direction Committee. A Project Direction Committee consisting of 19 persons with considerable experience in co-operative work has been set up to guide the project. Among those included in the Committee are: The President, NCC, the Commissioner, Department of Co-operative Development, the Principal, School of Co-operation, and nine women members from MPCSS.

6. Organizational Structure at the Society Level. As mentioned earlier the Project in the First Phase is confined to five societies, namely,

1. The Kandy MPCS
2. The Wattegama MPCS
3. The Kundasale MPCS
4. The Teldeniya MPCS
5. The Harispattuwa North MPCS.

In practically all these Societies Women's Committees were already active at the time of inclusion in the Project. The Project works in close collaboration with the Women's Advisory Committees and the Boards of Directors of the Societies concerned and the staff of the Societies. Each Society has, at the branch level, a Women's Advisory Committee consisting of five persons elected by the women members in that branch area. The members of these branch committees elect a Central Women's Advisory Committee consisting

of five persons, who work in close collaboration with the Board of Directors of the Society. The Project seeks to implement its Programme through the Central Women's Advisory Committees, and through them the Branch Level Advisory Committees, and thus reach the members at the grassroots on a three-tiered approach.

Four of the five concerned MPCSSs have already appointed a Consumer Education Officer who will function as the Secretary to the Central Women's Advisory Committee and who will act as the Chief Liaison Officer between the Society and the Project.

7. Training Activities So Far. The Project has been in operation for about four months now. In the early stages a programme for orientation of Women Leaders, and for field level discussions with the Co-operative members was carried out. We have so far held two workshops for the women concerned, and 27 field level discussion meetings, with an average attendance of about 60 persons per meeting, of whom about 90 per cent were women. We have had the support of the School of Co-operation, Polgolla, the Farm Women's Extension Programme, and the Department of Health in these workshops.

We are at present preparing a field survey questionnaire which we will use in randomly selected households. The information we receive through this survey will guide us in our Project activities.

We have been able to provide two short training courses and on-the-job-training in some Co-operative Stores for the newly recruited Consumer Education Officers. It is our intention that they be further trained on the job exposing them to certain problems and experiences.

Overall, a satisfactory base has been built up and we are fortunate in having a highly motivated workforce and similarly motivated women in the villages.

8. The Food Pyramid. Since the provision of nutrition education is a major concept in the Project for member motivation it is planned to use the Sri Lanka Food Pyramid for this purpose. The concept of the Food Pyramid is widely used in the Scandinavian countries for nutrition education. The Food Pyramid clearly illustrates the daily requirements of basic and supplementary food items in a simple and easily understandable way and hence become a useful tool for nutrition education. We have discussed the Food Pyramid concept with the relevant authorities in the Ministries of Food and Co-operatives, Health, Agriculture and Plan Implementation. The Food Pyramid, developed by Swedish and Sri Lankan nutrition experts, has now been officially accepted by the relevant authorities. Pre-testing will start during the month of May.

All Women Leaders and Consumer Education Officers will participate in a two-week soya bean cooking and nutrition education course run in co-operation with the Ministry of Agriculture and UNICEF.

9. Income-Generating Activities. In our several meetings at the field level a need for income-generating activities within our Project has frequently been expressed. One of the first activities to be explored has been poultry farming. In our recent discussions with the Women's Bureau in the Ministry of Plan Implementation, the Director of that service expressed strong desire to co-operate with us in this field. We plan to explore the possibilities for income-generating activities further.

10. Project Support Communications. The Women Leaders and the Consumer Education Officers will play a significant role in the production of teaching aids, e.g., booklets, posters, slide sets, exhibitions and perhaps educational toys for children on nutrition. The production of a calendar for 1980 on the Food Pyramid is also planned. In addition, press and radio coverage has started and will be increased. Black-and-white photographs as well as colour slides are being shot regularly to cover the development of the Project.

The possibility of making a television programme (television broadcasts started this month) on our Project and the Food Pyramid will be looked into. This Programme would be aimed particularly at policy-makers, since television ownership is yet limited.

An additional purpose of the Project is to give information back to the Swedish Consumer Guilds which are arranging study circles on Sri Lanka. Among the topics under study are co-operation, nutrition, and the situation of women in Sri Lanka. It is planned that five groups from the Swedish Consumer Guilds will visit our Project in November and December 1979.

11. Some Experiences And Observations. This is a pilot project in the South-East Asia region in the field of Consumer Education for Women through Co-operatives. The numerous meetings and discussions we have held both at Women Leaders' level and at the village level have been of an exploratory nature, the purpose being to identify needs and to ascertain those factors which will help motivate and maintain the interest of the women members in the villages.

The needs which have emerged from these discussions are as follows:-

1. Co-operation and co-operative practice
2. Nutrition, Health and Family Welfare
3. Farm guidance and improvement of home gardening.
4. How to improve Co-operative shops and its services
5. How to ensure distribution of profits in the Co-operatives
6. How to activate women in the Society.
7. How to involve the entire villages in community activities
8. How to provide meaningful programmes for the youth, specially unemployed girls.
9. How to evolve income generating activities at village level.
10. How to provide a common forum and meeting place in the village
11. How to achieve collaboration with other programmes in the village

These are some of the most important needs that have been identified. The survey we plan to conduct may give us further information. Needless to say, our Project must centre around these identified needs.

Overall it could also be said that the attitude of the Women Leaders, the Directors of the Boards, and of the concerned staff in the Societies has been very positive and this has helped us very much in our field activities. In the villages the response has been most encouraging. One can identify among the participants a desire to get involved, to participate and to influence action. In order to sustain their interest and involvement it is necessary for the Project to ascertain positive benefits for the participants, e.g., increased knowledge, improved services and increased economic benefits.

With the collaboration of the Government institutions and individuals concerned we hope to establish the Project objectives as an integral part of the Co-operative Movement, and thus ensure its continuity and expansion. It is also our hope that the experiences gathered by the Project will assist in the implementation of more effective Member Education Programmes in our Co-operative Societies here in Sri Lanka and elsewhere.

21 April 1979

**EXPERTS CONSULTATION ON COOPERATIVE MEMBER EDUCATION
TRINCOMALEE : APRIL 15-29, 1979**

(Decisions made on 21 April, 1979)

A. Group Chairmen and Rapporteurs

**GROUP I : Chairman : Mr. Chong Thin Huatt
Malaysia**

**Rapporteur: Mr. Brian C. Cooper
Australia**

GROUP II : Chairman : Mr. J.K. Lumunon, Indonesia

Rapporteur: Mr. Fay L. Dumagat, Philippines

GROUP III : Chairman: Mr. P.E. Weeraman, Sri Lanka

**Rapporteur: Sister Leontina Castillio
Philippines**

**B. Mr. U.B. Bandaranayake, Sri Lanka, will be in Group II
in place of Mr. T.D.J. Vitharana, Sri Lanka.**

**C. The Drafting Committee will consist of the Chairmen
and the Rapporteurs of the three Groups plus
Dr. R.C. Dwivedi, India, and Dr. Dharm Vir, ICA.**

**The Drafting Committee will meet early and select
its Chairman and Rapporteur.**

**D. With effect from today, 21st April, 1979, the afternoon
sessions will be from 4.30 p.m. to 7.30 p.m.**

**E. A trip will be arranged to Pigeon Island on 22nd April
commencing around 8.30 a.m. All those joining the
trip, please be ready by 8.15 a.m. Swimming and
diving possible.**

**F. A Cultural Show will be staged on Monday, the 23rd
April at 7.30 p.m. near the Conference Hall.**

**N.B : Afternoon tea will be served between
4.00 - 4.30 p.m. near the Conference Hall.**