



40th ICA Seminar
MOSCOW
1971

REPORT

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INTERNATIONAL CO-OPERATIVE ALLIANCE

REPORT

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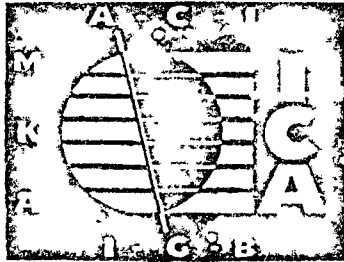
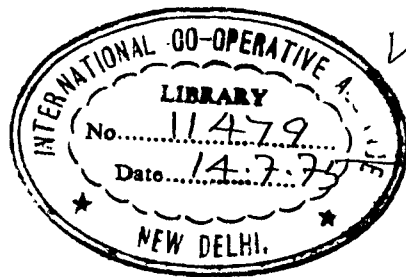
40TH INTERNATIONAL CO-OPERATIVE SEMINAR

MOSCOW, U.S.S.R., 1971.

"CO-OPERATIVE EDUCATION

as a Factor Increasing the Importance of the
Role Played by Co-operatives in the Economy
and in Public Life"

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RESOLUTION ON CO-OPERATIVE EDUCATION,
adopted by the 25th Congress of the
ICA, Warsaw, 2nd to 5th October, 1972

Proposed by: London Co-operative Society Ltd., United Kingdom,
Cooperative League of the USA

The 25th Congress of the International Co-operative Alliance,

RECOGNISING that education and training have been essential factors in the foundation and development of co-operation since its earliest days; throughout the world the co-operative movement, in many and varied environmental circumstances, has recognised the vital need for training in techniques in the fields of production and distribution and for education in the wider implications of the principles of co-operation and co-operative democracy. The problems of co-operatives and their limited acceptance are often the result of failure to undertake practical co-operative education. For co-operators in all countries it is not enough to know only of their own experiences in the field of co-operative education; there is much to be gained and learnt from the activities of all their fellow co-operators, which means that there should be opportunities for the exchange of ideas and information on an international scale which can be made available only by the International Co-operative Alliance;

CONGRATULATES the organisers of the most successful Seminar held in Moscow in September 1971 dealing with "Co-operative Education as a Factor Enhancing the Role of Co-operation in the Economy and in Public Life";

SUPPORTS the view expressed by the participants of the Seminar that the International Co-operative Alliance should seek to provide regular facilities for the exchange of information between member organisations about each other's educational programmes, with the aim of steadily building a suitable machinery for greater practical collaboration in the field of training and education;

EMPHASISES that members of co-operatives must understand the full purpose and the duties and responsibilities of membership;

DECLARES that practical co-operative education be considered imperative to the solution of problems facing co-operatives in the modern age;

RECOGNISES the need for seminars dealing specifically with aspects of co-operative education and training; and

RESOLVES that such seminars shall be organised in addition to the usual Co-operative Seminar.

CO-OPERATIVE EDUCATION AS A FACTOR INCREASING THE IMPORTANCE OF THE
ROLE PLAYED BY CO-OPERATIVES IN THE ECONOMY AND IN PUBLIC LIFE

Report on the 40th International Co-operative Seminar

Moscow, U.S.S.R.

3rd - 15th September, 1971

FOREWORD

The symbol on the cover, designed by the French (Hungarian-born) artist Victor Vasarely, was used throughout the world in 1970, having been chosen by UNESCO as the universal insignia for the "International Education Year" scheme, launched by the United Nations. Its design, composed of concentric rings, represents an abstract head of universal Man, illumipated by knowledge originating from a point in the centre of the forehead.

The Executive Committee of the ICA, realising the importance of this illuminating role of education for the co-operative movement's orientation in today's rapidly changing socio-economic conditions, decided that the 41st ICA Seminar, held in Moscow in the year immediately following the International Education Year, should be devoted to the educational theme as formulated above, that is, in the context of the role played by co-operatives in their countries in their dual capacity - as both economic and social organisations.

The aim of this Report is not give a detailed account of the actual proceedings of the Seminar (which is a matter of temporary interest to participants only), but to summarise the factual information presented there and the participants' views and opinions expressed in the individual papers, lectures, case studies and contributions to the discussion.

The editors realise that many substantive parts of the Report are more or less re-statements of generally (or at least theoretically) accepted propositions in the field of co-operative education. This is because the theme was relatively broad and its nature was hardly one in which surprisingly innovatory ideas are likely to be expressed or far-reaching discoveries are likely to emerge all of a sudden and to lead to radical re-appraisals of existing practices and attitudes. On the other hand, the theme did allow for a confrontation of views held by co-operative education leaders from countries with most diverse socio-economic and political backgrounds, and hence even re-statements confirmed and agreed by such a gathering were important for indicating the degree to which individual opinions and practices in co-operative education were to be regarded as universally valid and applicable. Finally, even where some of the conclusions arrived at may seem to have been quite obvious, it should be borne in mind that the most frequently occurring mistakes (not only in the field of co-operative education) are caused not by failure to observe various technicalities and subtleties, but simply by the fact that the obvious has been overlooked or omitted in practice.

In the quantitative respect, the greater part of this Report consists of descriptive material outlining the national or regional situations in different parts of the world, as well as examples of practical approaches to the solution of specific educational problems. These represented the information which participants of the Seminar needed to have in order to be capable of discussing problems existing at very different levels and in most diverse forms in individual countries or groups of countries. Introductory explanations of such descriptive material inevitably had to precede their study and comparison, most of which was done in several plenary sessions, as far as this was feasible in view of the fact that in several respects it was not possible to arrive at a generally acceptable formulation applicable to co-operative movements everywhere.

Qualitatively, the above-mentioned differences in opinion, approaches and practices are sure to be reflected in the individual papers included in this Report; in numerous instances, their authors tried mainly to illustrate the situations or problem areas in their own countries, without trying to recommend identical methods or approaches to others. Such conclusions - as was acknowledged at the Seminar - must be drawn by co-operative educators themselves everywhere, very sensitively, depending on the specific conditions in which their national movement or its individual branches operate in their respective countries, as universal recipes are non-existent in the field of co-operative education, apart from the main principles, re-affirmed by the Seminar participants. Above all, it must be realised that, unlike mathematics, chemistry or other technical sciences based on 100% accuracy in theorems, formulae, quantities, universal applicability and results, co-operative education is a field in which we shall never be able to state that "action A" will invariably lead to "result B" - because the ways in which each action can be conceived, approached or performed are innumerable and shall always depend on very subjective factors on the part of the educators and those who are to be educated or trained, not to speak of differences in local conditions, methods, finance available, facilities etc. Therefore, although the authors of some papers have carried out considerable research work in order to be able to arrive at least at

some conclusions indicating certain inter-dependences between the co-operatives' educational and economic activities, and to illustrate these relations by statistical data (as attempted particularly in the very factual paper presented by Mr. P. Kuoppala from Finland), no patent medicine has been discovered for curing, once and for all, each and every ailment from which co-operative education and training appears to be suffering in various countries. It is hoped, however, that the Seminar has succeeded in indicating ways in which various shortcomings have been tackled in other parts of the world, so that the outline of its deliberations, although admittedly descriptive in character to a considerable extent, may prove useful and valuable as material for studies by co-operative educationists in many countries.

Dr. Ladislav Sieber,
Secretary for Education, ICA

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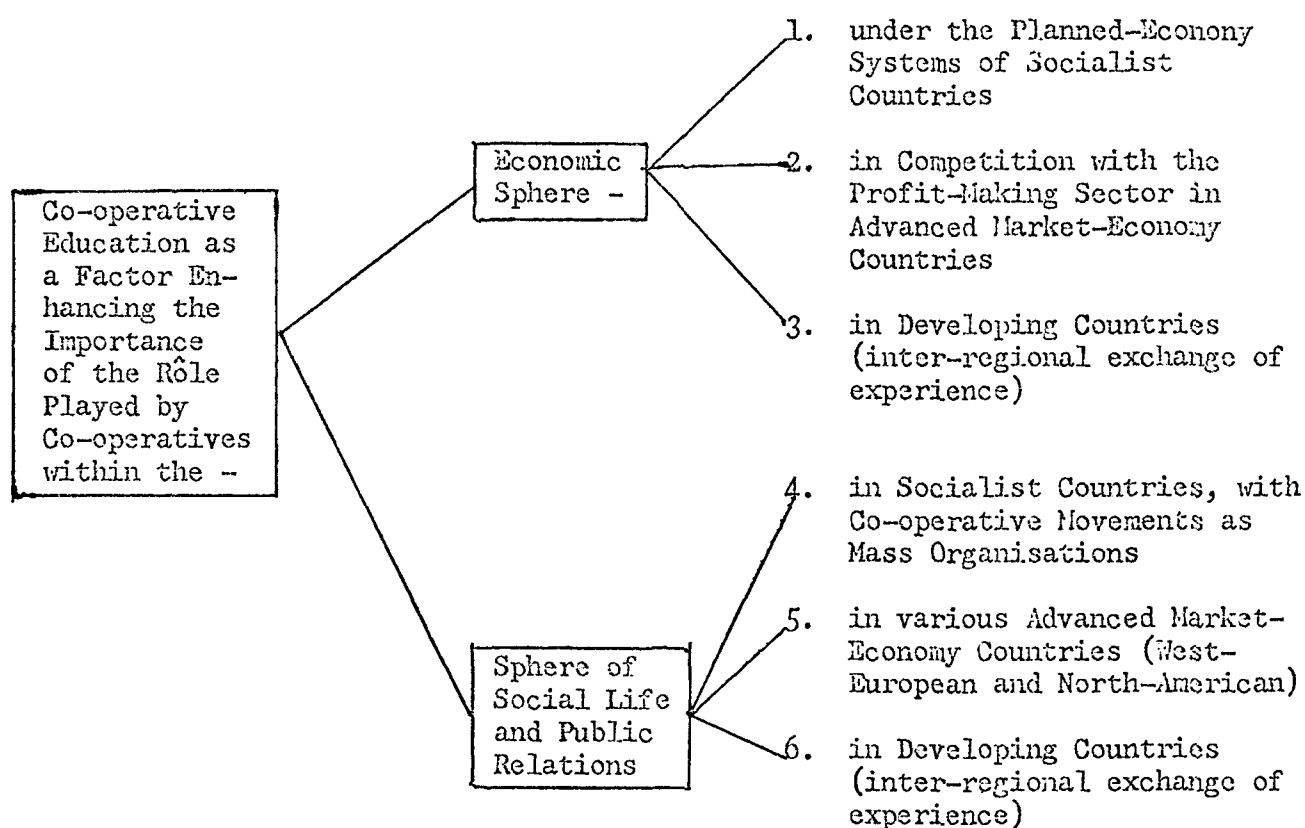
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Outline of Thematic Units

I. Introductory papers were presented first, in order to give participants essential background information on:

- (a) the ICA and its work in the field of Co-operative Education;
- (b) the host country's Co-operative Movement in general, and the Forms and Methods of Co-operative Education in the U.S.S.R., in particular.

II. The main theme was then dealt with in lectures, national position papers and case studies, roughly divided into the following thematic units and sub-groups:



While the above division was considered necessary for the purpose of the Seminar programme, it was found impossible to adhere to it in the subsequent formulation of conclusions and recommendations, which concerned several of the spheres studied, mutually interwoven and overlapping.

One of the main aims determining the ICA's policy and practice is defined in the very first Article of the Rules of the ICA, where it is provided that "The International Co-operative Alliance, ... seeks ... to substitute for the profit-making régime a co-operative system organised in the interests of the whole community and based upon mutual self-help".

However, any effort to reshape the economic system on the basis of Co-operative principles requires collective discipline - which is neither instinctive nor self-propagating, but develops only gradually, requiring growth systematically cultivated by co-operative education.

In the contemporary world, characterised by the "scientific and technological revolution", education can no longer be limited to what is learnt at schools and colleges at special periods of people's lives; hence the Co-operative concept - in full conformity with that of UNESCO - is of education as a permanent, life-long process, which in the Movement's actual practice means adult education of:

- (a) elected officers and professional employees (carried on mainly in the form of more or less institutionalised training);
- (b) the members (educated predominantly in a decentralised manner by methods of discussion, various kinds of group work etc.).

Consequently, no co-operative institution can be indifferent, in its own interest and for its own survival, to the need for educating its members, office-holders and staff in appropriate ways.

However, if co-operative ideas are to be accepted by the greater public outside the Movement's membership (which is an essential condition in view of the ultimate aim quoted above), adequate efforts must be made not only in the economic sphere, but also in the intellectual field. Therefore, the Co-operative Movement is simultaneously responsible for educating the general public, who have to be regarded as potential members. This duty is expressly incorporated in the Rules of the ICA, in Article 8, where one of the conditions of eligibility for membership of the ICA is formulated - as the fifth main Co-operative Principle - as follows: "All co-operative societies shall make provision for the education of their members, officers and employees, and of the general public, in the principles and techniques of Co-operation, both economic and democratic."

The rapidly changing conditions of the contemporary world further require that the co-operative movement's educational standards must be constantly rising. While thousands of small co-operative societies in remote neighbourhoods have few resources for educational work - in terms of funds as well as qualified personnel - it is mainly the duty of secondary organisations (unions and federations) to provide all kinds of assistance, which must include intellectual guidance. Evidently, in the mutual relationship between local, district and national levels, a certain division of tasks has to be established in the field of information, education and training, for individual tasks gradually outrun the capacity of

the lower-level units and have to be taken care of at higher level. A similar division of tasks is the logical requirement also above the levels existing within individual countries - between national and international units, specifically, in mutual relations between individual national co-operative organisations, as well as in their relations with the ICA and other international organisations (including various specialised agencies of the United Nations system).

The tasks arising for the International Co-operative Alliance in this context are fully realised and accordingly embodied in the Rules, where one of the objects of the ICA is specifically stated (in Article 3, paragraph b.) as being "To propagate Co-operative Principles and methods throughout the world", and some of the methods referred to here are specified in the following Article 4 of the Rules (paragraphs c., d. and e.) as "issuing publications; promoting the teaching and study of Co-operation in all countries; developing the activity of the Henry J. May Foundation, Permanent Centre of International Co-operative Study."

Numerous aspects of these tasks of the ICA have been specifically formulated in recent years by several important documents, among which especially the following deserve to be carefully studied by all co-operative education leaders:

A. The ICA's own documents:

1. The conclusions of the "ICA Commission on Co-operative Principles", as specified on pages 30-36 of this Commission's Report to the 23rd ICA Congress, Vienna, 1966.
2. The resolution on the "Training of Personnel in Developing Countries", as approved by the 24th ICA Congress, Hamburg, 1969.
3. Conclusions of the Conference of Chairmen and Secretaries of the ICA's Auxiliary Committees (Basle, November 1969), with subsequent approval by the Executive (London, January 1970) of a "re-orientation of the ICA's educational activities", explained to member organisations in a circular letter of May 1970.
4. Recommendations of the ICA/UNESCO International Conference of Co-operative Education Leaders, Jongny sur Vevey (Switzerland), November/December, 1970, as approved by the Executive meeting in New Delhi in February, 1971
5. Educational tasks arising from the Co-operative Development Decade programme, as approved by the Central Committee meeting in London, October 1970.

B. Tasks arising for the ICA from the following United Nations documents:

1. ILO Recommendation to governments of developing countries (Document No. 127 of June, 1966).
2. U.N. 23rd General Assembly - Resolution 2459 of December, 1968.
3. ECOSOC Resolutions 1413 (of 1969) and 1491 (of 1970).
4. U.N. Secretary-General's report to ECOSOC of 27th March, 1970 (ECOSOC document No. E/4807, specifically paragraphs 51 to 54).

5. Resolution 9.15 approved by the 16th General Conference of UNESCO, November 1970, (appended).
6. Report of FAO/UNESCO Conference on Agricultural Education, Copenhagen, 1970.

For the implementation of all the tasks arising in the context of the above-mentioned facts and documents, the ICA has certain facilities at its disposal, and carries out certain activities, in order to meet the actual requirements according to its actual possibilities and limitations.

1. The ICA's facilities for educational work include:
 - (a) the Education Department at the London headquarters,
 - (b) the Education Centre attached to the New Delhi Regional Office for South-East Asia,
 - (c) the Education Centre attached to the Moshi Office for East and Central Africa,
 - (d) occasionally, the various institutions made available for certain schemes by member organisations,
 - (e) a very limited budget, as a result of which practically all the ICA's educational schemes have to be roughly self-financing.
2. The possibilities and limitations arising from the ICA's situation are:
 - (a) in the quantitative respect, incomparably inferior to those of national affiliates, in terms of all facilities (institutions, staff, equipment, resources);
 - (b) in the qualitative respect, partly inferior to those of national affiliates (no direct contact between educational and economic operation, for the ICA does not carry on any business activities), but at the same time also partly superior to the possibilities of member organisations, especially in the sense of having wider international contacts, access to U.N. agencies, a broader view of world development within as well as outside the co-operative movement, etc.
3. In view of the aforesaid possibilities and limitations, determining the extent to which the ICA can meet the actual requirements with a realistic programme, one of the main principles underlying and characterising the ICA's educational activities must be that these should certainly not seek to replace the efforts made in the field of education and training by affiliated organisations at national levels, but rather concentrate on:
 - (a) guiding them, organisationally as well as intellectually, towards greater international awareness and involvement;
 - (b) co-ordinating between and among national affiliates and their educational efforts for mutual benefit (exchange of experience, elimination of overlap etc.);
 - (c) liaising between national member organisations and international agencies (e.g. UNESCO, ILO, FAO etc.).

4. In accordance with the above situation and considerations, the educational activities carried out by the ICA at present include mainly the following:
- (a) High-level annual seminars, regularly organised for discussing themes of broadest interest to co-operative representatives from countries of various socio-economic systems, to help in the "cristalisation" and "cross-fertilisation" of ideas important for the intellectual progress of the international co-operative movement.
 - (b) Training schemes for assisting developing countries, organised mainly by the ICA's Regional Offices in New Delhi and Moshi, comprising:
 - national courses and seminars, conducted by the movement of the country concerned, with ICA's educational, methodological, organisational, technical or financial aid;
 - international events (conferences, seminars, training courses, workshops etc.), organised mainly on a regional basis and located either in one of the beneficiary developing countries, or in an aid-giving advanced country.
 - (c) Holding various international Conferences on basic problems, such as the one at Jongny sur Vevey (November/December 1970), or the regular pre-Congress Education Conferences.
 - (d) Newly introducing short-term specialised (mostly regional) study-conferences for high-level (policy-making) co-operative representatives concentrating on studying a fairly narrow field of problems in depth, for the purpose of practical application in future policy.
 - (e) Co-operating with various departments of UNESCO and the co-operative divisions of ILO and FAO, either on joint projects, or in order to participate in their regular programmes in various fields (for example, adult education; study tours for workers', student and youth leaders; functional literacy; man and his environment; the Second U.N. Development Decade; International Education Year; International Book Year; use of mass media/ of communication; rural sociology; social sciences; natural sciences; project for setting up an International University; enlightenment of the Consumer, etc.)
5. For the future, it appears to be increasingly necessary for the ICA's educational activities to be further developed, both quantitatively and qualitatively. Hence, apart from expanding the scope of the activities carried on at present (depending mainly on financial possibilities), it is envisaged to make some progress especially in the following directions:
- (a) As recommended by the ICA/UNESCO Conference at Jongny in 1970, convene the principals of national co-operative colleges and training centres active in the international field, at 2-3 year intervals, with the aim of ascertaining whether these meetings could develop into a more or less institutionalised advisory body, similar to an auxiliary committee, to advise the ICA's authorities on the systematic guidance and policy in the field of co-operative education, both for advanced and developing countries.

- (b) Further exploring the idea of setting up, under the auspices of the ICA and in close association with its Secretariat, an international co-operative education centre and training institute - an old project of which the Authorities of the ICA have more than once signified their approval, as pointed out in the Report of the "ICA Commission on Co-operative Principles" to the 23rd Congress (Vienna, 1966). Such an institute, with an international staff recruited from the most eminent co-operative educators of the world, is objectively needed to produce leaders capable of spear-heading the accelerated development of co-operation in the international field. It is to be hoped that this idea will eventually materialise in the not too distant future, within the framework of the Henry J. May Foundation (as referred to by the Rules of the ICA in Article 4e), if it is sufficiently realised in all member organisations, how very true is the main theme of this Seminar, indicating that Co-operative education is an indispensable factor for enabling co-operatives to play their proper role in both the economic and social spheres.

Forms and Methods of Co-operative Education in the U.S.S.R.

by Mr. V.G. Gukasian, Head of the Education
and Training Department of Centrosoyus,
Moscow, U.S.S.R.

Background paper

The principles guiding and underlying the education and training of staff and officers at all levels are identical with those applied in all branches of the national economy in the U.S.S.R., as co-operative education has developed into an integral part of the country's national education system. Its provision is based on State legislation and forms part of the entitlement of the Soviet citizen, in general, to education, in accordance with the Constitution of the U.S.S.R.

There are 2,700,000 people working in the Consumer co-operatives, and of these more than 50,000 are educated annually to higher and specialist standards. The network of schools and training colleges, a component part of national education, encompasses the education of citizens from more than 60 nationalities and language groups, together with nationals of at least 20 other countries.

Training in the institutions covers a wide range of professions, among them trade economists, economists in agriculture, accountants, financial managers, commodity group specialists, technologists for communal catering, bread baking, canning, refrigeration, fermentation, etc., construction technicians, game-keepers and breeders, shop assistants, cooks, bakers, stock-taking specialists, and a variety of other skilled personnel.

On completion of specialist training jobs are guaranteed in the sphere.

The education is financed from a centrally administered education fund, with overall organisational, scientific, teaching and methodological guidance provided by Centrosoyus.

University-level education: Centrosoyus has 5 institutions of university level, with a staff of 1,244 professors, teachers and lecturers, 337 of whom have scientific titles and academic degrees. In addition to their educational and training work, most of the teaching staff are involved in various study and research programmes, participating directly in the preparation of practical projects related to the economic activity of the co-operatives. The institutes usually complete from 20 to 30 major scientific projects annually.

Specialised Secondary Schools: There are 122 of these schools, known as "technicums", in the U.S.S.R., with 155,600 students who will become middle-grade specialists for 20 professions.

Vocational Schools: In 141 schools the higher skills are taught, and in special training shops, bakeries and canteens, of which there are 2,270, the basic skills only. The pupils are mainly juveniles who have completed their apprentice training.

Centrosoyus services the education by the publication of text-books, study films, visual aids; provides for study classes at the enterprises where 37% of those working also study. Those attending refresher courses receive full wages, travel, maintenance, hostel, etc.

The 9th Five-year Plan (1971-5) will bring Centrosoyus a major educational expansion embracing one institute, four new specialised secondary schools, five new vocational schools, 250 enterprise-sponsored schools, twenty-seven modern premises for the existing training establishments, as well as thirty-three new hostels. The practical standards of 225,000 workers will be raised.

The social bases for co-operative education have several criteria, divided into groups known as patriotic and national pride; conscientious work and enhancement of co-operative interests; internationalism, humanism and respect for others; honesty, sincerity and mutual respect in the family; moral attitudes and purity.

The training of leading managerial personnel is carried out in 6 month and 12 month upgrading courses, which include philosophy, economics of trade, statistics, etc. It is now possible with the higher educational level achieved to hold upgrading courses of only one month.

There is systematic training for unpaid "activists", board members, auditing commission members, etc., at all levels. The co-operatives have libraries, amateur art circles, drama, music, athletics, sports, and a network of spas, camps, holiday homes.

The expenditure on co-operative education, in the region of 100-120 million roubles annually, is considered essential for trading success, and far from being wasted, it gives a handsome return for the outlay. The sum is based on "surplus" not only from retail trade, but on all trade.

Co-operative education facilities are also available, in the U.S.S.R., to students from developing countries. Diploma courses on "Organisation in the Co-operative Movement" (one year) and "Economic Organisation" (two years) are regularly held for them, and 100 scholarships are granted annually for studies at the Faculty concerned (in Moscow). Furthermore, Centrosoyus plans to establish exchanges with foreign national educational establishments, with mutual international exchange-visits, as well as exchanges of information on research and scientific study projects.

THEMATIC UNIT No. 1 - Co-operative Education's Possibilities in the
E c o n o m i c Sphere

(a) Under the Planned-Economy Systems of Socialist Countries

Co-operative Education as a Factor Enhancing the Importance of the Role
Played by Co-operatives within the Economic Sphere under the Conditions
of a Socialist Economy

by Mr. G.J. Blank, Professor, Moscow Cooperative Institute, U.S.S.R.

Background paper

In socialist countries, as a general rule, co-operatives and their unions form an integral part of the socialist economy, whose development is guided by general national economic plans. Co-operative staff must understand the aims of their organisations very well and be sufficiently competent to pursue them successfully. They must be able to use modern technology and the most advanced methods of work.

The education and training of the staff of consumer co-operatives in the U.S.S.R. has always been an important factor enabling the movement to cope successfully with the tasks arising at different stages of construction of Socialism and Communism. After 1917, when there were urgent economic problems, the co-operatives lost a large portion of their personnel. They had to attract new people from among the workers and peasants, who had to be taught from the primitive stage onwards, by means of crash courses, seminars and other training schemes, and in the face of foreign intervention, to oppose which, an army was needed. The co-operatives were engaged in the mobilisation of food supplies to the Red Army, as well as to the population.

It was following this period that the restoration of the economy took place, when the demands on the co-operatives changed and were expanded. New co-operative educational establishments were set up; there were instructor-organisers, cultural organisers and school-co-operatives. I myself, then a student in the early period, issued my first book "School Co-operatives", in 1927. At this time the co-operatives handled 45% of the trade, but with major social changes, a growing intelligentsia, higher earnings and increased demands for consumer goods, and agricultural products, co-operative employment increased, and with it the need for training.

Qualifications and knowledge were required in farming, animal breeding, and in distribution. By 1931 the co-operative share of the trade was 67.2%, and in 1932 private trading was finally eliminated. It was at this time that the co-operatives mechanised and automated bakeries throughout the Soviet Union, a tremendous aid for improving the people's living conditions.

In the Central Asian Republics they introduced special schools for women, then by transition moved over to mixed, or co-education. This all called for a continuous programme of expansion of co-operative educational establishments. With the concentration of consumer co-operatives in the countryside (there were a few in the cities) the movement has grown to become a large economic system embracing 225,000 establishments, 17,000 publishing enterprises, servicing one-half of the population - 120 millions. This was only achieved with a vast educational programme which is still being

enlarged and developed. The co-operatives have the task, in the period 1971-1975 of the new 5-year plan, to ensure a considerable rise in the material and cultural level of the people in the rural areas. In the achievement of higher consumer goods production and distribution the consumer co-operatives will deal with the development of cold storage to give uniform distribution all the year round.

.....

Answering participants' questions in the subsequent discussion, Professor Blank explained that there were no contradictions between State trading and Co-operative trading. They have common aims, common methods of work, and they supplement each other. Both distribute products produced by State industries, both distribute products of the co-operatives. In Moscow it has been mainly State distribution, although Centrosoyus does have some shops, but the co-operatives handle all distribution in the rural areas. Both systems are aspects of Socialist trade; they follow a State policy on price control, and State property and Co-operative property are complementary to each other.

So far as problems are concerned, Professor Blank said that the Co-operative Press maintains a vigilance and seeks to expose any faults or malpractices. Educators are criticised that the demand for specialists is greater than the supply, that insufficient teaching materials are provided, that not all schools are yet fully modernised and up-to-date. These are the sort of questions which will be dealt with in the next five-year plan.

.....

Professor Blank's lecture was supplemented, within the framework of the same sub-theme, by brief national position papers, presented by participants from Poland and Czechoslovakia.

Short papers on the Social and Educational Activities of the Polish Co-operative Movement were presented by Mr. Stanislaw Krupa, Director of Schools of the Central Agricultural Union of Peasant "Self-Aid" Co-operative Nalecsów, and Dr. Slawomir Dyka, Research Officer, Co-operative Research Institute, Warsaw.

Mr. Krupa explained that the forms of cultural and education activities in the Polish co-operatives varied with the environment of the Societies, but the overall aim is to rapidly develop technical progress in all spheres and to raise the professional qualifications of employees in the field of organisation and methods of work.

To deal with the large intake of new and young staff, Polish co-operatives run their own schools, which have the same status as state schools; at the same time a considerable part of rural youth receive scholarships which enable them to attend secondary schools, colleges and universities. Ninety such schools have 35,000 students.

One of the most important facets of co-operative education is the operation of the school co-operatives. This activity is carried out with the support of the Ministry of Education and of the Polish Teachers' Association. This work provides a suitable link between schools and practical life. The children gradually learn, through their own activities, to under-

stand the principles of self-government, responsibility and social relations; they develop habits and attitudes required for adult co-operatives; they learn how to think in "economic terms" and fulfil their duties as citizens. The tutors, most of whom are experienced co-operators, help the children and pass on to them their own co-operative experience, at the same time encouraging the youngsters' self-reliance, their "esprit de corps" and the necessary measure of independence.

Social and educational work plays an important role in the life of the villages and their women. In the rural areas there are more than 1,700 "Modern Housewives" Clubs, while in towns the "Spolem" consumer co-operatives sponsor 516 "Practical Women" Clubs. These centres provide various services and advice on the use of electrical household appliances, motherhood, rational nutrition, processing of vegetables and fruit, and so on.

Dr. Dyka spoke about aspects of self-government in the rural "Peasant Self-Aid" co-operative societies, which is evidenced mainly through the rural members in each society, and they represent the rank-and-file interests in relation to the society's management. They also serve as a social supervisory body responsible for the local co-operative property. In 1970 there were 34,000 such committees consisting of 173,000 members.

Attention is given to the proper education of committee members, who are referred to as self-government "activists". Apart from lessons drawn from immediate observation in the course of duty, they learn from the experience of professional auditors; they also attend various courses and study conferences.

Whilst in the sphere of economic control the process of centralisation is inevitable, the organisation and maintenance of local co-operative self-government is encouraged to avoid the possible negative results of centralisation. The benefits of economic and technological progress, which require units and methods on a corresponding scale, must be the common aim; at the same time, the organisation of self-government from local level will ensure full democracy and the continuation of self-government in the management of economic enterprises.

An account of Educational activities in the Czechoslovak Co-operatives was given by Dr. Stanislav Jirák, Research Officer of the Central Co-operative Council, Prague. Among other matters, he pointed out that the broad democratic aspect in the co-operatives and the keen activities of the members are not contradictory to the demands of modern scientific management of the co-operative economy. In fact, experiences are showing that precisely because co-operatives' activity is based on the initiative of the members, they also support the move to effective economy. To bring about the effective link of the social and the economic aspects of co-operative management, the education of leading cadres is, and will be, of fundamental significance.

Great attention is given to the Members' Meetings, which are regarded not only as the application of a member's right, but as an important form of co-operative education. The Czechoslovak co-operatives regard the members' meeting as the supreme body of the organisation, but also as a permanent body - that its activity is not limited only to the time the meeting actually takes place. Preparation for the meeting is also an important educa-

tional factor, because it means that the members must be informed in advance of the questions for discussion and be given all relevant information. The Czechoslovak co-operatives and their unions take a full share in the creation and fulfilment of the policies of the state, through delegates as representatives on the National Front in the communities, districts, regions, both republics and the whole federation. This means that within the co-operatives there must be informative and educational work in all questions of political, economic, social and cultural life, so that co-operative spokesmen speak with the authority of an informed mass organisation.

The broad educational work is carried out on the basis of the voluntary activity of the members and officers of the co-operatives, but this also means that there is a purposeful and planned aim in all educational events, especially in relation to the programmes adopted at the membership meetings. To ensure this the membership meetings elect educational commissions (or committees), which, with the authority and responsibility of the management board, carry out the practical organisation of education and maintain a close association with the membership in this respect. The Czechoslovak co-operatives also regard the observance and celebrations of International Co-operative Day on a grand scale throughout the movement as a vital educational activity.

(b) Co-operative Education as a Factor Enhancing the Importance of Co-operatives in Economic Competition within Advanced Industrialised Market-Economy Countries

Paper presented by

Dr. A.E. Rauter, Director, Konsumverband, Vienna, Austria

Arising from the co-operative movement's general promotional tasks, the primary objectives of co-operative education concern the ideological field. Furthermore, educational work is one of the essential pre-requisites for the best possible fulfilment of economic aims. Therefore, while one of the main tasks of education is to disseminate the wealth of co-operative thought in order to acquaint prospective members with the movement's principles, another equally important requirement is to create - by means of careful selection, training and systematic promotion of capable staff - the personal pre-requisites enabling the co-operatives to continue offering their members and consumers good service, better than average. A factor which should not be overlooked in this context is that the educational effect should also be favourably reflected in promoting the cultural interests of the members, office-bearers and staff in general. Furthermore, in industrialised market-economy countries, co-operative education, information and publicity form an important part of general consumer education, whose main aim is to promote sound housekeeping by giving the economically weaker members of the community, thorough appropriate information and explanation, a better understanding of the market situation, so as to enable them to develop rational shopping attitudes.

Thus consumer co-operatives fulfil a socio-economic function benefiting the working population in the Western industrialised market-economy countries. Besides satisfying the basic material needs, they also become increasingly capable of meeting the people's spiritual and cultural requirements and developing their creative forces within the co-operative movement.

In the national economy, the co-operative movement with its network of enterprises represents a counterbalance to the private sector, by making its surpluses - or profits - the profit of all; from the sociological point of view, co-operatives offer their employees the opportunity to work with aims as well as for a livelihood; they can offer social assistance to the community by teaching the public how to assess commodities on a "value-for-money" basis and help to activate consumer protection.

Taking into account that in a profit-orientated market economy all business concerns aim for the highest possible profits, and the so-called "free economy" serves mainly the interests of the producers and traders, it follows that the economically-weak consumer, because of insufficient knowledge, is at a disadvantage in relation to consumers with higher incomes and added purchasing facilities. Analyses of shopping practices, undertaken by the co-operatives in Austria in 1969, showed that consumers with very low incomes tended to purchase goods and services from which they did not obtain good value, and, moreover, from relatively expensive shops, whereas the consumers with higher incomes in most cases make their purchases where they get the best value for money, being more selective in what and where they buy.

It is essential therefore for the co-operatives, if they are to achieve their objectives, to enable the lower-paid workers to get education and training as consumers; for this purpose it becomes necessary to involve the trade unions, since by association with them and the pressures they can bring on their members, it can be possible to achieve success in attracting the workers to such an educational activity.

By the operation of a correct marketing and educational policy the co-operative movement in an industrialised market-economy country can be in a position to influence the whole economy through purposeful action in passing on various advantages direct to the consumer. From this point of view, co-operative enterprises can be regarded as catalysts for the transformation of the economy and as a feasible model of economic democracy, under which the profit-motivated interests of the producers are not the most important aspects, but where the consumer with his needs and interests stands in the centre of economic developments.

In spite of the increasing concentration of capital in the field of distribution of goods, consumer co-operatives must retain their anti-capitalistic character, because no input of capital can ever be merely an end in itself, but it should only be a means of serving the socio-economic needs of members and consumers and thus making a positive contribution to the national economy as a whole.

From the above conclusions it follows that, in advanced market-economy countries, co-operative education should concentrate on:

- (i) Voluntary office-bearers, serving as members of co-operative bodies and authorities at all levels (members' councils, boards of management, supervisory councils, various committees of regional and central co-operative organisations) for whose development and promotion longer-term training plans have to be worked out within the framework of co-operative education.

(ii) Professional staff (apprentices, sales personnel, office staff, specialists, heads of departments, shop managers, workers, foremen, technicians, overseers, executives at all levels), for whom a "Management Development Programme" must be worked out so as to ensure for all members of the professional staff, in every field of the co-operative movement, adequate opportunities of promotion to the appropriate leading positions. At the same time, however, considerable attention must be given to the task of facilitating the recruitment of competent specialists (from universities, colleges, secondary schools, etc.) for careers in the co-operative movement.

Intensified co-operative education and training in the vocational field, however, should also promote better understanding of practical organisational and management problems, and hence lead towards the employees' increasing participation in the decision-making within the co-operative organisation concerned.

The introduction of co-operative subjects in the general school curriculum pursues the aim of ensuring that the co-operative idea and principles (and how they are put into practice) are made known within the compulsory school system. Furthermore, attention must be paid to the requirement of co-operation being recognised within the sphere of adult education as a socio-political category and as a social and economic institution. Finally, all co-operative education and training should also be recognised as an integral part of "Life-long education", and, in this sense, be incorporated in the programmes of advising young people about the choice of their careers.

Co-operative democracy cannot work efficiently unless the office-bearers and staff in every field are sufficiently open-minded and keen to continue improving their knowledge, because only active participation in co-operative life (i.e. in developing consensus of will, in decision-making, as well as in the process of re-structuring and modernising the economic operation) enables co-operatives to achieve their aims, in accordance with the movement's long-term prospects, as far as joint policy-making, ownership and responsibility are concerned.

As modern means of communication are available today, it becomes increasingly important to assess, for instance, for which topics audio-visual media are suitable and for which programmes conventional methods (lectures etc.) should be used. It is more than ever necessary to use the right means of communication for a particular audience, in order that the message concerned reaches those groups among whose ranks potential members from various social sections of the population need to be recruited. In this context, however, it should not be forgotten that, besides the use of modern media, evaluation based on experience and the introduction of new ideas have lost nothing of their importance. It is, therefore, suggested that co-operative committees should systematically be rejuvenated by a steady influx of young people, so that the valuable experience of older members should be cross-fertilised with new ideas and fresh approaches, for this seems to be the only way in which the co-operative pioneer spirit will continue to live and flourish in new practical achievements.

As far as the problems of the third world are concerned, the assistance provided by industrialised countries in training leaders (politically, socially and economically) for developing countries appears to be an essential pre-requisite for enabling these countries to develop systematically a democratic pattern and thus to create a climate in which genuine co-operatives can exist.

Therefore, it is necessary for advanced industrialised countries to collaborate closely with the individual specialised agencies of the United Nations - UNESCO, UNIDO, FAO, ILO, WHO and others - and regularly and actively to participate in special projects in the field of development aid. This is particularly an objective for which the International Co-operative Alliance is predestined, having set itself the task of promoting co-operatives in developing countries; hence the ICA is also a most appropriate partner for ensuring the training of leaders for developing countries. By collaborating in this field through its own projects, the ICA can help to reduce tensions, to solve social problems and thus also contribute towards securing world peace.

On the subject of the same thematic unit, the following

National Position Paper "Outline of Producers' Co-operative Education in Denmark" was presented by Mr. Harald Buhr Vestergaard, Secretary of the Central Co-operative Committee of Denmark, Copenhagen

1. For many years, Danish co-operators relied on national education and folk high schools to take care of co-operative information and education.
2. Until 1959, only apprentice staff training took place at special co-operative colleges. (Compulsory according to trade act.)
3. The need was felt for a forum for informal principal discussions to be set up. In 1959, the Central Co-operative Committee founded an organisation for this purpose.
4. At one time, the following organisations were all providing information and education services - to a considerable extent for the same people and using the same speakers:
 - (a) Central Co-operative Committee
 - (b) Agricultural Council
 - (c) Smallholders' Union
 - (d) National Farmers' Union
5. Amalgamation of the above services took place in 1963.
6. The efforts were accelerated.
7. Third generation of co-operators were keenly interested. The conditions for agriculture deteriorated.
8. Informal conferences, meetings, weekend courses in the winter season were organised to deal with current problems, such as:
 - (a) co-operative organisational structure
 - (b) rationalisation
 - (c) bye-laws of co-operatives
 - (d) members' ability to analyse accounts, etc.
9. All ages attended, but young people predominated.

10. Concentration, consolidation, rationalisation soon followed as a result, in the following sectors:

- | | | |
|---|---|-----------------------------|
| (a) dairy |) | integration schemes adopted |
| (b) farm supply | | |
| (c) slaughter houses (pigs, cattle and poultry) | | |
| (d) consumer | | |

11. Most conferences were centrally planned, but some were also held at the request of primary level to prepare the ground for changes.

12. The activity is still increasing. Now also comprising senior staff training and management courses.

13. Conclusion:

The education sector gave the movement a push to become more efficient and brushed up.

On the subject of the same thematic unit, the following

Case Study "Comparison of the Experiences of Two Local Co-operative Societies, A and B, both in Southern Finland" was presented by Mr. P. Kuoppala, General Secretary, KKK Co-operative Union, Helsinki, Finland

1. Basic information about A and B

1.1 The areas of operation of A and B

Both co-operative societies operate in the southern part of Finland under similar geographical conditions. Their headquarters are situated in vigorously developing middle-sized industrial towns, which are centres of economic districts. The populations of the towns are 90,000 and 150,000, respectively. The area covered by society A had a total of 220,000 inhabitants in 1969, while the area of society B had a somewhat larger population of 255,000 inhabitants. The rapid development of the areas is the reason for a continuing influx of population into these centres from the less developed parts of Finland. Society B is situated in a traditionally industrialised region, where heavy industry plays an important role. In the area of the society A, industrial activity has only been started recently. Besides heavy industry, there is also some new light industry there.

1.2 The organisations of A and B

The organisation of the society B has been loose and unsystematic during the last 15 years. The division of tasks and responsibilities in the management of the society has not been very clear. Efforts have repeatedly been made to create a good organisation for the society, but so far the situation has remained unchanged. The job description of the person in charge of educational work also includes many other duties, which naturally restricts or even hinders his performance in the field of education. In addition, the persons appointed to managerial posts in the society have not always fully succeeded in performing their tasks.

The organisation of the society A has been kept fairly well up-to-date. Its function is relatively frictionless, which is partly due to the successful appointments in the management. Training activities and staff questions are concentrated as much as possible under the authority of a person who is directly subordinated to the managing director. The society A also has a separate secretariat, within which the various tasks are clearly divided. Educational work is the concern of specially appointed secretaries, who are able to concentrate almost exclusively on these tasks.

1.3 The shop structures of A and B in 1970

B has many old shops in the rural areas, with assortments consisting of miscellaneous products. Their profitability is weakened considerably by the continuing trend of gradual depopulation of rural areas (migration to towns). This naturally means rising costs for the society. Unprofitable shops are closed down and mobile shops take care of their customers.

The situation in A is influenced by similar factors, but it is not half as bad as in B. The society A has opened several new large supermarkets in densely populated areas and housing centres, thus increasing its sales.

SHOP STRUCTURE IN 1970

	<u>Co-op A</u>	<u>Co-op B</u>
E-supermarkets	2	4
Self-service shops	62	21
Other food stores	61	140
Mobile shops	8	11
Restaurants	22	21
	<hr/>	<hr/>
	155	197

2. The economic standing of the societies A and B

The society A has for some time been economically stronger than B. The share of its own capital in the balance sheet total is bigger than the corresponding percentage in the society B. This share has, indeed, been decreasing in the society A, but such has been the trend throughout the entire "E"-cooperative movement in Finland. The economic results of A have been better than those of B in the late 1960's. The market share of A has been on the increase in its main area of operation, whereas the corresponding share has become smaller within B. The society A has also been able to make bigger depreciations than B. Nevertheless, the rate of growth in turnover has been slower in A than in B.

SHARES IN THE SOCIETIES' OWN CAPITAL IN THE BALANCE SHEET TOTAL

	1967	1968	1969	1970	
Co-op A	19.7	18.7	16.8	14.8	%
Co-op B	10.9	8.8	8.2	10.7	

MARKET SHARES IN REGARD TO FOODSTUFFS

	1964	1963	1970	
Co-op A	23	15	21	%
Co-op B	17	16	13	

ANNUAL DEPRECIATION ("AMORTISATION") AMOUNTS IN PERCENT OF TURNOVERS

	1967	1968	1969	1970	
Co-op A	1.4	1.3	1.6	1.6	%
Co-op B	0.7	0.3	0.7	0.6	

DEVELOPMENT OF TURNOVERS.

	1966	1967	1968	1969	1970	
Co-op A	+7.1	+9.3	+5.0	+3.2	+3.4	%
Co-op B	+5.1	+6.9	+5.0	+5.1	-2.2	

Co-op A	99,230,000 Fmk	}	in 1970
Co-op B	101,250,000 Fmk		

NET SURPLUS IN PERCENT OF SALES

	1967	1968	1969	1970	
Co-op A	1.0	1.0	1.0	0.0	%
Co-op B	0.5	0.0	0.0	0.0	

Note: Although some of the above tables do not, in fact, indicate any appreciable trend, they do help to show a noteworthy permanence in the fact that society A is economically stronger than society B.

3. The memberships of A and B

The number of members is bigger in B than in A and has decreased somewhat in both societies in the last few years. Both A and B have allocated increasing amounts to co-operative education and training. However, the amount per member has been bigger in A than in B. The degree of interest of the members in the affairs of their societies appears clearly through the following two facts. The voting rate has been on the increase in A, whereas it has fallen considerably within B. Similarly, the percentage of the cash receipts returned has remained at a fairly high level in A, but has been steadily decreasing in B.

DEVELOPMENT OF MEMBERSHIP

	1966	1967	1968	1969	1970	
Co-op A	+3.5	+5.1	+0.5	-1.9	-0.5	%
Co-op B	-0.3	+2.9	+8.7	-1.8	-1.3	
Co-op A	26,533) members in 1970				
Co-op B	33,550)				

4. The images of A and B and the attitudes of their members

According to a recent poll, the image of B is quite sad. The results show that, in the people's opinion, the society B is conservative and stagnating, in other words, it is a co-op which is only used by middle-aged and elderly customers. When asked about their opinion as to which trade group operated best in the interests of consumers, as many as 30% preferred other trade groups and only 10% considered the co-operative society B to represent the best in this respect. (The remaining 10% could not give any opinion.) On the other hand, the same poll showed that the price level was approximately 0.5% lower in B than in the other trade groups.

The members of the society B had slightly more positive attitudes to their co-op than people in general, but they, too, were critical, being dissatisfied particularly with the service and assortment available at the co-operative shops. The members of B said that they very seldom attended the co-operative festivals arranged by the society. In fact, 84% of the members said that they seldom or never participated in any of these events.

As regards the society A, no corresponding poll as in B has been carried out and, consequently, the image of A and the attitudes of its members are less known than in the case of B. Although numerical data are lacking, some scattered information is, however, available. It shows that the image of A has continuously improved. It has been estimated that this is chiefly due to the opening of modern service units, larger assortments than previously, the society's reputation of being a good employer and its intensified member relations work. Similarly, it is difficult to say anything definite about the attitudes of the members of the society A, as no polls have been carried out, but one indication is provided by the fact that the relations with the trade-unionists, who constitute a great part of the society's membership, have been consolidated and become very much closer. On various occasions members of the society A have stressed that their society is, on the one hand, a dynamic and flexible commercial enterprise, and that, on the other hand, it has close ideological ties with the Labour Movement.

RATE OF SHOPPING (CASH REGISTER) RECEIPTS ANNUALLY RETURNED TO THE CO-OP BY MEMBERS, FOR PAYMENT OF DIVIDEND DUE TO THEM
(in percent of the total number of members)

	1966	1967	1968	1969	1970	
Co-op A	77.4	76.0	75.8	76.6	75.2	%
Co-op B	70.3	74.4	67.7	62.1	57.0	

CO-OPERATIVE EVENTS AND THEIR AUDIENCE (per event)

	1967		1967/68		1968/69		1969/70	
Co-op A	51	250	43	173	83	140	164	75
Co-op B	25	204	47	164	70	334	210	101

PARTICIPATION IN THE ADMINISTRATION OF CO-OPERATIVES -
VOTING RATE AT CO-OPERATIVE ELECTIONS

	1962	1965	1968	1971	
Co-op A	39.3	44.4	40.0	56.6	%
Co-op B	61.7	48.3	39.7	40.6	
The whole country	44.3	41.1	35.5	41.3	

5. Educational Work

In 1971, the KK Co-operative Union sent to all societies affiliated to the "E" Co-operative Movement a questionnaire on educational work, with the aim of ascertaining the attitudes of the managements to education. The enquiry showed that the managing director of Society A had a very positive attitude to educational work, whereas his colleague in charge of Society B did not even bother to reply.

CO-OPERATIVE EDUCATION EXPENDITURE PER MEMBER AND PER EMPLOYEE

	Co-op A		Co-op B	
	per member	per employee	per member	per employee
1966	5.05	44.0	3.16	40.0
1967	7.70	58.0	5.10	51.0
1968	6.50	64.0	5.80	72.0
1969	7.08	60.0	5.78	58.0
1970	11.00	71.0	8.60	57.0
	(Fmk)	(Fmk)	(Fmk)	(Fmk)

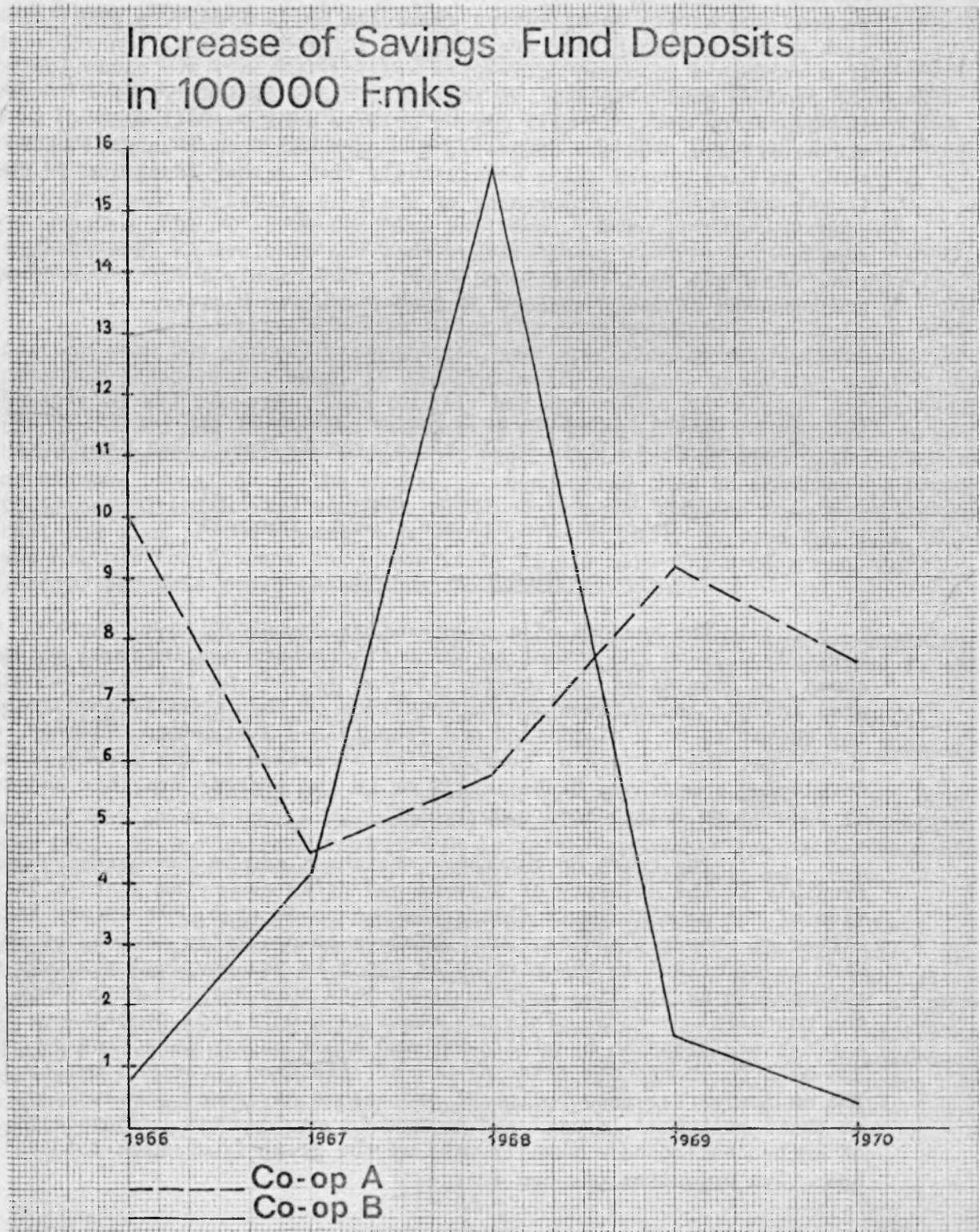
Another indicator relevant to educational work can be found in the subscriptions to the Movement's member magazine, the fortnightly "Me" generally regarded as an important channel of education, and hence recommend to societies for bulk subscribing for distribution among members. The following table shows that the percentage of members getting the magazine is much higher in Society A than in B. (Here it is impossible to reach 100%, because every member family gets one copy, although more than one person in the same family may have joined the society as a member.)

SUBSCRIPTIONS TO THE MAGAZINE "ME" IN PROPORTION TO TOTAL MEMBERSHIP

	1966	1967	1968	1969	1970
Co-op A	69	67	67	70	71
Co-op B	42	59	57	59	59

6. Use of Co-operative Savings Funds

The degree of the members' involvement and participation in the Co-operative Movement's activities can also be illustrated by the extent to which they use the savings fund, operated by each society as an important means of financing its work. Therefore, it is in each society's interest that members use its savings fund as their bank. Simultaneously, the use of these funds and their services reflects to a certain degree the members' actual attitude to their society. The following diagram shows how the savings fund deposits of Society A have continued, almost regularly, to increase more than those of Society B. The only exception was 1968, when another society merged with B and brought it additional deposits to the value of about 1 million Fmk.



7. Summary

This case study has been based on the assumption that member education work has a positive significance for the economic success of a co-operative society. The case study does, indeed, seem to confirm the truth of this assumption, although, of course, no sweeping or very far-reaching conclusions can be drawn - that is, no conclusions having real scientific validity - merely on the basis of these two examples alone. For example, it would be rather bold to deduce from them a direct correlation between the means allocated by a society to co-operative education and its economic success.

In the light of these two cases (and other examples studied in Finland, though not mentioned here), it is, however, obvious that economic success and active co-operative education do, indeed, run parallel with each other, and that they are mutually inter-dependent. In other words, if a society's economic activities are inefficient, its education work will not produce good results; on the other hand, similarly, if a society neglects its education work, it will not be able to achieve full success in its economic activities. On the contrary, although the data presented above cannot claim to have proved quite conclusively that member education is the very factor enhancing the importance of the role played by co-operatives in the economic sphere, as a general and ironcast rule, it can, nevertheless, be concluded with full justification that the statistical data of this case study do imply that educational work is definitely a factor of direct importance to the economic success of a co-operative society.

(c) Co-operative Education as a Factor Enhancing the Importance of the Economic Role Played by Co-operatives in Developing Countries

by Mr. T.M.F. Ngowi, Deputy Principal,
Co-operative College, Moshi, Tanzania

Background paper

The success of a co-operative organisation anywhere in the world depends on the extent to which its members are informed and enlightened about its main aims; of course, it also depends on the relation between those aims and the aspirations and expectations of the members themselves. This may appear to be a simplified and generalised statement. However, experience shows that the success of co-operative societies in the developed as well as developing countries, historically or in the present era, has had very much to do with an enlightened membership.

The truth of the above statement can be demonstrated even more credibly in the majority of African and Asian countries where a large proportion of the population is illiterate and uneducated. It is now taken as a matter of proper planning that, before a co-operative society of whatever kind is organised in any particular place in the developing countries, the responsible authorities have to start with some sort of propaganda to prepare the potential members. This may start as a political propaganda, for example, against exploitation by middle-men and other capitalists, and by pointing out the need to change the existing way of life from poverty to better living. The audiences for such political propaganda may react differently, depending on their political, social and economic consciousness. Those with a high level of such consciousness usually make up the group from which leaders of co-operative organisations can emerge.

Co-operative education, which should start with the enlightenment of the leadership, becomes a very influential factor and tool for the leaders who have to carry on the process of enlightenment among the rank and file of the potential membership of the co-operative organisation. The key factor for the effectiveness of co-operative education is its relevance to the practical everyday life of the ordinary people; hence it should directly appeal to the economic life of the individual farmer or worker. For example, a peasant farmer understands co-operation when the leader or co-operative educator talks of the process of crop production, the effects of the weather, the problem of transportation and the price for the farmer's crop. These are matters which directly affect the farmer and form the vocabulary of his everyday conversation with his colleagues. They touch on his experience; and therefore, a co-operative educator who uses such a familiar terminology is really understood; thus his message is meaningful to the peasant farmer and hence effective.

The same applies to the effectiveness of co-operative education as a factor enhancing the role played by consumer co-operatives among workers and farmers. The co-operative educator has to be careful in selecting his terminology, which must have direct relevance to the lives of the people as consumers.

The propagandist may start with a general campaign against exploitation by middlemen, wholesale and retail traders who exploit through unfair bargaining, expensive credit, poor quality of goods, and short-weights. This is something which the worker or farmer in the village is usually familiar with. The co-operative educator using the same background and going a step further than the general propagandist, may specifically demonstrate how the consumer co-operative shop, if democratically managed, could operate for the benefit of all members. This usually has the effect of raising morale among the exploited and laying the foundation for a successful co-operative organisation. Of course, further success of the co-operative society will depend on continuous education of the members; encouraging them to continue to patronise their co-operative shop etc. At the same time the members must actually feel that the aims of the society are being systematically pursued and that they are neither too distant nor unrealistic like a mere dream of a visionary leader, for this could easily lead to disillusionment.

If the co-operative society is really fighting against exploitation, then it must be seen by the members to achieve tangible success in this effort. On the other hand, if it is merely seen to have replaced one exploiter by virtually becoming another exploiter itself, then it is doomed to failure. In other words, nothing is more convincing than success in everyday practice.

Of course, the very nature of co-operatives, which are not only social but predominantly business and economic institutions, tends to obscure the fact that co-operative education is an indispensable factor for enhancing the importance of the role they play within the developing countries.

The success of a co-operative organisation is nearly always measured by the economic yard-stick and not by the social benefits which it brings to its members or to the community at large. For example, farmers would like to know whether their individual incomes can be increased as a result of joining a marketing co-operative society. Similarly, workers would like to know whether the purchasing power of their earnings can be increased or whether they can save more out of their income as a result of joining the consumer co-operative society. Thus prices are being used as a standard measure of success or failure by farmers and workers alike.

The question as to whether the surpluses of a certain co-operative society in a developing country have contributed to the establishment of a local dispensary or school will not be considered too seriously by the majority of its members, since they may not at first see a direct benefit. Furthermore, the business and economic nature of co-operative organisations might also work against the effectiveness of co-operative education, because many of the co-operative organisations which are started in the developing countries do not have the necessary management expertise, and hence they are often doomed to failure, from which members then draw the wrong conclusion: not seeing that the reason of the failure was lack of competence, they are inclined to condemn the co-operative idea as such.

Therefore, wherever new co-operative ventures have failed in the developing countries, it becomes next to impossible to revive other co-operative organisations. Co-operative educators then need an entirely different approach, as they have to fight on two fronts. On the one hand, they have to make potential members forget the bitter experience of the past: and where poor people have lost their fortunes, new leaders are bound to find it extremely difficult to revive confidence and trust. On the other hand, they have to channel the thoughts and revive aspirations for a better future, coupled with a new experience and with a faith that never again is there to be a failure in the new approach.

This demands strong faith among the potential co-operators, and to develop such a faith is a task representing a great challenge to co-operative educators in the developing countries.

THEMATIC UNIT No. 2 - Co-operative Education's Possibilities in the Sphere of Social Life and Public Relations

(a) In Socialist Countries, with Co-operative Movements as Mass Organisations

Co-operative Education as a Factor Enhancing the Importance Played by Co-operatives as Social Organisations

Outline of lecture presented by

Mr. B.N. Khvostov, Moscow Co-operative Institute, USSR

Mr. Khvostov introduced his lecture by pointing out that education was undoubtedly a factor enhancing the importance of the role played in the U.S.S.R. by the people's social, mass organisations in general - this role being to serve as an efficient form of involving wide sections of the population in the management of all public affairs during the period of constructing a Communist society and improving socialist democracy, while the State develops towards the Communist form of people's self-government. As co-operatives represented one of the largest social organisations of the type mentioned, it was obvious that the same applied for their role and hence also for the importance of co-operative education in the U.S.S.R.

The speaker then said that co-operative education, in the broad sense, was a complex of theoretical knowledge and practical skills, related to co-operative construction; furthermore, as a system of education and training, it combined with the spreading of co-operative ideas to enhance the importance of the co-operative movement as a social organisation of a mass character.

The co-operatives are a component part of society as a whole - one form of socialist economy. Lenin had said that the co-operatives were a cultural legacy which must be treasured; a network of co-operative organisations must be maintained, he had said, without which socialist construction would be impossible. He encouraged the whole population to join co-operatives, and called for their study at secondary and higher educational levels.

Now the consumer, credit, productive, housing, fishing and other co-operatives were all contributing to the transformation of Soviet society. Article 126 of the Constitution of the U.S.S.R. laid down the legal rights of all co-operatives, and Article 141 gave co-operative candidates access to the Soviets at all levels, up to the Supreme Soviet. The programme initiated in 1961 had established the co-operatives as mass social organisations, with forms of democratic management, leading to the social form of communist self-management, with responsibility for social, educational and cultural work.

Apart from formal education, carried out in schools, institutes and colleges, and continued in the universities, the co-operatives were engaged in informal education which influenced the people socially. Every factory, plant, enterprise, co-operative, had amateur circles in art, literature, song, dance, handicrafts, sewing, cooking, sports, clubs, entertainments, all with professional leaders. This informal education also encompassed the question of moral attitudes, in which respect there were titles of honour.

An outline of Co-operative educational activity in the Hungarian Co-operative Movement was given by Dr. Imre Tiba, Chief Scientific Worker, Co-operative Research Institute, Federation of Hungarian Co-operative Societies (SZÖVOSZ), Budapest. The 5,500 agricultural co-operatives of Hungary were now producing 70% of the national volume of produce; their members numbered 1,200,000. 600 consumer co-operatives, with 1,300,000 members, now accounted for 32% of the national turnover. 1,110 producer co-operatives with 312,000 members now dealt with 20% of the national output, and there were 500 housing co-operatives in operation.

A new co-operative policy embracing a wide expansion of co-operative democracy demanded improved quality in operations, better skilled management, more knowledge at every level.

Because of this situation, special courses for members were being organised, the importance of which was reflected in the acknowledgement that the elected bodies were responsible for the political and social advancement of the people. Training and education among the staff was highly developed, with 120,000 at present in training, among them both new workers and established employees. Great developments taking place in the consumer co-operatives required such an educational programme, which was the outcome of a Commission of Education and Training.

Similarly in the Producer Co-operatives, and the Agricultural Co-operatives, the training and retraining of management was constantly organised, and the same applied to education for members and elected officers.

(b) Co-operative Education as a Factor Enhancing the Importance of the Role Played by Co-operatives within the Sphere of Social Life and Public Relations in advanced Market-Economy Countries

"Farm and City Co-operators Meet"

Case Study presented by

Mr. W.H. Weidemann, Programme Co-ordinator, "Co-operative Education and Training, Inc.", Madison, Wisconsin, U.S.A.

Mr. Weidemann said that his work with field-training, with on-the-job trainees, brought him into everyday contact with people in many communities; he could see the changing role of co-operatives in the United States, taking place in parallel with the changing character of economics. Agricultural co-operatives, he said, had been the first to develop - marketing, farm supply, processing, insurance, purchasing - in a great many rural areas. Consumer co-operatives grew more in urban areas, with supermarkets and advancing techniques.

For example, each county in the State of Indiana has its co-operative farm bureau, federated in the State, with a strong education and public relations department. Various education techniques have been used to stimulate involvement in and identification with co-operatives; at the same time efforts are being made to help farm people to understand some of the social and economic problems of the urban people, while urban people try to understand that their social and economic development is directly related to the well-being of the farm people.

The Indiana Farm Bureau Co-operative Association has organised several tours to enable county co-operators to see some of the newer facilities owned and operated by the Association, of which a number are in Chicago, outside the State of Indiana. One of these tours, in 1969, included a visit to Hyde Park Co-operative Society in Chicago. This society owns and operates one of the largest single supermarkets in Chicago, and its members come from all races, creeds, educational backgrounds, cultural heritages. It has a full-time education director and a home economist, and among its board-sponsored committees is one for Membership Education.

"Amazement and wonder best describe the reactions of Indiana farm people as they visited the Hyde Park Co-operative", said Mr. Weidemann. For many it was their first experience of this kind, but now the visits are taking place each year, and Hyde Park people are going to Indiana to participate in special festivals and in "soil stewardships" programmes. Such interchange visits include welcome into each other's homes, for one night, or for a weekend. Racial and ethnic differences are minimised in this wider field of human contact.

The primary purpose has been to increase member interest in his own society. A direct result has been an increased involvement in support of the co-operatives, but at the same time totally different people from totally different backgrounds have got together and discovered their differences are not as great as some imagined.

The Hyde Park Co-operative has acquired part ownership in an egg farm in Indiana as a source of fresh eggs for the supermarket. Technical assistance is provided by the Farm Bureau co-operative and it is expected that the outcome will be still further trade with fruits and vegetables.

From this experience the members of both co-operatives have seen that co-operative education is, indeed, a factor enhancing the importance of the role played by co-operatives within the sphere of social life and public relations, as well as in the economy.

Mr. Weidemann concluded by quoting Carl C. Taylor, an eminent U.S. sociologist and educator, who had said:

"The necessity of establishing a bridge between the inevitable secular trends of a modern and complex society and the deep and abiding desires of persons to be neighbours, to practice mutual aid, and to personally influence secular activities, is probably the unconscious cause for the rise and growth of co-operatives. Upon the maintenance and strengthening of both ends or pillars of this bridge depends the growth and expansion of co-operatives as a type of economic and social organisation. To make one of these pillars of the bridge strong by being successful in business may allow the other pillar to fall into decay. To strengthen education and member relations as a sole objective but neglect sound business causes the bridge to sag at the other end. Only working constantly on both efficient business and education keeps the whole bridge strong."

A statement on the Israeli experience in the field of Co-operative Education and Training was made by Mr. N. Ushpis, Director-General of the "Hamashbir Hamerkazi" Co-operative Wholesale Society, Tel-Aviv.

Mr. Ushpis said that the co-operative movement's main purpose was to work for the formation of a new world, and that the role played by co-operative movements in the pursuance of this aim could best be measured by the extent and scope of their educational activities. This was because the Co-operative Movement in any part of the world owed its very existence not only to economic enterprises, but to the deep penetration of its ideas of mutual help, common social goals, community effort, social progress and co-operative economy. Unfortunately, co-operators themselves tend to forget the special role of their Movement in the formation of the socio-economic infra-structure of the New World - in Africa, Asia and Latin America. We tend to forget, Mr. Ushpis continued, that despite political differences and controversies, the African states have made great progress since the first co-operative educators and organisers of the Movement helped to lay the foundations of co-operative trade, agricultural marketing or producers' co-operatives, co-operative banks, etc.

The prime condition for this development is the task of training men in all fields of economic enterprise and encouraging development; but this alone is not enough. More and more attention should be paid to education, and greater parts of co-operative budgets should be earmarked for this purpose.

In Israel the Co-operative Movement has made a significant contribution to the training of co-operative leaders and organisers.

Over the last fifteen years the Afro-Asian Institute in Tel-Aviv has trained thousands of young, able and devoted co-operative leaders from Africa, Asia and Latin America and is giving a helping hand to those who are promoting new co-operative movements. The experience of the enterprises and the people of the Israeli Co-operative Movement has been made available for serving the New Co-operative World emerging now. In the agricultural co-operatives in Israel (the Kibutzim and the Moshavim) as well as in the Consumers' Co-operatives, everything from a needle to a tractor has served as a practical training ground for co-operators from very many countries.

Mr. Ushpis then stated that a new fact of co-operative development in Israel, which could contribute to the welfare of the Co-operative Movement the world over, was the unity and synthesis between agriculture and industry in the Kibutzim and Moshavim, the collective and co-operative farming settlements. Within the last twelve years, hundreds of new industrial enterprises had been established in such co-operative villages, all modern factories producing practically everything - canned foods, agricultural machinery, electronics, cosmetics, electrical appliances, plastic materials etc.

This new sector, represented by the co-operative industry, has greatly contributed to an expansion and modernisation of Israel's industry as a whole; moreover, it has paved the way for new industries and has contributed to increased efficiency and productivity of the country's national economy.

This development has led to progress being made towards the main goal of Co-operation - the enhancing of the role of the educated co-operative consumer, through education and training as an economic factor.

Mr. Ushpis concluded by pointing out that, on the basis of his own experience of living in a collective co-operative settlement, a Kibutz, he was sure that education was the most important factor in all socio-economic life, starting from systematic education of the young generation, training them to work together in all branches of economic activity, from farm work to planning and management of co-operative industrial enterprises, whose success in competition with the private sector was mainly due to thorough education and training.

A report on the role played by Co-operative Education in Japan was given by Mr. H. Ono, Director of Education Department, Nada-Kobe Consumers' Co-operative Society, Tokyo.

Mr. Ono said that co-operative leaders had realised, in the years 1962 and 1963, that the Movement was facing a crisis in Japan; therefore, they decided to revert to the practice of working with member groups at "grass root" level.

Since 1964, they had been successful in making a number of useful advances, with co-operative educational activity directed to a variety of social problems and consumer questions. They had campaigned for the banning of unhealthy and adulterated foods; against the increase of the price of milk; against rising costs of fares and public services; for the reduction of medical expenses for the aged; against environment pollution, etc. The member groups, and through them, the co-operatives were friendly, democratic organisations. Their duty was to protect the livelihood of the people, and member participation as owners and managers was essential for this.

(c) Co-operative Education as a Factor Enhancing the Importance of the Role Played by Co-operatives in the Social Life and Public Relations in Developing Countries

This part of the thematic unit was introduced by a paper
presented by

Mr. A. Carlsson, Director, Swedish Co-operative Centre, Stockholm, who had for several years worked as Director of the ICA Education Centre for South-East Asia in New Delhi

Mr. Carlsson said that the role of co-operatives in the social life and public relations in developing countries varied considerably, and we should recognise that aims and objectives in various systems were not the same. It was of considerable importance that the participants in this Seminar had been able to meet together and to share their experiences. Students from developing countries, studying in Moscow, or in Stockholm, will have to adapt what they have learnt to the conditions in their own country, which indicates that co-operators in developed countries cannot be over-confident about the application and applicability of their own form. A preliminary study undertaken by the United Nations had shown some failures in developing countries caused by mismanagement (due to ignorance) or laws not conducive to the co-operative idea. Success had been reported in Nigeria and Tanzania, but it appeared that the standards of farmers in the same areas were not being influenced. We have to consider the spread effect of co-operative practice.

A factor of great importance is the relationship between co-operatives and the Government of the country. Co-operatives in developing countries are keen to establish self-dependence, but find they have to demand tangible government support for their work including activities for educational purposes. Strong apex organisations are required, as in Sweden and the U.S.S.R. We can see that Centrosoyus gives tremendous assistance to co-operative units and guidance in education, Mr. Carlsson pointed out.

Turning to the "Comilla project" launched in Bangladesh (then East Pakistan) under the auspices of the Pakistan Academy for Rural Development, Mr. Carlsson regretted that the present situation was not easy to assess because of the subsequent natural disasters and hostilities. The project had been set up to train officers in Rural Development, aimed at integrated development in the area of some 200,000 inhabitants in agriculture, mainly smallholders. The area was stricken by floods and by drought, and lacked

4. The importance accorded to the educational efforts actually determines the success or failure of a co-operative movement. Unless the members are well informed about the purpose of their co-operative society and educated about its rules and functions, no loyal support or solidarity on the part of the members can be expected from the individual participants in these self-help activities. Without well-educated committee members and elected leaders of a co-operative society, no successful long-term development can be expected. And finally, without well-trained personnel at various levels and in various positions in the co-operative movement, not even a short-term successful development can be expected. This may well be realised by all those who are concerned with co-operative work; nevertheless, it continues to be strangely neglected or overlooked in many quarters. What is less obvious, is perhaps the need to co-ordinate the general member education, and the training of elected office-bearers and employees. Planned and co-ordinated efforts in the field of co-operative education and training are a basic requirement for a well-functioning co-operative movement in any country.
5. A well-functioning co-operative organisation is in itself educative for members in general. Apart from the pursuance of the immediate economic objectives, there will be secondary social effects, such as, for instance, a fairer distribution of income and wealth within the organisation's area of operation. Through the co-operative society, its members can learn economic planning, budgeting of their expenditure, how to economise and save etc. There are local isolated examples of such successful co-operative work in many less developed countries. The farmers are taught, for instance, by their co-operative credit society, to save at least a small proportion of their income derived from the farming every year, thus making it possible, after a period of four or five years, to get along without further credit from the society. Unfortunately, the more common picture is that of farmers who have neither the knowledge nor the possibility of such saving from their annual earnings, so that they permanently depend on loans, either from their co-operative society, or from private sources. The economic and social consequences of such dependence are well known.
6. There is good reason to revert to the old co-operative principle about education and information as integral parts of co-operative activity. Apart from the educational effect of an efficient co-operative organisation (that is, basic economic education and training in management), the co-operative is also providing practical training democracy. These aspects alone should justify efforts by the Governments in less developed countries to promote co-operative development. Education in reading and writing (i.e. literacy) could very advantageously be combined with the regular education activities organised by the co-operative. Thereby incentives are created for the individual farmer and his family to acquire basic knowledge which will increase his feeling of security in his permanent struggle for existence. Whether revolutionary or evolutionary solutions are adopted for the purpose of influencing the attitudes of the villagers in the less developed countries, it will still be necessary to create the above-mentioned incentives. And as has been said, it is at the village level that the destiny of the less developed countries will be shaped.

capital. Some 150 co-operative societies were supported in the programme, involving the villagers in the planning process. A number of small groups were formed with a "natural leader" drawn from among them, eventually by democratic election. These leaders then attended brief training courses in Comilla, returned to the villages for discussion, came back again, and so on, so that the educational process was conducted by men using the same language and terminology. The training included farm planning, tractor engineering in small groups, a literacy programme in which Muslim priests were used, with a significant effect in the area.

Women also participated, for example in cattle breeding and agriculture, and made a positive contribution to the common effort. The joint efforts had resulted in a larger crop, better prices were secured, and there was a reduction in flood damage. Government financial support had been essential at the beginning, but the comprehensive approach at grass-root levels, with instructors recruited from among the villagers themselves, had achieved striking results. It has been shown that the value of education is more beneficial when the learning is done in the people's own environment, rather than through conventional courses at a college.

Mr. Carlsson then referred participants of the Seminar to his background paper (distributed beforehand), in which his conclusions on the subject matter were summarised under the following six items:

1. The necessity of mobilising human resources in less developed countries appears to be generally accepted today. In this process there will be an obvious need for the co-operative movement as an indispensable form of organising peasants. Institutional changes (for instance, land reform, taxation system and general education) are necessary prerequisites to generate a self-sustained economic and social development and do away with undesirable privileges, exploitation and social degradation.
2. A genuine co-operative organisation aims at self-help, mutual support and loyalty among the members. The immediate objective of a co-operative society is, for instance, to increase the member farmers' earnings or to reduce the consumers' expenditure for necessary consumer goods. Included in the nature of a co-operative organisation is, however, the ambition to raise, in a broader sense, the standard of living of its members. Making a distinction between the economic and social spheres may not always be possible, but is to some extent a question of definitions.
3. Perhaps it could be said that a number of individual co-operative (primary and secondary) organisations together do not necessarily make a co-operative movement. Such a movement presupposes co-ordinated and concerted efforts between the various co-operative organisations, with a specific goal set out for the overall activities. A movement must, therefore, also be based on mutual trust and solidarity among its various member organisations. Only a really strong co-operative movement can afford to set itself the very ambitious objective of raising the economic, social as well as cultural standards of living of its members. Depending upon its size and efficiency, a co-operative movement may be in a position to influence the economic and social (and perhaps also the political) environment within which it operates. Even in the most advanced co-operative movements today, whether in the developing or developed countries, co-operation is not yet playing any decisive role in this respect, except in a few rare cases. As a rule, the co-operative set up is, on the contrary, very sensitive, depending for its own existence and development upon the economic, social and political environment.

A brief explanation concerning some problems of co-operative education in India was given by a special guest of the Seminar, Mr. B.K. Sinha (Member Secretary of the Committee for Co-operative Training; also, Director of Training in the Department of Co-operation, Ministry of Agriculture, Government of India).

Referring to the comprehensive character of the Seminar, Mr. Sinha said that, in considering the importance of the co-operative role in developing countries, it was necessary to recognise that the word "developing" had a very wide coverage, a coverage of varieties of experiences throughout vast areas. There were, of course, certain common characteristics among the economic, social and political aspects; but the tasks for co-operatives would be different in those countries where (i) co-operatives had already existed before national independence, or (ii) where co-operatives had been introduced after the achievement of independence, or (iii) where there was traditional independence but the co-operatives were new.

Nevertheless, in general, co-operatives have achieved a great deal in all these circumstances. Through working together they have succeeded in bringing various groups together; they have brought some economic improvements; they have reduced or eliminated certain social influences, such as usury in money-lending, unfair trading; they have made an impact on some productive elements, as, for example, with sugar. They have an impact on the public generally, for in co-operative terminology, non-members are potential members. They can rise above multi-religious, multi-caste and multi-racial problems.

The co-operative movement has helped people to be effective partners in the field of economics, to be effective in the development of leadership. It has orientated people to the essence of co-operation, has helped them to emerge from traditional to modern forms and to transform society. It is contributing to the establishment of universal brotherhood; co-operation anywhere is a source of strength to co-operators everywhere.

Co-operative education, which has a tradition dating back four decades in India, is comprehensive enough to meet the needs of management personnel and leaders, but not yet capable of co-ordinating the efforts of the people at lower levels. There is legislation to assist co-operative education, with joint State and co-operative operations, research at universities and scientific institutions, and as many as 66 training establishments for juniors, 13 for intermediate-level trainees and one senior management training institution. Scholarships are also made available for students from other developing countries.

A further contribution to the discussion was made by Mr. W. Sommerhoff, General Manager of Sodimac Co-operative Ltd., Santiago, Chile, on the situation in Latin America in the field examined by the Seminar.

Mr. Sommerhoff pointed out, in his brief outline, that, with the exception of the Argéntine, co-operative development had taken place only in the last decade in the South American countries. In the Argentine the agricultural co-operatives were very strong, in Peru and Columbia it was the Credit Unions which were strongest. The co-operatives tried where possible to work with other organisations, but there were difficulties

about this so far as the trade unions were concerned, since these themselves were not united, suffering from political divisions. Dealing with Chile, Mr. Sommerhoff said that co-operative societies were united in the "OCHRE" organisation. Their education work had started in the Credit Co-operatives, but had developed considerably to embrace the movement, and there was now a Central Institute. As many as 642 co-operative leaders had passed through the Institute, and now arrangements had been made for another 1,500 to do so. Already school co-operatives were coming into being, there were schools for vocational training, and the co-operatives were holding seminars. (A seminar had taken place in Columbia with 270 leaders.)

Education was mostly directed to the employees, who must have a place in the society's structure. The worker becomes a worker-member, labour relations are shaped by workers' committees. As a rule, one-third of the seats on co-operative Boards of Management are allocated to worker-members.

Mr. Sommerhoff concluded by emphasising that co-operative education was of vital importance for the national movements in developing countries, especially in the present period of crystallisation of ideas under the influence of conflicting ideologies, when people have to be taught self-help and other advantages of Co-operation, for whose progress, accordingly, education is indispensable.

CONCLUSIONS AND RECOMMENDATIONS ARISING FROM DISCUSSION IN WORKING GROUPS AND PLENARY SESSIONS

The Working Groups started their group work on the fourth day of the Seminar, dealing first with the thematic section concerning mainly the Economic sphere. A rapporteur from each of the four groups conveyed the substance of the discussions to the whole Seminar, which then held a full discussion to work out a number of conclusions. The same method was adopted to deal with the thematic section on Social Life and Public Relations.

The discussions which took place, in both the working groups and the plenary sessions, and the examination of the case studies which had been presented, led to the general conclusion that the sections, one dealing with the Economic sphere, the other with the sphere of Social Life and Public Relations, could not, in practice, be separated from each other.

The role of Co-operative Education in both spheres was examined from documentation, reports and interchange of experiences, and analysed by participants from different socio-economic areas of the world. A common denominator, albeit very general, was found and agreed to consist in the conclusion that Co-operative Education continues to be an integral part of co-operative activities everywhere - in planned-economy socialist countries, in advanced industrialised market-economy countries, as well as all developing countries. The overall conditions within these divisions, of course, affected the position of the co-operatives as both economic and social forces (depending on specific conditions in each country), and therefore their educational activities were bound to be varied accordingly. While this predominantly objective factor was one obvious cause of differentiation, another major factor - a qualitative and definitely more subjective one - influencing the extent, orientation and scope of Co-operative Education - was the degree

to which it was realised, in the national Movements of individual countries, that high-quality co-operative education continued to be indispensable, despite all technical sophistication of the atomic age, tending to high-light the economic sphere as deserving priority at the expense of education.

In the planned-economy countries the Governments gave economic and financial aid to ensure co-operative development, and, at the same time, incorporated co-operative education and training in the State educational system. In these circumstances co-operatives, in practical operation and by legal decree, were on equal status with State enterprises in the sphere of trade, and had full recognition as educators. This was exemplified by the example of the Soviet Union, where the Consumer Co-operatives handle 50% of the retail trade, and operate a network of schools and training colleges which are a component part of the national education system.

There are legislative measures to assist co-operatives in some of the developing countries, such as India and a number of African countries, which include a degree of recognition for educational work.

In the market-economy countries the situation varies, from those which recognise the existence of co-operatives but render no practical help, to those which are opposed to the co-operative idea and allow the operation of some forms of discrimination against it.

There was complete unanimity among the participants in the Seminar that in all countries, irrespective of the socio-economic circumstances, the co-operatives should make provision for education among members, the elected officers and committees, workers in the co-operative (staff training), and should make every effort to get co-operative education into all schools together with the promotion of school co-operatives. Co-operative education on these lines is essential to advance the motivation of self-effort, for an understanding of collective effort, to promote loyalty to the co-operative, to encourage employee/member common interests and objectives.

In this way Co-operative education will strengthen the role of the co-operatives as social and economic organisations, advancing ability and efficiency in the economic sphere, while at the same time projecting them in the active struggle for social progress, people's social education, peace in the world, and against monopolist economic control and general social constraint.

Co-operative education has the dual function to train executives able to fulfil administrative and commercial functions up to the highest level, and to develop leaders with the ability to spread the co-operative idea, defend the interests of the co-operative sector within society and fight for the adoption of laws which recognise the social value of Co-operation.

The principle of Democratic Control is fundamental to the co-operative movement; the achievement of member activity and participation is dependent upon educational facilities in association with trading success, which must go hand-in-hand. Through co-operative education the movement will be understood as a contributor to the building of a better society.

In considering the situation in developing countries it was felt that Co-operative education would best be planned on a national scale, with continuous evaluation of the progress made. Education should be regarded as an investment, to be included in the budget as a positive activity, and not be dependent upon a percentage of the profits.

In both developing countries and market-economy countries there was a need for combined national operation of public relations and publicity to be able to make full use of such mass media as press, radio, television, in addition to the movement's own publications.

The participants in the Seminar, in the four separate study groups and in the plenary discussions, gave a good deal of time to an evaluation of the Seminar and its organisation, and to suggestions for any future projects.

There was general agreement that the ICA had been correct in this instance to arrange the Seminar for co-operators representing various co-operative interests, including both managerial and educational activists. Consideration was given to the preference for a seminar in which the participants were educationists only, but there was a stronger feeling that the co-operative movement itself was a homogeneous whole in which all should be involved, rather than departmentalised. Attitudes to co-operative education, and decisions about its operation and development, will always depend on a proper understanding (and hence also support) of the role which education is objectively needed to play, on the part of co-operative leaders (including economic management executives), among whom it is still far too often found that they are too narrowly specialised to appreciate sufficiently the true value of education to the Movement and its future. Therefore, co-operative educationists must find suitable ways of educating their superiors (by no means an easy task) in favour of greater appreciation for the important role of co-operative education at all levels.

It was recognised that ICA seminars must cover the whole wide sphere of international co-operative interests, but it was strongly urged that there should be further seminars in which education would receive specific attention. The subject for discussion, it was said, should be narrower and more specialised on future occasions, so as to allow for the main theme to be studied to greater depth by the participants, who would then probably have been selected according to criteria guaranteeing a more homogeneous composition of the Seminar delegates than usually assembling hitherto. A specific proposal put forward, with general support, was that a suitable theme would be "Programmes and methods of co-operative education". Under such a heading the pattern might be (a) assessment of the needs of co-operative education in a given situation, (b) selection of methods, (c) control and estimate of the results of efficiency.

There was agreement that papers to be presented at the seminars should be published in advance, since it is an acknowledged scientific fact that people are unable to listen and absorb for long periods. The paper should be given a short spoken introduction by the lecturer; the discussion should take place within small study groups enabling everyone to participate actively by contributing their ideas and experiences. The point was also made that, where possible, time should be allocated to visits at "on site" educational activities, with discussions on the spot.

The participants of the Seminar, having agreed about the fundamental importance of co-operative education to the future strengthening of the co-operative movement throughout the world, drew up a number of recommendations for the consideration of the International Co-operative Alliance.

1. The ICA would need to have some kind of advisory body for co-operative education and training, expected to meet at (roughly) two-year intervals, in order to consider international aspects of co-operative education and make appropriate recommendations to the ICA Authorities. Such a body should not be confined to the scope proposed by the Jongny Conference in 1970 (mainly Principals of International Co-operative Training Centres for trainees from developing countries alone), but its terms of reference should include the educational problems of advanced countries as well (market-economy as well as planned-economy systems); hence it would probably be necessary for the advisory body to have two or three sub-groups.
2. The establishment of an international co-operative training and research institute under the auspices of the ICA was felt to be a necessity for the future, but should be planned (finances permitting) as a second phase, after the above-mentioned advisory body has been set up and proved viable. In the meantime, the ICA should help (mainly with advice) to enable more developing countries to establish appropriate training institutes of their own, especially in West Africa and Latin America, where also the establishment of the ICA's Regional Offices should be considered as a long-term aim.
3. The financial difficulties preventing the ICA from realising in practice a number of projects (including those mentioned above) were appreciated, but it was agreed that this very fact proved the urgency of finding adequate resources for the ICA's educational and other activities (especially research and press, which should be considerably expanded in scope, including the ICA's periodicals); this might perhaps be contemplated within the framework of the Henry J. May Foundation.
4. National planning of co-operative education and training, especially in the developing countries, should be a concept advocated by the ICA, especially through its Regional Offices and Education Centres, which should be in a position to supply expert advice.
5. A goal for the ICA should be the provision of expert educationists at international level, especially to provide refresher courses for teachers in co-operative education.
6. The ICA should study its possibilities of helping national co-operative movements (mainly, but not exclusively, in developing countries) in the production of most suitable co-operative textbooks (based on national requirements and conditions) - there being a considerable shortage of such educational literature in many countries. For example, the production of a handbook on "Techniques of Co-operative Education" could probably serve a very useful purpose, if properly based on research into methods, practical experiences, case studies and examples, etc.
7. The ICA should promote international exchanges of experiences in the field of co-operative education and training programmes of individual national co-operative organisations; also exchanges of educationists should be encouraged by the ICA as part of the policy to lead national organisations to closer co-operation in the educational field, and hence to mutually-assisted all-round improvements.

A P P E N D I X

1. Organisation and Programme of the Seminar

The Seminar was organised by the International Co-operative Alliance in collaboration with Centrosoyus, the National Co-operative Union of the U.S.S.R.

The Director of the Seminar was Dr. Ladislav Sieber, Secretary for Education, International Co-operative Alliance, London; the Co-Director was Mr. A.I. Krashennikov, Member of the Board and Chief of the Foreign Relations Department of Centrosoyus, Moscow, Member of the Central Committee of the International Co-operative Alliance; and the Rapporteur was Mr. C.J.F. Ringrose, Chairman of the Education Committee, London Co-operative Society.

The Working Languages were English, French, German and Russian.

The Theoretical part of the Seminar, which lasted for nine days, took the form of lectures (in preparation for which introductory papers had been provided), plenary discussions and work in groups.

Simultaneous interpretation was provided for the lectures and plenary sessions, but was not available for all the four working groups; hence most of these had to be organised on the basis of language facility instead of specialisation (which would have been more desirable).

The plenary sessions were presided over by different chairmen, individually appointed for each, mostly from among the participants themselves.

The Theoretical part of the Seminar had the following programme:

Friday, 3rd September

a.m. Plenary Session:

Opening address by Mr. Alexander Klimov, Chairman of the Centrosoyus Board, Vice-President of the International Co-operative Alliance.

Civic welcome by Mr. Dyribin, Vice-President of the Municipal Soviet (i.e. Deputy Mayor) of Moscow.

Plan, purpose and aims of the Seminar, explained by Dr. L. Sieber, Secretary for Education, ICA, London

p.m. Plenary Session:

Forms and Methods of Co-operative Education in the U.S.S.R., presented by Mr. V.G. Gukasian, Head of the Education and Training Department of Centrosoyus.

The Co-operative Movement in the U.S.S.R., presented by Mr. N.I. Supotnitski, First Vice-Chairman of the Centrosoyus Board.

Discussion, questions.

Saturday, 4th September

a.m. Plenary Session

ICA and Co-operative Education, presented by Dr. L. Sieber, Secretary for Education, ICA, London.

Co-operative Education as a Factor Enhancing the Importance of the Role Played by Co-operatives within the Economic Sphere in the U.S.S.R., presented by Mr. C.J. Blank, Professor, Moscow Co-operative Institute, Warsaw.

p.m. Plenary Session

Social and Educational Activities in the Polish Co-operative Movement, presented by Mr. Stanislaw Krupa, Director of Schools of the Central Agricultural Union of "Peasant Self-Aid" Co-operatives, Nalecsów.

Rural Members' Committees as elements of Co-operative Democracy, presented by Dr. Slawomir Dyka, Research Officer, Co-operative Research Institute.

Sunday, 5th September

a.m. Visit to the Exhibition of Economic Achievements, Moscow.

Monday, 6th September

a.m. Plenary Session

Co-operative Education as a Factor Enhancing the Importance of the Role Played by Co-operatives within the Economic Sphere -

1. in Competition with the Profit-Making Sector in Advanced Market-Economy Countries:

The Situation in Austria, presented by Dr. A.E. Rauter, Director, Konsumverband, Vienna.

2. in Developing Countries (inter-regional exchange of experience), introduced by Mr. T.H.F. Ngowi, Deputy Principal, Co-operative College, Moshi, Tanzania.
3. Case study on some relevant aspects of the situation in Finland, presented by Mr. P. Kuoppala, General Secretary, KK Union, Helsinki.

p.m. Plenary Session

General discussion, but including a contribution dealing with the situation in some South American countries (and Chile in particular), by Mr. W. Sommerhoff, General Manager, Cooperativa Sodimac Ltd., Santiago.

Tuesday, 7th September

a.m. Discussion in Working groups.

p.m. Plenary Session

Reports of Working groups.

Wednesday, 8th September

a.m. Plenary Session

General discussion on the reports of the Working groups.

Co-operative Education as a Factor Enhancing the Importance of the Role Played by Co-operatives within the Sphere of Social Life and Public Relations in the U.S.S.R., with the Co-operative Movement as a Mass Organisation. Lecture by Mr. B.N. Khvostov, Cand. Econ. Sciences, Moscow Co-operative Institute.

p.m. Plenary Session

International exchange of experiences with some relevant aspects of the situation in Czechoslovakia, Hungary and Israel; discussion carried over from morning session.

Thursday, 9th September

a.m. Visit to the Kremlin.

p.m. Visit to the Moscow Co-operative Institute of Centrosoyus.

Friday, 10th September

a.m. Plenary Session

Co-operative Education as a Factor Enhancing the Importance of the Role played by Co-operatives within the Sphere of Social Life and Public Relations in some Advanced Market-Economy Countries; case study presented by Mr. W.H. Weidenmann, Programme Co-ordinator, Co-operative Education and Training Inc., Madison, U.S.A.

Co-operative Education as a Factor Enhancing the Role Played by Co-operatives within the Sphere of Social Life and Public Relations in Developing Countries; inter-regional exchange of experience, introduced by Mr. A. Carlsson, Director, Swedish Co-operative Centre, Stockholm.

p.m. Plenary Session

Discussion on previous lectures, and contributions on the Co-operative Educational programmes in Japan by Mr. H. Ono, Director of Educational Department, Nada-Kobe Consumers' Co-operative Society, Tokyo, and in India, by Mr. B.K. Sinha, Member Secretary, Committee for Co-operative Training; also, Director of Training in the Department of Co-operation, Ministry of Agriculture, Government of India.

Working groups

Concluding the thematic section concerning mainly the Sphere of Social Life and Public Relations.

Saturday, 11th September

a.m. Working groups

Preparation of reports

Plenary Session

Reports of Working Groups

p.m. Plenary Session

Discussion on the reports of the Working groups; Summing-up and Conclusion of the theoretical part of the Seminar.

The practical part of the Seminar consisted of several study visits (made during the theoretical part) and then, particularly, of a field tour arranged by Centrosoyuz in collaboration with the Ukrainian Union of Consumer Co-operatives, Kiev. The programme of the field tour was as follows:

Sunday, 12th September

Arrival KIEV

a.m. Discussion with Representatives of the Ukrainian Union of Consumer Co-operatives.

p.m. Coach tour of Kiev; visit to Borispol District Co-operative Union, Restaurant and Department Store.

Monday, 13th September

Arrival LVOV

a.m. Visit to the Co-operative Institute in Lvov.

p.m. Coach tour; visit to Nesteroy District Co-operative Union and Malechov village restaurant.

Tuesday, 14th September

a.m. Visits to a number of Co-operative establishments in the rural districts outside Lvov.

p.m. Visit to District Co-operative Union at Dashava.

Wednesday, 15th September

Optional activities, sightseeing, dispersal.

Some details of the study visits and field tour are given below.

During their stay in Moscow the Seminar participants had the good fortune to visit the U.S.S.R. Exhibition of Economic Achievements, where they saw a number of fascinating examples of experimental machines built by children and students; an enlightening section on the space exploration programme; and a complete section devoted to the achievements of the Co-operatives in the U.S.S.R.

They also had the opportunity to spend half a day at the Moscow Co-operative Institute, where they were welcomed by the Director, Mr. Maslennikov, and his academic staff. The tour included an inspection of several departments of the faculties, among them the Department of Foodstuffs Commodities, the Department of Goods of Cultural Needs, the Chair of Study of Farinaceous Products, the Department of Organisation of Trade, the Chair of Manufactured Goods, the Chair of Chemistry, the Department of Audio-Visual Devices, the Chair of Social Science, the Department of Accountancy, and the Museum. In each of these the Professor, his assistant, or a lecturer explained the educational processes, in some cases in the classroom itself, or the laboratory.

The Institute caters for 2,000 students, 11,000 correspondence students, has 325 professors and teachers of whom 80% have scientific degrees. The Faculty for Foreign Students, which was visited, has 100 students.

The Soviet law allows for the students to be aged up to 35 years, although exceptions are made; the youngest are 17 years old. Some 54% are the children of workers, 12.8% collective farmers' children, and 72% are the children of co-operative employees.

With a four-year course the annual intake is 500 students.

Following the closing of the theoretical part of the Seminar, the participants, under the guidance of Centrosoyus, left Moscow to visit the Ukrainian Soviet Socialist Republic. Arriving first in Kiev, the capital city, they were met by representatives of the Ukrainian Union of Consumer Co-operatives, headed by Mr. Kolesnik, the President of the Union. Through them they were able to learn about the Ukraine and its co-operative movement; they made a tour of the newly re-created city of Kiev - "the green city"; and were received at the Borispol District Co-operative Union to inspect a Departmental Store and to dine in the restaurant there.

The next visit was to Lvov, another fine Ukrainian City, where Centrosoyus has another Co-operative Institute. The reception here was very warm indeed; a tour of the faculties was arranged, with explanations by the professors and lecturers; and the students provided a high class banquet to illustrate their culinary abilities.

Other areas in the Ukraine were also explored, during which time the hosts were the local District Co-operative Unions, among them the Nesteroy District, where participants dined in the Malechov village co-operative restaurant, and Dashava, where they were shown a number of co-operative establishments.

This tour proved to be a most exhilarating experience, through which the Seminar participants were able to witness the co-operative contribution to the social and economic life of the people of the Ukraine, and the tremendous educational facilities which the movement is providing. As the President of the Ukrainian Co-operative Union, Mr. Kolesnik, explained, it is the aim, purpose and duty of the co-operatives to raise the economic, social and cultural level of the nation's countryside. Within the framework of the overall plan this is the co-operative task, a task which is being achieved.

2. Opening address, given by Mr. Alexander Petrovich KLIMOV, Chairman of the Board of Centrosoyus, U.S.S.R. (also, Vice-President of the ICA)

On behalf of the Board of Centrosoyus, the host organisation, Mr. Klimov welcomed the participants and the director of the Seminar with warmth and friendship. He said that the part played by the co-operative movement in its different aspects and forms would continue to grow in the social and economic life of all countries and peoples, as well as in the common struggle for social progress, for peace and democracy.

He referred to the serious economic difficulties being experienced by the co-operatives in many countries, among them the oldest and most developed, caused by the pressures and competition from capitalist monopolies which are unifying their power both on national and international levels. These difficulties require that the co-operatives should provide their organisations with expert personnel who can determine policy and guide activity which will ensure progressive development.

For this reason the need for co-operative education and training is of paramount importance for co-operators in all countries. The very destiny of the co-operatives, to a great extent, will depend upon it. The progress of their development in conditions of the scientific and technical revolution demands the highest level of organisation, of distribution and servicing. In addition, the importance of education will be felt in the co-operatives' social role as mass organisations, based on self-achievement, self-government and co-operative democracy. Whilst it is essential that co-operators must provide the highest efficiency and skills, they must, simultaneously, be social workers building a new society based on social justice and progress.

This is the dual purpose of co-operative education; to train the specialists, the technicians, the experts, and at the same time, the public figures who will champion the cause of human advance.

Mr. Klimov referred to the vast developments in the Co-operative movement of the U.S.S.R. since the adoption of decisions in 1941 which defined the co-operative role as a body of self-management and a training ground for the working people. He said that today the Consumer co-operatives alone sold more books than the total published in Czarist Russia, and, referring to co-operative membership, he stated that 30 million, or 1 in 3, were under 30 years of age, and 25 million under 25 years of age. These young people, he said, were securing co-operative education not only by absorbing information from teachers, but by self-achievement of knowledge.

Mr. Klimov further pointed out that we must realise that the young people, being educated and trained in the 'seventies, will eventually have the responsibility of promoting economic, scientific and cultural advance in the 'nineties, even into the 21st century. For this reason our programme and methods must take into account the perspectives of that era. This Seminar should proceed with this outlook to help the extension of mutual understanding and friendship between the peoples.

Mr. Klimov's address was followed by a brief welcoming speech by Mr. Dyribin, Deputy-Mayor of Moscow, on behalf of the citizens of the Capital of the U.S.S.R.

3. Introductory remarks by the Director of the Seminar, Dr. L. Sieber, Secretary for Education, ICA, London.

Dr. Sieber informed participants on the plan, purpose and aims of the Seminar. The 39th Seminar had taken place in Madison, U.S.A., now the 40th was being held in Moscow, U.S.S.R., which was indicative of the unifying force of co-operation through the auspices of the International Co-operative Alliance.

The plan and programme for the Seminar was in the possession of each participant; there may be some slight changes according to the wishes of those taking part, or through any change of circumstance, but the main outline of procedure would remain. The International Co-operative Alliance was deeply appreciative for the collaboration of Centrosoyus in its preparation, for the facilities it had placed at the disposal of the Seminar, and for the participation of Mr. A.I. Krashennnikov as Co-Director.

If there had been any hesitation about holding a Seminar on Co-operative education, the response showed that there need have been none. Already, on the first day of the Seminar, more than sixty participants had arrived, from some twenty-five countries, which was very considerable and an indication of keen interest among the ICA member countries.

The object of organising such a Seminar for a study in Co-operative education was to help the International Co-operative Alliance to become more meaningful for the whole Movement by evolving policies, at international level, in the field of education.

4. Message to the Seminar from the United Nations Educational, Scientific and Cultural Organisation (UNESCO), Paris

On the first day of the Seminar, the Director read to participants the full text of a message of greetings just received from UNESCO.

After apologising for not having been able to send a personal representative of the Director General of UNESCO to attend the Seminar, the letter emphasises that the deliberations and conclusions of this gathering of co-operative educators will be studied with genuine interest by the UNESCO Secretariat in Paris.

The letter then continues as follows:

"The International Co-operative Alliance is one of the international non-governmental organisations that has consultative status with UNESCO in category "A". This is not only because of the important role that the ICA plays in the world in terms of its geographical coverage and the numerical strength of its membership, but even more because of the close relationship between the programme of the world's co-operative movement and UNESCO.

Since the end of World War II, the ICA has been developing ever closer links with the United Nations and several of their Specialised Agencies, not only in the economic field, but - to an increasing degree - also in connection with educational activities, communications, research in social and natural sciences, etc., thus becoming more and more involved in spheres of common interest with UNESCO. Hence numerous links between the work of the ICA and UNESCO have gradually developed over the years, with intensive mutual collaboration, especially in the fields of adult education and functional literacy. The 16th Session of the General Conference of UNESCO in November 1970 passed a resolution (9.15) expressly recognising "the advantages of the co-operative movement as a potential method of releasing powerful forces of self-help for social, economic, cultural and educational progress...", and hence inviting the Director General of UNESCO to take appropriate measures to ensure "that adequate attention is paid to the task of utilising these advantages of the co-operative movement for making UNESCO's programme more effective in the fields where co-operative experience can be beneficial to the work of UNESCO ..."

The last sentence, however, implies a challenge to the co-operative movement, because any utilisation of the above-mentioned "advantages of the co-operative movement", as reflected in practical co-operative experience, will obviously be possible only if UNESCO is kept informed of ICA policies, actions and experiments. Keeping UNESCO informed means not only contacts between the ICA Secretariat in London and the UNESCO Secretariat in Paris, but much wider contacts, at international, regional and particularly national levels. In this context, closer collaboration between national co-operative organisations and National Commissions for UNESCO in their countries is an essential factor.

An increasingly important role will be played in the future by UNESCO's Regional Education Offices in Bangkok, Dakar and Santiago de Chile. It is important that UNESCO's Regional Offices are kept informed about co-operative education activities so that their planning activities can adequately take into account the importance of co-operative education, particularly in relation to rural development.

There are, indeed, many fields of activity in which collaboration between co-operatives and UNESCO could be further intensified, to mutual benefit, by the development of information and communication links.

Such collaboration could be developed in many different forms within several areas where co-operative activities are most likely to prove meaningful for UNESCO's programme..."

The letter then enumerates approximately thirty such areas, mostly within the categories of advancement of education, school education, out-of-school education (especially adult education and functional literacy), social sciences, natural sciences, communications etc. The UNESCO message then continues as follows:

"The ICA has been invited by the Director General of UNESCO to submit its suggestions for any items of special interest to the co-operative movement to be included in both the biennial and medium-term draft programmes of UNESCO. We hope that the ICA and its national affiliates will associate themselves fully with the preparations for the Third International Conference on Adult Education which is due to be held in Japan, 25 July - 7 August, 1972. This Conference will focus on two important issues: the relationships between adult education in all its forms and formal education and the changes needed to move towards new systems of life-long integrated development, and on the contributions adult education can make to attaining the targets of the Second Development Decade.

These few examples indicate the great scope for collaboration between co-operatives and UNESCO.

We express the hope that the 40th ICA Seminar, which you are now attending in the U.S.S.R., will make a further contribution in this direction and send you best wishes for a successful conference."

This letter is signed by Mr. J.C. Cairns, Acting Director of the Department of Out-of-School Education.

5. Text of UNESCO Resolution No. 9.15, referred to in UNESCO's message, as well as in other Seminar documents

UNESCO Resolution No. 9.15

Approved by the Sixteenth Session (39th Plenary Meeting, 14th November, 1970) of the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Paris

The General Conference,

1. REALIZING the great importance of Resolution 2459 adopted by the General Assembly of the United Nations at its twenty-third session (1968), and resolution 1413 adopted by the Economic and Social Council at its forty-sixth session (1969), on the role of the co-operative movement in economic and social development,
2. RECOGNIZING the advantages of the co-operative movement as a potential method of releasing powerful forces of self-help for social, economic, cultural and educational progress, in the pursuance of the objectives of the Second Development Decade, especially in developing countries where the co-operative movement provides a very effective source of adult education, in particular in the field of functional literacy,
3. INVITES the Director-General to ensure, by all suitable means, that adequate attention is paid to the task of utilizing these advantages of the co-operative movement for making Unesco's programme more effective in the fields where co-operative experience can be beneficial for the work of Unesco, while simultaneously making Unesco's help available to co-operative organizations for their educational work carried out in conformity with Unesco's aims within the framework of the Second Development Decade.

6. The Co-operative Movement in the U.S.S.R. (Outline of introductory informative lecture given by Mr. N.I. Supotnitski, First Vice-President of Centrosoyus)

For 40 years before the Great October Socialist Revolution of 1917, co-operatives had developed only slowly. They had come into being as a part of the reaction of the working people to the increased exploitation by the capitalist ruling class, but many of them had failed. At the most they were handling 3-4% of the national trade, even during the period of more rapid development between 1905 and 1917.

From 1917 onwards, with the very first decrees of the Soviet government providing great opportunities for their successful activity, co-operatives became the basic units in the countryside, helping to strengthen the collective farms and enabling the people to take their place in the organisation of economic life in the developing socialist society.

The co-operatives had been the first to sell books, had helped to set up cultural centres and to raise the cultural standards. During the Great Patriotic War (1941-45) they had accomplished an immense task in the distribution of food and consumer goods despite the terrible prevailing conditions; then, when the war was over, they had continued to strengthen the ties of unity between the townspeople and the inhabitants of the rural areas, and had contributed to the rapid reconstruction of the national economy. Now they are servicing 120 million people through nearly 15,000 consumer co-operatives, having achieved a 51% increase in turnover in the last five years. They are helping to raise the material and cultural standards of the Soviet people. They provide hot meals to farmworkers in the fields. They operate cafeterias, canteens and restaurants. They undertake housing construction in the countryside, and in addition to a vast growth in self-service stores they have 17,000 mobile shops to service dairy farmers and alpine farmers. They purchase the produce of the farms (for example they have the sole handling of eggs and forest produce). They deal with 200 varieties of edible mushrooms, with 17,000 medicinal plants, and with 37% of the national bread production (77,000 tons daily).

In the 9th Five-year Plan (1971-75) they aim to achieve a further development in trade of 42%.

Mr. Supotnitski said that the Consumer Co-operative Movement had very close relationship with the Soviet government because the government had a positive role in assuring paternal care for the achievement of success. The strength of the Movement lay in the massive membership of the Co-operative Societies and the democratic structure in which they operated. The members took decisions by voting in the elections and participating in report discussions. In the last elections 42 million had taken part, and 1½ million had taken part in discussion. They had elected 2,900 directors, but had released 19 because of failure to come up to the standard required. 1,700 societies had merged into larger units and between the 7th and 8th congresses there had been an addition of 11 million new members. From the total of 60 million members, 1,300,000 were "activists" in price-control commissions, and 118,000 were price inspectors.

7. The Seminar was attended by the following participants:

- AUSTRIA Dr. A.E. Rauter, Director, Konsumverband, Vienna;
- BELGIUM Mr. P. Hilgers, International Relations and Education Officer, Fédération Nationale des Coopératives Chrétiennes, Brussels;
- CHILE Mr. W. Sommerhoff, General Manager, Cooperativa Sodimac Ltd., Santiago;
- CYPRUS Mr. G. Petrides, Assistant General Manager, Co-operative Central Bank, Nicosia;
- CZECHOSLOVAKIA Dr. M. Breier, Chief of Educational Department, Slovak Union of Housing Co-operatives, Bratislava;
- Ing. L. Gurný, Chief of Educational Department, Czech Union of Housing Co-operatives, Prague;
- Dr. S. Jiřík, Research Officer, Central Co-operative Council, Prague;
- DENMARK Mr. J.C. Spørensén, Management Training Specialist, Co-operative Wholesale Society (FDB), Albertslund;
- Mr. H.B. Vestergaard, Secretary, The Central Co-operative Committee of Denmark, Copenhagen;
- FINLAND Mr. K. Suonoja, Head of Education and Publicity Department, The KK Co-operative Union, Helsinki;
- FRANCE Mlle. A.M. Josse, Head of Education and Press Section, Union des Coopérateurs de Lorraine, Service Formation-Pressé, Nancy-Gare;
- Mr. H. Lanctuit, Education Officer, Les Coopérateurs de Champagne, Château-Thierry;
- Mr. I. Prieur, Officer for Management Control and Financing, Société Générale des Coopératives, Paris;
- Mr. R. Rézette, Directeur Général Adjoint, Caisse Centrale de Crédit Coopératif, Paris;
- GERMAN Fed. Rep. Dr. R. Henze, Chief Education and Training Officer, Bund deutscher Konsumentenvereine GmbH, Hamburg;

HUNGARY

Mr. M. Bóri, Agricultural Training Officer, Hungarian Agricultural Co-operative Union, Budapest;

Dr. J. Dinnyes, Head of Department of Education and Personnel, National Federation of Producers' Co-operatives (OKISZ), Budapest;

Mr. F. Persányi, Chief of International Relations, National Federation of Producers' Co-operatives (OKISZ), Budapest;

Dr. I. Tiba, Chief Scientific Worker, Cooperative Research Institute, Federation of Hungarian Co-operative Societies (SZÜVOSZ), Budapest;

Mrs. M. Véneczi, Head of Department of Education and Personnel, National Federation of Producers' Co-operatives (OKISZ), Budapest;

ICELAND

Mr. G. Geirsson, Chief Auditor, Samband íslenzkra samvinufélaga, Reykjavik;

INDIA

Mr. J.S. Dhillon, Member, Governing Council, National Co-operative Union of India; President, Punjab State Co-operative Bank Ltd., Chandigarh (Punjab);

Mr. V.S. Govindarajan, President, Tamil Nadu Consumers' Co-operative Federation Ltd., Madras (Tamil Nadu);

Mr. S.P. Gupta, Director, Bihar State Co-operative Land Mortgage Bank Ltd., Patna I (Bihar);

Mr. V.R. Malagond, President, Mysore State Federation of Consumers' Co-operative Wholesale Stores Ltd., Bangalore (Mysore);

Mr. B.S. Ramulu, President, Hyderabad Handloom Weavers Central Cooperative Association Ltd., Hyderabad (Andhra Pradesh);

Mr. T. Singh, Director, Uttar Pradesh Rajya Sahakari Bhumi Vikas Bank Ltd., Lucknow (U.P.);

ISRAEL

Mr. N. Ushpis, General Director, "Hamashbir Ham-erkazi", Tel-Aviv;

ITALY

Dr. C. Durazzo, Vice-President, Federation of Fishing Co-operatives (affiliated to Italian Co-operative Federation), Rome;

Mr. O. Pattini, Co-operative Education-Training Officer, Lega Nazionale Co-operative, Rome;

JAPAN Mr. S. Fukuda, Director of Organisation Department,
Japanese Consumers' Co-operative Society, Tokyo;

 Mr. H. Ono, Director of Educational Department,
Nada-Kobe Consumers' Co-operative Society, Tokyo;

 Mr. T. Sato, Deputy Manager of Personnel Department,
Central Co-operative Bank for Agricultural and
Forestry, Tokyo;

KENYA Mr. S. Rintaugu, Education Secretary, Meru Co-
operative Union (Kenya National Federation of
Co-operatives), Meru;

MALAYSIA Mr. N. Wirah, Chief Executive Officer, Co-operative
Union of Malaysia, Kuala Lumpur;

NIGERIA Mr. J.A. Ayorinde (Chief), Vice-President, Co-
operative Supply Association, Ibadan;

 Mr. J.T. Caxton Idowu, Registrar of Co-operative
Societies, Lagos State, Ikeja;

 Mr. S.A. Fagbemi, General Manager, Co-operative
Supply Association, Lagos;

NORWAY Mr. H.G. Lindbom, Principal, Norwegian Co-operative
College, Gjettnum;

PHILIPPINES Mr. B.A. Reposar, Legal Consultant, Confederation
of Labour Unions, Tacloban City;

POLAND: Mr. S. Dyka, Research Officer, Co-operative Research
Institute, Warsaw;

 Mr. S. Krupa, Director of the Central Agricultural
Union of "Peasant Self-Aid" Co-operative Schools,
Naleczów;

SPAIN Mr. M.G. Gallardo, Assistant Professor, University
of Madrid (private participant);

 Mr. P. Recuenco, Co-operative Educationist and
Journalist in Madrid (private participant);

SWEDEN Mr. A. Carlsson, Director, Swedish Co-operative
Centre, Stockholm;

 Mr. R. Eriksson, Staff Manager, Konsumentforeningen,
Vasternorrland, Sundsvall;

SWEDEN
(Continued)

Mr. K. Gustafsson, Deputy Manager and Secretary to Board and Management Committee, The Folksam Group, Stockholm;

Mr. G. Larsson, Teacher, The We-School, (Kooperativa Förbundet), Tunba;

Mr. R. Leander, Head of Staff Administration, Kooperativa Förbundet, Stockholm;

Mr. A. Lindberg, Head of Education and Training Department, The Folksam Group, Stockholm;

Mrs. I. Svensson, Committee Member, Stockholm Co-operative Society;

TANZANIA

Mr. T.M.F. Ngowi, Deputy Principal, Co-operative College, Moshi;

UNITED KINGDOM

Mrs. S. Oliver, Member of the Education Committee, Royal Arsenal Co-operative Society, London;

Mr. C.J.F. Ringrose, Chairman of the Education Committee, London Co-operative Society;

Mr. A.J. Stilwell, Member of Board of Directors, London Co-operative Society;

Mr. P. Topham, Publicity and Public Relations Officer, Walsall and District Co-operative Society;

UNITED STATES

Mr. W.H. Weidemann, Programme Co-ordinator, Co-operative Education and Training Inc., Madison, Wisconsin;

U.S.S.R.

Mr. C.J. Blank, Professor, Moscow Co-operative Institute;

Mr. V.G. Gukasian, Head of the Education and Training Department of Centrosoyus, Moscow;

Mr. B.N. Khvostov, Cand. Econ. Sciencies, Moscow;

Mr. V. Maslennikov, Rector, Moscow Co-operative Institute.



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