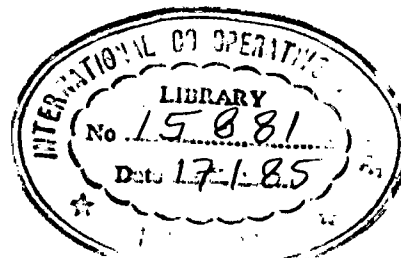




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REGIONAL WORKSHOP ON FIELD EDUCATION DEVELOPMENT (FED)
MATERIAL, PUNE (INDIA) : 6TH TO 24TH FEBRUARY 1984

BRIEF REPORT

Dr. Dharm Vir
Joint Director (Education) &
Workshop Director

held by

ICA Regional Office & Education Centre for S-E Asia,
"Bonow House", 43 Friends Colony, New Delhi-110065.

in collaboration with

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V.M. National Institute of
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ICA-CEMAS/NCUI/VMNICM Regional Workshop on Field
Education Development (FED) Material, Pune, India,
6th to 24th February 1984

A BRIEF REPORT

1. A Regional Workshop on Field Education Development was held at Vaikunth Mehta National Institute of Cooperative Management (VMNICM), Pune, from 6th to 24th February 1984. The workshop was organised by the CEMAS Unit of the International Cooperative Alliance Regional Office & Education Centre for South-East Asia, New Delhi, in collaboration with the National Cooperative Union of India (NCUI) and VMNICM. It was held at VMNICM as a residential course.

2. There were 22 participants from 11 countries of South-East Asia. They were cooperative education officers and field workers with considerable experience of cooperative education programmes in their respective countries. The workshop was directed by Dr. Dharm Vir, Joint Director (Education), ICA RDEC and Mr. Bo Engstrom, Head of CEMAS, ICA Geneva. They were assisted by several resource persons from India and abroad. A list of the participants and the resource persons is enclosed (Annexe-A).

3. The workshop was inaugurated by Mr. Bo Engstrom, Head of CEMAS, ICA Geneva, on 6th February 1984. The inaugural function was presided over by Prof. S.B. Rao of VMNICM, Pune. In his inaugural speech, Mr. Bo Engstrom emphasised the need of achieving the main objectives of the workshop which were as follows :-

- (a) To orient the participants with the CEMAS Field Education Development (FED) Programme and the package of material developed by CEMAS,
- (b) To enable them to learn the skills of using this approach to cooperative field education and training, and
- (c) To explore the possibilities of adapting and using the approach in different countries of the region.

4. To achieve the objectives mentioned above, various methods were used during the workshop. However, the main method used was the self study of the various modules included in CEMAS FED Pack by the participants and discussion with the resource persons. For their use during the workshop the foreign participants were given the FED Package prepared by the ICA CEMAS, Geneva and the Indian participants were given the adapted version of the package. Plenary sessions were frequently held to evaluate the material and performance of participants. The work programme followed during the workshop is enclosed as Annexe-B.

5. A panel discussion on project approach to cooperative education was held on 11th February 1984 under the Chairmanship of Mr. Bo Engstrom. The members of the panel and participants discussed their experiences about the project approach in the field of cooperative education in their respective countries. After the panel discussion the participants were divided into country-wise groups and assigned the task of preparing project outlines on Field Education Development for their respective countries. These groups prepared their plans according to the outlines given to them and presented in the plenary session. The participants were asked to revise their plans in the light of comments made by the participants and the resource persons of the workshop and on their return submit them to their sponsoring organisations. Mr. R.B. Rajaguru, Regional Director, ICA ROEC, attended the plenary session and gave his comments on the project proposals submitted by the participants as a workshop exercise.

6. An exhibition of selected educational materials including visual aids was arranged in the workshop premises for the benefit of participants, faculty members and visitors to VMNICM.

7. To acquaint the participants with the local situation field studies were organised during the workshop. Among others, the participants visited a cooperative dairy plant at Katraj run by the Pune District Cooperative Federation, Maharashtra State Cooperative Union, Pune and its Regional Board and Cooperative Training Centre at Aurangabad. They also visited the Cooperative Sugar Factory at Pravara Nagar, District Central Cooperative Banks at Ahmednagar and Aurangabad.

8. Towards the end of the course the participants discussed their individual action plans with the resource persons. The question of follow-up of their individual and country plans were also discussed with them. Most of the participants emphasised on the need of adaptation of the CEMAS FED Material to their local conditions and they sought assistance from the ICA-CEMAS in this respect. They also requested the ICA provide necessary assistance in the further planning and implementation of their proposed projects on cooperative field education. It was indicated that the CEMAS Field Education Development Material would be suitably adapted, made more participative and tried out in these field projects.

9. Monitoring and evaluation was an integral part of the workshop. After self-study of each module the participants discussed the exercises/assignments completed by them with the resource persons individually. They also helped each other in the completion and evaluation of the exercises given in some of the modules.

10. At the final plenary session, the participants were requested to offer their comments and give suggestions about the workshop. Most of the participants appreciated the effort made by the ICA-CEMAS for the improvement of cooperative field education in South-East Asia. They also hoped that follow-up workshops would be organised in the near future with the assistance of ICA-CEMAS. It was suggested that the participants

be included in the mailing list of ICA-CEMAS. Commenting on the workshop the participants indicated their keen interest in study visits and also suggested that some time may be allocated for the participants for presentation of their background papers on cooperative member education in the countries concerned. This would ensure better communication of ideas and experiences among them.

11. The workshop came to a successful end on 24th February 1984 at VMNICM, Pune. Mr. B.K. Sinha, Director General of National Council for Cooperative Training (NCCT) gave the valedictory address. The closing function was presided over by Mr. R.B. Rajaguru, Regional Director of ICA ROEC for South-East Asia. Mr. Rajaguru distributed the certificates among the participants and requested them to follow-up their project proposals on their return to their respective countries. The workshop came to a close with thanks to the Chair and the collaborative organisations.

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LIST OF PARTICIPANTS

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7. Mr. B.M. Koli
Reneo Operator
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8. Mr. N.K. More
Peon
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WORK PROGRAMMETimings

06.30 - 07.00 am	:	Morning tea	(Hostel Rooms)
08.00 - 09.30 am	:	Breakfast	(Dining Hall)
09.30 - 11.00 am	:	Session-I	(Room No.117 - 1st Floor)
11.00 - 11.30 am	:	Tea break	(Dining Hall)
11.30 - 13.00 pm	:	Session-II	(Room No.117)
13.00 - 14.30 pm	:	Lunch break	(Dining Hall)
14.30 - 15.45 pm	:	Session-III	(Room No.117)
15.45 - 16.00 pm	:	Tea break	(Dining Hall)
16.00 - 17.00 pm	:	Session-IV	(Room No.117)
17.00 - 18.00 pm	:	Evening tea	(Dining Hall)
20.00 - 21.30 pm	:	Dinner(Optional)	(Dining Hall)

5th February (Sunday)	:	Arrival of participants at Pune.
25th February (Saturday)	:	Departure of participants from Pune.

WORKS PROGRAMME

Date/Day	Session-I	Session-II	Session-III	Session-IV	Evening Assignments
6.2.84 Monday	Inaugural Session Inauguration by Mr. So Engstrom, Head, ICA-CEMAS, Geneva. Chairman : Prof. S.B. Rao, VMNICM.	Briefing on Workshop Methodology and introduction to FED Approach, Dr. Dharm Vir & Mr. So Engstrom.	Work Process (Self Study)	Situation Study (Self Study)	
7.2.84 Tuesday	Work Process & Situation Study (Self Study)	Work Process & Situation Study (Self Study)	Work Process & Situation Study (Plenary)	Participants Guide (Briefing)	
8.2.84 Wednesday	Module Yellow-1 (Self Study)	Module Yellow-1 (plenary)	Module Red-1 (self study)	(Module Red-1 (Self Study)	
9.2.84 Thursday	Module Red-2 (Self Study)	Module Red-2 (Self Study)	Module Red-1&2 (Plenary)	Module Orange-1 (Self Study)	
10.2.84 Friday	Module Orange-1 (Self Study)	Module Orange-2 (Self Study)	Module Orange-2 (Self Study)	Module Orange-1&2 (Plenary)	
11.2.84 Saturday	Module Yellow-2 (Self Study)	Module Yellow-2 (Self Study)	Project Approach in Cooperative Education - Panel Discussion: - Mr. So Engstrom - Dr. Dharm Vir - Mr. J.M. Mulani - Mr. B.T. Bhagat - Dr. G. Ojha & Others.	Project Approach Preparation of Project Proposals by the participants.	
12.2.84 Sunday					

F R E E

Date/Day	Session-I	Session-II	Session-III	Session-IV	Evening Assignments
13.2.84 Monday	Module Yellow-3 (Self Study)	Module Yellow-3 (Self Study)	Module Yellow-3 (Self Study)	Module Yellow-3 (Plenary)	Preparation of group project proposals.
14.2.84 Tuesday	Module Green-1	11 am to 1 pm Visit to Coop. Plant, Katraj.	Module Green-1 (Self Study)	Module Green-1 (Self Study)	Preparation of group project proposals.
15.2.84 Wednesday	Module Green-1 (Self Study)	Module Green-2 (Self Study)	Module Green-2 (Self Study)	Module Green-1&2 (Plenary)	Preparation of group project proposals.
16.2.84 Thursday	Module Blue-1 (Self Study)	Module Blue-1 & Action Propo- sals (Self Study).	2.30 to 3.30 pm Visit to Maha- rashtra State Coop Union, Pune.	4 to 5 pm-Visit to District Central Coop. Bank, Pune.	Preparation of group project proposals.
17.2.84 Friday	Module Blue-1 and Action Pr. posals (Self Study)	Module Blue-1 and Action Proposals (Self Study)	Preparation of individual action proposals by the participants.	Submission of 1. Group project proposals. 2. Individual action plans.	
18.2.84 Saturday	Visit to Cooperative Sugar Factory Visit to Central Cooperative Bank,	Sugar Factory at Pravaranagar Cooperative Bank, Ahmed Nagar.			(Stay at Aurangabad).
19.2.84 Sunday	Visit to local cooperatives	and Ellora Caves			(Stay at Aurangabad).
20.2.84 Monday	Visit to an agricultural cooperative	and Ajanta Caves			(stay at Aurangabad).
21.2.84 Tuesday	Visit to Cooperative Training Centre, District Cooperative Board, and District Cooperative Bank at Aurangabad				(Return to Pune).

22.2.84 Discussion on Study Visits
Wednesday Discussion on the project proposals of the participants.

23.2.84 Discussion on the project proposals of the participants.
Thursday

24.2.84 Final Plenary :
Friday Evaluation and Follow-up.
Conclusion of the Workshop : Presentation of Workshop Report by Dr. Dharm Vir,
Workshop Director.
Distribution of Certificates : by Mr. R.B. Rajaguru, Regional Director, ICA ROEC,
and Chairman of the Session.
Valedictory Address : by Mr. B.K. Sinha, Director, VMNICM and
Director General, NCCT.

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ICA-CEMAS/NCUI/VMNICM Regional Workshop
on Field Education Development, Pune.
February 6th - 24th 1984.

INAUGURAL SPEECH - BO ENGSTROM, HEAD OF CEMAS, ICA, GENEVA

Dear Cooperators and Friends,

Let me first tell you how extremely happy I am to have been invited to represent and to introduce to you the ICA Cooperative Education Project CEMAS and its programme and activities at this very important work-shop and also to have been asked to inaugurate the same.

There are many good reasons for these very positive feelings of mine :

To my Indian hosts I should like to say : The invitation has given me another happy opportunity to visit your beautiful and most interesting country, to meet all the nice and friendly, smiling people of your country, to see and probe at least a little bit further into how you live and work, to learn more of your very rich culture and of how you in this part of the world are trying to develop your country, also through cooperatives. I am indeed very grateful to you all.

To all of you - also coming from other countries in this region - to participate in the work-shop I should like to say I am very happy for this opportunity to meet you, to learn from you by sharing with you views and experiences on various aspects of life and work, and particularly those of cooperative development - with particular reference to cooperative education and training. As my day-to-day horizon is that of the ICA Head Office in Geneva, this sharing of experiences is an absolute necessity. One simply has to meet people with practical knowledge from the various areas of the cooperative field and of what is going on just now out there in the vast fields of cooperative activities, and to have the opportunity to discuss with them, otherwise it is not possible to make any contribution to cooperative development worth while.

The objectives and programme of this work shop will obviously provide many opportunities for ~~this vital shar-~~ing of experiences.

We have come a long way to organise and participate in this cooperative education and training event for representatives of the movements in the various countries in South East Asia. Not only and foremost from a physical, geographical point of view - which is however also true - but from a psychological point of view. Many ~~ideas~~ field studies, visits to primary cooperatives, discussions with members, committee members, managers and field officers; many drafts, validation copies, validation seminars and try-out-materials have been produced and carried out before we have arrived at a stage, where we can present an approach to and a training material in cooperative field education which is, we firmly believe worth while being penetrated, considered, and evaluated by you- bearing in mind the various conditions prevailing in your respective countries. Of course, this approach and this material can never be thought of and used as something once and for all ready for use in every given situation. It should be looked upon as a prototype - subject to national adaptations whenever need be

This work shop therefore has three objectives :

1. to orient the participants with the CEMAS Field Education Development (FED) Programme
2. to enable the participants to learn the skills of using this approach to cooperative field education and training.
3. to explore the possibilities of adopting and using the approach in different countries of the region.

That means that our work here during the three weeks is going to be both difficult and challenging and we are going to ask you also to commit yourselves to certain activities when you return home to work in your own organisation.

As you all know, behind this programme as one of the organising bodies is CEMAS Cooperative Education Materials Advisory Service. That is a project working as an integral part of the International Cooperative Alliance, here represented by Dr Dhara Vir, Joint Director (Education) at our Regional Office and Education Centre in New Delhi and myself being the Head of the Project and working from the ICA Head Office in Geneva. We also have regional offices in Moshi, Tanzania for East, Central and Southern Africa and in Abidjan, Ivory Coast for West Africa, each with one officer specifically assigned to the CEMAS Project. It should also be mentioned, perhaps, that the project is to 100% sponsored by the Swedish cooperators and the Swedish Government agency Swedish International Development Authority SIDA through the joint organisation for all the Cooperative organisations in Sweden, called Swedish Cooperative Centre SCC.

The overall aim of the CEMAS project has been defined as to contribute towards the efficient establishment and operation of small primary cooperatives, through suitable support by process of education and training of the people involved.

("Small primary cooperatives" = rural, serving the needs of small farmers, operating in the environment of the typical developing country).

("The people involved" = the members in general, those of them who have been elected for leader functions, the Secretary/Manager).

("Education" = to make all the people involved understand the advantages of group action through cooperatives, to understand and accept the characteristic principles and features of

a cooperative, to understand the construction and operations of their cooperative, to understand some basic economic facts, etc.).

("Training" = to impart the necessary know-how and skills needed by the manager to manage the cooperative, by the elected leaders for decision-making and participation in management, by the members with regard to their practical dealings with the cooperative)

THE COOPERATIVE FIELD WORKER NEEDS SUPPORT

It is, to the CEMAS project, obvious that the Cooperative Field Worker, the officer from the movement itself or from the government - who has to educate, train, advise, support, promote and control the performance of 10, 15 or sometimes even more primary cooperatives - is the person who needs support. The interaction between him and the people in the local cooperative is the process to take a very keen interest in. Therefore, the specific objective of CEMAS is to support the work of the Field Workers/Field Education Officers by providing them with guidance in the techniques of their work, both through instructive material (manuals, guidelines etc.) and by assisting with the actual training of them. The real aim of cooperative organisations and activities - irrespective of the specific objectives determined by the specific nature of the activities - is to create special and economic benefits for the people who have thus joined together. Quite simply - to improve the situation of people.

What it is all about is improved efficiency of cooperatives. The degree of efficiency is to a very large extent a result of the standard of performance of all the people involved : members, manager and staff.

It is not what they happen to know that is important, It is what they actually do, how they actually perform or behave that influences the result and the performance of the whole cooperative.

And it is by comparing the actual performance to the desired performance that is how we ideally wish each and every person in each and every category to perform that we will get to know the training **needs** of a particular cooperative.

CEMAS WORKING ALONG FOUR LINES

Since its start in 1975, CEMAS has become a well known and appreciated educational service of the ICA to its member organisations through the clearing house for information and advice, the publication of various materials, the training of trainers and the development of improved methods and techniques.

OF LATE - A NEW APPROACH

During the last four years, the greater part of the very limited resources of the project have been devoted to the development of a new approach to cooperative education and training at local level. Built on field studies and experience a conviction has been reached that there is a great need and a good possibilities of achieving a higher degree of efficiency in cooperative education and training at local level. CEMAS has taken an approach opposed to conventional education and training at this level, and believes that in this manner a higher degree of efficiency in the performance of the societies will be achieved :

1. As has been said CEMAS is trying to support the work of the cooperative field workers - the people directly involved in the promoting, advising and supervising of primary societies by providing them with guidance and training in the techniques of their work, both through instructional materials and by assisting them with actual training.
2. As opposed to conventional training of these people - which normally confines itself to education technology, use of aids etc. - great emphasis is placed by CEMAS on the techniques of a systematic approach to cooperative field work based on problem identification, problem analysis and problem solutions.

We call this the CEMAS Field Education Development Programme. It is not a technique or a method as such, for actual education and training, nor an alternative. It is a complement to existing methods, making them more efficient, by pinpointing what education and training should be concerned with - what problems in a society it could possibly help in solving.

A SYSTEMATIC WORK PROCESS

In any job the best results are achieved if the work is approached in a systematic and logical way, one action following another, each step in its right order, making sure that the preparatory steps have been taken, for each action is usually supporting other actions, and if an action does not come in its appropriate place the support will be lost.

If you are building a house, you must begin with the foundation, then raise the walls and finally construct the roof. You cannot change the logical steps of house-building. In many jobs, the logical order of actions to take is obvious. But unfortunately, this is not always the case. For example, the job of dealing with problems in cooperatives belongs to those cases where various actions might be taken, with a considerable input of effort, time and money, but the result could be poor if the actions are not taken in a systematic order or if certain fundamental actions are not taken at all. Sometimes one may find that cooperative field workers attempt to build a roof long before the walls are in place, and quite often on very weak or non-existing foundations.

NEW MATERIAL

Thus CEMAS has developed training materials for a systematic approach to cooperative field work based on a logical work process in five phases : Situation Study, Performance Problem Analysis, Action Proposals, Implementation, Monitoring and Evaluation.

The CEMAS Material in the Field Education Development Programme is aimed at helping the cooperative field worker in his problem-solving role.

The following concepts are simply and logically dealt with in the various modules of the training material, which we are going to use during this work shop :

The concept of problems solving in cooperatives .

The significance of a Situation Study as a start of problem solving activities in cooperatives.

How to carry out a Situation Study properly

How to identify the desired level of performance for each category concerned, members, committee members, manager and formulate these in Performance Objectives.

How to evaluate the present levels of performance for the same categories.

How to identify performance problems by comparing actual performance to desired performance in order to identify the degree and nature of discrepancies.

How to categories causes of the performance problems in order to facilitate consideration of remedial actions.

How to select the best solutions appropriate to the performance problems.

How to structure the decision process on what remedial actions to take.

How to monitor and evaluate the implementation of these actions.

In addition to the FED training material presented, we will gradually develop new materials for a resource/reference library in this area.

Manuals like "Organisation and Management of Cooperative Field Education", "Lesson Planning", "Training Aids", "Organising Short Courses", "Organising Study Tours", "Illustrating Cooperative Concepts", "Performance before an Audience", "Organisation of a simple Library", "Cooperative Information", "Evaluating and Monitoring", which are presently in various stages of production, will certainly be helpful to the field worker. They will add to the "library" of manuals already available from CEMAS according to the current Publications List.

Finally I should also mention the CEMAS Clearing-House, which we operate as a service to cooperative educators and trainers. The basic idea is to stimulate and facilitate the exchange of ideas and experiences among cooperative educators throughout the world. Specimens of education and training material are collected, evaluated, classified and registered in this clearing-house. Information about materials and methods for cooperative education and training is collected through contacts with cooperators and cooperative organisations, as well as non-cooperative experts and organisations all over the world. This information is communicated to the people working in the field through correspondence and the CEMAS Bulletin, which is issued four times a year.

COOPERATION AMONG COOPERATORS - AN APPEAL

A really effective clearing-house and ideas bank can only be achieved through effective cooperation among cooperators. Therefore, we always appeal to cooperative educators and trainers to make a vital contribution to the improvement of cooperative education and training in the developing countries by sending us information about education and training materials that have been successfully used i.e. books, manuals, exercises, handouts, posters, leaflets, brochures and materials for general member

or committee member education or staff training at different levels. This will help us to develop the world-wide reference library, which is a basis for our information service.

Cooperative education and training at local primary society level, is not only an extremely important but also a very difficult field to tackle. We think that we have in CEMAS some of the tools necessary to improve the work presently being done in that field. Our ideas and material have been developed and tested in East Africa, where they are now extensively used. In South East Asia the FED approach has been introduced in India and we are now about to start our regional work shop in this part of the world. Recently the approach has also been introduced to both the anglophone and francophone countries of our West African region.

We really hope that the work-shop and the discussions that we are going to have around the CEMAS approach to cooperative education and training, and the material we have developed for it, will prove an interesting and worthwhile event. But not only that! We also hope that this work-shop will create the foundation for continuous discussions between CEMAS at the ICA Regional Office and the participating national movements on how and when to organise national Seminars or projects on the CEMAS Field Education Development Programme.

With these words I am happy to inaugurate this unique and important work shop. I wish all the participants the best of luck in your training and I hope that you will find your stay here at lovely Vaikunth Mehta Institute rewarding and beneficial to your continuous work for cooperative development in your respective countries. Thank you all :

ICA-CEMAS/VMNICM/NCUI REGIONAL WORKSHOP ON
FIELD EDUCATION DEVELOPMENT (FED) PUNE

Valedictory address by BK Sinha, Director, Vaikunth Mehta National Institute of Cooperative Management, Pune on 24 February 1984.

===oCo===

I) What is field level ?

- Member
- Primary Society
- Committee and office bearers
- Employees
- Promotional agencies - Government, voluntary organisations, Universities, Cooperative Unions etc.
- Extension agencies of Government, University Cooperatives, Public in General
- Local Cooperative Union/Federation
- Local cooperative functionaries representing Registrar of Cooperatives

II) Cooperative Education - Why ?

- Dissemination of basic concept; form of organisation; method of function; management.
- Education for initiation
- Education for organisation
- Education for operation and management
- Education for growth
- Education for development of cooperative department, Cooperative system and Cooperative movement.
- Education for cooperation as School of Democracy.

III) Determining the nature, method and standard of education

A) Nature

- Cooperative education should relate to coop. ideology, principles and practical tips.
- Improving efficiency of economic pursuits of the members
- Raising level of knowledge and skill
- Awareness of appropriate management and technology.
- Member management and management of cooperative as a corporate body.

B) Method :

- Socio-economic survey of the area
- Appreciation of members needs and common needs of the area
- Resource assessment
- Preparation of discussion material on the need, availability of resources, man-power and skill
- Group dynamics and role of cooperative in increasing out-put, returns and net income.
- Group discussion
- Illustrations; audio-visual aid supported
- Demonstration and guidance
- Review, evaluation and reformulation, pocket guide/manual in local language.

C) Standard :

- Depend on the maturity of the cooperative -
- Association of a person as member of the society.
- Economic, educational and social status of the person
- Development of the cooperative educational system
- Intelligible, effective and forward looking programmes.
- Progressive evolution " Education to "Training"
- Integration of education and training with management
- Competence of educators and trainers
- Policy, commitment and priority attached and financial support provided to education and training programmes
- Planned and systematic review, evaluation and reformulation of schemes and programmes.
- Creation of upto date educational and training material.

IV) Role of Cooperative Business Organisation, Specialised cooperatives and training set up.

- Business Cooperatives
- Each primary society to have its own education programme.
- Local unions to have support activities particularly

relating to updating of material and provision of Guides and Speakers.

- Apex Cooperatives to formulate innovative programme efficiency measures as also assess sectoral needs and to finance visual aids.
- State Cooperative Unions being presently responsible for cooperative education and training to coordinate, plan, review and evaluate such activities; training of educators and trainers may be its direct responsibility.
- National level organisations to undertake research and development, preparation of modules, national approach and strategy, top level technical guidance and orientation and re-training of educators, trainers and collaborative programmes with international agencies.
- Training set up to be treated as an integral part of the cooperative education system and work in a coordinated manner for raising the standard.

V) Member Training :

- A new project for intensive training on farm technology and management transformation through agricultural cooperatives has been launched in India with effect from 19 November 1983. The objectives of the approach are :-
 - i) To acquaint the participants with policies, programmes, procedures and operations of agricultural cooperatives for bringing out improved agricultural technology and farm management.
 - ii) To identify inadequacies in the functioning and operations of local agricultural cooperatives.
 - iii) To work out measures for upgrading the functioning of primary agricultural cooperatives so as to improve their serviceability.
 - iv) To set a pattern for modernising and updating cooperative education programme for agricultural workers and farming community.
 - v) To formulate follow-up action programme for technological and management efficiency of cooperatives and to assess the impact on beneficiaries groups of participants. The scheme envisages organisation of :
 - a) District Level Camps for Intensive Training Programmes;
 - b) State Level Workshops for operational and leadership orientation; and
 - c) National Policy Makers Conference.

VI) ICA-ROEC Role :

- Effectively playing leadership role in the Cooperative Education
- Innovative schemes
- Modern methods and techniques
- Practical guidelines have been evolved and regular exchange of experiences facilitated.
- Project approach
- Effective and useful
- Necessarily it has to be a short or medium term activity with external support.
- A project should preferably of the society with indirect aid.
- Pilot project has to be transformed into a permanent activity of the organisation as a normal management responsibility.

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ICA-CEMAS/NCUI/VMNICM Regional Workshop
on Field Education Development, Pune.
February 6th - 24th, 1984.

AN INTRODUCTION

An International Workshop on Field Education Development (FED) is being held at the Vaikunth Mehta National Institute of Cooperative Management (VMNICM), Pune. The Workshop has been organised by the Cooperative Education Materials Advisory Service (CEMAS) of the International Cooperative Alliance which has its Regional Office and Education Centre for South East Asia at New Delhi. The Workshop will be held from 6th to 24th February, 84 at VMNICM, Pune, in collaboration with the National Cooperative Union of India (NCUI) and the VMNICM. Active assistance is being provided by the Maharashtra State Cooperative Union, Pune and other local organisations.

There are 25 participants from 11 countries of Asia and some observers taking part in the workshop. These countries are Afghanistan, Bangladesh, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, the Philippines, Sri Lanka, Thailand and India.

Mr. Bo Engstrom, Head, ICA-CEMAS, Geneva and Dr. Dharam Vir, Jt. Director (Education) ICA, Regional Office and Education Centre, New Delhi, will be conducting the workshop with the help of several resource persons who have already been trained

in the ICA, CEMAS Field Education Development (FED) approach and techniques. The participants of the Workshop are experienced Cooperative Education Officers and Field Educators nominated by the member organisations of the ICA in the Region and selected cooperative training institutions in Asia.

Besides working at VMNICM on Field Education Development (FED) material prepared by the ICA-CEMAS, the participants will be preparing project proposals on cooperative Education at the local levels for their respective countries. In addition they will be visiting some cooperative institutions in Maharashtra.

The Workshop at the Vaikunth Mehta Institute has as its main objectives to introduce to the participants a somewhat new approach to cooperative education and training at local, primary society level and to train them in the appropriate use of a newly developed training material. The intention is that the participants will introduce this approach and the material in their respective countries after completion of the Workshop.

The approach and the material are built on the following assumptions:

* The real aim of Co-operative organisations and activities - irrespective of the specific objectives

determined by the specific nature of the activities - is to create social and economic benefits for the people who have thus joined together. Quite simply - to improve the situation of people.

* A cooperative must be efficient if its members are to derive any benefits from its activities.

* The role of the members, the committee members, the staff and the manager, that is, all the categories of people involved in the various activities of the cooperative, must be identified in the total efforts to make the cooperative efficient.

* Such cooperative education and training must be provided which will enable these categories - both separately and jointly to perform their roles better in relation to their families farms, side-occupations and above all cooperatives.

In other words : Efficiency oriented cooperative education and training.

It follows from this reasoning that local education and training cannot be generalised. The performance of the people involved have to be analysed, where actual performance is compared to desired performance, and education and training programmes have to be based on such analysis and aimed at minimizing the difference.

The approach and the material built on this "Philosophy" is called the ICA CEMAS Field Education Development Programme. The programme is supporting the cooperative field workers - the people directly involved in the promoting, advising and supervision of primary societies - by providing them with guidance and training in the techniques of their work, both through instructional material and by assisting them with actual training. As opposed to conventional training of these people - which normally confines itself to education technology, use of aids etc. - great emphasis is placed by CEMAS on the techniques of a systematic approach to cooperative field work based on problem identification, problem analysis and problem solutions.

This programme has been developed in close collaboration between a British consultancy organisation specialised in the field of training material development, the CEMAS Head Office in Geneva, the three ICA Regional Offices in New Delhi, (India), Moshi, (Tanzania) and Abidjan, (Ivory Coast) and several cooperative apex organisations. In India the main counterpart in this development is the National Cooperative Union of India.

As a first step to the introduction of the FED Programme to the South East Asia Region a series of national workshops have been arranged in India to test and adapt the approach and the material. With this adapted material further steps will be taken to implement the programme in India:

-: 5 :-

- * Adaptation of the material to local conditions
- * Training of trainers of Cooperative Field Educators
- * Training of Cooperative Field Educators
- * Implementation of the FED Programme in selected areas
- * Assistance to cooperative organisations in wider application of the FED approach.

As a result of the current regional workshop at the Vaikunth Mehta Institute of Cooperative Management, it is also anticipated that some FED Projects will be developed in selected countries in South East Asia.

Afshar

ICA CEMAS/NCUT/VMNICM WORKSHOP

OF FIELD EDUCATION PUNE/6-24 FEBRUARY 1984

BACKGROUND PAPERS ONE COOPERATIVE

MEMBER EDUCATION

As I nominated by the Cooperative Development Department to take part at the Workshop, which will be held in Pune, I went through these guidelines, and I wrote the reply of all of the articles with the details. I hope by studying these papers the leader and the lecturers will be satisfied with this note:

- 1.1
- a) Directorate General of Programmes of Cooperative Development Department
 - b) Directorate General of Information Ministry of Agriculture and Land Reform
 - c) Department of Radio and T.V
 - d) Department of Functional Literacy, Ministry of Education
 - e) Higher Agriculture Institute at Kabul University,
 - f) Training Institute of Agricultural Cooperative Development Department at Badam Bagh, Kabul.

The performance of the National level organization may be improved only by carrying of new ideas, films, posters, slides, and new methods of training programme, from abroad, and training of personnel in the foreign countries.

- a) Directorate of propaganda and publicity of the provincial Agricultural Cooperative Department.
- b) Directorate of Functional literacy at province
- c) Directorate of Radio and news paper.

For the best improvement of educational programmes at the provincial and district level. This is the job of Cooperative Development Department at province and also the job of the Directorate of publicity and propaganda to consult with the leader of the above mentioned office and also contact with the good experience farmers to arrange an education programme. Before to start this programme, the place, date and the period of the programme must be determined. In a district, member education and board of directors of a cooperative arrange a programme, which might be compared with the programme at the national and provincial level.

Before, to arrange the programme we must know and be well familiar with the culture of the people of the district. If our programme is according to their culture, it will be very effective, and it is also necessary to show some films, pictures, news magazines during the running of the programme.

- 1.3 Since education programmes at the field level are not at a determined time like a school, it does not take place at one time in all of the cooperatives. It is also difficult for a cooperative to arrange and implement the same level programme in different places at the length of the year. Cooperative members education at the local government and district level will be arranged by the cooperative official with the collaboration of the board of directors, supervisor members of cooperative and other development agencies at the local government, so that the board of directors and supervisor with the above of make use of this programme.

For the implementation of this programme cooperative officials at the local government, board of directors and supervisor of the Cooperative, school members and other development agency directly or indirectly taking part in this programme. For the arrangement of education programme we might have the following points in minds:

- a) A cooperative society must know to arrange and implements education programme and what are needed for this programme.
- b) Duration of implementation of education programme.
- c) A suitable place for the purpose of this specific programme.
- d) Evaluation of the implement programme and the arrangement of the forthcoming programme.

The number of education personnel are at the province and the district level equals to 3 person (at Kandahar Provinces). The fund which is allocated by the cooperative is not sufficient for the training programme. According to the cooperative by law, 10% of the net surplus of the year is allocated for this programme. If we calculate correctly, it will be about Afs. 3000 per year, which equals to Rs. 375 of Indian currency. During the fiscal year, the PACTA Project Cooperative Development Department at Badam Bagh, Unions of famers cooperative Department, Department of Function Literacy supply some materials for cooperative member education programme. At the provincial, local, and districts level, cooperative agents implement these programmes, at the provinces, Directorate of Agricultural Cooperative in Kandahar Province always tried to increase this amount to 50% of a cooperative net surplus per annum. If we increase this amount to 100% I think in that case it will also be not sufficient for a cooperative society member education.

1.4 The role which is played at present by the primary cooperative society is not adequate. For the best improvement of education programmes a cooperative society must play the following improved roles:

- a) Training of board of directors and supervisors of a cooperative by a regular meeting, if possible the meeting may be started with very simple objects: board of director and supervisors of cooperative will learn many things through such meeting.
- b) Hold of educational meeting for cooperative members with the consult of board of directors.
- c) Hold of brief workshop by cooperative agents and board of directors for cooperative members and other concern.
- d) Showing of films, slides, interesting pictures, concert and so on.
- e) Distribution of posters, phamplets, news and magazines.
- f) Make good the relations between different districts cooperative for the purpose of experince and exchange of products.
- g) Inviting of experts or other professional people for the technical use of a cooperative members education.

- h) sending of cooperative member from one cooperative to an other cooperative which has performed good services.
- i) Sending of experience member (elite) to foreign countries to get more knowledge and good experience about cooperative.
- j) Paying of attention of cooperative member to Radio and TV Programmes.

1.5 The Government Cooperative Department at the National level has some programmes only for training of their personnel, who are working at the provinces, to be familiarized with the daily work. There is no any collaboration between the Agricultural Cooperative Movement Society and the Government Cooperative Department.

2.1 a) At the local level

At the local level, we have one person who has arranged so many training programmes for cooperative member, board of directors and cooperative supervisors, this man is also in charge of adults education programmes in the field.

- b) At the district level, we have only one person, this agent always prepare different kinds of materials and has arranged many member education programme at the district level, and arranged, also 5-6 meeting for the board of directors and supervisors.
- c) At the provincial level the cooperative director always try to hold and arrange different kinds of courses, workshops seminar for the cooperative districts personnel and local government officials and other development Department which collaborate with the cooperative Development Department at the provincial and the district, level. At the provincial level we have arranged the following courses.
 - (a)
- a) Book-keeping courses for the board of directors, cooperative acting directors and cooperative agents.
- b) Education courses for local and district officials.
- c) Education courses for board of directors
- d) At the national level: The Higher Agricultural Institute trains about 20-25 person per year in the different field of agricultural cooperative. At the training Institute of Badam Bagh, they train about 200-300 people in the different field of agricultural cooperative for a short time (these courses are held every three months). , This Institute arranges these programmes for the provincial and local personnel.

2.2 The chief's of the cooperative member education department at the National level are:

- a) Mr. M.A. Zamani Chief of Training Institute and acting for the Cooperative Development Department.
- b) Mr. M.V. Madane, Chief in Charge of PACTA Project
- c) Director General of Agricultural Cooperative Institute at Kabul University

- 1 For the cooperative member education programmes four sources are helping:
 - a) PACTIA Project
 - b) 10% of the net surplus of the related cooperative society.
 - c) Training Institute at Badam Bagh.
 - d) The functional Literacy Department.
- 3.2 For each current year not/amount of money is given/us for this purpose, but the above organization only supply teaching materials, or some time they are asking for some candidates, workshops and so on. If we calculate the cooperative 10% net surplus for member education programme as we mentioned before it will be Rs.375 in Indian currency, which is not sufficient for this programme.
- 4.1 I will bring a copy of my current year's programme for the cooperative member education.
- 4.2
 - a) Importance of education in a cooperative.
 - b) Purpose of education in a cooperative.
 - c) A cooperative educational programme.
 - d) The practical way of education in a cooperative.
 - e) Members who make use of the field education programme.
 - f) Other objects and matters including field education programme and propagands.
 - g) organizer of the programme and the people who are implementing this programme.
 - h) Way of arrangement and implementation of the programme, and other needed matters.
 - i) Determining of suitable place for the performance of this specific programme because of the arrangement and the implementation of the forthcoming programmes.
- 4.3 The educational needs, which are assessed for formulating cooperative member education and leadership development programme are as follow:
 - a) Scope
 - b) Nature of cooperative movement.
 - c) Principle of cooperation.
 - d) Need for cooperative education
 - e) Some consideration for the determining of objectives.
 - f) Overall objectives.
- 4.4. The following^{two} Institute train cooperative educators.
 - 1) Higher Agri. Institute Cooperative Development Department, Institute at Badam Bagh. The first Institute train cooperative member educators in High level the educators study in this institute for about two years, within the length of the year they leave so many subjects relating the cooperative Training materials at this Institute are prepared by the Ministry of Agricultural and Cooperative Development Department.
 - 2) At the training Institute of Badam Bagh a short time courses are going to be held (one, two or three months) and the educator of the different provinces will take part in these courses. The following subjects will be discussed in these courses:

- a) Book-keeping, Marketing, Credit, education, operation, Registration, auditing and etc. The lecturers after discussing his their subjects, has to take the course participants to the field for the practical work, and some time to show them, some films, slides and so forth.

5. At the provinces the cooperative provincial director supervise the training programme, and at the district level the local government cooperative director supervise the member education courses.

The technical guidance for such a programme is to supervise the cooperative personnel during the running of the course, and to examine the interest of the cooperative personnel, and also the ability and the capacity of the lecturers.

- 6.1 The purpose of implementation of a cooperative education programme is the change of people's ideas; and more acknowledgement of farmers about cooperative when we hold a programme, workshop, seminar and so on, at the end of the programme we might evaluate these programmes to know the results and also the effectiveness of the programme if the programme was usefull, the forth coming programme will be more improved than the former one. Since the process of education programme are always continuing in a cooper cooperative society; therefore, the continuing evaluation and examination of the results of the running programme will cause to improve the faults of education programme and will be found new effective for the future programmes.

- 6.2 I consider the education appoches so for used are more effective in my country; in addition to; the above mentioned appoches, and improvement of the cooperative member education programme the following personnel might be trained:

- a) Cooperative agents in field level.
- b) Cooperative Book Keepers.
- c) Cooperative Members.
- d) Board of directors and cooperative supervisors.
- e) Cooperative Acting director and other staffs.
- f) Agents and officials of other organization which always contact with cooperatives.
- g) The invitation of farmers to such an education programme, when are closed to cooperative, but not yet the cooperative member and they want to be the cooperative member in the future, if they are concern.

7. Experience have been shown that during the implementation of education programmes we have faced will the following problems.

- a) Lack of trained personnel.
- b) Illiteracy of cooperative members.
- c) Lack of teaching materials.
- d) Lack of enough funds.
- e) Non motivation of the experinced cooperative members, and so on.
- f) Shifting of cooperative trained personnel to the other organization.

- 8: If we write so many things about cooperative member education programmes it means that we have not written any things. From item 1-10-7 we have tackled on some important objects, problems, methods and suggestions, in my opinion if we implement these programmes it will be enough for the cooperative members education in Afghanistan.
- 9: On the basis of my experience I like to point out some assistant from ICA and other external sources:
 - a) Before to arrange and hold such workshop, seminars, and courses at least two or three nomination must be asked.
 - b) Some funds must be allocated for shipping of books or teaching materials.
 - c) In addition to these kinds of programmes a study tour programme might be arranged.
 - d) To arrange so many programmes at the length of the year.
 - e) Asking for the qualified cooperative members (Farmers) to take part in a study tour programme, and so on

BACKGROUND PAPER ON CO-OPERATIVE MEMBER EDUCATION
EXPANSION IN BANGLADESH.

BY, A. K. M. ZAMKUL HAQUE

1. Introduction :-

Bangladesh Jatiya Samabaya Union is the Non-Governmental supreme federal body of the co-op. movement of Bangladesh. All sectoral national apex, secondary and district level primary co-operative organisations are the members of the BJSU. The BJSU was established in the year 1961. The Registrar of Coop. Societies was the ex-officio Chairman of the Union from 1961 to 1971. The Union is run by the elected representatives of the co-operatives since 1972. The aim and objectives of this National Union are to promote, extend, assist and guide the Co-operative Movement by propagation, motivation, training and extension services and also to serve as exponent of the co-op. opinion of the country. The main functions of the Union are to represent and safe-guard the interest of co-operative institutions and to advice the Government on policy matters relating to development of co-operatives.

2. The role of BJSU in Co-operative Membership Education.

The Bangladesh Jatiya Samabaya Union prepare annual programme of education and Training for implementation by the Apex & Secondary Co-operatives at the field level. The Apex Co-operative Organisations, District Cooperative Unions, Secondary Co-operatives and Thana Co-operative Unions organise & conduct co-operative membership education and training courses in collaboration with BJSU and Co-operative Department. BJSU, DCUs and TCUs in collaboration with departmental officers also conduct publicity and Extension activities.

The programme worked well so long the Govt. Provided training allowances to the participants. but with stoppage of provision of training allowances, the programme received a serious setback. The source of movement-fund for education being limited and indefinite, it is not possible for the Union to run and conduct membership education courses in a systematic way.

3. The role of BJSU in Co-operative Leadership Training.

The BJSU organise and arrange co-operative leadership training in the country and abroad for the elected office-bearers & Government officials, the union submitted a scheme to the Govt. to set up a National Co-operative

Management Training Institute . But, the Proposal did not receive any consideration. Bangladesh Cooperative College and Co-operative Zonal Training Institutes for Cooperative training mostly remain occupied for training of Government Officials. Even if, they want to accommodate movement people they can not do so because of constraints of funds and facilities.

4. The role of BJSU in organisation, Promotion and Development of Cooperatives.

The BJSU organised AkPP-KSS & TCCAs and TCCA-KSS provided extension services to all kinds of cooperatives throughout the country which resulted in the massive growth, development and diversification of the cooperative movement.

Consultancy services by the planning cell, technical guidance to the co-operatives by local and foreign experts, co-ordination and guidance services by the daily evening sessions, projection of problems and prospects of different co-operative sectors in the national and international forums through national/international seminars, symposiums, workshops conference, meetings & representation of the co-operative movement in the Governmental and non-Governmental bodies in the national and international fields., implementation of self-supporting projects & mass literacy scheme, evaluation of performance of agricultural co-operatives, survey of working positions of co-operatives, publication of monthly journals & quarterly journals, bye-laws of co-operatives and education materials on cooperation, motivation and organising unemployed youths, landless & resource-less persons for group action and formation of co-operatives are the important features of the activities of the Union.

5. The role of BJSU for generating self-employment Activities for the rural poors

The Union and her member organisations through education, training, extension, organisation, promotion, development and publication activities is playing a vital role for generating self-employment activities in the rural and urban areas. The Union undertook and implemented the following schemes for the benefit of the rural poors in the past:-

- (a) Bishwagram Co-operative Project, Kamgati TCCA.
- (b) Swadhingram Co-operative Project, Shudharam TCCA.
- (c) Co-operative Farming Project, Gurudashpur, Rajshahi.
- (d) Rehabilitation of poor women through women cooperatives.
- (e) Rehabilitation of Cyclone affected fishermen through fishermen Co-operatives.

(f) Rehabilitation of Transport workers through Transport Co-operatives.

(i) Rehabilitation of Landless and Jobless people through youth Co-operatives, Landless Cooperatives, etc.

6. New role of Bangladesh Jatiya Samabaya Union (EJSU)

The EJSU at present providing education, training, motivation and guidance services to the prospective members for groups activities leading to formation of functional co-operative organisations throughout the country. The EJSU has organised National Literacy Co-ordination Council to provide literacy and generate self-supporting economic activities for the poors and illiterates in the rural and urban areas and formation of self-reliant Co-operatives.

7. Agencies involved in Co-operative Education Activities.

The following Governmental and non-Governmental organisations & agencies are involved in Co-operative Membership, Education and Extension activities in Bangladesh:-

(1) National Level:-

a) Government organisations and agencies.

- i) Deputy Registrar of Co-operative Societies (Extn.) Bangladesh, Dhaka, 9-D, Motijheel C/A, Dhaka-2.
- ii) Director, Education and Training, Bangladesh Palli Unnayan Board, 24-Dilkhusa C/A, Dhaka-2.
- iii) Principal, Bangladesh Co-operative College, Kotbari, Comilla.
- iv) B.A.D.B. Training Institute, Sylhet.
- v) Co-operative Zonal Training Institutes under the Co-operative Department.

b) Non-Governmental organisations.

- i) Bangladesh Jatiya Samabaya Union, 9-D, Motijheel Commercial Area, Dhaka - 2.
- ii) Bangladesh Jatiya Palli Unnayan Samabaya Federation, 22, Dilkhusa Commercial Area, Dhaka - 2.
- iii) Bangladesh Akhechani Samabaya Federation, Laxmipur, Rajshahi.
- iv) National Apex Co-operative Organisations.

The Ministry of L.S.A.D. & Co-operatives has already set-up an education committee at the national level to co-ordinate Co-operative Membership, Education and Extension activities between Governmental and non-Governmental agencies at the national level. The Apex Co-operatives need to be involved in

(2) DISTRICT LEVEL:-

a) Government agencies.

- i) District Co-operative Officer.
- ii) District BnDB Officer.

b) Non-Governmental Organisations:-

- i) District Co-operative Union
- ii) District Samabaya Federation.

There is no Co-ordination between there Governmental and Non-Governmental activities,

(3) Thana/Upazila level.

a) Government agencies.

- i) Thana Training and Development Centre.
- ii) Thana/upazila Co-operative Officer.

b) Non-Governmental Organisations.

- i) Thana/Upazila Samabaya Union.
- ii) Thana Central Co-operative Association.

Neither the Government agencies nor the co-operative organisations at the thana and District level are well-organised to arrange and conduct co-operative leadership training courses and to make use of trained personnel for cooperative membership education and extension activities at the primary societies level and at the field level in accordance with the increasing requirements. The Primary cooperative societies in BnDB system provides allowances to the trainees and to the trainers out of annual grant provided by BnDB but the cooperatives under the Cooperative Department conducts membership, education and extension activities out of members contribution only. The amount of contribution being minimum & number of training personnels being poor, the activities of the Bangladesh Jatiya Samabaya Union, District Co-operative Unions and Thana Co-operative Unions are very much limited. The limited number of personnels of the extension branches of the Co-operative Department meant an cooperative education & training are also utilised for other works of the department since they do not have any physical facilities and infrastructure to meet the education & training requirement of field.

The Co-operative College more or less remain occupied for training of the Govt. officers & employees of Co-operative Department and B&DB. The Zonal Training Institutes numbering 8 (eight) at various places of the country can not organise any education & training programmes in a systematic way for the office-bearers of primary & secondary societies for fund constraints.

8. National forum for Co-ordination and administration of Education & Training programmes.

(a) The Government should extend all out support and assistance to BJSU for all kinds of education, training and publication activities under a national scheme.

(b) The entire establishment of extension branches at the head quarters along with that of Bangladesh Cooperative College may be placed under the disposal of BJSU to re-organise, conduct and coordinate member education and leadership training programmes through the District co-operative Unions and Upazila Samabaya Unions and under-take publication activities.

(c) The Co-operative research and statistical unit may also be handed over to the BJSU to maintain appropriate statistic of the entire co-operative movement and also to conduct, and research and evaluation.

(d) A National Co-operative Education and Training Co-ordination Committee may be set-up at the national level under the BJSU with the following officials and non-officials co-operators :-

- | | | |
|---|---|-------------------|
| i) Chairman, Bangladesh Jatiya Samabaya Union | = | Chairman, |
| ii) Deputy Registrar of Co-operative Societies (Extn.) | = | Member Secretary. |
| iii) General Secretary, Bangladesh Jatiya Samabaya Union | = | " |
| iv) Chief Executive Officer, BJSU. | = | Member. |
| v) Education and Training Executives/Representatives of all apex co-operative organisations | = | Members. |
| vi) Principal, Bangladesh Co-operative College. | = | Member. |

9. District Co-operative Training and Development Centre.

The Government should extend support and assistance to BJSU & District Co-operative Unions to establish District Co-operative Training Centre provide co-operative leadership training to the office-bearers, members and employees of secondary level co-operative organisations of all sectors

Training Institutes of the Co-operative Department and Co-operative Training Institutes of BaDB may be handed over to the District Co-operative Unions.

District Co-operative Education and Training Co-ordination Committee may be formed with the following officials :-

- (i) Chairman, District Co-operative Union = Chairman.
- (ii) District Co-operative Officer. = Member Secretary.
- (iii) All officers of the nation building Deptt. and agencies at the district level = Members.
- (iv) Representatives of all secondary co-op. organisations within the district. = Members.

10. Upazilla Cooperative education Training & Development centre.

In order to organise and conduct the education and Training programmes effectively a Thana/Upazilla Cooperative education & Training Co-ordination Committee may be formed with the following official and non-official co-operators :-

- (i) Chairman: Thana Co-operative Union = Chairman.
- (ii) Thana Co-operative officer, BaDB. = Member secretary.
- (iii) All upazilla level officers of all nation building departments and agencies = Members.
- (iv) Chairman of all secondary cooperative Societies within the upazilla = Members.

The tasks of this committee would be to ensure weekly meetings in all Primary co-operative societies, conduct training programmes for Chairman, Office-bearers, Managers, Accountants, Employees and other special groups of the primary co-operative societies in collaboration with secondary co-operative societies within the Upazilla.

11. Steps need to be taken by the Govt. for strengthening Co-operative education activities.

(1) Chairman of all Apex Co-operative banks/societies/federations should be appointed as member of the BaDB. The ESOU should be represented as the vice-Chairman of the board.

(2) The Bangladesh Rural Development Board should invite development projects from all National Apex Cooperative organisations and should organise necessary assistance from internal & external sources for implementation. All kinds of education, training & publication activities now being and to be conducted by BaDB & Cooperative Department for all segments of co-operatives should be implemented through Bangladesh Jatiya Samabaya Union.

(3) The BADE should initiate a scheme to build up Co-operative sector-based cadre services at primary, secondary and national level co-operative organisations to ensure efficient management for attaining appropriate level of development involving people's leadership and their participation.

12. Steps need to be taken to make co-operative education self-Managed and self-financed.

In order to allow BJSU, the federal body of the Co-operative Movement of Bangladesh to grow and develop as self-reliant organisation, without dependence on Government aid and assistance, the following regulations shall have to be framed :-

(a) Provision for allocation of 10%(ten) of the net profit by every co-operative organisation towards National Cooperative Education Fund of the BJSU for education, training, research, evaluation, publicity, publication, propaganda, motivation and extension activities and for maintaining liaison and coordination between the Government and the movement and with the International Co-operative Alliance and allied agencies.

(b) Provision for realisation of annual contribution at the rate of Tk. 1.00 (Taka one) only from every member to create Co-operative Movement-fund with BJSU to under take and support promotional and developmental activities in different sectors of the Co-operative Movement.

(c) Provision for mandatory membership with the Union for every co-operative before obtaining any loan or grant or availing any kind of aid and assistance from Government.

(d) To make it obligatory for every co-operative to make specific allocation of funds in their annual budget for their activities on Membership education, training, extension and publications.

(e) Authority of Administration of Co-operative Development Fund shall have to be vested with Co-operative Unions.

(f) The Government should provide annual allocations to the National Unions from its Development budgets for Education, Training, Extension, publicity, research, evaluation and publication activities.

REGIONAL WORKSHOP ON FIELD EDUCATION
DEVELOPMENT (FED) MATERIAL PRO S-E ASIA

Pune, India
February 6-24, 1984

COOPERATIVE MEMBER EDUCATION/EXTENSION
in West Sumatera, Indonesia

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ICA-CEMAS/NCUI/VMNICM/Regional Work-shop
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Material, Pune : 6-24 February 1984

Cooperative member education/extension
 in West Sumatera - INDONESIA

I. INTRODUCTION :

The Indonesia Constitution of 1945, article 33 declares that: The economy is organised as a cooperative endeavour based on the democratic principles of the family spirit.

policies and steps related to cooperative development and their role in the national development have taken by the government of Indonesia since the beginning of the first 5-years Development Plan (REPELITA) that has begun since 1969 and it has passed for three periods I, II, III.

In relation to the fourth period of the Five Year Development Plan in 1984-1989, the cooperative development's programme is not less important than other economic sectors rather priority has been given.

Out of the cooperative development programme in the (REPELITA) IV is the cooperative education both at national as well as provincial level.

To spread the cooperative education in Indonesia, the Cooperative Department will tend to be very particular about the education materials, syllabus, curriculum for cooperative courses to achieve the desire result.

So in this short paper we aim at to arrive at decision that can be useful as a material to cooperative education in our country. In brief, we report that the development of cooperative education activities in West Sumatera especially at cooperative academic, which is the academic with the formal educational in private states.

ORGANISATION

As a general we explained that cooperative education either at the national and district level is arranged in good condition, so that the cooperative education/extension can be carried out well.

The Institute at the national level provides support to cooperative education for cooperative members and assists the cooperative societies that take part in cooperative activities.

GOVERNMENT INSTITUTE :a) National Centre for cooperative training and Development

Under Cooperative Department situated at :
Gatot Subroto Street imparts training to members, executives, committee members, managers, the trainer of the cooperatives.

- The centre of education and the extension of cooperative Department gives training to the officials of the Government to be the guide and trainers of cooperative members.

NON-GOVERNMENTAL INSTITUTE :

- a) The Indonesian Cooperative Council situated at S. Parman Street, functioned, as to move cooperative activities.
- b) The cooperative Indonesian management Institute (INKOPIN) which runs by the Indonesian Cooperative Council does the following programmes : S - O non degree

it takes 6 months, 1 year
2 years for the member's
Cooperative training.

S₁ and S₂ Degrees

Carrying cooperative management extension.

Besides the national level institute, we have also the cooperative institute at the district level

- Provincial Cooperative Training Centre (BALATKOP)
is the governmental institute under cooperative Department.

- The provincial cooperative (non government)
- Especially in West Sumatera we have the formal Cooperative education for example cooperative academi which trained the student in cooperative education and it will be applied in cooperative society.

We can also find another Cooperative Academic for example UJUNG PANDANG in South Sulawesi, Pontianak in West Kalimantan, Indonesia. All of them are not government cooperatives. Besides that at the district level we only have the cooperative district (DEKOPINDA)

The non government institute such as the Indonesia Cooperative Council at province and district level must be improve in all cooperative activities.

Cooperative Academic in West Sumatera has run its programmes for three years, its having 500 students, and 38 trainers and educator for example Director, Board of Director and other staffs. That of course he need other education facilities for example, comfortable building, knowledgeable teachers in cooperatives.

On this occasion we are very proud if workshop of ICA programmes and other participants will take a sympathy and give some help to develop and make our cooperative academic will equipped so that it can run its programmes well.

Your participating on cooperative academic can help academic to raise its programmes smoothly such as other colleges, and the guidance from the experienced cooperative teacher's is very much needed.

Indonesian Cooperative Council can collect the fund from :

1. 5% from the cooperative movement itself (SHU), and it can be used as a source of cooperative education as declared by the basic regulation law of Indonesian's cooperative.
2. The Indonesian Cooperative Council has set up the use of the money like :

- a) 50% for education at district cooperation
- b) 25% for education at provincial cooperative
- c) 25% for education at national cooperative.

Every year this budgeting is more completed according to the aspiration of cooperative societies, beside that in the cooperative education/extension sector, the guidance of the government has always been given :

II. Cooperative Education Programme :

a. Rural Level

The cooperative committee conducted cooperative education together with the cooperative district to the society such as below :

- a. Farmers
- b. Forestry
- c. Fishery
- d. Etc.

b. District Level

Training is done for the cooperative Movement :

- a. Book keeping
- b. The Petty trade credit (KCK)

c. Provincial Level

At this level cooperative training is done for the committee members and cooperative management at the district level.

d. National Level

In this category cooperative education/ training is aimed for provincial committee manager in the provincial level.

....

The Coordination of Cooperative Department with Cooperative Society is such as :

- in organisation, cooperative guidance with Indonesian Cooperative council.
- in SERVICING & PRIMARY food with BULDG and fertilizer with P.T. Pussi etc.
- Besides that it also helped by project activities
 - a. in cooperative service centre (PKK)
 - b. in administration, Book keeping.

The structural of Cooperative Education :

<u>National</u>	<u>Puspenlatkop</u>	<u>Dekopin Pusat</u>
Province	BALATKOP	DEKOPIN WILAYAH
District	-	DEKOPIN DAERAH
Rural Village	-	Primary cooperative.

Cooperative Education Funds :

Funds for these education must be created by :

1. Increasing the percentage of the fund of cooperative education.
2. Needed the government assistance in cooperative education.
3. Cooperation between cooperative education with the government should be increase.
4. The cooperative academic in West Sumatera getting the fund to run the education from the school fee that must be paid every month, and it is not still come up to the target to pay the teachers and officials salary. Besides, this, planning to make a building needed to much money.

The Yearly Education Programme :

In this case we are talking about cooperative academic programme only. Because the cooperative education/extension in West Sumatera is handed by provincial teacher training centre.

We will explain about the cooperative academic curriculum, especially in cooperative education programme for example.

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The name's of the cooperative education Director at the national level and provincial level are :

1. Drs IMA Suwandi : As Director of national centre for Cooperative Training and Development at Cooperative Department.
2. Drs Parmin : As Director of National Centre for Cooperative Training Committee
3. Prof.Dr.Sr.Sydarsono Hadisuputro : As Director of National Centre for Cooperative Training Committee.
4. Prof.Dr.Sr.Herman Suwardi : As a Director of the Cooperative Indonesian Management Institute.
5. Especially in the provincial of West Sumatera such as :
 1. Ramli Samin B.Sc : As Director of provencial Cooperative training centre
 2. Drs H Karseno : As a Chairman of the Provencial Cooperative.
 3. H Baharuddin Bagindokali : As Director of Cooperative academic and as a Board of the Provincial Cooperative and also as a pioner of cooperative academic in 1981.

The way of the government to programmed the cooperative education to the society is as :

1. Given the education/extension to the cooperative committee more ever to the village unit cooperative on agricultural cooperative.
2. Given education to the cooperative examiner.
3. Given education to :
 - a. Manager KUD
 - b. Guidance production/fertilizer etc.
 - Village electricity
 - loans
 - food
 - primary food
 - fishery
 - Book keeping

1. The First Year Programme :

Smt.-I

History of cooperative movement

Smt.II

2. Idiology of Cooperative

- added with other social science.

The Second Year's Programme :

Smt.-I

1. The knowledge of cooperative

Smt.-II:

2. Technical Communication and guidance in cooperative

- added with other social science.

The Third Year Programme :

Smt.-I

1. The Cooperative Organisation/management.

2. Cooperative in Indonesia.

Smt.-II

1. Cooperative accounting

2. Cooperative workshop and seminar

- added with other social science.

The cooperative programme at cooperative academic will be extended with the growth of cooperative life in Indonesia.

In running cooperative academic programme it cannot be separated with others institute, which inclusive to the development of cooperative Indonesia for example :

1. Ministry of Cooperative R.I.
2. Education and Culture Indonesian Department
3. Indonesian Cooperative Council
4. The governor of West Sumatera
5. Provincial cooperative.

....

EVALUATION :

According to the cooperative academic curriculum the evaluation must be help every 6 month(semester) involved the evaluation about cooperative ducation that they got in the field.

PLANNING :

Cooperative academic in West Sumatera has made a long and short-term planning in cooperative education.

Long-Terms

- Build a new cooperative building
- Hold the survey about cooperative at any degrees
- raise education material by giving extra murriculum education for the cooperative lecturer with the professional function.

Short-terms

- Promoting the material on eddcation mostly in cooperative
- Held survey and seminar of cooperative
- give training to society which involve with cooperative in the village.
- Arrange the up-to-date cooperative syllaby and curriculum.
- Sent the cooperative academic's lecturer and officials to study abroad with the cooperation amongs the other cooperative institute in foreign country.
- Prepare the education material as well as cooperative academic that are needed.

CCNCLUSION

- The Indonesia Cooperative Education member must be developed and all the institute which involved in must take part and support its activities in running cooperative education up to at the rural level.
- The material and methods must be improved in order to get the idea of the education that conducted by societies at the village.

.....

- The attention from the people who has a sympathy in cooperative is needed by cooperative academic in West Sumatera because Cooperative academic, is one of the institute with the formal education and it is most important as to the development of the Indonesian Cooperatives.
- Cooperative academic should be invited to join the seminar and workshop at international level, so that the life of cooperative in Indonesia can develop smoothly. In such cases assistance in budgeting is more expected from others countries and ICA itself in order to support cooperative in running its activities well.

* * * * *

Background Paper
on
Cooperative Member Education and Extension in Korea

ICA – CEMAS/NCUI/VMNICM Regional Workshop
on
Field Education Development Materials for South–East Asia
Pune , India

February 6 – February 24, 1984

By Mr. Kun shik Hong
Assistant Manager
Saemaul Guidance Department
National Federation of Fisheries Cooperatives
Seoul, Republic of Korea

Background Paper on Cooperative Member Education
and Extension in Korea

- 1.1 What are the organizations and agencies at the National level which promote and assist cooperative member education (and leadership development) activities at the field level? Please list them along with addresses. Do you think the performance of national level organizations/agencies can be improved and if so, how?
- The national level organization which promotes and assists the cooperative member education activities at the field level is as indicated in the below.

National Federation of Fisheries Cooperatives
88, Kyungwun-dong, Chongro-ku, Seoul 110,
Republic of Korea

And it has been satisfied with the current performance of national level education and training activities in view of its organizations, facilities and capabilities required for conducting the education and training programme for the members and staff-employees working for the fisheries cooperatives of all level.

- 1.2 Please specify the organizations and agencies at the provincial and district levels for cooperative member education (and leadership development) programmes (at the field level). How can performance of the provincial and district level bodies be improved?

- The organizations responsible for conducting the cooperative member education at the provincial and district level are as follows :

- a) Provincial level : 8 Branch Offices of the National Federation of Fisheries Cooperatives
- b) District level : o Regional Fisheries Cooperatives
o Fishing-Type Fisheries Cooperatives
o Fisheries Manufacturers' Cooperatives

And it has been satisfied with the current operation of education and training programmes conducted by these organizations.

1.3 What role does the primary cooperative society play in regard to cooperative member education? Please give details regarding the nature of activities carried out, the number of education personal, the amount of funds used and how the funds are secured/raised?

- The roles of the member fisheries cooperatives in conducting the education programme for members are as follows :

- a) Nature of activities
It is designed to enhance the cooperative spirit among the members and to improve the members' income by providing the technical education required for development of their income sources.
- b) Number of education personal
This will be explained in Item 2.1

1.4 Do you regard the role at present performed by the primary cooperative societies adequate? If not, please give suggestions for the primary society to play an improved role?

- The member education programme conducted by the member fisheries cooperatives is regarded as appropriate and our Federation will make a close consultation for further improvement as pointed out in the below.

a) As part of efforts to enhance the capabilities of the technical extension workers assigned to the regional fisheries cooperatives The Federation plans to commission the education programme to the National Fisheries Training Institute in 1984 and the participants will number 60.

b) So far the member fisheries cooperatives have lacked the appropriate education facilities and the Federation will encourage its member fisheries cooperatives to secure the education facilities.

1.5 What role does the government cooperative department play in cooperative member education? Who are the personnel at various levels for this purposes? What is the nature of collaboration between the cooperative department and the movement/societies?

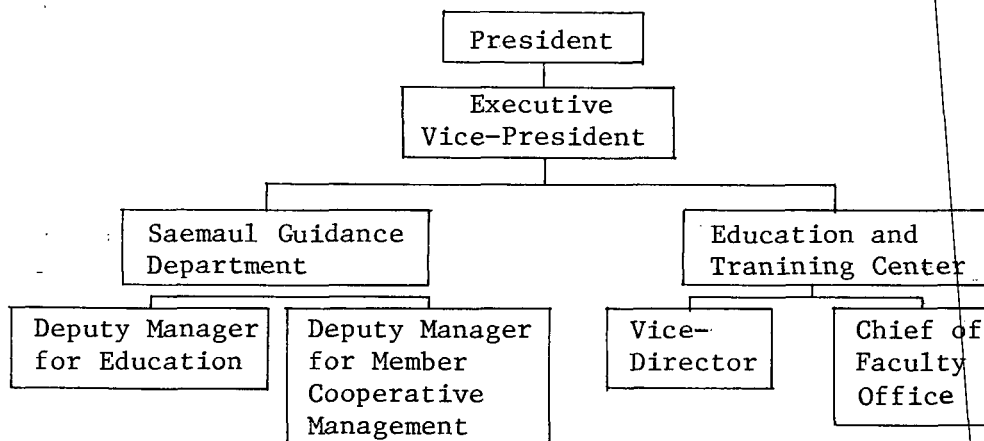
- There are the National Fisheries Research and Development Agency and the National Fisheries Training Institute under the National Fisheries Administration. The agency has done the research works on the development of fishing and aquaculturing technique and the results from the research works have been propagated to the cooperative members. On the

other hand, the Institute has provided the members with the technical extension service. In carrying out these propagation and extension service the Agency and the Institute have made a close consultation with the fisheries cooperative organizations of all level.

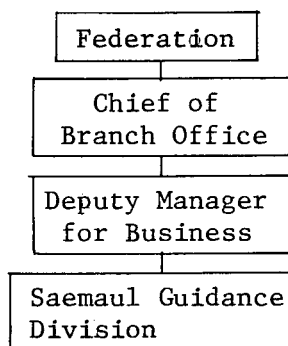
1.6 Please give the diagram/chart of organizational structure(s) for cooperative education and leadership development and the functions performed at each level of the organizational structure(s).

-The organizational structures in the fisheries cooperatives of all level, which are responsible for conducting the member educations are as follows :

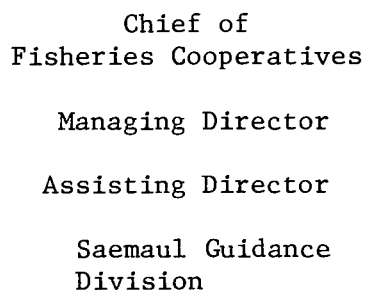
a) National level (Federation)



b) Provincial level (Branch Offices)



c) District level (Regional Fisheries Cooperatives)



The functions played by these cooperative organizations in connection with the member education programme are as follows;

a) National level (Federation)

- o Work out and implement the member education programme
- o Supply the education materials
- o Produce and supply the audio-visual aids
- o Conduct the education and training programme at the Education and Training Center.

- b) Provincial level (Branch Offices)
 - o Implement the education formulated by the Federation
 - o Conduct the on-the-spot education programme
 - o Conduct the education programme at the regional cooperative level

2.1 Please indicate the number of field cooperative education personnel and duties performed by them.

- a) at the local level ;
- b) at the district level ;
- c) at the provincial level ;
- d) at the national level.

-The number of personnel engaging in the education programme for members at all level is as indicated in the below ;

- o At fishing village level ; three personnels each at the 1,440 fishing village societies, thus totalling 4,320 personnels
- o At district level ; four personnels each at 72 member fisheries cooperatives, thus totalling 288 personnels
- o At provincial level ; five personnels each at 8 Branch Office, thus totalling 40 personnels
- o At national level ; 28 personnels

The major fuctions played by the fisheries cooperatives of all level in connection with the education programme for their members are as follows ;

- a) The fishing village level
The chief and secretary of fishing village society provide the managerial guidance and technical extension service to the members in the production and marketing, visiting the fishing grounds. At times the fishing village societies organize the meetings at the village hall to discuss the problems facing the member.
- b) The district level
The member fisheries cooperatives work out the detailed education programme and conduct the circuit-education programme.
- c) The provincial level
The Branch Offices work out the education programme suitable for the provincial level, and supervise and provide the guidance on the education programme carried out by the member fisheries cooperatives.
- d) The national level
The Federation works out the overall education programme for the members and staff-employees working for the fisheries cooperatives of all level and conduct the education and training programme at its Education and Training Center.

2.2 Please give the Name (s) and designation (s) of the Chief (s) of the Cooperative Member Education Department (s) at the national level.

- The Name and position title of the personels responsible for the education programme at the national level are as follows;

Mr. Byung Moon Lee
 Manager
 Saemaul Guidance Department
 National Federation of Fisheries Cooperatives

Mr. Sang Han Jang
 Director
 Educational and Training Center
 National Federation of Fisheries Cooperatives

3.1 How are funds for cooperative member education raised? What is the budgetary provision for this activity for the movement as a whole for the current year? Please give a break-up of this figure in respect of principal organizations/agencies involved in member education.

-The funds budgeted for the education programme at the national level are as follows ;

Saemaul Guidance Department ; 54,838,000 Won
 (69 thousand U.S. Dollars)
 (including provincial level)

Education and Training Center : 246,936,000 Won
 (308 thousand U.S. Dollars)

The fund for education programme at the district level are not available, but the funds will be a considerable amount.

3.2 In respect of your organization/agency, please indicate total budgetary provision for the current year. (Is the year a calendar year? If not, please specify).

-The budgetary provision of the National Federation of Fisheries Cooperatives in 1984 is broken down as in the table below.

Scope of Budget by Account for 1984

Item	
Revenue	87,288,792
General Account	60,944,792
Cooperative Insurance Account	18,094,045
Foreign Loan Account	1,050,951
Mutual Banking Account	655,600
Guidance Account	6,543,996
Expenditure	85,509,292
General Account	59,551,730
Cooperative Insurance Account	17,565,045
Foreign Loan Account	1,192,921
Mutual Banking Account	655,600
Guidance Account	6,543,996
Fund Transferring	264,500
Cooperative Insurance Account	264,500
Surplus	1,515,000
General Account	1,392,470
Cooperative Insurance Account	264,500
Foreign Loan Account	141,970
Mutual Banking Account	-

4.1 Please bring with you a copy of your current year's programme for the cooperative member education and leadership development, indicating the target groups, objectives, methods and contents.

-Attached in separate.

- 4.2 Please enclose a list of educational material and aids produced, along with available specimen copies.
- Attached in separate.
- 4.3 How are educational needs assessed for formulating cooperative member education and leadership development programmes?
- The Education and Training Center has surveyed the educational needs through the questionnaires filled out by the participants and at the same time the comments on the education programme at the Center have been collected at the time of graduating. All of these data have been efficiently used for improving the quality of education programme.
- 4.4 What are the arrangements for training of cooperative member educators? Please give details regarding institutions involved, nature of course programmes, training techniques and training material used?
- The arrangements for training the cooperative educators are as follows;
 - a) Organizations taking part in training
 - o The Education and Training Center, National Federation of Fisheries Cooperatives
 - o The National Fisheries Training Institute
 - b) Training course
 - o Education and Training Center
 - Class for representatives of member fisheries cooperatives
 - Class for the chiefs of fishing village societies
 - Class for leaders at the fishing community level
 - o National Fisheries Training Institute
 - Class for fisheries techniques

- c) Method of training
 - o Education and Training Center

The training programme is conducted in a way that the participants would propagate their knowledges obtained to other colleagues and the participants are provided with the board and lodging.
 - o National Fisheries Training Institute

The training programme is provisioned to provide the practices and the Institute provide the board and lodging.
 - d) Training materials
 - o Education and Training Center

Materials for the spiritual enlightenment and for production technique
 - o National Fisheries Training Institute

Materials for the production techniques
5. What are the arrangements for supervision and technical guidance of the local cooperative education field personnel?
- The personnels responsible for conducting the educational programme at local level are employed by the member fisheries cooperatives and their activities are under the supervision of the chiefs of member fisheries cooperatives and the president of the National Federation of Fisheries Cooperatives. Their technical knowledges have been improved by participating in the education programme provisioned by the National Fisheries Training Institute.

6.1 Has the cooperative member education and leadership development programme been evaluated? If so, when? Please indicate main findings. Also send a copy of the Evaluation Report.

- The questionnaires filled out by the participants after completion of the education programme has been collected and at the same time the opinions from the field educators have been submitted to the Federation. These data have been efficiently used in working out the next year's education programme.

6.2 Do you consider the educational approaches so far used effective? What new approaches and methods can be used for improving the effectiveness of cooperative member education?

- The education programme for the members conducted by the cooperative organizations so far has been regarded as effective. We, however, have had difficulty installing such audio-visual aids as VTR and producing the tapes. Currently the Federation has encouraged its member fisheries cooperatives to install the education facilities. Now, the Federation is ready to produce the audio-visual aids to supply them to its member fisheries cooperatives. A careful consideration has been paid on the possibility of concentrating the education programme on the practices to raise the education efficiency.

7. Please indicate main problems experienced in regard to planning and implementation of a need-based meaningful cooperative member education programme, and the efforts being made to tackle them?

- The problems facing the member education programme are as

specified in the below and the fisheries cooperative organizations of all level have been trying to overcome these problems.

a) Securing of lecturers

The lecturers, particularly in the production techniques, have been secured from the outside organizations and this has hampered the smooth operation of education programme at times.

b) Education materials

Many technical and professional words have been carried in the education materials and this has made the participants difficult in understanding.

c) Audio-visual aids

The fisheries cooperatives of all level still lack the modern audio-visual aids and this may play a role of hampering the education efficiency.

d) Budget

The limited budget for the education programme has hampered the effective implementation of education programme.

8. What is the strategy for further development of cooperative member education and leadership development programmes?

Please give an outline, if such a strategy has been worked out?

-In the future the member education programme at national and provincial level will be placed their priorities on the leadership education so as to produce the leaders at the fishing community level as many as possible.

9. Please indicate, on the basis of your experience, the nature of assistance needed from the ICA and other external sources, if such assistance is needed. Please specify the main areas of need for such assistance.

- Active participation in the seminars, workshops and other meetings sponsored by the ICA would provide us with the rare opportunities to improve and broaden our capabilities in conducting the education and training programme, and therefore, we hope to be invited at these meetings which would help meet the needs in the area of cooperative education and training.

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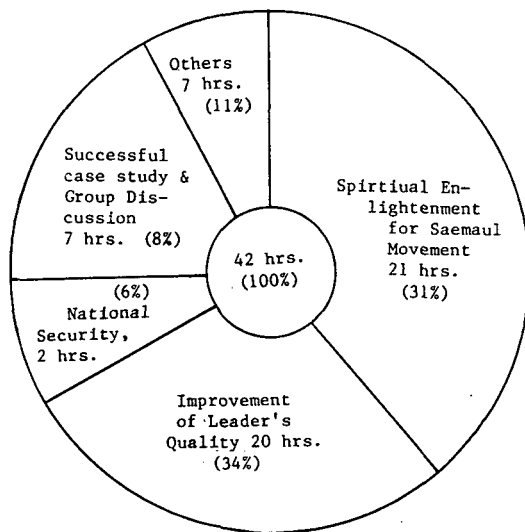
Regular Course for 1983, composition of curriculum and list of audio-visual aids at the Education and Training Center, National Federation of Fisheries Cooperatives.

1. Regular Course for 1983

Curriculum	Participant	Number of Participant	Period of Education (days)
Total		3,162	
Spiritual Education		1,662	
Class for Representatives of Fisheries Cooperatives	Representatives of Fisheries Cooperatives	760	7
Class for Cooperative Study	Leaders of Fishing Community	60	5
Class for Senior Employees	Employees of More Than Deputy Manager Level at Federation and Managing Director at Fisheries Cooperatives	180	5
Class for Captain of Fishing Boats	Captain of Fishing Boats	662	7
On-The-Job-Training		1,500	
Class for Fresh Employees	Fresh Employees	420	7
Class for Junior Employees	Junior Employees	360	14
Class for Senior Employees	Senior Employees	120	7
Class for Credit service	Employees Responsible for Credit Service	240	7
Class for Deposit service	Employees Responsible for Deposit Service	120	7
Class for Legal Claim	Employees Responsible for Legal Claim	120	7
Class for Tax Affairs	Employees Responsible for Tax Affairs	60	7
Class for Economics	Employees Responsible for Economic Business	60	7

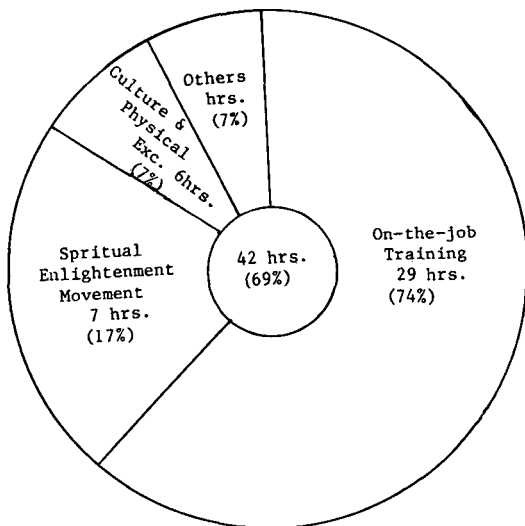
2. Composition of Curriculum

a. Class for Representatives of Fisheries Cooperatives (One Week)



Lecture : 18 hours (43%)
 Practice : 5 hours (12%)
 Case Study: 8 hours (19%)
 Others : 11 hours (26%)
 TOTAL : 42 hours (100%)

b. Class for Fresh Employees (One Week)



Lecture :
 25 hours (60%)
 Practice :
 4 hours (10%)
 Case Study :
 8 hours (19%)
 Others :
 5 hours (11%)
 TOTAL : 42 hours
 (100%)

3. List of Audio-Visual Aids

Item	Specification	Number
V.T.R.		1
Projector	16mm	1
Over Head Projector		2
Slide Projector		1
Photographing Maching		1
Recorder		1
Cassette Recorder		2
Reflection Mirror		2
Amplifier		2
Megaphone		1
Television Set	Color 19 inch	6
Chronopher		1
Wire Tap Receiver		2
Others (Came 1, Radio Set 3)		4

Background paper on Regional Workshop
on Field Education Development Material
for S-E Asia

**AGRICULTURAL COOPERATIVE MEMBER
EDUCATION/EXTENSION
IN KOREA**

~~Ui-Hyun Ro~~

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Ui-Hyun Ro

Assistant Professor, Central Training Institute of NACF

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I. Types of Korea's Farming Guidance

The types of Korea's farming guidance are classified into the rural extension work under the Office of Rural Development as governmental organization and the farming guidance work under the agricultural cooperatives as private organization. The rural extension work by the government is aimed at the increase of agricultural production and the improvement of farmers' living conditions by delivering, providing and instructing farmers' new technology, knowledge or information developed by the Government for the agricultural development.

On the contrary, the farming guidance work of Agricultural Cooperatives are performed under the banner of members' spirit of self-help, independence and cooperation. Cooperative's members anticipate to acquire higher income through the farming activities and the formation of organizations to realize economic efficiency. They contrive new technology and management skill, obtain the information on the operation of market and other matters, and render their efforts to sell their products. The farming guidance of agricultural cooperative plays to support these basic roles to accelerate the farming activities. The objectives of agricultural cooperative are provided at the article 1. of the Agricultural Cooperative Law.

The agricultural cooperatives as an independent organization, self-help and cooperation, has been organized to improve the agricultural productivity, to enhance the economic-social position of farmers.

And the article 58 stipulated the production extension and living guidance works as the most important function of the cooperative. This means that the farming guidance of agricultural cooperative is a function of cooperative. Also it is said to be a management activities aided at the smooth linkage between production and marketing of agricultural produce. The farming guidance methods are principally based on the performance of cooperative business and are training methods.

We understand that the reasonable understanding and comprehension of cooperative business are thought to be desirable for the upbringing the capability of members to obtain their own profit.

The present status, difference, strong points between the rural extension works of ORD and the farming guidance activities of NACF are as follows:

1. The Comparison between Two Organizations

1) Guidance System :

National-level	Agricultural Cooperative	O.R.D.
County-level	County Offices	Rural Extension Office
Myeon-level (Town)	Primary Cooperatives, Special Cooperatives	The Branches of the ORD

2) Guidance Matters:Agricultural Cooperative:ORD:

- | | |
|--|---|
| 1) Upbringing and guidance of production organization | 1) Guidance of specialized agricultural production technique |
| 2) Management guidance of crops concerned with the Agricultural Cooperative's Business | 2) Administration concerned with test and research on technology |
| 3) Guidance of the use of capital and materials | 3) Establishment and guidance of regional agricultural development plan |
| 4) Guidance of forwarding | 4) Guidance of the acceptance of agricultural policy |
| 5) Guidance of the acceptance of strategic enterprises | |

2. Difference between Agricultural Cooperative and O.R.D.

<u>Items:</u>	<u>Agricultural Cooperative:</u>	<u>O.R.D.</u>
1) Legislation	Agricultural Cooperative Law	Rural Development Law
2) Objective	Increase of Farmers' Income	Promotion and Development of Rural Community
3) Characteristics	Private Enterprise	Public Enterprise
4) Status of Guidance Personnel	Agricultural Cooperative Staff Members	Government Officials
5) Objectivity	Cooperative's Members	Farmers
6) Expenses	Agricultural Cooperative Budget	National Budget
7) Major Guidance Contents	Agricultural Management	Guidance of Agricultural Production Technology
8) Relation with Agricultural Cooperative	Related Directly	Null
9) Relation with Agri-experiment	Null	Related Directly

3. Strong Points:

Agricultural Cooperative:Strong Points:O.R.D.

- | | |
|--|---|
| 1) Possible to contact with farmers in personal ties and maintain fellowship | 1) Easy to secure specialized farming technicians |
| 2) Possible to guide in accordance with democratic way | 2) Possible to guide from the view-point of national economy |
| 3) Possible to guide the farming management concerned with the marketing | 3) Possible to guide from the wide-area and macroscopic view of point |
| | 4) Easy to propel policy targets by the administration |

The cooperative organizations have problems in the security of farming expertise. Thus, they emphasize on the management guidance based on the marketing facilities. However ORD channel have been directly connected with agricultural experiment stations. Thus ORD put emphasis on the technology, as well as on the administration.

II. Organizational Structure and Major Activities

of NACF

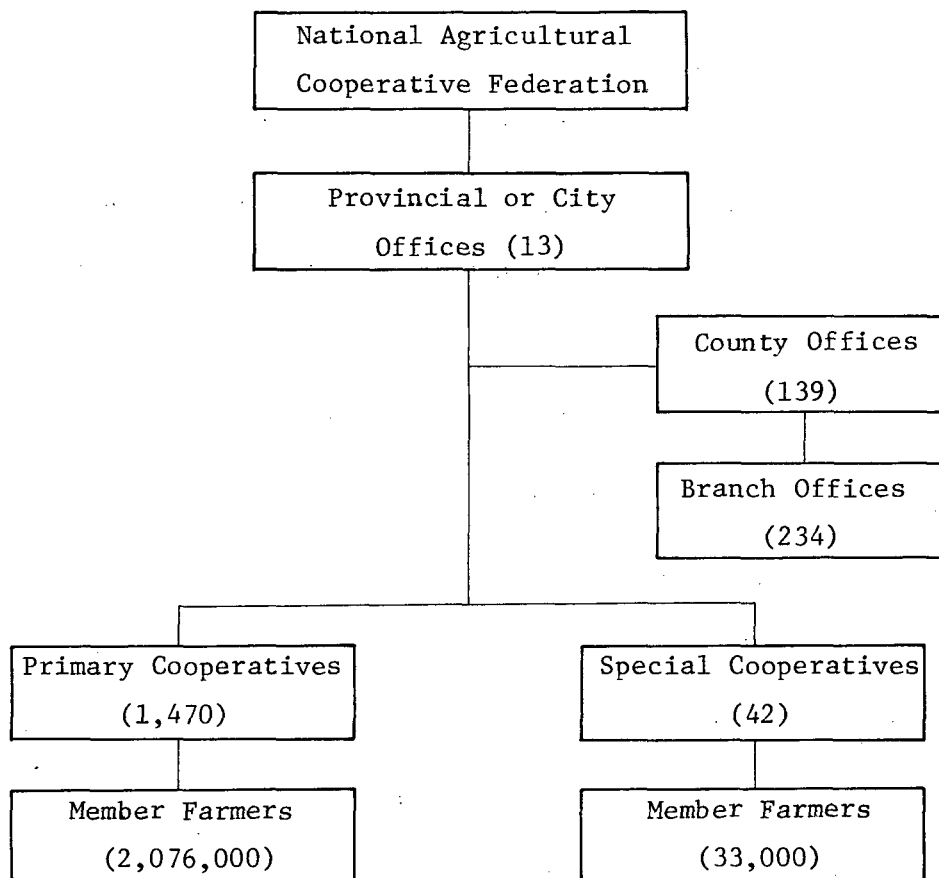
1. Organizational Structure

Up until 1980, the agricultural cooperatives were vertically organized at three levels: Primary Cooperatives at the township level, City or Country Cooperatives at the city or county level, and a Federation at the national level. On the other hand, they were horizontally classified into two categories: multipurpose agricultural cooperatives and specialized agricultural cooperatives.

In an effort to strengthen the primary cooperatives with which farmers have direct contact, and to develop them a strategic organization for rural development, the former three-tier system of primary cooperatives, city or county cooperatives, and the National Agricultural Cooperative Federation (NACF) were restructured on January 1, 1981 to two-tier system of primary cooperatives and the NACF, reforming the former city or county cooperatives as branch offices of the NACF.

Livestock cooperatives formerly affiliated with NACF have been transferred to the newly established National Livestock Cooperatives Federation (NLCF). Therefore, at present, primary cooperatives and horticultural cooperatives are members of NACF.

As of the present, there are 13 provincial or city offices, 139 county offices ; 1,470 primary cooperatives and 42 special cooperatives under the NACF. And a total of 2,076 thousand farmers and 33 thousand farmers are affiliated with primary cooperatives and special cooperatives respectively.



2. Major Activities

As described Chapter I, the objectives of agricultural cooperatives are to increase agricultural productivity, to enhance the economic and social status of farmers, and to assure a balanced development of the national economy through the voluntary organizations of farmers.

In an effort to attain these objectives, agricultural co-operatives have conducted diverse business activities as follows;

- 1) guidance, education, public information services and research for the improvement of farming technology and betterment of rural life
- 2) supply of agricultural inputs and consumer goods
- 3) marketing of farm products
- 4) utilization and processing
- 5) banking and credit operation including loan, deposits and domestic exchange
- 6) cooperative insurance for livelihood stabilization and welfare of member farmers
- 7) international cooperation for the strengthening of cooperative relationships with overseas cooperative movements and international organizations relating to agricultural development.

III. Education/Training/Farming Guidance of NACF

1. Trends of Farming Guidance

Since the multipurpose agricultural cooperative was organized in 1961, it has greatly contributed to the expansion of cooperative ideal and close ties between cooperatives and their members.

However, the management basis of Ri and Dong(village level) cooperatives was fragile, so that the serious management stagnation resulted in the failure of functional performance.

Accordingly, from 1969 to the first half of 1970s. Ri and Dong cooperatives were merged into 1,500 township level cooperatives, and the facilities including offices and warehouses were expanded. Various kinds of business were developed so that the key points might be provided to effectively support farmers with necessary aids.

On the other hand, the cooperative activities of farmers were out of centripetal point.

Frurthermore, close ties between the cooperatives and their members were difficult to be maintained.

The gradual reduction in the participation by farmers in

the cooperative business in the participation by farmers in the cooperative business resulted to form new village-level organizations.

Moreover, along with the change of conditions surrounding agriculture and farming villages caused by a high-degree economic growth, by Saemaul Movement, the aspects of farming needed new conversions.

- 1) from an individual farming to a group farming
- 2) from the traditional technology to the innovatory technology or new managerial methods
- 3) from the labor intensitied farming to the capital intensitied farming
- 4) from the type of family farming to that of enterprise
- 5) from the income oriented farming to the profit oriented farming

Also, modern rural household keeping pattern have been changed such a way as men in charge of earnings by farming activities and women in charge of the expenditure.

Accordingly, the role of women in the economic life have taken much more importance and the agricultural cooperative movement is difficult to implement efficiently without the

participation of women.

In the necessity to renovate the farming structure for the formation of primary cooperatives' business foundation and development of agriculture, change of rural household keeping pattern, the emphasis has been given to the organization and upbringing of farmers associations and women clubs as infra-structures of Ri and Dong(village) level from the first half of 1970s.

The associations and women clubs have been functioned as the bridgehead between the cooperative operation and various kinds of farming activities. Farming groups as production organizations might directly promote the cooperation of farmers' farming activities.

2. System of Guidance Activities

Guidance activities are carried out by the agricultural cooperatives at respective levels. The Headquarters of the NACF formulates the basic guideline for the overall guidance activities and coordinates the implementation of guidance. On the other hand, the provincial or city offices of the NACF perform the relay and coordinating functions relating to guidance activities at the provincial level.

The main functions of the agricultural cooperatives relating to guidance activities are as follows;

1) Headquarters of the NACF

- (1) Development, planning, coordination, support and evaluation of the farming and living guidance activities.
- (2) Formulation, implementation and evaluation of the community development programmes
- (3) Education and public information
- (4) The supply of teaching materials and aids such as slides, films, cassette tapes, newspaper, magazine
(Table 1)

2) Provincial or city and county offices of the NACF

- (1) Relay and coordination of the guidance
- (2) Implementation of guidance activities at the respective level
- (3) Education and public information

3) Primary cooperatives

- (1) Farming guidance to member farmers
- (2) Living guidance to member farmers or women clubs

Table 1. Educational audio-visual materials produced by N.A.C.F.

Trainee	Classification	Kinds	Format	Length	Contents
For Member Farmers	Film	3	16mm C/L	60 min.	Various activities of the N.A.C.F.
		1	"	"	Marketing
		5	"	"	Saving
		2	"	"	Insurance
		4	"	"	Exemplary successful model in farm or cooperative
	Slide	4	35mm C/L	30 min.	Farm technology
		1	"	"	Marketing
		5	"	"	Advanced farm technology and cooperatives
	For Staff	Slide	11	"	"
For Other	Film	5	16mm C/L	6 min.	
	Slide	6	35mm C/L	20 min.	Various activities of the N.A.C.F.

Table 2. System of guidance and the number of guidance workers at the respective level

System	Numbers		
	Men	Women	Total
NACF (1) (Saemaul Guidance Department)	37	1	38
Provincial or City Office (13) (Guidance Division)	54		54
County Office (139) (Guidance Section)	278	18	296
Primary Cooperatives (1,470) (Extension Workers)	1,470	949	2,419
Total	1,839	968	2,807

3. Performance of Guidance

1) Upbringing of Grass-Root Organizations

For the effective implementation of farming and living guidance, under a primary cooperative several collaborative organizations are organized among member farmers at the village level.

The organizations are classified into (1) Saemaul farming societies (2) Saemaul farming groups (3) Saemaul Women clubs (4) and Saemaul youth clubs.

The major objectives of these organizations are strengthening members activities in the enhancement of productivity and the improvement of living standard through cooperative activities.

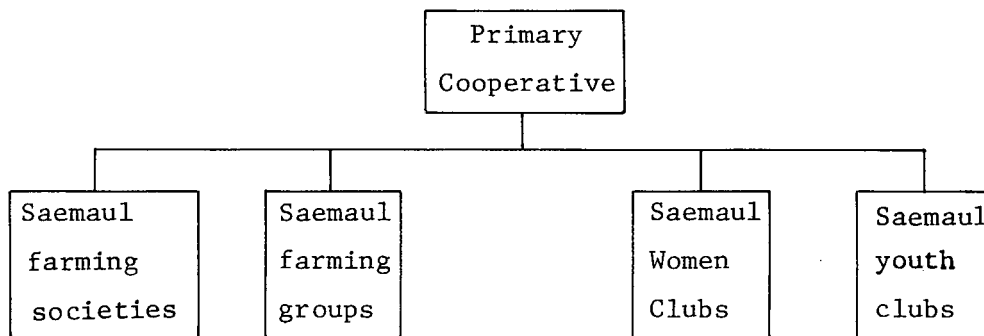
These organizations have much contributed toward developing agricultural cooperative movement as follows.

- a) Strengthening members' Participation in business activities performed by their cooperative
- b) boosting democratization of cooperative management through a close linkage between the cooperative and infrastructure organization.

Table 3. The numbers of infrastructure organization

Classification	The number of organization
Saemaul farming societies	37,000
Saemaul farming groups	11,000
Saemaul Women clubs	36,000
Saemaul Youth clubs	31,000

Table 4. Organization chart of Grass-Root Organization



2) The Contents and Activities of Grass-Root Organizations

(1) Saemaul Farming Society

The saemaul farming society fulfils this function as a leading organization at the village level. Its major functions are 1) coordinating and guiding farming groups, joint working groups, and farm machinery groups, 2) fostering the Saemaul women

clubs and the Saemaul youth clubs, 3) application and supply of agricultural materials and funds demanded by the collaboration organizations, and 4) relay service between the primary cooperative and member farmers.

The followings are major activities of society.

- a. Performance of integrated farming and support activity for the agricultural production.
- b. Promotion of regional development project for increasing income.
- c. Business on the development of off-farm income in rural area.
- d. Activities for the members' overall utilization of cooperative businesses.
- e. Education, training and study on scientific farming.
- f. Joint utilization activities for labor-saving farming and reduction of farming cost.
- g. Grading, packaging, storing and shipping for the improvement in market transaction.
- h. Activities for fostering young prospective farmers.
- i. Relay services for the application and supply of agricultural production input including farm chemical.
- j. Proposal on farming loan funds.

k. Service on the selling of food grains to be purchased by government.

l. Other relevant activities deemed necessary.

2) Saemaul Women Clubs

Among women in rural area, the Saemaul women clubs organized for the purpose of functioning as an organization improving women's welfare. The major functions of the clubs are 1) keeping well-being farm households, and 2) contribution toward the rural community development through realizing Saemaul spirit; diligence, self-help, and cooperation.

The women clubs carry out diverse activities enumerated as follows:

- a. Cultivation and inculcation for building well-being family.
- b. Activities on the education of children in rural area.
- c. Activities in relation to the rural community development.
- d. Activities on the improvement of rural environment and rural life: clothes, food and shelter.
- e. Activities for the improvement of nutrition and health
- f. Farm guidance activity for rural women.
- g. Training program for the handling of farm machinery.
- h. Activity on the rationalization of consumption life.

- i. Operation of nursery during farm season.
- j. Savings promotion activities.
- k. Activities concerned to welfare and culture of rural area.
- l. Collaborative service activities.
- m. Development of off-farm businesses of farm households and joint sideline work.

(3) Saemaul Youth Clubs

The Saemaul youth clubs are organized by the members of former 4-H clubs agriculture and rural community.

The major functions of the Saemaul youth clubs and 1) polishing knowledge and technology through learning; and actual performance based on knowledge, virtue, labor, and physical training, and 2) cultivating attainments for a member of the nation through cooperative life and service activities.

In order to fulfil their functions, the Saemaul youth clubs conduct following activities:

- a. Attaining new knowledge and advanced technology through actual performance.
- b. Contributing toward home life and commodity development through the rationalization of life.
- c. Training cooperative life through the thorough-going ideal and friendship.

- d. Promoting the saemaul Undong (new community movement) and campaigning the nature conservation.
- e. Realizing scientific methods in the rural community.

(4) Farming Groups

The farming groups are organizations aimed at joint production and joint marketing. As a group under the Saemaul farming society, the farming group has much contributed toward enhancing agricultural productivity and marketability of farm products.

The followings are activities of the groups.

- a. Setting up integrated farming plan.
- b. Performance of joint work for farming.
- c. Introduction of advanced farming technology and operation of model farm.
- d. Joint procurement of agricultural production input.
- e. Mobilization and operation of fund demanded in farming.
- f. Establishment and operation of joint utilization facilities.
- g. Formation and operation of common funds.
- h. Activities on joint marketing and on the enhancement of marketability.
- i. Other necessary activities of the groups.

3) Function of extension workers^F

In accordance with forstering of the grass-root organizations at the village level, the agricultural cooperatives perform their extension activities for the increase of agricultural productivity and the improvement of rural life.

These activities are carried through the linkage with the above 4 kinds of grass-root organizations.

To implement these activities, primary cooperatives employed men extension workers and women extension workers respectively.

The numbers of extension workers in the primary cooperatives are 1,470 persons as men extension workers, 949 persons as women extension workers.

The major duties of the extension workers are enumerated as follows:

- a. Guidance for the organization and management of grass-root organization.
- b. Advice the activities of the grass-root organization for the community development
- c. Encouraging the organization to expand the business of agricultural cooperatives
- d. Support for the cultural and welfare life
- e. Activities on the public information on the agricultural cooperatives.

4. Education / Training for Staffs and Members in Training Institutes

In order to facilitate the successful attainment of the cooperative movement, and effective implement of farming and living guidance, NACF offers a wide range of education and training programmes not only to member farmers but also to staffs of NACF and primary cooperatives

1) Training Institutes

The persons who would need to take cooperative education and training can be grouped as in the following;

- a. The staffs working in the NACF and its branch offices
(around 12,000 persons)
- b. The staffs working in the 1,470 primary cooperatives
(around 30,000 persons)
- c. The leaders of member farmers of primary cooperatives

In the period of 1961-1970, the above group (a) was trained mostly in the Central Training Institute located in Seoul.

In the period of 1970-1980, the demands for the training of group (B) and (C) were increased beyond the capacity of the Central Training Institute and the construction of provincial training institutes were started in the latter part of 1970s.

Presently, the central Training Institute is training the group (a) mostly and partly the group (b). On the other hand, the provincial training institutes are training the group (b) mostly and partly the group (c). So far central and provincial training institutes have been trained around 11,400 group (c) shown in Table 6.

Table 5. Training Capacities of Agricultural Cooperative Training Institutes in Korea

Location	Construction Completed	Capacity at the same time	Capacity in a Year	Number of Instructor
Central Institute	1961	350	3,500	35
Provincial //				
Kyunggi	1981	200	6,000	18
Kangwon	1978	200	3,500	11
Choongbuk	1981	100	2,000	8
Choongnam	1976	90	2,000	10
Jeonbuk	1979	200	3,500	11
Jeonnam	1978	190	3,300	11
Kyungbug	1976	100	2,000	8
Total		1,430	25,800	102

* Kyunggi provincial Institute was established in 1981, but it was transferred for the leaders' training institute as the national level on October 1983.

Table 6. Number of Leaders' Trained in the Provincial Training Institute

Classification	Year 1980	" 1981	" 1982	" 1983	Total
Leaders of farming societies	1,499	2,097	1,157	799	5,552
Leaders of farming groups	-	609	1,136	771	2,516
Leaders of women clubs	-	-	1,451	1,084	2,535
Leaders of youth clubs	-	-	749	100	849
Total	1,499	2,706	4,493	2,754	11,452

However, the demand for the training group (c) were more increased any other time.

On the other hand, staffs working in the NACF and primary cooperatives have been trained twice or 3 times except new employees

On October 1983, Kyunggi Provincial Institute was transferred from the mostly staff training institute to the Agricultural Co-operative Leaders' Training Institute as a national level (ACLTI) to strengthen for the member education.

Since its establishment on October 1983, around 800 leaders of grassroot organizations such as Saemaul Farming Societies, Saemaul Farming Groups, Saemaul women clubs, Saemaul Youth Clubs have been trained.

Table 7. Training Programme of Training Institutes

Institute	Course	Participants	Duration	Objective
(1)	Basic course	Newly-employed staff	week 5	Cultivation of basic knowledge on business operation
		Clerk level staff	2-3	
	Middle management	Assistant managers	1	Cultivation of managerial ability
		Primary coop. managers	1	
Top management	General managers of NACF and primary coop. Presidents of primary coop.	1	Techniques for business management and leadership	
		2		
Specialized course	Staff of specialized field	1	Acquisition of knowledge on specialized field	
Agr. Coop. Leaders' Training Institute (1)	Leaders' course	Leaders of grass root organization (Members)	1	Cultivation of cooperative philosophy and ideas
Provincial Training Institute (6)	Basic course	Newly-employed staff	5	The same of CTI' objective
		Clerk level staff	2-3	
	Middle management	Manager	1	"
Specialized course	Executives of primary agr. coop.	1	Cultivation cooperative spirit	

ACLTI will train the leaders of grass-root organizations about 6,000 persons in the 1984.

The capacities of the central and provincial training institutes are summarized in Table 5. In the table we notice that most of the provincial institutes were established in recent years. For the training institutes as a whole, around 1,430 persons can be trained at the same time. For a year around 26,000 persons can be trained. But the persons can be trained depends on training duration. The training programme of training institutes is shown in Table 7.

The training is usually ceased during in the cold winter and in the hot summer. The period can be trained in the year is usually 30-33 weeks.

The subjects offered to the staffs of primary cooperatives are quite similiar to the subjects offered to the NACF staffs in the central institute.

You can see the list of subjects offered for the staffs who work in NACF and primary cooperative in the Table 9.

And the list of subjects offered for the member in the provincial institutes and Agricultural Coopeative Leaders' Training Institute is in Table 8.

All the trainees, not only to staffs working in NACF and pirmary coopeatives but also to members, are requested to live in

Table 8. Training Programme of Agricultural Cooperative Leaders Training Institute

Participants	Duration	Major Subjects	Hour
. President of primary coop. 1	1 week	o National spirit for advanced country	2
. Vice-president of primary coop. 1		o National economy and attitude of people	2
. Man extension worker of primary coop. 1		o Our resolution for the better life	2
. Leaders of farming societies 2		o Rural development and role of Agri. Coop.	2
		o Experience presentation on Agri. Coop. movement	2
. Leaders of farming groups 2		o The necessity of grass-root organization	2
		o The role of grass-root organization	2
. Leaders of women clubs 2		o Agricultural management and marketing	
. Leaders of youth clubs 1		o New farm technology	2
(Sub-total 10)		o Success stories of grass-root organization	4
* 10 persons per primary coop.	o Case study and discussion on grass-root organization	4	
* 1 course is operating as 20 primary coops.	o Field trip	11	
	o Saemaul film show		
	o Physical training	7	
	o Farm dancing festival	2	
	o Others	2	
			2
		4	
Total 200 persons			52

Table 9. List of Subjects Offered for Training Courses
(ex. Basic course)

Subjects on business	Subjects on spirits, will
<ul style="list-style-type: none"> o Book-keeping o Accounting of Agri. Coop. o Deposit business o Loan business o Check and money changes o Insurance business o Loan control o Cooperative purchasing o Cooperative marketing o Tax affairs o Guidance of member farmers o Agricultural credits o Agricultural cooperative law o Civil code o Cases of legal problems o Management 	<ul style="list-style-type: none"> o Opening and closing ceremonies o Orientation program o Singing and meditation o Group discussion o Role calls and jogging o Success stories o Human relations o Job as a life o Leadership. group dynamics o Decision making process o Agri. Coop. movement o Agri. economy o Economic development o International relations o National development
<p>* The ratio of total time is 70%.</p>	<p>30%</p>

5. Training/Farming Guidance in County or Township Level

The central/provincial training institutes and cooperative leaders' institute are unable to train all the member farmers. It will be only possible to train the leaders of grass-root organizations.

Accordingly, member farmers are trained mainly on the spot (filed) basis as follows;

- 1) Training programmes for member farmers
 - a) Details of training
 - (1) Understanding of the essence of the cooperative movement.
 - (2) Cultivation of the cooperative spirit and voluntary participation in the cooperative movement.
 - (3) Introduction to farm management and extension service.
 - b) Training methods
 - (1) Residence courses of the leaders of grass roots organizations, in Local Staff Training Institutes or in county training halls.
 - (2) Training of farmers at the primary cooperative.
 - (3) Training of members of grass roots organization by its leader.

- (4) Promotion of the self-development attitude through observation tours to well-advanced primary cooperatives and farming societies.
- (5) Training of member farmers during the off-farm season on cooperative movement.
- (6) Lectures, tours to agricultural cooperatives, various kinds of cultural activities.
- (7) Cooperative staff members' visits to farm villages.
- (8) Maximum use of information networks through cooperative channels.
 - o Farmers' Newspaper, mobile theatres, Radio, T.V, V.T.R.
- (9) Publication of respective cooperative bulletin.
- (10) Public address system at each farming society.
- (11) Observation tours to industrial complexes.
- (12) Audio-visual training
 - (a) Operation of mobile theatres at primary cooperatives by provincial branches of the NACF.
 - (b) Operation of a mobile health unit under the cooperative mutual insurance programme.

6. Budgetary provision

1) Raising

The funds needed for management and operation of training institutes are financed by the revenues earned in other cooperative business such as banking & credit, marketing & purchasing and cooperative mutual insurance etc. The budget needed for farming guidance, training for farmers and upbringing of grass-root organization is provided by above methods also.

2) Application of the Budget

- a) The college and institute superintendents utilize the budget according to training programmes.
- b) Budget inspection by the Auditor's Office of the N.A.C.F. is taken place at least once a year.

Table 7. Description of the budget for guidance activities (1963)
unit : us :

Classification	NACF	Primary cooperative
o farming guidance	307,717	6,722,500
o fostering pri. coop.	388,904	-
o education	1,791,168	2,846,300
o living guidance	-	1,051,300
o reserch	222,707	248,800
o farming information	981,954	3,280,000
Total	3,692,450	14,148,900

* Above figure is not included fixed cost such as personnel expenses, management and operation of training institutes.

6. Budgetary Provision

1) Raising

The funds needed for management and operation of training institutes are financed by the revenues earned in other cooperative business such as banking & credit, marketing & purchasing and cooperative mutual insurance etc.

2) Application of the Budget

- a) The college and institute superintendents utilize the budget according to training programmes.
- b) Budget inspection by the Auditor's Office of the N.A.C.F. is taken place at least once a year.

Table 7. Description of the Budget (on 1983 basis)

(US \$)

Classification	N.A.C.F.	Member Cooperatives
Budget for education	2 million	9.4 million
Budget for guidance	8 million	11.4 million
Total	10 million	20.8 million

7. Future Programme

In general, Farmers are more interesting to know new technological skills and informations relating to their specific farming activities than the knowledges on agricultural cooperatives.

On the other hand, very few instructors in provincial training institutes are able to provide technological informations of agricultural production to fulfill the farmer's needs.

So Central Training Institute is going to add new course for famers such as Farming Technology Development Course next year.

The farmers who want to attend this course have to give a application and the money needed to implement this programme to CTI.

Staffs of ORD, professors of agricultural college, exemplary farmers are invited as visiting instructors to give lectures on agricultural techniques to attendant farmers.

The duration is 1 week, we will implement 4 times as the pilot case next year.



77

COOPERATIVE IN MALAYSIA
WITH EMPHASIS IN RISDA
(RUBBER INDUSTRY SMALLHOLDERS DEVELOPMENT AUTHORITY)
SMALLHOLDERS COOPERATIVE

AZMAN B. HJ. HASSAN
RISDA REGIONAL OFFICE,
PAHANG EAST,
KUNINGAN,
PAHANG.

INTRODUCTION

Cooperative movement in Malaysia is being handle by the Ministry of Rural Development and it is headed by a Minister. Under this ministry all cooperatives are geared to a new community in which people work together in order to construct a better quality life and, as a consequence a richer and stronger nation. Every cooperative member admits that he is a member of the community as well as of the nation as a cooperative organisation. Thus the movement as a pan-national activity for progress is addressed to the improvement of the country, districts, neighbourhoods and individual life through cooperative works and changes.

The cooperative movement is also addressed to spiritually encouraging the members of each cooperative and energizing their economic activities base of the spirit of deligence, self-help and cooperation. Its movement is geared to three categories;

First, the cooperative at all levels is to cultivate and practice the spirit of deligence, self-help and cooperation. The major of each formed cooperative movement is to nurture the progressive and productive spirit of the nation.

Secondly, it is expected to be social development movement which brings cultural changes in and improves the community well being. It is therefore expected to be a major reform movement that changes the society.

Thirdly, the ultimate aim of each formed cooperative is an economic development movement. It is the very movement through which we may increace the employment of labor and raise income. This will provide, each member of the cooperative with the higher quality of welfare and income. It is a general activity or programme to narrow the gap between urban and rural areas in terms of job oppourtinuty and productive capacity.

AGENCIES AT NATIONAL LEVEL

The organization and agencies at the national level which promote and assist cooperative member education are as follows:-

1. Department of Cooperative Development.
Address: Department of Cooperative Development
Mahameru Road, Kuala Lumpur.

2. Farmers Assosiation Malaysia.
Address: B Block, 2nd. Floor, Office Complex Damansara,
Kauala Lumpur.

3. Fisheries Development Board Malaysia
Address: 7th Floor, PKNS Building,
Jalan Raja Laut, Kuala Lumpur.

4. National Union of Cooperatives Movement Malaysia:
Address: 103, Jalan Templer, P.O.Box 368, Petaling Jaya,
Selangor.

Functions:

1. Department of Cooperative Development
 - a. Department of Cooperative Development encourages the establishment of viable Cooperatives consisting of numerous members capital intensive with sound management.
 - b. It encourages the establishment of joint cooperatives in districts wherever possible.
 - c. Encourages cooperative to participate in various economic activities with emphasis on individual participation, joint venture with companies or working together among cooperatives to attain their objectives.

2. Farmers Assosiation Malaysia.

The farmers cooperative to the entity resulting from the intergeration of rural agrobased cooperative societies & farmers assosiation, following the promulgation of farmers organisation Act, 1973 (Laws Of Malaysia 109).

Functions

- a. To provide extension services and training facilities to farmers so as to equip them with the technology essential for the advancement of agriculture, horticulture, animal husbandry, home economics, agribusiness and other commercial enterprises.
- b. To expand agricultural production among farmers and smallholders so as to promote greater diversification and commercialization of agriculture and to expand and promote agribusiness.
- c. To make available farm supplies and daily necessities including other facilities required for progressive farming and better rural living.
- d. To provide credit facilities and services and to promote greater investment in agriculture and economic projects.

3. Fisheries Development Board & Fisheries Cooperative

- a. To improve the socio economy status of fishermen in the country.
- b. To expand a productive fishing industry.
- c. To facilitate credit facilities among fishermen.
- d. To provide training as well as education to the fishing cooperative members.

4. National Union of Cooperatives Movement

- a. It is a union cooperative with an intention to assist a sound function of all registered cooperatives.
- b. It will extend various services relevant to the requirement of formed cooperatives.
- c. Act on behalf of various cooperatives in M'sia at national and international level.
- d. Research and finding in cooperatives that have failed in running its activities and making recommendations for its improvement.
- e. Encourage education, training and publicity in the cooperative field of business management and industry.

- f. Assist and coordinate with the government to the improvement of cooperative movement in Malaysia
To attain the above objective, the following are steps taken by the Union.
- a. Organise meetings, rally, seminar, speeches, study groups, study tour, courses etc.
 - b. Sent participant or observer attending local and national seminars etc.
 - c. Publication of books, journals, and other reading materials.

Improvement.

It is understood by the government of all the countries, especially development of small farmers, and the urban low income group are the critical factors in the process of national modernization. Thus, various types of activities are being carried out with different degrees of success. The following are suggested improvement to be made to each cooperative movement which are being formed at the district levels.

a. Step by Step

The major reason that the cooperative movement has not been that successful is that it arrived, right from the beginning, at cooperative production, marketing or other economic activities. Such cooperative activities require a very high degree of farmers cooperative spirit and sound rational value judgement.

Therefore, it needs to take a step-by-step approach.

First, there should be an initial stage to stimulate self-help spirit and confidence of the people. By this I mean it should have a better environment of living condition such as a better form of infra-structure for easy accessibility to promote their produce. By this the government has provided an incentive as well as subsidy by its yearly planning schedule. These projects made initial contribution & to boosting the farmers role for self-help spirit and to helping them work for a new and better life.

Second, when the people are inspired by the self-help spirit and newly-gained confidence, and start to look for a better life, they should be learn to cooperate with each other to pursue their objective what I meant by this the villages are required to do the maintenance of roads and bridges when necessary so that it can last even longer for their own benefits, thus require cooperation and sometime sacrifices. By this the members or villages has supported the government programme and thus reduce further losses. The government encouraged the member or villages to take up such projects by offering incentives. The fact that roads were constructed means that there are several meetings among the village members and everybody had to give something for the common benefit citizen and for fostering cooperative spirit.

Third, when the villages have gained self-help spirit and cooperative attitude, only then can income generating projects be introduce. Cooperative production, cooperative marketing and other income generating projects require the highest degree of cooperation cooperative investment and rational management.

Leadership Training and Development.

Development of village leaders is a nother critical factor. First, the leader must be on of the villages who identifies himself with the village. A leader who came from outside i.e. from government agencies may become a technical adviser and a guide and some time difficult for him to be a real leader of the village.

Second, the leader may be compensated for some of the expenses incurred in carrying out his work.

Third, he must be trusted by the people must have the principle of self-help spirit must have a sense of mission and devotion, must have strong persuasive power by setting expanles for other villages to follow and must be creative. The level of formal education may not be an important factor for qualification as a village leader.

Fourth, it is ideal that he should be elected by the villages. But when it is not practicable due to various reasons, he may be appointed by the agency concerned after careful consideration. Often we can find such a leader accepted by the villages and already doing some goodwork for the developemnt of his community.

Fifth, the leader, either appointed or elected, must be trained in the movement for rural development. The training should aim at fortering a pioneer spirit dedicated to the common benefit of the village and the community.

Motivation should be the most important objective of the training programme.

Sixth, he should receive continous support and encouragement by the agency. As he is partially being paid, support, recognition and encouragement are the important rewards for him. A letter of appreciation is often given by the head of department for their good deeds.

Strong support for the cooperative movement from all levels of the government is necessary. The support should come from the highest authority of the government. Support in kind and cash is a necessary incentive. The agency should release the funds at the proper time without fail. There should be close supervision of the progress of government supported programmes.

Top-Down and Bottom Up.

It is believed that the ideal situation is that such mass movement should come from the people, particularly from the rural people. Under our rural conditions, it may be difficult to depend antirely on the initiative of the rural people to start the movement. The experinces of the agricultural cooperative movement gives us some lessons in this regard. There fore, it maybe useful to employ a top down approach, using the goverment administrative machinery, in the initial stage, to build a basic foundation for the bottom-up approach to be possible.

Member Education:

In Malaysia, education of members of each cooperative is being given a top priority, with the hope that a good education background will provide a sound management.

A cooperative college was established to provide assistance of members in each individual cooperative.

Courses that were held in the college were as follows:-

- a. Basic book-keeping
- b. Cooperative Administration
- c. Basic Business Administration
- d. Advanced Book-Keeping
- e. Personnel management.
- f. Agricultural Marketing Management
- g. Agrobased Cooperative Management.

At the district level, the Department of cooperative Development will ensure that each cooperative will be given an opportunity to attend these courses depending on its requirement. The department at the district levels consists of two division namely development division as well as the audit division. From the two division they will evaluate the performance of the cooperative and from there several assistance will start.

RISDA (RUBBER INDUSTRY SMALLHOLDER DEVELOPMENT AUTHORITY)

The formation of RISDA is a step to remedy and improve the economic condition of the smallholder sector. Rubber smallholders sector produce about 55% of Malaysia's total production and this amounts to 20% of the world's natural rubber production.

Smallholders are considered as a unorganised group since its contribution is imminent, priority were given to them and RISDA shall.

- i. Implement all agricultural innovation that emanate from research.

- ii. Carry out the replanting of the smallholders sector with modern high yielding planting materials in comprehensive and systematic manners,.
- iii. Ensure that smallholders sector is modernized in every sense to improve the economic well being of the smallholders.

At the same time, the Rubber Research Institute of Malaysia provides and ensure the availability of approved planting materials for the rubber smallholders.

The success of the mission assigned to RISDA therefore will help immeasurably towards achieving the objectives of the NEP (National Economic Plan) that of the eradication of poverty and restructuring of society, as well as social, economic and political stability of the country. It is in this context that the formulation of an effective communication (extension) system with more than half a million scattered smallholders is especially critical in facilitating achievement of the objectives. The setting up of RISDA as a change agency is an attempt on the part of the Malaysian Government to bridge the prevailing communication gap between the government machinery on one hand and the target groups (the smallholders) on the other.

Group activities among the rubber smallholders were initiated with a setting up of group processing centre where smallholders were able to process their latex into rubber sheets using facilities that were available at the group processing centres. Based on the Group Processing Centre concept the Smallholders Development were evolved where activities beyond the processing and sale of rubber can be carried out. The Smallholders Development centre serve basically as a nucleus of RISDA'S effort to help modernise farm techniques, processing and marketing of smallholders produce.

In the process of modernizing the smallholders some of the enterprising Smallholders Development Centres were able to organize various development activities on a group basis such as setting up of sundry shops, able to by transport for transportation of rubber, smoking of rubber sheets and bulk selling of rubber. The Smallholders Development Centres which were originally planned to be growth centres has now evolved to function more like a small cooperatives.

For Decades the middlemen has monopolies the marketing of smallholders produce. Thus, with the existence of smallholders cooperatives in various districts and involved them selves directly in the marketing process, any accrued profits will not be channelled to the middlemen. By this active participation it provides competition in the smallholders market thus better return of farm produce to them, With this the cooperative will introduce 'Bulk Sales' of rubber by tender and thereby ensuring better and finer return. To strengthen their competitive, the cooperative can also set up comprehensive marketing chains which will also help to reduce the time taken for the smallholders produce to reach the consumers. With the setting up of the cooperatives, therefore, the rubber smallholders with the operating areas can very well be also assured of an efficient, alternative marketing channel for their produce.

(Refer Appendix I)

Achievement.

Todate RISDA has formed 62 smallholders cooperatives at the district levels and one at the national level. All the above mentioned cooperatives have been registered under the cooperative ordinance 1984 and the National Rubber Smallholders Cooperative (NARSCO) has been registered on 16.4.1981.

Since its registration RISDA has managed to get members amounting 31,626 throughout the country. RISDA has a policy guideline whereby our target under the fourth Malaysia Plan is to achieve at least 20% of the total population of the smallholders to be registered as members in any of the cooperatives at the district and state level.

NARSCO members are those of the 62 cooperatives at the district as well as at the state level.

With the 62 cooperatives formed, RISDA has managed to have on initial capital of M\$2.2 million from the shares of the members (Appendix 2).

INITIAL LAUNCHING GRANT TO THE SMALLHOLDERS COOPERATIVES

To ensure RISDA manage to achieve 20% of the total smallholders in the 4th. Malaysia Plan and to make sure they would pursue in commerce and industry the Government through the Ministry of Land and Regional Development has given an outright grant of M\$20 million. This amount has been entrusted to the National Rubber Smallholders Cooperative (NARSCO), to channel to the district and state cooperatives.

The distribution of \$20 million will be distributed as follows;

- a. 58% or \$M 10 million for investment by NARSCO
- b. 35% or \$M 7 million for loan or advance to district/state cooperatives.
- c. 15% or \$M 3 million as grant to districts/cooperatives.

Loans to carry out projects of cooperatives will be considered to be apportioned as follows:-

- a. 90% of the cost if the project cost less than \$M 50,000
- b. 20% as bridging loan for projects costing more than M\$50,000.
This amount will be used as an advance by the cooperatives concerned to get outside loan to finance it's project.

Outright grant to cooperatives is based on,

- a. \$M 10,000 to each cooperative
- b. Besides outright grant in (a) an additional of \$30 per person is also given. At the discretion of the management, this money can be used for the purchases of National Trustee Shares.
- c. The maximum grant allowed is M\$50,000 per cooperative.
- d. As for (d), the number of members eligible will be determined as at 30.6.1981. However if on or after the above date, maximum amount has not been taken, the cooperative can campaign for more members and be eligible for the grant.

In order to obtain the advances or loan from the National level (NARSCO) the cooperatives will have to maintain up to date a set of accounting books, and at the same time the desired project is qualified and approved by the Department of Cooperative Development. This is important in order to avoid misappropriation.

With the apportionment of the grant and shares of the members each cooperative begins its own objective, Majority of the cooperative acquired land to ensure a bigger acreage to be planted with approved rubber planting material, hence bigger production. By obtaining land in this manner is in line with the national interest. This is so a very high proportion of the estates land in Malaysia is foreign owned, hence the smallholders cooperative could play an important role in redressing this imbalance by participating in a larger scale agricultural production activities, particularly rubber. The main obstacle for such projects however has always been the inavailability of land, and it is hoped that the government will assist in alienating state land for the cooperatives to develop into rubber estates thereby helping to reduce this ownership disparity. Through joint ventures, the cooperative can also ensure the proper management of those estates which lack the necessary expertise. As an alternative to this land development, the cooperative can also purchase viable estates which may be put up for sale.

With the encouragement of the government and assistance by RISDA, Cooperatives in the district level begin to take shape. The grant provided and shares from members are the take off point for the cooperative to start their projects. Besides the marketing of rubber other major activities are as follows;

a. Consumer goods

In order to combat inflation, RISDA cooperative started a consumer goods to be supplied to the smallholders. This was operated on a 50 : 50 basis between the society and its members.

The main objectives are;

- To undertake the supply of daily necessities and other consumer goods and services at fair and reasonable prices.
- To ensure the daily necessities is not staggered and replenish in time.
- Reasonable price to the members.

b) Housing.

In line with its diversification programme, RISDA cooperative started its first housing project in Muar, Johor consisting of low cost houses. At the same time many other cooperatives purchased building for their officer at the district level.

c) Plantations

The society, realising the income-generating capabilities of rubber and oil palm, acquired smallholders holdings which are left idle and refuse to tap its potential, any further, hence creation of job opportunities for its members.

d) Supply of Electrical Goods

To ensure the smallholders to have a better quality of life as those in the urban areas many cooperatives at the district levels are distributors for electrical goods. By this the cooperative supplied radios, refrigerators, television washing machine at a reasonable prices and easy mode of payment. Many cooperative become the Agent dealers for THOSHIBA & NATIONAL electrical product.

e) Hire Purchase Loan

To be timely in carrying out the members daily activities some cooperative at the district level has started giving loan to members to buy motorcycle. This system of hire purchase is given to members who have paid up their shares and are guaranteed by at least two guarantors with reliable financial background.

f) Supplies of Agricultural Inputs

To combat fake products flooded in the market, the cooperative ensure its member genuine agricultural inputs namely agricultural weedicides, formic acid, fertilizers, animal feeds etc. By this, the supplies are mainly direct from the producer thus shortening the marketing network and reduces the number of middlemen and hence with a reasonable price to the ultimate consumer. Better terms of credit facilities from the producer and timely arrival to the smallholders needs as well as agricultural programme in the field will be followed according to the schedule laid.

g) Obtain Contracts In Developing Land For Mini Estates And Other Contract Work.

This is a new and popular system to encourage the rubber smallholders to replant their uneconomical holding through mini estates. With the introduction of this system the problem of absentee's landlord, old age, migration to urban areas, small farm family has partially solved the replanting problem, hence more acreage are able to be replanted with approve planting material. The replanting holdings were grouped and work are being tendered out. Majority of this project were successful being tendered out to the district cooperatives. They developed the land with new planting techniques, as well as latest technique of husbandry. The minimum acreage for a mini estet is 50 hectares. From this activity each cooperative are able to reap a profit of \$M20,000 on average from each scheme of 120 hectares.

Other contract works that the cooperative are able to take role effectively is the distribution of fertilizers for the rubber smallholders replanted holdings. By this, a negotiated price through tender system is being awarded to the lowest bidder, expertise in carrying the job, availability of storage facilities as well as a good network of transportation system. With this opportunity the cooperatives will more a step forward in acquiring its assets namely lorries, vans and trucks wherever possible. In line to this creation of job for members is the main motive with opening of repair vehicle centres and training in motor repairing to member wherever possible, thus reduces its operational cost.

Cooperative Member Education.

In to day's circumstances in Malaysia, education of the masses is a government responsibility. It is not necessary for the cooperative movement to conduct or promote education in its widest sence. It could supplement the Government's programme. It could encourage and assist its members to take advantage of the educational benefits available in the country. There are many ways by which this could be done. Provision of scholarships and financial assistance to members or their children to continue their studies are some of the ways. The more important problem and what the movement is more concerned is educating about their own system of social economic

- 14 -

Activity. This is the crux of cooperative education, cooperative education is therefore a pivotal factor in the progressive development of the movement. Popularisation through publicity, propaganda and good public relation work to bring in more people is also part of education.

There are three different aspects of cooperative education;

These are:

1. Education of the general membership which will include committee members.
2. Training of employees which would mean full time managers, supervisory personnel and rank and file workers
3. Publicity and dissemination of cooperative information this would be directed to both members and non-members.

The government through the Department of Cooperative development is the main organ for conducting any type of organised education programme in the country. This led to the organisation of an institution formed i.e. the cooperative College in Petaling Jaya.

Cooperators and extension workers at the field level are being sent for various courses in the college. With a good collaboration between RISDA and the Department of Cooperative Department several managers in the district level were trained in the college. Courses conducted where field managers attended were as follows;

- a) Basic book-keeping
- b) Introduction to cooperative administration
- c) Basic business Administration
- d) Intermediate Book-Keeping
- e) Agricultural Marketing

Some of the field managers have attended courses by MATCOM. Besides the manager, members of each cooperative are also selected to various courses conducted by the college through the Department. Supervisors and clerical staff of the cooperative have the opportunity to attend the above courses.

Extention Education In RISDA

Education programme at field level is one of RISDA'S main objective. To achive this effectively several quidelines were given to field officers to train smallholders, within their reponsible areas. Extention programme are geared to create awareness, interest, will acceptance. This could be done effectively by restructuring communication strategy which include the following;

- a) Dailouge
 - b) Campaing in groups
 - c) Methods demonstration
 - d) Distribution of phamplets
 - e) Field education programme
- (Appendix 3)

Field Cooperative Education Personnel

- a) At the local level:
At this level the managers of district cooperative are consider as the personnel as well as the committe members of the cooperative. Training and course were conducted for them and with the new innovative and training they are expected to inform the members through meetings, group discussion within each sub-district, campaign ets.
- b) Often the department of cooperative development personnel organise short courses for the district managers. Courses conducted are on development, basic book-keeping, auditing and areas where the cooperative is expecting problem. Through these findings and solutions quick action to remedy further losses are checked.
- c) Provincial level (state level)
Each year the Department of cooperative Development invite cooperatives personnel and members throughout the state for a week course or workshop where various topics are discussed. Personnel at this level often attend the Annual General Meetings of various district cooperative where new information, encouragement, training programmes are disseminated to the members.

d) National Level

The Cooperative college and the National cooperative union are responsible for this. The type of cooperators who underwent training were the following :-

- i. Cooperative officers freshly recruited to the cooperative Department who spent a period of three months at the college.
- ii. Cooperative Inspectors who spent 6 months at the college
- iii. Rural cooperative leaders nominated by the Cooperative Bank of Malaysia.
- iv. Cooperative auditors from the Department of Cooperative Development and also.
- v. Internal auditors of urban societies for two months
- vi. Cooperative managers at various district levels including RISDA.

The Cooperative college is headed by the principal. From the 1st Nov. 1968, the college, is an independent body to be managed by a council. To date the college organises courses that lead to the award of diploma to its participants. Beside this, courses for internal auditors are also conducted. Thus, the college functions as one of the renowned institutions in the country. The syllabus of the college is to be revised by a high-powered Committee. It is expected to make changes in the administrative set up to make it more efficient. The college has also arranged for a number of cooperators to go on study tours to other parts of the world. This produces positive results which have given a new heart to the movement.

Fund For Cooperative Members Education

Funds for these education are namely from;

- a. the cooperative at the district level - courses mainly to the cooperative members. Funds are raised from the profit of activities carried out and from the shares of the members. The shares for its unit at state/district level derives from individual members. The price of 1 share is M\$1.00 minimum share to be purchased are M\$100.00.

- b. Funds for courses at state level are being raised by the respective organization to train the personnel or cooperators.
- c. The union of cooperative raised its funds from members annually at least M\$20/- and a ceiling of M\$300/- from each member. Donation or authorised payment of 1% net profit of members annually, from the sale of journal 'Pelancar' or from donation from time to time.
- d. For the year 1984 RISDA'S extension division was allocated a total sum of M\$500,000 to carry its extension activities. This include all the cooperatives in each district levels where courses, informal training, 'campaigns', slide shows, tour as well as dialogues will be included in this programme. With this sum being allocation more smallholders will come forward to strengthen and support their cooperative at the district levels.

RISDA EXTENSION PROGRAMME

RISDA extension programme name TRIDELTA was introduced in 1982. With a main objective of transferring technology with an intention to change attitude, knowledge and increase skill among smallholders society. (Appendix VII).

With this new scope 5 forms were introduced for RISDA field extension workers at the field level. The forms are as follows;

SPR	1	-	Survey Forms
SPR	2	-	Intended Project Forms
SPR	3	-	Programme Schedule Forms
SPR	4	-	Progress Reports
SPR	5	-	Monthly Implementation Project Progress Reports

With the above reports each field extension takes 5 steps in the implementation of project within his responsible areas. The various steps are as follows;

- a. To identify each individual smallholder in his working area
- b. To identify various projects within the ability of each smallholder.

- c. Programme and schedule his work
- d. Identify and evaluate action in the implementation of the chosen project.
- e. Progress report of the chosen project.

TRIDELTA has a potential source of programme implementation. As a system it could be use for short as simplified forms of project implementation in supervising areas, districts as well as at the state level.

CONCLUSION.

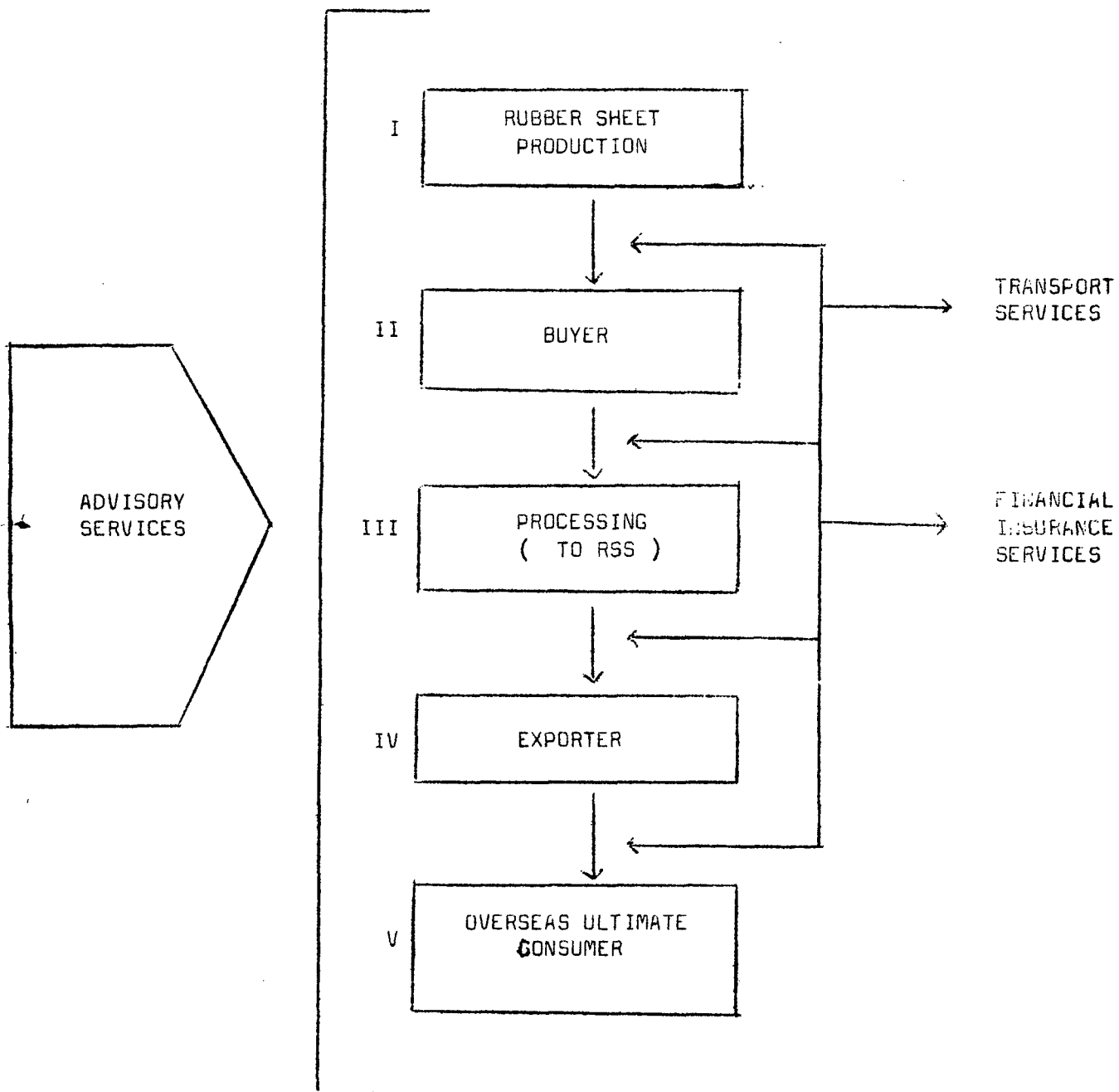
Cooperative is a continuous process and it is the desire of everyone who is involved in the development of smallholders cooperative, to see that their effort to run the cooperative in a successful and efficient manner thus the cooperative can offer the services.

The success does not only lies with planning and carrying out the activities but the success also depends from the sincerity and cooperation given by members to the society in carrying out their responsibility as members. Above all, the success would also depen on the honesty, efficiency and dedication of the administration and management staff.

AZMAN BIN HAJI HASSAN
RISDA REGIONAL OFFICE,
PAHANG EAST,
KUANTAN,
PAHANG.

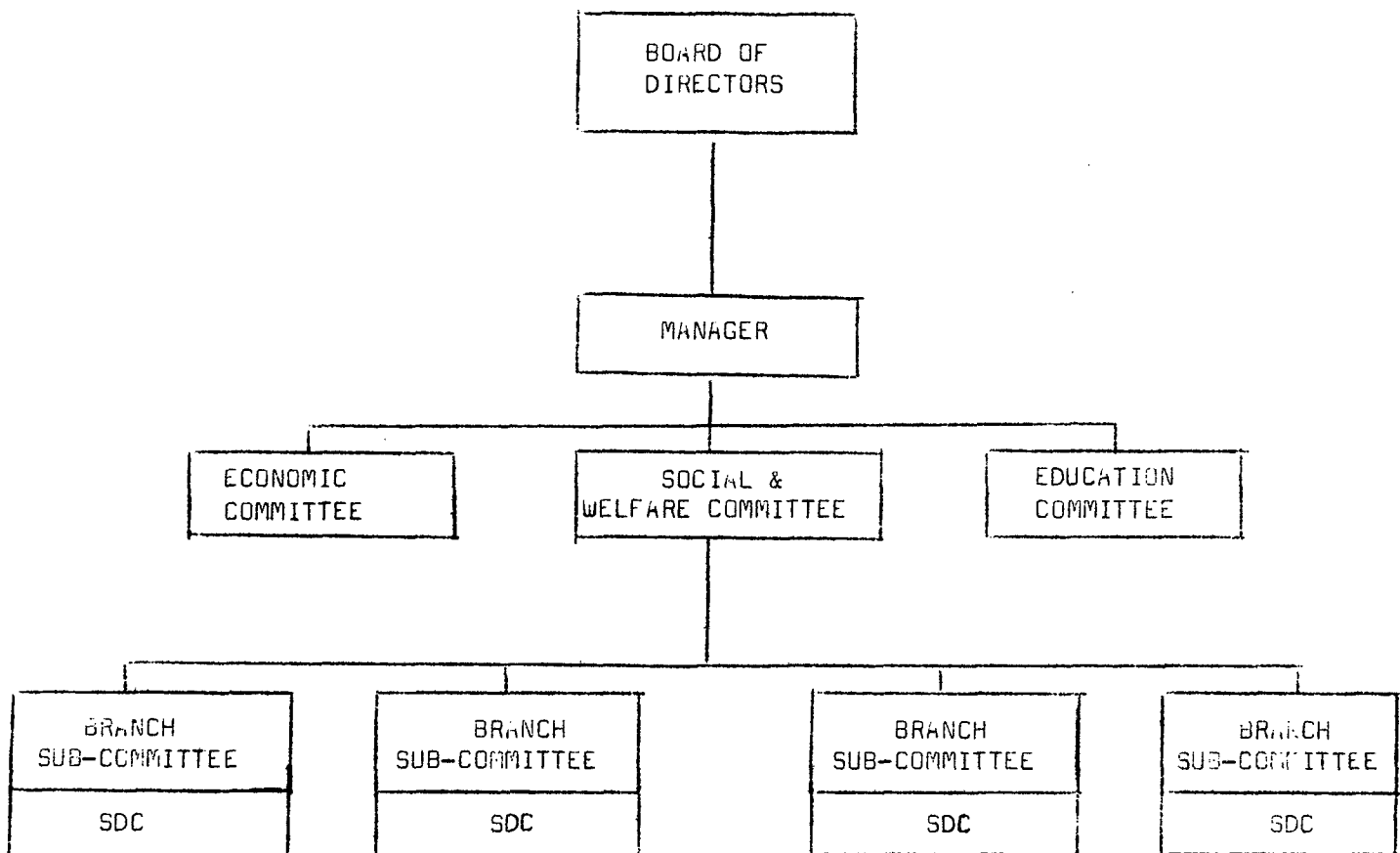
APPENDIX 1

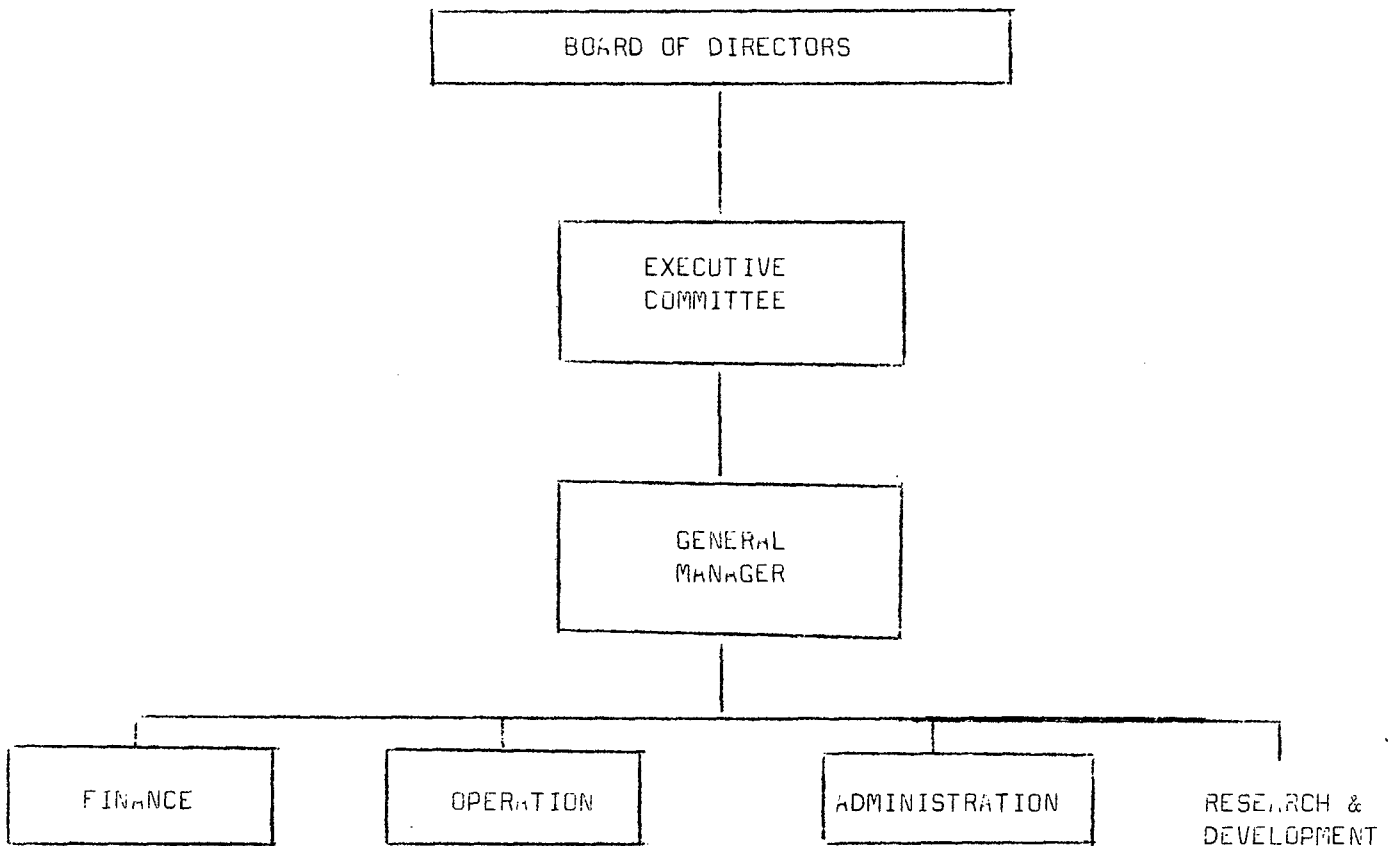
MARKETING CHANNEL OF RUBBER SMALLHOLDERS



APPENDIX II

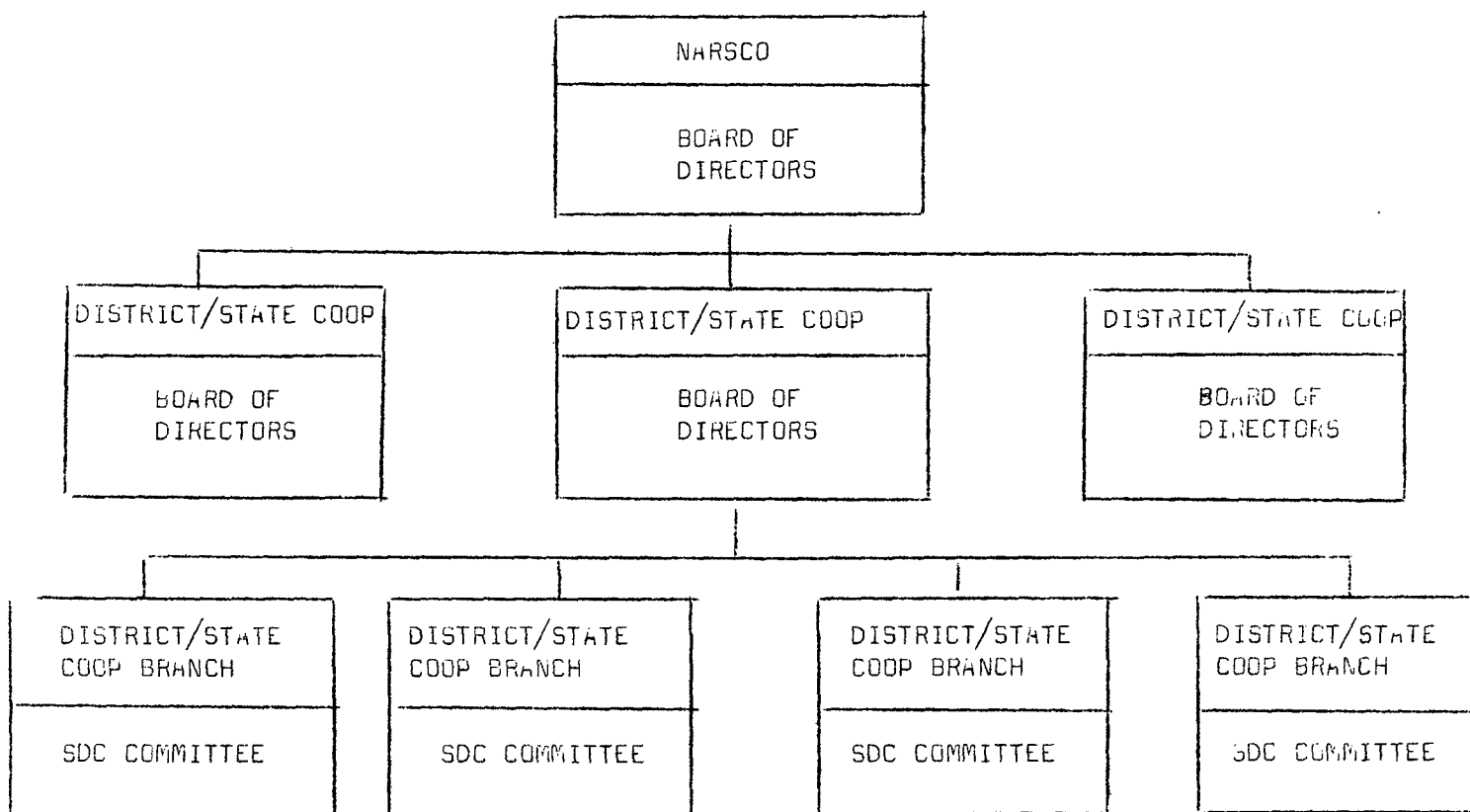
<u>STATE</u>	<u>NO. COUP</u>	<u>ACCUMULATED SHARES</u>
KEDAH	10	295,992.00
PERLIS	1	15,291.50
PENANG	1	10,417.00
PERAK	14	324,105.00
SELANGOR	8	122,809.19
NEGERI SEMBILAN	1	121,505.00
MELAKA	1	111,360.00
JOHOR	6	566,626.00
PAHANG	8	160,835.18
TRENGGANU	6	110,180.00
KELANTAN	6	416,340.45

APPENDIX THREEORGANIZATIONAL STRUCTURE OF RUBBER SMALLHOLDERS
COOPERATIVE AT DISTRICT LEVEL

APPENDIX FOURORGANIZATIONAL STRUCTURE FOR
NATIONAL RUBBER SMALLHOLDERS COOPERATIVE SOCIETY

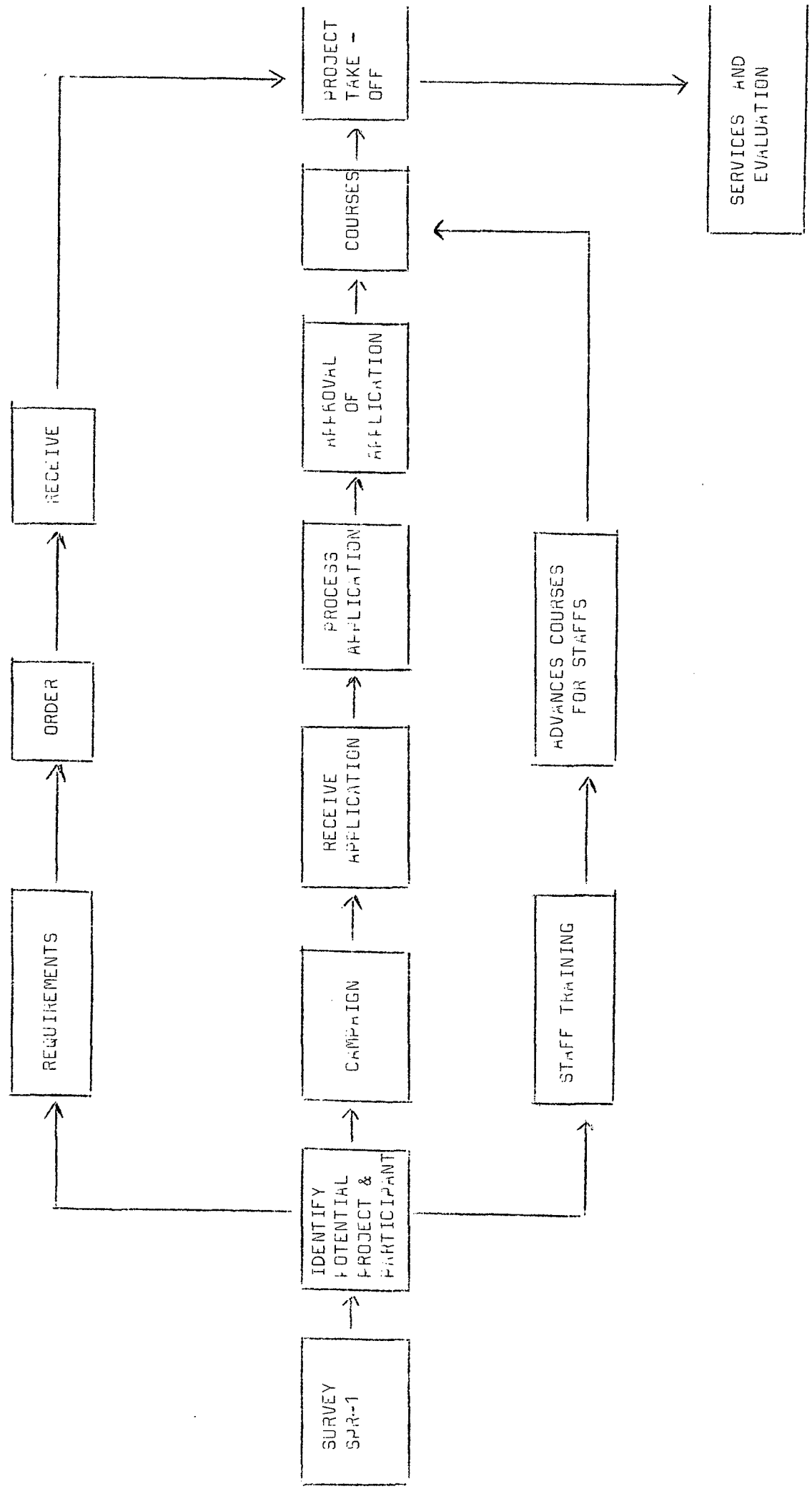
APPENDIX FIVE

LINKAGE OF NARSCO &
DISTRICT/STATE COOPERATIVES



APPENDIX 7

RISDA EXTENSION PROGRAMME
CYCLE TO BE FOLLOWED BY RISDA FIELD OFFICER



APPENDIX 5

RISDA EXTENSION CORPORATE STRATEGY

COLUMN C

COLUMN B

COLUMN A

<u>EXTENSION OFFICERS DUTIES</u>	<u>TO IMPLEMENT TO SMALLHOLDER</u>	<u>TO ATTAIN THE OBJECTIVE</u>
1. ACQUIRED TECHNOLOGY	1. REPLANTING OF OLD RUBBER TREES	1. INCREASE IN RUBBER ACREAGE
2. IDENTIFY PROGRAMME & TARGET GROUP	2. REHABILITATION PROGRAMME	2. SHORTER GESTATION PERIOD FOR RUBBER
3. IDENTIFY REQUIRED MEDIA	3. MINI ESTET	3. MAXIMUM LAND UTILITY M\$500/FARM FAMILY
4. ORGANISE CAMPAIGN/DIALOGUE	4. GROUP REPLANTING	4. TAPPING FOR 1,500 lb/ACRE OF LATEX
5. DIALOGUE	5. USED OF ADVANCE PLANTING	5. MAXIMUM PRODUCTION GRADE
6. FILM/VIDEO DEMONSTRATION	6. MATERIAL WEED CONTROL	6. DIRECT INVOLVEMENT OF RUBBER SMALLHOLDERS IN CONTAGE INDUSTRY
7. SLIDE DEMONSTRATION	7. PEST & DISEASE CONTROL	7. TRAINING AND EDUCATION FOR SMALLHOLDERS
8. TOURS	8. FERTILIZER DISCRIMINATION PROGRAMME	
9. SEMINARS/MEETINGS/WORKSHOP	9. SOIL CONSERVATION	
10. METHOD DEMONSTRATION	10. INTERCROPPING	
11. SITE DEMONSTRATION	11. POULTRY FARMING	
12. BRAINSTORMING	12. BULK SELLING OF AGRICULTURAL PRODUCTS	
13. SHORT COURSES	13. FORMATION OF GROUP PROCESSING CENTRES	
14. HOUSE & FARM VISIT	14. COTTAGE INDUSTRY	
15. MOBILE UNITE	15. FORMATION OF MULTIPURPOSE COOPERATIVE	
16. TV/RADIO PROGRAMME	16. SCHOLARSHIPS	
17. VILLAGE LEADERS	17. ENTERENEURS	
18. COMPETITION	18. HOUSING	
19. SHOWS (AGRICULTURE)		
20. INNOVATIVE FARMERS		
21. EVALUATE EDUCATION PROGRAMME		



Co-operative Member Education in Nepal

Prepared

By

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Co-operative Officer

District Co-operative Office

Mohottari, Nepal.

For

Regional Workshop on

Field Education Development

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International Cooperative Alliance Vaikunth Mehta National Institute
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Background of the Co-operative Movement in Nepal

Co-operative movement along the modern line is of very recent origin in Nepal. It was only after the dawn of democracy in 1951 that the importance of Co-operative in the development of rural economy was realized. Accordingly, in order to introduce the cooperative system a separate Department of Co-operative was set up in 1953. The main problem faced by the Department of Cooperatives were the dearth of trained personnel in the cooperative field, absence of a law for cooperative and lack of an institution to finance cooperatives.

A Multipurpose pilot project was started for the development of the Rapti Valley in 1954 with a view to cultivate fallow land, resettle the flood-stricken and landless people coming from different parts of the country provide a more profitable source of income to agriculturists coming from the mountainous regions and increases agricultural production. Then it was decided to provide the required credit and other facilities through cooperative societies. To avoid legal technicalities an executive order was issued by His Majesty's Government of Nepal in 1956 authorising the Department registration and other activities related with the organizational works and procedures of cooperative societies. Then Co-operative credit societies with unlimited liability were organized in the Rapti Valley.

In real sense the cooperative movement in Nepal started only since 1959 along with the promulgation of the first cooperative societies Act, 1959. It helped in organising running and administering cooperative societies of various types in different parts of the country.

As there was no financing agency in the cooperative sector, a Co-operative Development Fund was created to provide credit for facilitating the working cooperatives.

As a central financing agency for cooperative was considered necessary, a Co-operative Bank was established under the Co-operative Bank Act 1963 with a view to give fill up to the existing pattern and scope of agricultural credit. After the establishment of the Co-operative Bank, functions with regard to financing co-operative Bank, Subsequently, the Cooperative Development Fund was abolished and the funds were also transferred to the Bank. The Cooperative Bank provided credit to cooperative societies for the purpose of agricultural production. It would not give loans directly to individual members. Hence to widen the scope and activities of the Bank, it was later converted in the Agricultural Development Bank in 1968. This bank is authorised to advance loans to societies and individuals too.

Experiencing a big hurdle arising out of lack of trained personnel in the Co-operative field, a Co-operative Training Centre under the Department of Cooperatives was established in 1962 to run training course for the field staff of the Department members and office bearers of cooperative societies. Since then, various courses for cooperative officers, inspectors, sub-inspectors, Auditors and officials of cooperative societies are conducted in the Cooperative Training Centre. From the fiscal year 1972/1973 C.T.C. has been providing member education to the members of the Co-operative Societies of Nepal. Seminars, training camps and discussion groups are some of the techniques adopted for the purpose.

At present C.T.C. is the only institute which provides training in the field of Co-operatives in Nepal.

Objectives and Activities of Cooperative Training Centre

The Cooperative Training Centre (CTC) started its activities shortly after its establishment in 1962. Arranging training for the department personnel and the employees of cooperatives and conducting member education have been the two basic areas of concentration of the Centre from the beginning. However, it also under-

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takes ^{number} ~~an~~ of other activities which are deemed necessary to fulfil its set objectives.

The functional objectives of the Cooperative Training Centre are:

1. To prepare skilled manpower required for the cooperative movement in general and cooperatives in particular.
2. To extend the cooperative education.
3. To promote reserach activities for the development of cooperatives.

The activities of the Centre are tuned to be functional to the fulfilment of the objectives. Basically the Centre undertakes to;

- Impart different types and levels of training to the persons of cooperatives and goverment agencies concerned.
- Conduct member education camps in different parts of the country.
- Produce education materials regarding cooperation.
- Carry out research studies on cooperative development both at macro and micro levels and in the field of cooperative training and education.

Though fairly comprehensive the activities of the Centre manifest some rather significant gaps in terms of both exclusion of some important functions such as consultancy services from the list of activities and adequacy and quality of the performance of some others. It appears unlikely that for some more years the Centre would be able to undertake ¹ consultancy services, though the importance of such service improving the performance standard of cooperatives has been increasingly felt. Informational base and expertise needed for undertaking regular consultancy services have not been adequately built up in face of various constraints.

Besides arranging training programmes and member education camps, the Centre's main activities include undertaking reserch studies, which it does either on the request of the department of Cooperatives or as part of its annual programme. A seperate Education and Research Section has been set up within the organizational

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fram work of the Centre with the purpose of carrying out studies on different aspects of the cooperative movement as well as on cooperative training and education. On analysis, however, it appears that not much headway has been made in this field. Basic problems faced are again the lack of expertise and other pre-requisites. However, a few case studies throwing light on the performance of some cooperatives have been prepared.

Present Structure of Cooperative Training Centre

The present structure of the Centre is as outlined in chart one.

At the top of the organization is a full-time principal who is an officer of the Department of Cooperatives. He is in overall charge of the Centre and is responsible for both administrative and academic affairs. His main duties consist of supervising and controlling the work of staff; managing training courses and education camps; and, designing and implementing the curriculum on various courses. He also coordinates the activities of the instructors of the Centre. On matters relating to cooperative education and training the principal is accountable to the Registrar of the Department of Cooperatives.

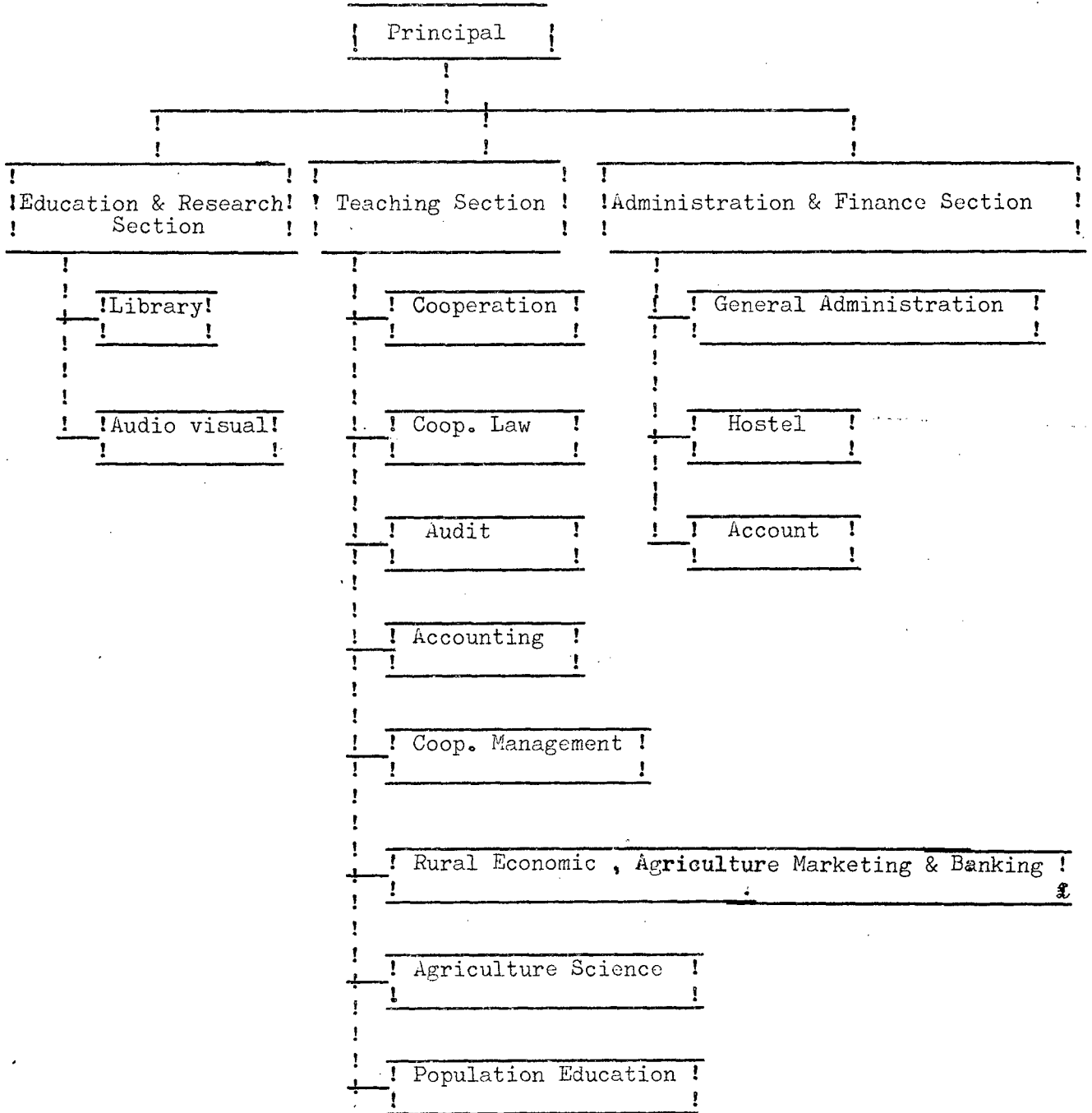
At present Mr. Surya Ratna Shakya, is the Principal of the Co-operative Training Centre. His address is as follows:-

Mr. Surya Ratna Shakya
Principal,
Co-operative Training Centre,
Araniko Raj Marga,
Baneshwor, Kathmandu,
Nepal.

Under the office of the Principal there are three sections, viz; Education and Research, Teaching and Administration, The E & R section comprises two sub-sections: Audio-visual and Library.

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CHART ONE



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At present the Teaching section consists of eight faculties. They are:

1. Cooperation (Theory, Principle & History)
2. Cooperative Law and Practice
3. Cooperative Management
4. Audit
5. Book-keeping and Accountancy
6. Rural Economics Agricultural Marketing and Banking
7. Agriculture Science
8. Population Education.

Scope of Improvement

In view of the condition of the CTC/N it is extremely necessary to strengthen it. The improvement of the CTC/N might certainly give better result in working activities of participants of the training courses and the cooperative member education camps. There are so many ways and means to strengthen the CTC/N and its activities, In order to strengthen them following points are to be considered.

1. Faculty Development
2. Curriculum Development
3. Production of Education materials
4. Research works in the field of cooperative member education and cooperative development.

The detailed plan can be worked out on the basis of these points. For the implementation of the plan there is a big scope of technical and financial assistance from the outside agencies e.g. ICA, ILO. FAO etc.

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BACK GROUND PAPER
ON
COOPERATIVE MEMBERS EDUCATION
AND LEADERSHIP DEVELOPMENT.

BY
MUHAMMAD TUFAIL
ZONAL MANAGER
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FINANCE CORPORATION LIMITED
SARGODHA
(PAKISTAN)

COOPERATIVE MEMBER EDUCATION & LEADERSHIP DEVELOPMENT

The Pakistan comprises of four provinces, namely Punjab, Sind, Balauchistan and North West Frontier Province. The province wise area with population is as under:-

S.No:	Name of Province	Area	Population
1.	Punjab.	1,67,200 Sq:KMS	3,76,09,000
2.	Sind.	1,22,000 "	1,39,65,000
3.	Balauchistan.	1,88,000 "	2,40,09,000
4.	N.W.F.P.	42,800 "	1,09,09,000

The country-lands of the Punjab and Sind Provinces are mainly plains and partly hilly tracts. Similarly the Province of N.W.F.P popularly known as Sarhad Province, extends over hilly tracts mostly yet the residue area is very fertile. The main industry of the country is, therefore, confined to Agriculture. Almost 80% of our population is residing in villages and as such is directly or indirectly connected with agriculture. Under these circumstances the Cooperative Sector is in a happy position to focus its main attention towards villages where various type of Cooperative Societies have been formed. The main object of these societies is to provide credit facilities to the agriculturists. The Cooperative Movement in our country started in 1904 when the agriculturists were badly crushed under the burden of heavy indebtedness under the then prevailing 'Sahookara Nizam' under which a specialised section of people used to provide credit to the needy farmers under hard terms. Co-ersive Measures such as attachment of land etc were restricted to for the recovery of loans from cultivators of land who had limited repaying capacity. Resultantly the land was being transferred in the hands of the Non agriculturists. The then Government as a policy measures introduced in the country Cooperative Movement just to save the agriculturists from the tyranny of 'Sahookara Nizam'. At that time the main function of these Cooperative Societies was mostly confined to provide credit facilities to agriculturists on easy terms.

There is one Registrar, Cooperative Societies in each Province whose role is like a 'Friend, Philosopher and guide'. At Divisional level a Deputy Registrar, mostly in each Tehsil one Assistant Registrar and one Inspector at Markaz level have been appointed to assist and guide the Cooperatives. The Sub-Inspectors work under Inspector for close and frequent liaison with each Cooperative Society in his charge. He is an effective link between the farmers and the Government machinery. The Cooperative Societies are thus semi-democratic and independent institutions.

Majority of rural population is unfortunately illiterate and is naturally handicapped in understanding and running the Societies according to their constitution. This is why the Departmental field staff has to come forward and complete the bulk of work of societies.

The Cooperative Societies under the directions of the Government, Cooperative Department hold their meetings usually after sunset with a prior notice. Such gathering is known as a 'General Meeting' which is a supreme authority/body. In such General Meetings new members of Cooperative Societies are finally admitted election of Managing Committees are held; besides verification of loans issued to the members by the Managing Committee. All these functions serve as an effective media, though to a limited extent, for the education of members at large. These meetings are some-times also attended by the officials of the Government Cooperative Department. Such type of gathering provides a platform for the mutual exchange of views regarding the working of the Cooperatives besides discussion of other Cooperative activities undertaken by the other Cooperative Societies of the area. Till some time back this was the only media to impart Cooperative education and training to the members of Cooperative Societies.

In the past as discussed earlier the functions of the Cooperatives was to great extent restricted to supply the credit only but at present Multipurpose societies are being registered.

to educate members of the Cooperative Societies extensively so that they may be able to manage the working of their cooperatives efficiently at their own end.

The Government has taken some steps towards this directions and a separate cell has been established for the education of the cooperative members. For this purpose an Educational Assistant Registrar has been appointed in each Province and an Educational Inspector in selected districts. The duties of Educational Inspectors are to hold training classes at different centres and provide basic training to the cooperative members specially Secretaries who act as Liaison Officer between members of the Cooperatives and functionaries of Government Cooperative Department. These Educational Inspectors are supposed to provide training to the Cooperatives of a whole District and in some cases it extends to 3 to 4 districts where thousands of Cooperative members have to be trained. It is rather impossible for a single man to train/educate such a huge number of persons specially when new Cooperative Societies are coming into the field and thus increasing the number day by day. The country resources do not permit to appoint more staff in this field. In addition to the efforts made at Government level there are Cooperative Unions on National as well as Provincial level. The object of these Cooperative Unions is to provide and assist Cooperative member education besides taking up allied functions. The Federal Cooperative Union has recently been registered with its headquarters at Islamabad. It has still to undertake some programme to impart Cooperative education to the members of the Cooperative Societies.

As indicated above there is one Cooperative Union at provincial level which is in a happy position to promote and assist Cooperative member education and leadership development in case sufficient funds and suitable expert advice is made available to it by the Federal Cooperative Union. The Federal Union may manage the requisite funds from the Federal Government and other sources. The main function of the Union would be to formulate a country level member education programme and get it implemented through Cooperative Unions. The Provincial Cooperative Unions should take serious steps to strengthen their

financial position, recruit new staff which should undertake the exclusive training programme of members of Primary Cooperative Societies. It should also establish such unions at district level, according to their felt needs. There is one Cooperative Training College in almost each Province of the country. These colleges have been established mainly to educate and train the officials recruited by the Government for field work e.g. Assistant Registrar, Inspectors and Sub-Inspectors. These colleges also train & educate the lower officials of Cooperative Banks, such as Account Clerks etc etc. Besides these colleges there are in certain Provinces Cooperative Training Institutes at Regional level. These Institutes however impart Cooperative education to the office holders of Village Cooperative Societies.

The present role performed by the Primary Cooperative Societies is definitely inadequate and may be termed as 'negligible'. The Cooperative Unions can play important ^{role} if the following measures are taken by them.

- i) If possible only educated persons should be enrolled as members. By education is meant, not necessarily school education, but knowing of A.B.C would be enough.
- ii) The membership should be actified through different means. For this purpose two lists of members should be prepared and kept in office for reference. One list would show the names of active members while the other those of passive members. It is generally observed that some members after getting the loan from the society dis-appear like anything and would visit the office of the society in need only. The mutual discussion among members regarding working of the society is of immense importance. It is a sort of education which a cooperative members needs.
- iii) The object of maintaining above lists is to provide beneficial treatment to the active members as against passive ones. With passage of time the passive members would either quit the society or improve their relation considerably; so as to come up on the list of active members.
- iv) Holding of a general meeting at least within a month must be made compulsory with a definite agenda. These meetings as discussed earlier serve as a very useful forum of members education. It would provide the

members a frequent chance of meeting together, discussing their problems and sharing the views of Co-members, local leaders and the experts.

v) Subject to the availability of adequate funds the primary Cooperative Societies, as is specially provided in their byelaws, actively ~~take~~ take up the members Cooperative Education. For this purpose new primary schools could be opened if circumstances warrant. The existing primary Societies should be given grants-in aid in the shape of scholarships etc. The sons of the members of old Cooperators should be given ~~per~~ preference so as to provide incentive to other persons who are not members of the societies.

vi) Adult Education Programme could either be taken independently or through the assistance of Education Department. This would enable the members to acquire basic education subsequently required to become an efficient local leader.

It is admitted that members of each primary cooperative society should be equipped with proper cooperative education as growth, development and success of the Cooperative movement largely depends upon efficient Cooperative education and training system. The Cooperative Field staff is the only source to impart Cooperative knowledge to the Cooperative Institutions in the country. The Cooperative Functionaries must therefore, be well versed with the principles and practice of the Cooperative Business Management. The existing Cooperative Training College usually hold the refresher courses of the in-service personals at suitable intervals. The staff of these colleges is adequately trained but the training technique is the old one i.e through delivery of lectures and providing written material in shape of precies on each individual subject by the expertise. These colleges are, however, serving the purpose to some extent but the growth of movement in the country is on very high side and it is not possible for the field staff to educate & train the cooperative members besides the different campaigns, assigned to them for development of agriculture and achievement of self sufficiency in food. The number of expertise in the separate education cell is too short~~t~~ to handle the work adequately.

considerably to meet the massive training programme. Unless the Cooperative Unions at personal level comes up fully equipped, the such programme cannot be taken effectively. The present arrangement is merely nominal and does not serve the purpose at all.

To sum up the task there are 25,000 villages in the Province of Punjab, out of these 15,000 have Cooperatives while the remaining 10,000 are still without Cooperative Societies. The existing members of Cooperative Societies functioning in the province is 41213. It means that 41213 Secretaries/Managers are to be educated/trained besides 5 to 7 members of Managing Committees for each society. By this way the number of Cooperative leaders only ranges from two to three lacs persons to be trained. What to speak of Cooperative members it is a hard nut to crack, to train the Cooperative leaders by a few officials of education cell. Moreover, the Government of Pakistan contemplates to form at least one Cooperative society in each village and this will further raise the number of Cooperatives to be trained by further 50 to 70 thousand persons. The other provinces of the country are facing the same situation.

The Government of one Province has chalked out a programme for Cooperative members education/training. The field education and training programme is generally conducted under course method or Seminar method. Under this method a course of 3-4 days is organised for 15-20 office holders members at a time for which a syllabus on the following outlines is prepared.

- a) Discussion of byelaws.
- b) Right of members. Their responsibilities and power of general meeting.
- c) Duties of the Committee & responsibilities.
- d) Management of funds.
- e) Management of loans and their securities.
- f) Management of agricultural supplies.
- g) Management of tubewells machinery etc.
- n) Relationship of Directors with the paid staff.

- i) Need for building resources and expanding the business.
- j) Liability concept of the Business Organisation.
- k) Organisation & Management problems which may be listed by the Participants and their discussion field solutions.

The service of the Secretaries, Managing Committee members are generally honorary and as such they cannot afford to remain absent from their home places to attend classes/courses at the colleges or Regional Institutions. It is, therefore, decided that such courses should be held nearer to their places of residence so that they may be able to come back for attending their domestic affairs.

In Pakistan it has been experienced that the best Media for distribution & supply of agricultural inputs is the Cooperative Sector as compared to other Competitors in this field. As a matter of fact the Cooperative Sector has successfully met the challenge of the time so far as to acquire & reach the self sufficiency level in Food supplies. The Governments in each Province was striving hard to establish more and more Cooperatives in the agricultural sectors. It has been proposed to establish at least one Cooperative in each village so that the farmers could secure their agricultural requirements including farm machinery at their door steps. This has resulted in considerable increase in the total number of Cooperatives in each province. This has sharpened the need of personals to look after and supervise the Cooperators, besides proving Cooperative member education and leadership development. Going through a summary of training & education needs of one Province it transpires that there are 36500 primary cooperative societies already in position requiring training & education/ reorientation. It is presumed that 10,000 new Cooperatives will be organised during the next 3 years which would mean to train 10,000 Secretaries more. The total number of local leaders to be educated would thus come upto 46500. The number of Directors of Farm Service Centres and Markas Federations requiring Cooperative Education is 3432. Number of Committee members of Cooperative Societies requiring education & training is 325 thousands besides 465 thousands of members ripe for Cooperative member education. To sum up the entire requirement of education & training

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the similar requirements of other 3 Provinces, the total would come up to 1.5 million approximately. It is observed that such a huge programme cannot be taken up independently by my country which is admittedly a developing country. I.C.A would kindly/magnitude of the project worked out through some expertise and take steps to accelerate the pace of slow progress achieved so far.

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MERCANTILE COOPERATIVE
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PAKISTAN.

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BACKGROUND PAPER ON COOPERATIVE MEMBER
EDUCATION/EXTENSION IN THE PHILIPPINES

By: RUDY S. PAREDES
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I - INTRODUCTION

This paper presents an overview of the status of cooperative member education/extension in the Philippines, especially at the field level. Since the introduction of the cooperative movement in the country in the early 1900s, education for members and officers as well as of the staff have always been regarded as important. It is in fact, on this account that no one is ever accepted as a member of any cooperative without first undergoing a Pre-membership Education Seminar. Moreover, cooperative leaders are always quick to pick on member education as the reason behind the success or failure of a cooperative. Whether or not this is true is of course something which needs a more in-depth study. In a capsule, the following informations would help project the picture of cooperative member education/extension in the Philippines:

- 1.1 Several organizations and agencies are promoting cooperative member education at the national level, among the more prominent ones being the following:
 - a) Cooperative Union of the Philippines (CUP)
Merced Bldg., West Avenue, Quezon City
 - b) National Association of Training Centers for Cooperatives (NATCCO)
Suite 74, 7th Floor, ZETA II Bldg., 191 Salcedo Street
Legaspi Village, Makati, Metro Manila
 - c) Free Farmers Cooperative, Inc. (FFCI)
41 Highland Drive
Blue Ridge, Quezon City
 - d) Philippine Federation of Credit Cooperatives, Inc. (PFCCI)
 - e) Bureau of Cooperative Development (BCOD) of the Ministry of Agriculture
Ablaza Bldg., Rodriguez Ave., Quezon City

~~11.6~~ 11.6

It is felt that there still is a big room for improvement in this level. First, there is a need to upgrade the skills of present trainers in the area of technique and methodology of training. Another area for improvement is in the content matter. (There is a dearth of literature on cooperatives in the Philippines, because of this, trainers rely on their own experience and on corporate literature for information.) Then, there is a need to improve coordination among the various agencies and organizations by way of sharing information, resources and expertise.

1.2 At the provincial level, there are some provincial federations that are undertaking member education programmes, but these activities are done sporadically. This is so because the federations depend mostly on the active participation of volunteers and the little funds raised internally allow them to hire part-time personnel only, and who are not always capable of handling leadership training. Performance at this level can only be improved if provided with more logistics and more educators and trainers are trained in this level.

1.3 The primary cooperatives also play a major role in as far as member education is concerned. Structurally, every primary cooperative has an education committee which is normally headed by the elected Vice-Chairman of the Board and whose volunteer members (from 2 to 6) are appointed by the Board. Since pre-membership education is a requirement for membership, this committee conducts pre-membership education seminars either regularly or as often as there are groups of prospective members gathered. The pre-membership education seminar is composed of a series of lessons explaining the basic concepts and origin of cooperation, the policies of the cooperative and the rights and obligations of members. In some active primaries, the committee also organize ownership meetings designed to

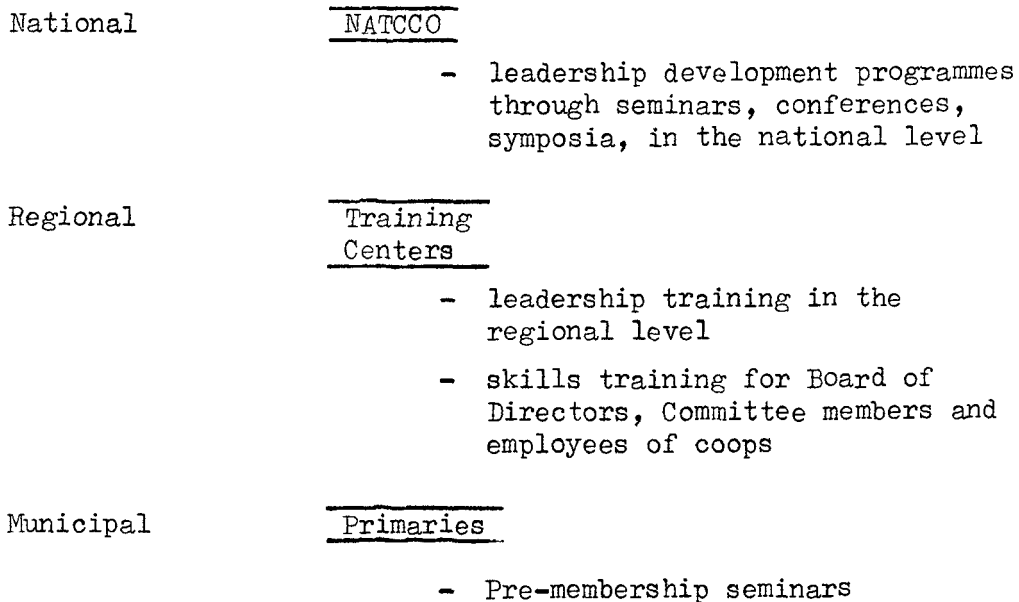
~~112~~ 117

keep the members informed of current developments and ensure their active participation. By law, the committee can spend 5% of the coop's net income of the previous year for education activities, although some primaries charge the cost directly to current income when the allocation is not enough.

1.4 In as far as this function is concerned, the role played by the education committee can be considered as adequate, although most committee members have to be trained more in the conduct of the educational programmes.

1.5 Along this line, (after the Education and Training Department of BCOD), it is not clear who are responsible in the implementation of the government's cooperative member education programme in the lower level. There is only a minimum of collaboration between the government and the private sector in member education.

1.6 The structure for cooperative education and leadership development and the functions performed at each level of the organizational structure is reflected in the following diagram/chart:



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2.1 At present, the number of field cooperative education personnel in the different levels, are the following:

- a) at the national level - 1
 - coordinates the training programmes of all training centers
- b) at the regional level - 16
 - conducts leadership and skills training in the regional level
 - assist in the training at the primary level when requested, and in coordination with the local education committees
- c) at the local level - no data available as to their number
 - conduct pre-membership education seminars

2.2 The chiefs of the cooperative Member Education Department of the different organizations at the national level, are the following:

- a) CUP - Ms. Nelia Hernandez
- b) NATCCO - Romulo Villamin
- c) FFCCI - Ms. Cecile Montemayor
- d) PFCCI - Fr. Jayoma
- e) BCOD - Al Pinlac

3.1 The funds for cooperative member education are raised by the primary cooperatives. According to law, primary cooperatives should set aside 10% of their annual net income for education. Half of this (5%), is retained by the primary for its education activities and the other half is remitted to the Cooperative Education and Training Fund (CETF) administered by CUP.

3.2 As far as SPECC is concerned, the total budgetary provision for this calendar year is ₱400,000.00

4.1 Please see Annex A.

4.2 Visual Aids and Hand-outs are produced as needed.

- 4.3 The educational needs (for purposes of formulating Cooperative member education and leadership development programmes) are assessed by the different training centers in their respective areas. As far as SPECC is concerned, a questionnaire is regularly sent out to the field to gauge the training needs of the primary cooperatives.

- 4.4 As far as the training of education committee members of primaries is concerned, the training centers (SPECC and the other NATCCO affiliates) conduct at least one seminar every year for this specific group. The training is usually a 14-day seminar and is of two-types. One is the review and evaluation of the contents of the Pre-membership Education Seminar as well as other related topics (what to teach), and another is the production and utilization of low-cost audio-visual aids for cooperative education (How to teach). For these types of seminars, lectures, role plays, demonstrations and practicum are utilized in the training.

- 5 Due to the shortage in manpower resources, no cooperative education personnel could be assigned by the training centers to supervise the local cooperative education committee members. The center trainers, however, sometimes assist these committees when requested.

- 6.1 The educational approaches used by the Center so far, can be considered adequate. However, there is a need to continuously improve the teaching methods of the trainers and to produce new training materials for their use.

- 7 The main problem in this regard is the lack of good trainers, particularly in the primary level. This problem is, compounded by the voluntary nature of the membership in the education com-

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mittee which causes a fast turn-over of these members. A continuing training program for these educators/trainors could help solve the problem.

- 8 To further develop cooperative members education and leadership development programmes, a survey of the training needs of education committee members or local trainors will be an important step. Then an upgrading of the skills of the present trainors, including those of the training centers will also be helpful.
- 9 From my experience, one form of assistance which ICA and other external sources could give to the Philippine Cooperative Movement is to develop training materials (like the MATCOM materials). Provision of experts who could assist in the adaptations of these materials as well as in the training of the trainors will be very useful.

Submitted by:


RUDY S. PAREDES

SPECC'S PROGRAM FOR THE YEAR

- Name of Course : SEMINAR/WORKSHOP ON COOPERATIVE DEVELOPMENT THROUGH INTEGRATION
- Number of Days : 4 days
- Target Group : Presidents and Managers of Cooperatives
- Objectives : To study the advantages of integration.
To discuss the types of integration most advantageous to cooperatives.
- Methods : Lecture/Discussion
Workshops
- Contents : The Importance of Integration to Cooperatives.
The Types of Integration possible for Cooperatives.
How to Go About Vertical Integration
How to Go About Horizontal Integration
- Name of Course : COOPERATIVE LEADERSHIP COURSE
- Number of Days : 90 days
- Target Group : Potential Leaders of Cooperatives
Employees and Officers of Cooperatives
- Objectives : To provide grounding of cooperative philosophy, Ideology, Principles and Practices.
To provide participants with basic management skills for the different types of cooperatives.
To acquaint participants with the different leadership concepts.
- Methods : Lecture/Discussion
Workshops/Case Studies
Role-Playing
Practicum
- Contents : Coop History
Cooperative Principles and Practices
Social Dimensions of Cooperatives
Types of Cooperatives
Cooperatives and Corporate Business
Cooperatives, Socialism and Communism
Reconciling the Interests of the Consumers and the Producers

Structures and Services of Cooperatives
Accounting Theory and Assumptions
Cooperative Mathematics
The Accounting Process and System
Financial Recording and Reporting
Mechanics of Budgeting and Forecasting
Concepts of Management and Leadership
Role of Volunteers in the Cooperative Movement
Board-Manager Relations
Fundamentals in Organizing
Mechanics of Policy-Making
Financial Counselling
Effective Collection Strategies
Public Relations and Promotions
Leadership Qualities
Leadership Styles
Management Case Studies
Theory of Development Communications
Techniques of Communication
Coop News Handling
Socio-Economic Realities in the Philippines
Concept/Process of Change
Dynamics of Self-Help and Group Action
Filipino Social Values
Comparative Approaches to Community/Social
Development
The Antigonish Approach to Community Development
Obligations and Contracts
BIR, SSS, HDMF Requirements
Labor Laws
Model By-laws for Cooperatives
Parliamentary Procedures
ECOD Circulars/Memoranda and other Legal Documents

Name of Course : SEMINAR/WORKSHOP FOR CLIMBS PROMOTERS
Number of Days : 4 days
Target Group : Officers and Managers of Cooperatives
Objectives : To acquaint participants with the importance of insurance in cooperatives
To develop understanding of the mechanics of CLIMBS as a cooperative insurance system
To develop marketing strategies for purpose of promoting CLIMBS among the cooperatives in Mindanao.

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- Methods : Lecture/Discussion
Workshops
Practicum
- Contents : The Importance of Insurance to Cooperatives
The Role of CLIMBS as a Cooperative Insurance
to the Cooperative Movement in Mindanao and
the Philippines.
CLIMBS in Relation with the Other Commercial
Insurance Companies
How to Compute Premiums for the Life Savings Plan
and the Loan Protection Plan
How to Prepare Reports
- Name of Course ; ACCOUNTING UPDATE FOR BOOKKEEPERS
- Number of Days : 5 days
- Target Group : Accountants, Bookkeepers and Internal Audit Staff
- Objectives : To provide participants with the skills to under-
stand and apply financial accounting standard.
To update participants with current developments
in such other fields as taxation, SSS, etc.
- Contents : Current Accounting and Financial Reporting issues
and trends
Capitalization of Interest Costs
Stocktaking and Inventory Valuations
Accounting System for Cooperatives
Bank Reconciliation
Forecasting and Controls
Appraising Financial Reports
Inflation and Recession
Office Systems and Procedures
Resume of Modern Business Terminology
Accounting for Income Taxes and Current Develop-
ments in Taxation
SSS and other Government Requirements
- Name of Course : LOCALIZED BASIC MANAGEMENT DEVELOPMENT SEMINAR
- Number of Days : 3 days
- Target Groups : Board of Directors, Committee Members and
Staff of Cooperatives

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- Objectives : To provide participants with basic management concepts and skills
To refresh participants of cooperative principles and practices
- Methods : Lecture/Discussion
Workshop
- Contents : Cooperative Ideology, Principles and Practices
Role of Volunteers in the Movement
Team Management
Delineation of Function/Roles of the Board of Directors and Committee Members
Board-Manager Relations
Planning and Evaluating Operations

COOPERATIVE MEMBER EDUCATION/EXTENSION IN THE PHILIPPINES
by Guidion B. Balloguing

I hope you won't mind too much that I didn't follow exactly the guidelines you've met in Annex C on how to write this paper.

The other nominees from the Philippines will most probably provide the information you need.

I would prefer to share ~~with~~ you my feelings on how I believe Coop member education extension should be done in the Philippines. In my 15 years of working with cooperatives I have developed strong sentiments on this subject matter.

In 1977, I attended a seminar where the guest speaker, a retired government cooperative top brass, said; "The government program for agricultural cooperatives was a mere palliative. It was not intended to succeed. And if it had shown signs of success, it would not have been allowed to succeed."

He was referring to the Farmers Cooperative Marketing Associations during the late 1950's.

The success of Cooperatives depends to a great extent on membership education. And government support, especially on legislation.

If government sincerity is in doubt; if legislative support is wanting; if government-organized and supported cooperative somehow manage to fail; then the only hope for cooperatives lies in the determination of the movement itself by itself to succeed.

But the movement's determination and solidarity depends on the depth of their commitment to the cooperative ideology.

Ideology and its acceptance by the people needs a comprehensive and continuing member-education program. Of course, the education must be demonstrated also through economic success of the cooperatives.

Who shall provide member-education?

In the Philippines, we have on the national level:

1. The Bureau of Cooperatives Development,
Ministry of Agriculture
2. The Cooperative Union of the Philippines (CUP)
3. The National Association of Training Center for Coops
(NATCCO)
4. The Philippines Federation of Credit Coops, Inc. (PECCI)
5. The Agricultural Credit and Cooperative Institute (ACCI)
6. The Cooperative Foundation of the Philippines (CFPI)

The BCOD, MA have their own regional, provincial and municipal coop officers who perform member-education. The CUP has its own Regional and Provincial Unions. NATCCO has its five Regional Training Centers and Auditing Unions. PFCCI has its regional and provincial chapters. I think ACCI conducts its programs in Los Baños, Laguna.

In addition to the above, there are other government and private agencies which adopt cooperatives as their means of promoting the socio-economic development of the people. Some of these are:

- Philippine Business for Social Progress
- World Vision, Philippines
- Foster Parents Plan
- Church Childrens Fund
- Diocesan Social Action Centers
- Ministry of Agrarian Reforms
- Ministry of Social Services & Development
- Philippine Federation of Free Farmers

All of the above also provide member-education to their clientele.

On the local level, aside from the local branches of all the government and private agencies so far mentioned, the primary cooperatives have their own member-education programs.

To me this is the most effective member-education program for the following reasons:

1. Primary level member education programs involve the local leaders.
2. Primary level member education programs utilizes local resources, not dependent on outside funding.
3. The dialect is used.
4. The actual coop situation and programs maybe discussed.

With this consideration (that the primary coop's member education is the most effective), I believe that the different agencies doing member education and extension should all move towards and support local primary educational programs.

A National or regional conference or seminar becomes more effective when it is echoed on the primary level.

Of course, there are seminars and conferences relevant only to officers and management staff members. But these officers and staff should all be members of the local primary level education committee. In this way, national developments will be passed on to members.

It is my contention that the more dependable member-education program is that of the voluntary (private sector). I have the following reasons for this:

1. The private sector is willing to serve (act as resource speakers) even without honoraria and reimbursement of travel expenses.

2. The private sector is willing to serve on Sundays, holidays and even at night (irregular hours).
3. The private sector talks out of experience, i.e., they are usually presidents, managers and retired officers of existing cooperatives.
4. The private sector is not limited to circulars and presidential decrees. They are broad-minded.
5. The private sector has no political color.

Despite the above advantages of private sector over government sector, it is painful to note that sometimes member education programs are not respected (disregarded) because it was not the government man who conducted the educational program. I think this is silly. The government man is not always the most competent coop person around. So he is not invited. At times he is invited. But he simply does not come around. Yet when a member-education program is conducted without him, the program is not official.

We have the following problems in member-education in the Philippines:

1. Government comes on too strong. Private sector is not sufficiently shared with authority. The private sector training centers are not accepted to be registered with the Bureau of Cooperatives despite repeated efforts by private sector to get registered.
2. There is too much leadership struggle and lack of coordination among the national agencies.
3. Members and prospective members are more interested in what they can get from the Coop than in educational programs. Educational programs are taken for granted.
4. Officers and Management Staff of Coops often refuse to spend the Educational Fund for education purpose. This fund is used for merienda during meetings or used as operating funds.
5. The effect of education is very hard to evaluate. It cannot be seen directly how it contributes to coops' success. Therefore, even with a provision for education, it is not treated as top priority.

Recommendations:

I would like to make a few suggestions on how to strengthen member education programs in the Philippines.

1. Cooperative development should be placed under a separate commission, not being passed like a basketball from one ministry to another.
2. The Cooperative Development Program should be handed over to the Cooperative Union of the Philippines (private sector).
3. The CUP should rid itself of political influence. It should become truly the Cooperative Union of the Philippines.
4. Government and International Educational Funds for Cooperatives should be coursed through CUP.
5. CUP should start providing educational materials to support local level member education programs.

6. Private sector institutions should be recognized.
7. The coops must succeed so that members will be interested in coop programs (Regain credibility).
 - 7.1. To succeed, government should not give loans to coops. Government loans are like the Kiss of Death to coops.
 - 7.2. The government should not provide outside managers to coops. Local member-managers are better.
 - 7.3. The government should provide better legislation such as the privileges given to Rural banks owned by the rich.
8. On the local primary level:
 - 8.1. Each coop must prepare and implement a yearly continuing program for education of officers, management staff and members.
 - 8.2. The local educational fund should be fully used for educational programs.
 - 8.3. All officers and management staff should be members of the education committee.
 - 8.4. The recommendation of the education committee should be required before members are accepted and/or can avail of coop services.
 - 8.5. A candidate for Board of Directors should be disqualified unless he has served as Education Committee member for at least one year.

In conclusion, let me say that I have made some very strong statements in this paper. The contentions are not properly supported with data.

I hope my application would be accepted so that I can qualify and clarify my statements.

Guidion B. Balloguing

**REGIONAL WORKSHOP ON FIELD EDUCATION
DEVELOPMENT (FED) MATERIAL FOR S-E ASIA**

Pune, India
February 6-24, 1984

**Cooperative Member Education/Extension
in the Philippines**

Prepared by:



Alonso J. Pintac

**BUREAU OF COOPERATIVES DEVELOPMENT
MINISTRY OF AGRICULTURE
Republic of the Philippines**

* COOPERATIVE MEMBER EDUCATION/
EXTENSION IN THE PHILIPPINES

INTRODUCTION

The Philippine government has, for the past decade, pursued a vigorous program of cooperatives development as one of the instruments for national development. As it has recognized, on the basis of past experiences, that cooperatives development can neither be effective nor meaningful without the enlightenment and involvement of the very participants and beneficiaries of the program, it is also placing an unprecedented concentration on cooperatives education and training as a strategy for cooperatives program implementation. The government is convinced that for people to accept cooperativism as a way of life, cooperative concepts, principles and practices must first be tried, felt and appreciated by them. It also believes that this could be done through the pursuit of a more systematic approach in the education of our people starting from the trainers and program implementors and finally the target clientele. Short of this, people cannot be expected to get interwoven into the fabric of cooperative society.

* Paper presented during the Regional Seminar on Field Education Development (FED) Material for S-E Asia, Pune, India, February 6-24, 1984 by Alonso I. Pinlac, Chief, Education and Training Division, Bureau of Cooperatives Development, Ministry of Agriculture, Republic of the Philippines.

It is in this perspective that the cooperative program planners of government conceived of undertaking a cooperatives education program that includes a progressive approach to cooperative member education and extension.

ORGANIZATIONS/AGENCIES AT THE NATIONAL LEVEL:
PROMOTING/ASSISTING COOPERATIVE MEMBER EDUCATION AND LEADERSHIP
DEVELOPMENT ACTIVITIES AT THE FIELD LEVEL: 1/

To insure the success of its attempt at cooperatives development during the last decade, the government continues to underscore continuing cooperatives education. In this pursuit, it strongly encourages and supports cooperation and collaboration between and among government, cooperative and other private organizations at various levels.

At the national level, the Bureau of Cooperatives Development (BCOD), the government agency responsible for the development of the cooperative movement in the country, spearheads the educational efforts. With the recent organization, however, of the Cooperatives Union of the Philippines (CUP), the apex organization of all types of cooperatives in the country, the government expresses its permissive attitude of unloading unto it the responsibility of developing the movement. This means the gradual turn-over of certain functions like education and training for

^{1/} See Annexure 1 for listing.

the movement. The government provides the CUP its support in this regard with the hope that it could in the near future fully develop its capabilities in taking the lead role on cooperatives development.

Although the cooperation and collaboration of government agencies and cooperative/private organizations undertaking cooperative education work at the national level could be considered healthy and harmonious, still the BCOD, in so far as it is concerned, believes that the following may improve its performance along co-op member education/extension. First, operationalization of Cooperative Coordinating Councils at all levels, i.e., national, regional, provincial and municipal levels; and, second, preparation/reproduction of enriched materials on member education.

ORGANIZATIONS/AGENCIES AT THE REGIONAL, PROVINCIAL AND MUNICIPAL LEVELS PROMOTING/ASSISTING COOPERATIVE MEMBER EDUCATION AND LEADERSHIP DEVELOPMENT ACTIVITIES 2/

At the regional and provincial levels both the government and the cooperatives/private sectors are promoting/assisting in cooperative member education and leadership development activities. On the government side, the BCOD through the Regional and Provincial Offices of the Ministry of Agriculture undertakes the tasks. On the cooperatives/private sectors side, the CUP through its Regional

^{2/} See Annexure 2 for listing.

Cooperative Unions, Provincial Cooperative Unions and the Training Centers of the National Association of Training Centers for Cooperatives (NATCCO), an affiliate organization, take care of the responsibility.

For the improvement of the performance of the Ministry's field offices along cooperative member education and leadership development, the BCOD deems it necessary to increase the number of Cooperative Officers at the provincial and municipal levels, train them on teaching methodology and techniques and provide them the needed logistics and supervision.

THE PRIMARY COOPERATIVE: ITS ROLE IN COOPERATIVE MEMBER EDUCATION

The primary cooperative serves as a training ground where members can learn cooperative concepts and practices in a meaningful and concrete way. It carries out, through its Education and Training Committee, a progressive program of education and training among its members. This is designed to provide the members opportunity to learn the skills and acquire the attitudes which will enable them to fully assume the responsibilities of membership.

To enable cooperatives to perform this role, the Philippine Law on Cooperatives mandates every cooperative to set aside ten percent of its net income for Cooperative Education and Training Fund. One-half ($\frac{1}{2}$) of this fund is remitted to the Cooperative Education and Training Fund under the administration of CUP. The other half may be used by the primary cooperative for its own

education and training activities. In addition to this, it may also avail of assistance from other sources.

At present, in spite of the efforts to develop the capabilities of primary cooperatives perform the vital role of undertaking cooperative member education, it is regarded that performance along this line is, by and large, still inadequate. To improve the situation, the following are being suggested:

- a) A more vigorous and pragmatic approach in the education and training of people in the cooperative who are responsible for member education, i.e., the Board of Directors and the Education and Training Committee;
- b) Improvement of the business operations of cooperatives to assure available source of educational fund for continuous membership education and training; and
- c) Availability of assistance for educational activities from apex cooperative organizations and government agencies concerned with cooperatives development.

THE BUREAU OF COOPERATIVES DEVELOPMENT AND THE ROLE IT PLAYS
IN COOPERATIVE MEMBER EDUCATION

To systematically set up the educational underpinnings deemed necessary to attain the goals of the country's cooperatives development program, the Bureau of Cooperatives Development plays

the following roles pertaining to cooperative member education:

- a) Formulates training policies and develops guidelines for the implementation of cooperatives education and training programs;
- b) Trains field cooperative program implementors from both the government and cooperative sectors;
- c) Undertakes functional supervision over the field operating units regarding the implementation of training programs for primary cooperatives;
- d) Monitors and evaluates the training programs for possible modification of policies to improve outputs; and
- e) Provides material and technical assistance for the educational activities of cooperatives.

In the performance of the foregoing roles, the Bureau personnel are complemented by a network of field operating units at the regional, provincial and municipal levels, to wit:

<u>Level</u>	<u>BCOD Division/MA Units and Personnel Performing Roles in Cooperative Member Education</u>
National	- Education and Training Division of the BCOD manned by Cooperative Training Specialists, Cooperative Information Officers and supported by other technical personnel from other Divisions/ Units of the Bureau

- Regional - Cooperatives Development Units of the MA Regional Offices manned by Cooperatives Development Officers and Cooperative Auditors/Examiners
- Provincial - Cooperatives Unit of the MA Provincial Office manned by Cooperatives Development Officers
- Municipal - MA Field Technicians and other Extension Workers who are trained on cooperatives

As mentioned in the introductory part of this country paper, the Philippine government adopts a permissive attitude towards the eventual take-over by the movement of the responsibility for cooperatives development. As a result of this, the government and the movement mutually support programs on cooperative member education. Some of the areas of collaboration are on the determination of training needs, formulation of policies for member education, implementation of training programs and further generation of material resources in support of member education.

ASSESSMENT OF EDUCATIONAL NEEDS FOR FORMULATING COOPERATIVE MEMBER EDUCATION AND LEADERSHIP DEVELOPMENT PROGRAMMES

The earlier experience of the Philippines on cooperatives development was a rich source of information for planners of the Philippine Cooperatives Development Program in assessing the educational needs of the movement. The reports, records,

observations and actual experiences of people in the movement served well in formulating the initial programs on cooperative member education and leadership development. At this stage in the implementation of the cooperatives development program, however, revision/enrichment or replanning of programs are undertaken not only on the basis of scattered data and information but also from formally organized surveys and studies.

ARRANGEMENTS FOR TRAINING OF COOPERATIVE MEMBER EDUCATORS

The pursuit of systematic approach in member education and leadership development starts from the training of trainers and program implementors and finally the target clientele at the primary cooperative level.

A more detailed description of the above-mentioned education and training activities follows:

Class of Participants	Title of Education and Training Activity	Main Objective
1. Ministry Officials and Key Personnel		
a. Bureau and Regional Directors	Orientation-Conference on Cooperatives Development Program	To familiarize the participants with the Cooperatives Development Program and their roles in its implementation.

Class of Participants	Title of Education and Training Activity	Main Objective
b. Bureau Technical Personnel	Orientation-Conference on Cooperatives Development Program	To familiarize the participants with the Cooperatives Development Program and their roles in its implementation.
c. Provincial Executive Officers	Orientation-Conference on Cooperatives Development Program	-do-
2. Ministry Field Implementors		
a. New Recruits	Pre-Service Training	To provide the participants a thorough knowledge and understanding of all the programs of the Ministry and the necessary skills and attitudes for the effective performance of their functions.
b. Old Employees	a. Seminars and Workshops during Every Stage/Phase of the Cooperatives Development Program	To update the participants with latest developments in the program.
	b. Skills Training	Aimed at upgrading the competencies of the participants of their given functions.
	c. Co-op Management Training	Aimed at upgrading the competencies of the participants in the performance of their functions.
	d. Trainers' Training	-do-
	e. Others	

Class of Participants	Title of Education and Training Activity	Main Objective
3. Personnel of Other Government Offices and Private Organizations	a. Seminars and Workshops on Cooperatives	To acquaint the participants with the program and their respective roles/contributions to its implementation.
	b. Trainers' Training	To provide the participants with knowledge, information, attitudes and skills needed in performing the role of a cooperative trainer
4. Clientele		
a. Samahang Nayon (Village Cooperatives)	1. Pre-Membership Education Program	To enable the barrio residents to fully participate in and become full-fledged members of the Samahang Nayon.
	2. Continuing Membership Education Program	
	a. Management and Accounting Course for Officers	To develop in all officers the knowledge, skills and attitudes necessary for intelligent leadership and correct management of the Samahang Nayon in its first year of operation.
	b. Technical Course in Agriculture	To enable the Samahang Nayon members practice improved methods of farming thereby

Class of Participants	Title of Education and Training Activity	Main Objective
		increasing their production.
	c. Product Specialization Course	To enable the Samahang Nayon members learn crafts and projects which will augment their family income.
	d. Management Lessons for all Members	To prepare the Samahang Nayon members assume leadership roles.
	e. Skills Training for Samahang Nayon Secretary-Treasurer	To enable the participants perform their functions effectively.
	f. Seminar-Workshop for Credit Committee Members of Samahang Nayon	To enable the participants perform their functions effectively.
b. Different Types of Kilusang Bayan (Full-Fledged Cooperatives)	a. Pre-Membership Education Program	To enable the Kilusang Bayan members to fully participate in and become full-fledged members of the Kilusang Bayan
	b. Membership Education Seminar - Part II	To enable the Kilusang Bayan members participate actively in the affairs of their Cooperatives.
	c. Basic Management Course for Board of Directors, Officers, Committee Members and Management Staff of Kilusang Bayan	To provide the participants the right perspective of cooperative administration and management.

Class of Participants	Title of Education and Training Activity	Main Objective
	d. Developmental Course for Key Officers of Cooperative Rural Banks	To reinforce the knowledge of the participants on the intricate management aspects in Cooperative Rural Banks.
	e. Management Skills Training for Directors and Hired-Management of Area Marketing Cooperatives	To strengthen and facilitate the development of Area Marketing Cooperatives thru improved managerial proficiency and effectiveness in AMC operations by the Management Team as a whole.
	f. Workshop on Financial Analysis for Area Marketing Cooperatives Officers, Board of Directors, Managers, Members of the AIC, Treasurer and Bookkeeper	To develop the capabilities of the participants to assess the viability of their organization.
	g. Seminar-Workshop for Bookkeepers/Treasurers of Various Types of Kilusang Bayan	To provide skills in Cooperative Accounting/Bookkeeping.
	h. Seminar-Workshop for SN Bookkeepers/Treasurers	To keep abreast the participants with the new accounting system on Samahang Nayon.
	i. Others . . .	

MAIN PROBLEMS BEING EXPERIENCED IN IMPLEMENTING COOPERATIVE
MEMBER EDUCATION

1. Lack of trained extension workers to conduct member education

With the transfer of the Bureau of Cooperatives Development from the Ministry of Local Governments and Community Development to the Ministry of Agriculture, only a few extension workers who are well-grounded on the teaching of cooperatives in the context of the Philippine society remained.

The void created by this situation is expected to affect program implementation until the Ministry of Agriculture's field technicians are fully trained on cooperatives.

2. Travel funds for implementing member education grossly inadequate

Considering the geographical condition of the country, it is easy to understand why mobility of extension workers is a factor for the success of program implementation. Even with this realization, however, nothing much could be done under the present economic condition to augment the logistic support for personnel.

3. Lack of member-education materials

Another serious drawback to an effective member education program in the Philippines is the lack of indigenous teaching/training materials. Most of the information available on cooperatives are based on the experiences and conditions of Western countries which are different from

those in the Philippines. While it is true that cooperative principles are generally applicable, their effectiveness is conditioned, however, by social, cultural, political and economic variables in the place where they are to operate. This suggests a need for producing Philippine-based materials to enrich and make more meaningful the teaching of cooperatives to our people.

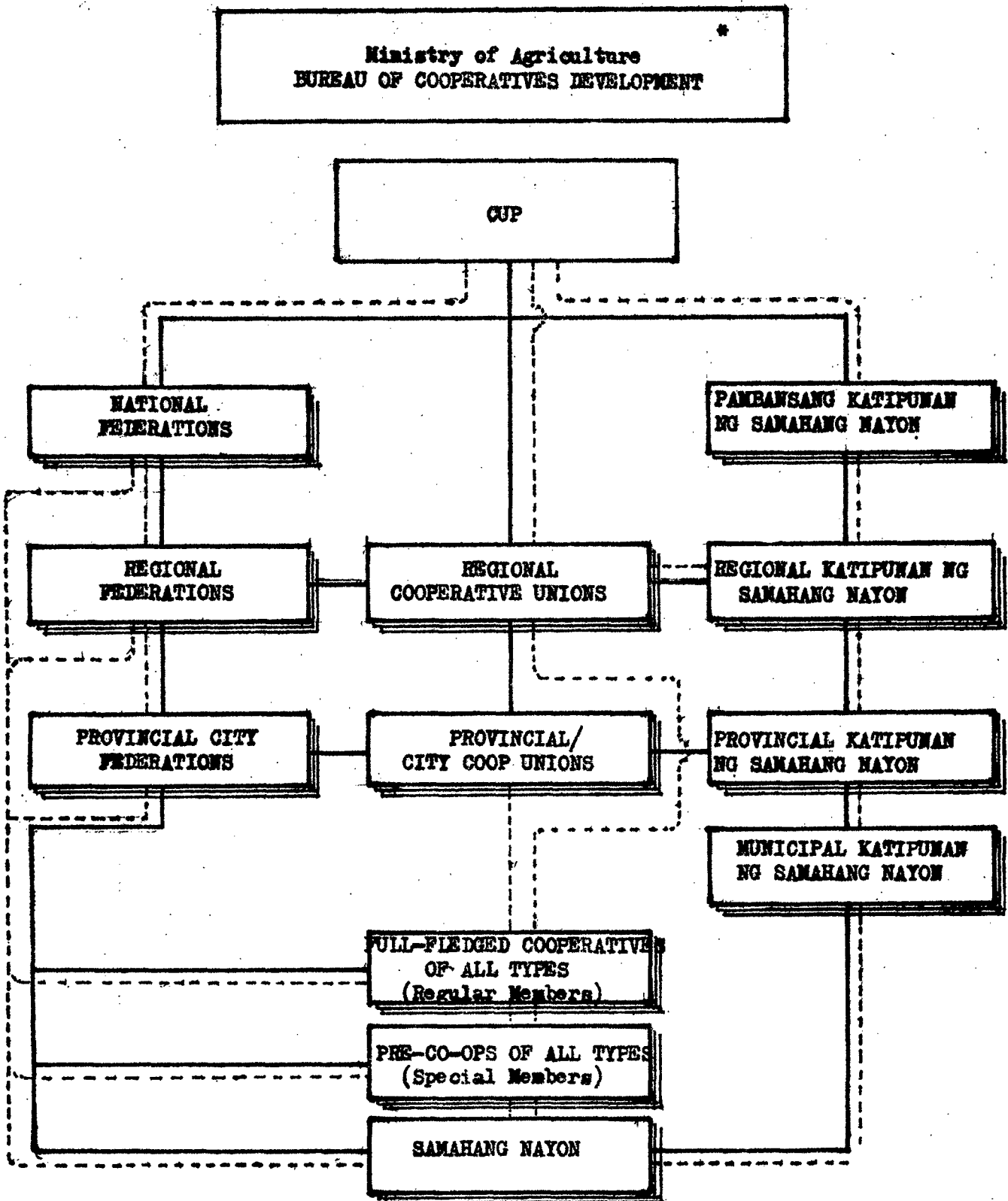
Annexure 1

LIST OF ORGANIZATIONS/AGENCIES AT THE NATIONAL LEVEL
PROMOTING/ASSISTING COOPERATIVE MEMBER EDUCATION AND LEADERSHIP
DEVELOPMENT ACTIVITIES AT THE FIELD LEVEL

<u>Agency/Organization</u>	<u>Address</u>
Bureau of Cooperatives Development	Ablaza Bldg., 117 E. Rodriguez Sr. Ave., Quezon City Philippines
Agricultural Credit and Cooperatives Institute	University of the Philippines Los Baños, College, Laguna (Philippines)
Cooperatives Union of the Philippines	Room 400-F Dela Merced (Delta) Bldg., West Ave. Quezon City (Philippines)
National Association of Training Center for Cooperatives	Suite 74, Zeta II Bldg. 191 Salcedo St., Legaspi Village Makati, Metro Manila
Philippine Federation of Credit Cooperatives	12th Floor A Columbian Tower Shamrock, Santol Sta. Mesa, Metro Manila (Philippines)

Annexure 2LIST OF ORGANIZATIONS/AGENCIES AT THE REGIONAL, PROVINCIAL AND MUNICIPAL LEVELS PROMOTING/ASSISTING COOPERATIVE MEMBER EDUCATION AND LEADERSHIP DEVELOPMENT ACTIVITIES

<u>BCOD</u>	<u>CUP</u>	<u>NATCCO</u>
Cooperatives Development Units of the MA Regional Offices (13 Regions)	Regional Cooperatives Unions (13 Regions)	Training Centers for (5) regional areas: <ul style="list-style-type: none"> - Northern Luzon Cooperative Education Center (NORLUCEDEC) - Tagalog Cooperative Training Center (TAGCOTECH) - Bicol Cooperative Training Center - Visayas Cooperative Training Center (VICTO) - Southern Philippines Education Center for Cooperatives (SPECC)
Cooperatives Development Staff at the MA Provincial Offices (75 Provinces)	Provincial Cooperatives Unions (75 Provinces) Note: Only some are operational	
MA Field Technicians and other Extension Workers trained on Cooperatives Development	Education Committees of Primary Cooperatives	Education Committees of Primary Cooperatives



STRUCTURE OF THE PHILIPPINE COOPERATIVE MOVEMENT

LEGEND:

* Responsible for the promotion, organization, registration, development and supervision of cooperatives.

- Theoretical linkages
- Actual linkages

PROMOTION, EDUCATION AND TRAINING DIVISION
PROGRAM ACCOUNTABILITY MODEL

PROGRAM COMPONENT

PROMOTION

TARGET GROUPS

Students

Adult Community

Existing Coops

OUTPUT

Enlightened Youth on Co-ops

Well-informed Adults on Co-ops

Motivated Co-op Leaders

IMMEDIATE EFFECT

Increased would-be Cooperators

Stimulated would-be Cooperators

Stimulated would-be Incorporators

Vertical/Lateral Cooperation

INTERMEDIATES

Membership in Cooperatives

Membership in Co-ops

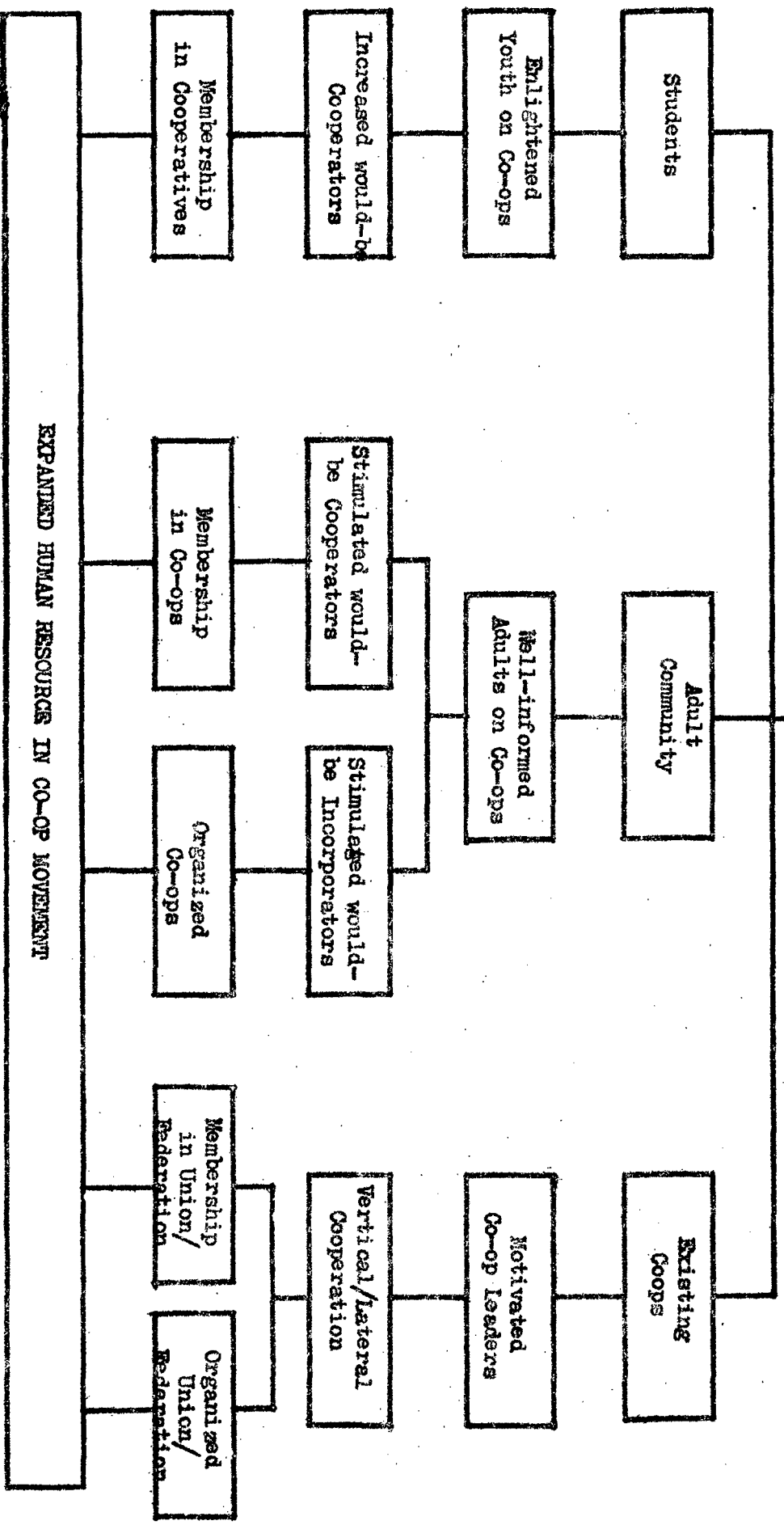
Organized Co-ops

Membership in Union/Federation

Organized Union/Federation

ULTIMATE EFFECT

EXPANDED HUMAN RESOURCES IN CO-OP MOVEMENT

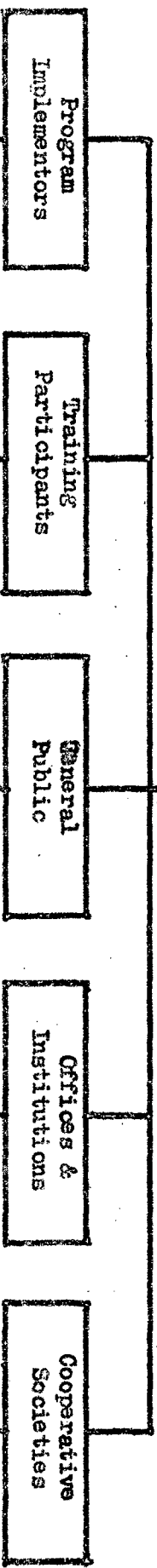


PROMOTION, EDUCATION AND TRAINING DIVISION
PROGRAM ACCOUNTABILITY MODEL

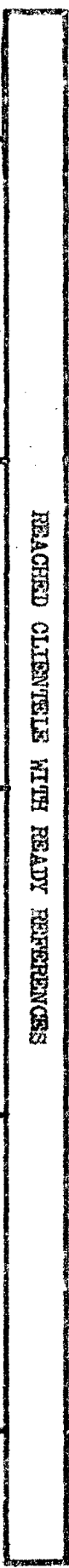
PROGRAM COMPONENT

PROMOTION/REPRODUCTION OF
PROMOTION/INFORMATION/EDUCATION/
TRAINING MATERIAL

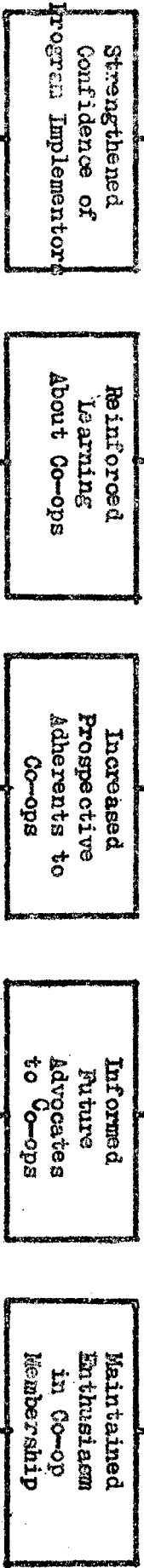
TARGET GROUPS



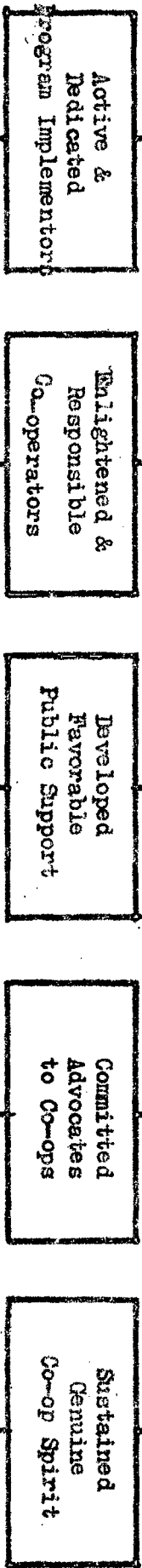
CURRENT



IMMEDIATE EFFECTS



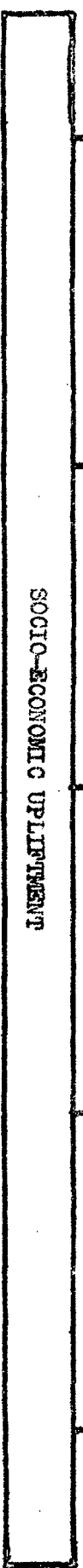
INTERMEDIATE EFFECTS



PENULTIMATE EFFECTS



ULTIMATE EFFECTS



PROMOTION, EDUCATION AND TRAINING DIVISION
PROGRAM ACCOUNTABILITY MODEL

321

PROGRAM COMPONENT

EDUCATION & TRAINING

TARGET GROUPS

Program Implementors

Board of Directors & Committees

Management Staff

Employees

Members

OUTPUT

Trained Supervisors, Extensionists & Implementors

Trained Directors & Committee Members

Trained Managers & Key Staff

Trained Employees

Trained Members

IMMEDIATES EFFECT

Effective & Adequate Supervision & Extension

Dynamic & Dedicated Leadership

Effective & Responsive Management

Upgraded Functional Skills

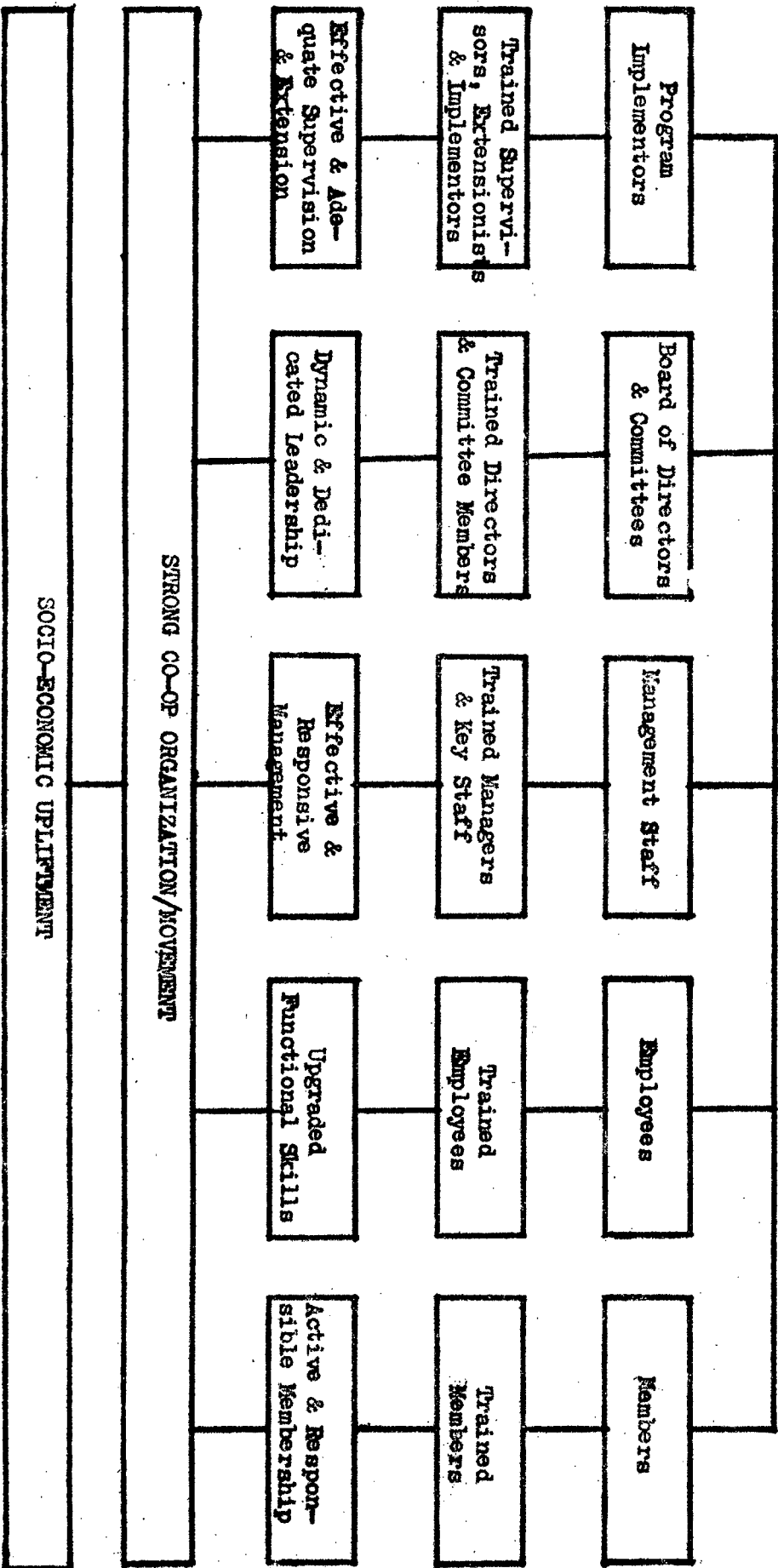
Active & Responsible Membership

INTERMEDIATES EFFECT

STRONG CO-OP ORGANIZATION/MOVEMENT

ULTIMATE EFFECT

SOCIO-ECONOMIC UPLIFTMENT



TRAINING PROGRAMS CENTRALIZED IN THE DIVISION

GENERAL TYPE

TRAINORS' TRAINING

SPECIFIC TYPE

BASIC TRAINORS' COURSE

Education Committee Members
Would-be Co-op Trainors
(At least two years work
experience in Co-ops)

ADVANCED TRAINORS COURSE

Those who completed Basic
Course with at least one
year experience in Co-op
Education Work

SPECIALIZED TRAINORS' COURSE

Those who completed
Advanced Course with at
least two years work
experience in Co-op Education

OBJECTIVES

Acquire knowledge, develop
Competencies, Skills and
proper Attitudes for Co-op
Organization and Membership
Education

Acquire more knowledge in
Co-op Education, strengthen
Co-op attitudes and further
develop Training Skills
and Competencies

Develop expertise in the
Preparation and/or
Utilization of Specialized
Techniques, Methodologies
and/or Training Material

OUTPUT
(IMMEDIATE)

Deputized
Co-op Trainors for
PEEP & Organizational Work

Deputized
Trainors with
Improved Competencies

Deputized
Trainors with
Improved Competencies for
Specialized Training

TRAINING PROGRAMS GENERALIZED IN THE DIVISION

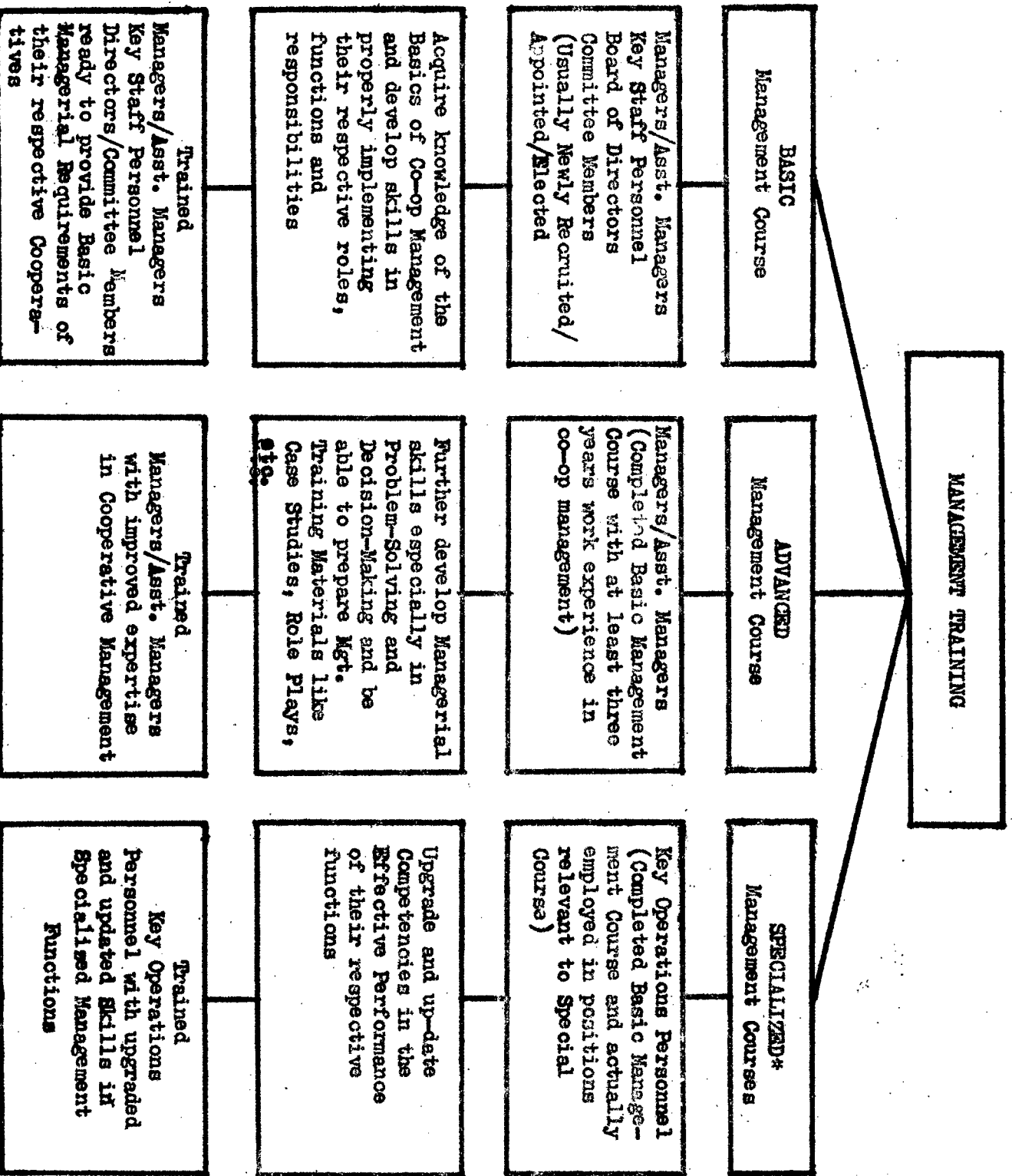
REAL TYPE

CIFIC
E

ENTS

ECTIVES

PUP



*These are special courses wherein participants are made to solve problems of real life situations through case studies, role plays, problem-solving, etc. Sample Courses are: Supply Management, Finance Management, Transport Management, Retail Management, etc.

TRAINING PROGRAMS CENTRALIZED IN THE DIVISION

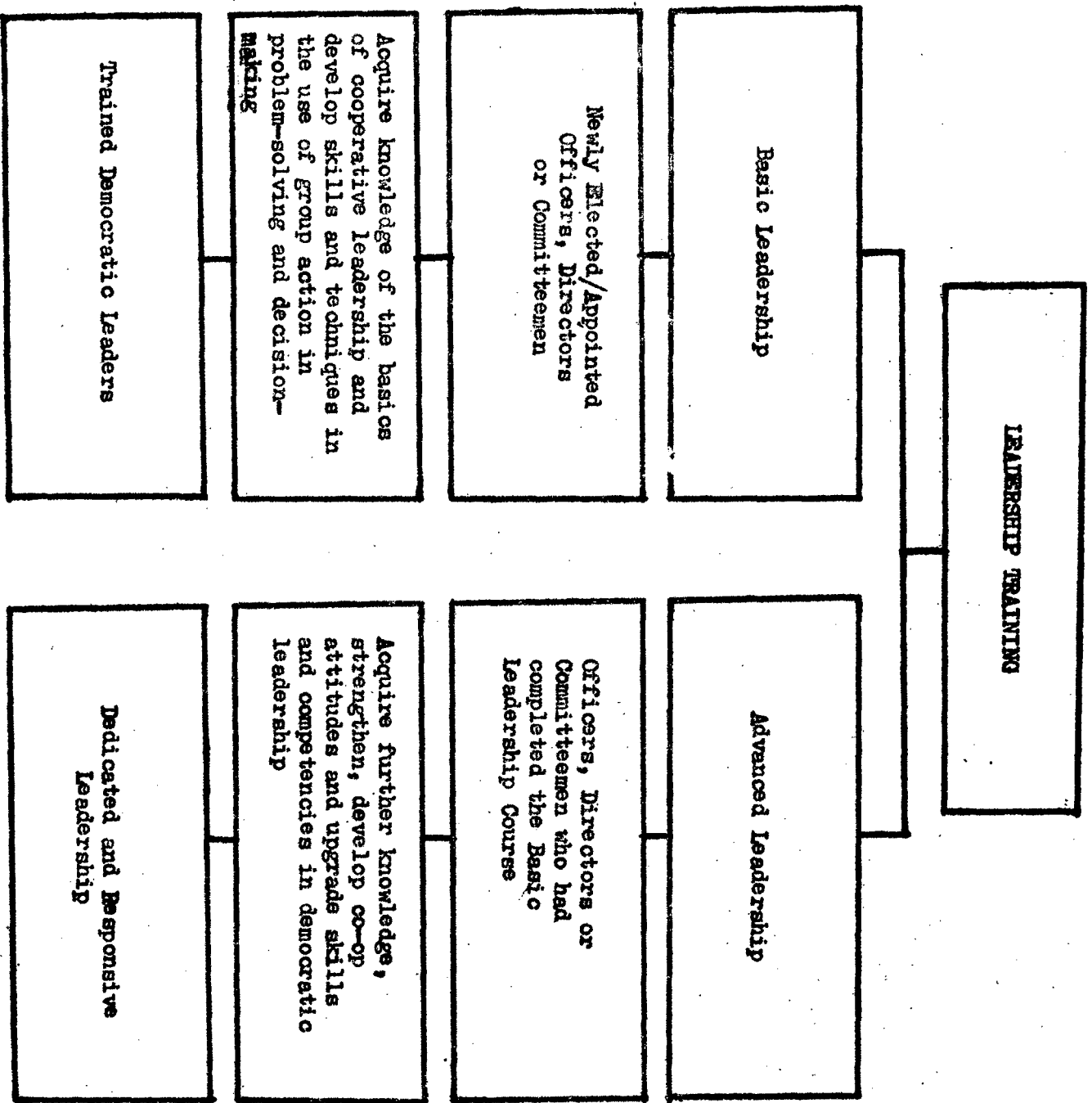
GENERAL TYPE

SUBJECT TYPE

AGENTS

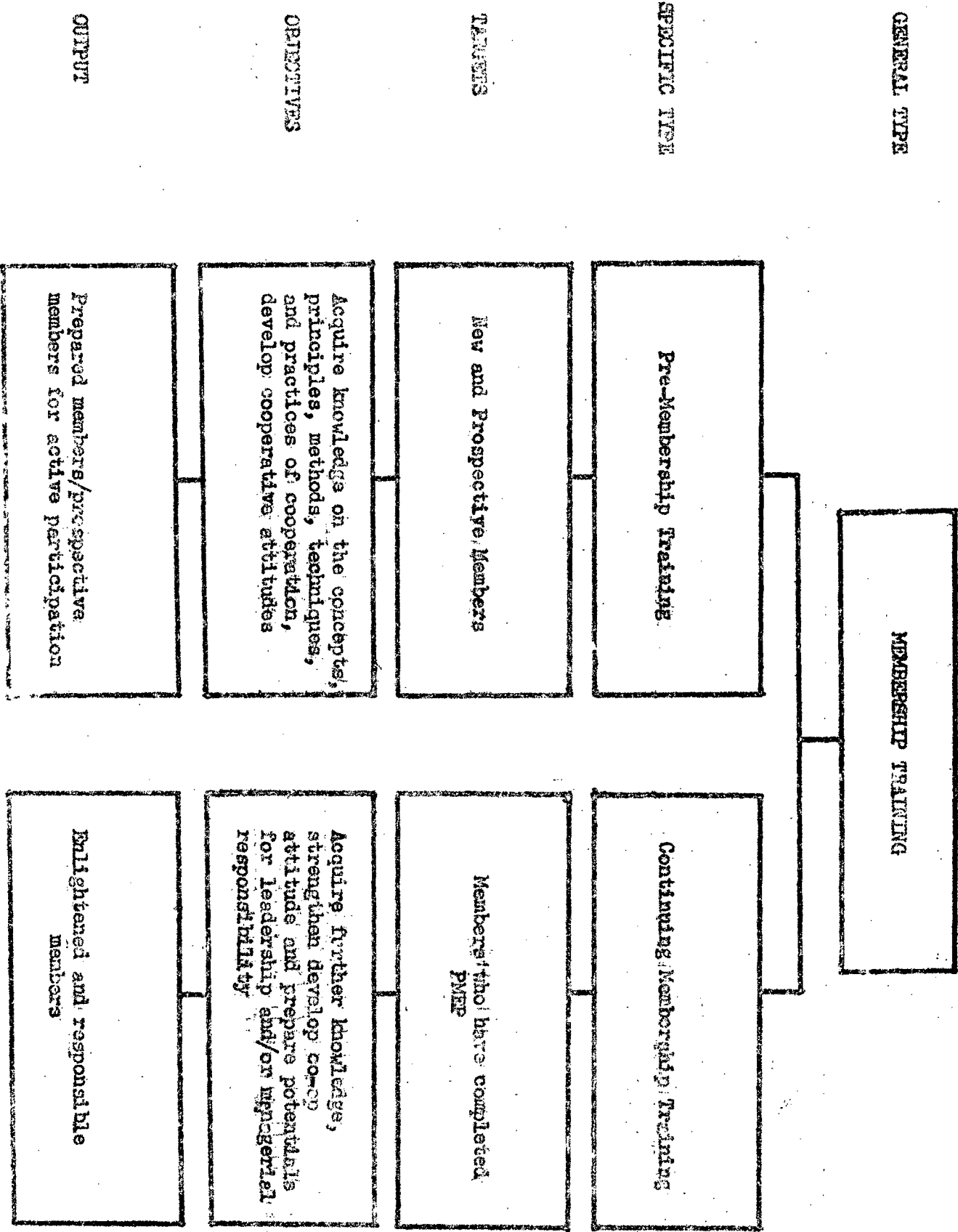
RECIPIENTS

OUTPUT



Note: Lessons or subjects in leadership may be integrated in the Management Courses especially in the Basic Courses. In the Advanced Leadership Course it is suggested that participants be of the same type or positions.

TRAINING PROGRAMS GENERALIZED IN THE DIVISION



GENERAL TYPE

SPECIFIC TYPE

TARGETS

OBJECTIVES

OUTPUT

Co-operative Member Education and Leadership Development with special emphasis on; the status of co-operative education Programmes at the Field level and possibility of its future development

1:1. The Organisation and Agencies at the National Level which provide and assist Co-operative Member Educational Activities at the field level their address are:-

1. National Co-operative Education Advisory Committee,
Ministry of Food and Cooperative, Union Place, Colombo 2.
- (a) Co-operative Department, P.O.Box 419, Duke; Street, Colombo 1,
Sri Lanka.
- (b) National Co-operative Council of Sri Lanka, 455, Galle Road, Colombo 3,
- (c) Co-operative Management Services Centre, 127, Grandpass Road, Colombo 14.
- (d) Co-operative Credit Societies Union, 2/3, Edmanton Road,
Kirulapana, Colombo 6.

There are several constraints which impede the activities of the above agencies. There are lack of funds, lack of qualified personnel, lack of technical knowledge and technical machinery, such as video projectors, lack of other facilities for available officers. If these constraints are overcome certainly there would be advancement and progress in the above activities.

1:2. The Organisation and Agencies at the Provincial and District level are:

1. District Level Education Committees
2. District Level Co-operative Department Organisations.
3. District Committees of the National Co-operative Council.
4. Credit Societies District Union.
5. District Committees Women's Organisation.

The constraints experienced at present are:-

Delay in receiving funds for educational programmes; lack of provision of funds to invite Special Lecturers from outside the Department; lack of technical equipment at the District Level; lack of co-ordination between the District Level Organisation and the Co-operative Institutions etc. When these constraints are removed, it is certain to; bear fruit.

1:3 In Sri Lanka the Primary Societies look up to the National Co-operative Council and the Co-operative Department as the bridge to link the Co-operative Societies with the members. The Primary Societies provide meagre funds and venue for the National Co-operative Council and the Co-operative Department to render Member Education at the society level. The Primary Societies also get the assistance of the other departments to promote financial, social and cultural development at the society level. The appointment of Educational and Extension Officers at the society level and provision of funds amounting to Rs.1,000/- per month by the societies

raised from profits made by the societies and allocation of separate funds for education in the annual budget help the society in this field.

1:4. As mentioned above under 1:3, since the societies look up to the National Co-operative Council and the Co-operative Department for guidance and implementation of educational programmes the role played by the Primary Societies are certainly inadequate. The Primary societies must be in a position to plan and implement their programmes. For this purpose the societies should be provided with more funds; from outside sources; the level of Education and Extension work of Officers should be raised; provision of adequate educational material and provision of easy transport facilities could change the educational programmes for the better. The close participation of the Board of Directors and their positive attitude for member education can also help to a great extent to improve the society's role.

1:5 The Co-operative Department having realised the importance of member education has instituted a School of Co-operation at the National Level and instituted a separate organisation to deal with all educational matters. It has also appointed Departmental Educational Officers at the District Level and created National Co-operative Council at the District Level to undertake and implement educational programmes. The personnel at the District Level are the Assistant Commissioner of Co-operative Development, the Secretary of National Co-operative Council at District Level, Education and Extension Officers at the District Level. At the National Level there is the Commissioner and Deputy Commissioner for Education, Senior Assistant Commissioner, Assistant Commissioner at District Level and Educational Officers at Society's Level.

The Department and the National Co-operative Council are the sole institutions for imparting education with the assistance of the societies. The societies. The societies collaborate with these two institutions in providing a portion of funds for the implementation of the programmes and provide the learners for such educational programmes such as members and employees.

1:6 The diagram of Organisational structure etc. are attached.

- 2:1
- a. At Field Level there are 285 education Officers at the Societies' level.
 - b. At the District Level 27 Assistant Commissioners, 28 Education and Extension Officers, 27 District Secretaries of the National Co-operative Council and 27 Education Assistants at the National Co-operative Council.
 - c. Does not arise.
 - d. Commissioner, Deputy Commissioner, Education, Senior Assistant Commissioner and Assistant Commissioner, President, National Co-operative Council and the National Education Committee.

2:2 The Names & Designations of the Chief of the Co-operative Member Education Department at the National Level are:-

1. K.Austin Fernando Esqr., C.C.D. & R.C.S.
2. M.R.G. Dassawatte Esqr., President of National Co-operative Council

3:1 a. The funds are raised from the Co-operative Fund ~~which is made up of funds~~ which is made up of funds provided by the societies at District Level.

b. From Foreign Aid.

c. From the International Co-operative Alliance.

The break up of the funds are annexed.

3.2 In terms of the Co-operative law every registered Co-operative Society should allocate 10% of its annual nett profit to the Co-operative Fund. This Fund is controlled by the Commissioner of Co-operative Development. The Fund is used in connection with activities pertaining to Co-operative Education and to give financial assistance to Co-operative Societies. A major portion of the Fund is allocated for Co-operative education. The amount so allocated is spent on educational activities of the Sri Lanka National Co-operative Council. In accordance with this a certain amount of the Co-operative Fund is released for educational activities of the Sri Lanka National Co-operative Council. In accordance with this a certain amount of the Co-operative Fund is released for educational activities of the Sri Lanka National Co-operative Council by the Commissioner of Co-operative Development. The amount allocated depends on the availability of Funds in the Co-operative Fund.

33 Allocation of Funds for Co-operative educational activities is made on District level and according to the annual estimate of the Sri Lanka National Co-operative Council. In addition to that, funds are allocated to the Women's Consumer Education Project and the small Farmer's Project implemented by the National Co-operative Council. A sum of Rs. 3000/- has been allocated for each District in connection with expenses at District level on Training members, leaders and employees. The total amount allocated during the current financial year for educational work including other training programmes that have to be implemented at National level in addition to the above activities is Rs. 135,000/-. A sum of Rs. 150,000/- has been allocated this year for the educational activities of the members and leaders of the Women's Consumer Education Project. The allocation for the current year for educational activities of the small Farmer's Project is Rs. 5000/-.

4:1 Sri Lanka National Co-operative Council and the Department of Co-operative Development had jointly handled educational work relating to members and employees during the last year, classes had been conducted in every District for co-operative Employees Advanced level and Ordinary Level

conducted for clerks, accounts clerks, Internal Auditors, Regional Depot Managers, Salesmen etc. Training classes had also been conducted for members (separate classes for women members), workshops and Depot Committee members, workshop Directorate members etc. These classes had specially been conducted in association with the multi purpose co-operative societies.

However, the Sri Lanka National Co-operative Council and the Department of Co-operative Development have intended to change this scheme of education. In accordance with the new scheme training of members, Committee members, Directorates and employees will be done at Society level, Instructions were given to officers who are to plan and implement this scheme, on 19th and 20th January. It is envisaged to take into consideration the requirements of each Society and plan and implement the training accordingly. The scheme will come into operation at District level from March. An evaluation will be done at the end of the training.

- 4:3 The degree of participation and the performance of the members, the management of the societies, the decisions made at Branch Committees, General Bodies, and Board of Directors help cases of educational needs of members.
- 4:4 At the National Level, the School of Co-operation and the Co-operative Management Services Centre are the two Institutions involved. Short-term Programmes, Refresher Courses, Practical Training and Workshops are provided with modern techniques such as Audio Visual Equipment etc. Scholarships are provided whenever necessary. Other methods such as Lecturing Methods, Participating Training Methods, Communicative Training Methods along with statistical data, Placards and Hand Bills.
- 5:1 The local Educational field personnel are supervised and guided by the Departmental Educational and Extension Officers the Sub-Committees of the Board of Directors of the societies and the General Managers of the Societies.
- 6:1 This practice has not been done so far.
- 6:2 The present methods are partly effective but new methods such as participating method, workshop method, communicating method, visual aid methods at the grass root level can produce greater results.
7. The problems experienced in regard to planning are:-
1. Planning by one officer for a very large group at the District Level instead planning according to needs at grass root level.
 2. The difficulty in planning to satisfy needs of each member of large groups.
 3. Lack of transport facilities.
 4. Lack of trained and experienced personnel for imparting knowledge at Local Level.

The problem in implementation are:-

- 5 -

The problem in implementation are:-

1. Lack of financial resources.
 2. Lack of Technical and Communication facilities
 3. Lack of interest shown by Board of Directors.
 4. Lack of interest of members.
8. The strategy for further development is attached.
9. The nature of assistance required for the I.C.A. and other
- External resources are:-
1. Adequate financial resources for the District and Local Level Programmes.
 2. Provision of Technical Assistance to the District and Local Level Programmes
 3. Provision of Scholarships for Educational Personnel at the District Level.
 4. Provision of Educational Programmes at the Institutions at the National Level for selected members from the Local Level.

MINISTRY

N.C.E.A. Committee

E.G.

Education Sector & Co-op. Devt
-ment C.C.D. & R.C.S.

D.F.

N.C.C.

C.F.

D.E. Education

S.A.C.
Education

Chairman

General
Secretary

Divisional
A.C.C.D.

School &
Co-operations

A.C.C.D.
(Edu)

Dist. Edu.
Center

Regional
Center

Dist. education
Extension Office

Dist.
Secretary

Edu. Asst.

G.B.

Dist. Level Edu.
cation Committee

Domestic Sec.
(Women Community)

H.F.

Credit Soci.
Union

H.F.

Large Prime

M.P.C.S.

H.F.

- A. Identification and Initial Programming.
- B. Analysis of Programming and Preparation of Dist. Edu. Programme.
- C. Financing and Assisting. (D) Monitoring and Supervising.

7

NECESSARY STEPS FOR PREPARING
A TRAINING ACTIVITY

Evaluation

Implementation and
Management of training
session.

Session(Activity)
Design.

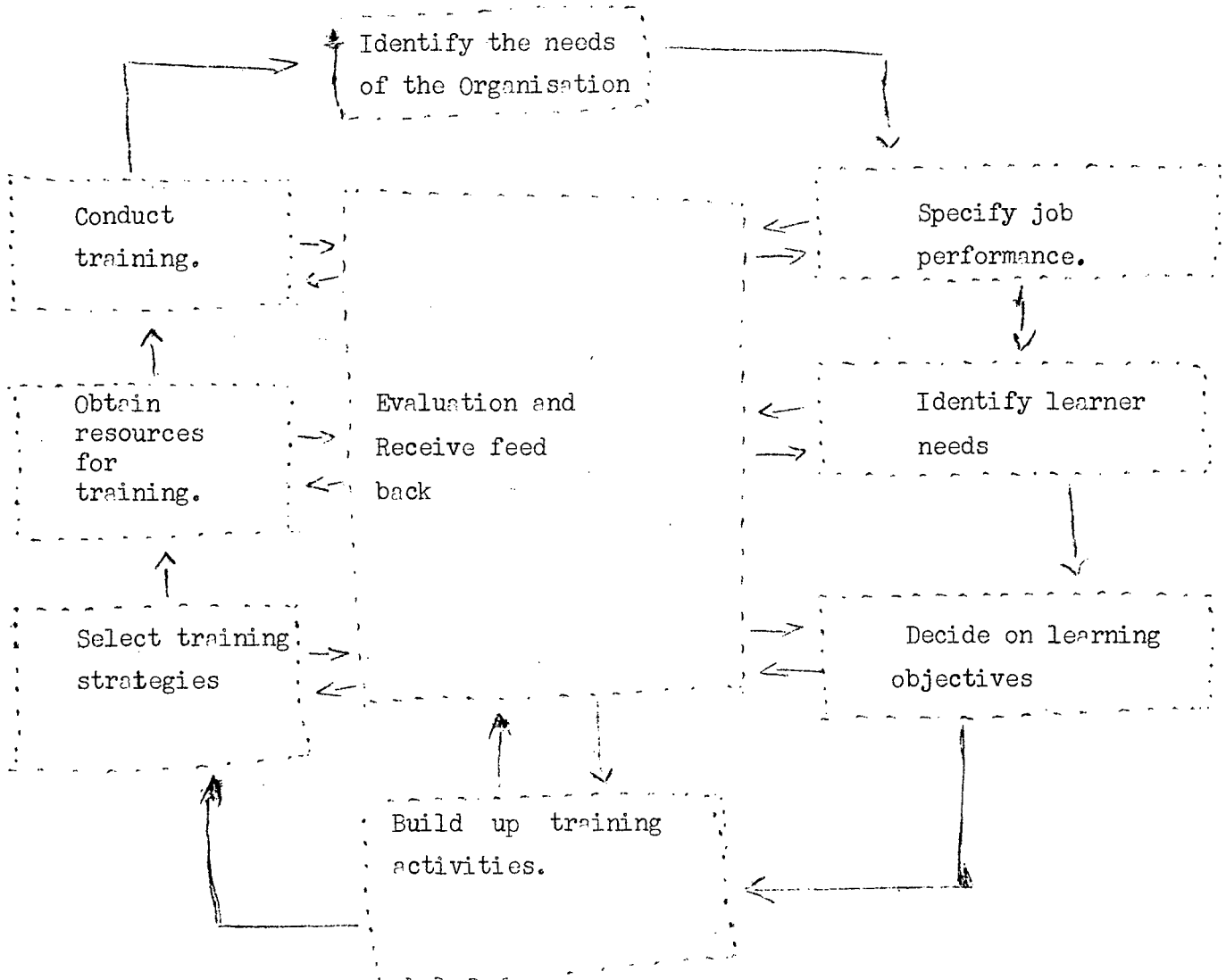
Analysis of items that should
be included in the training
session.

Analysis of the nature of
trainees.

Preparation of training
Objectives.

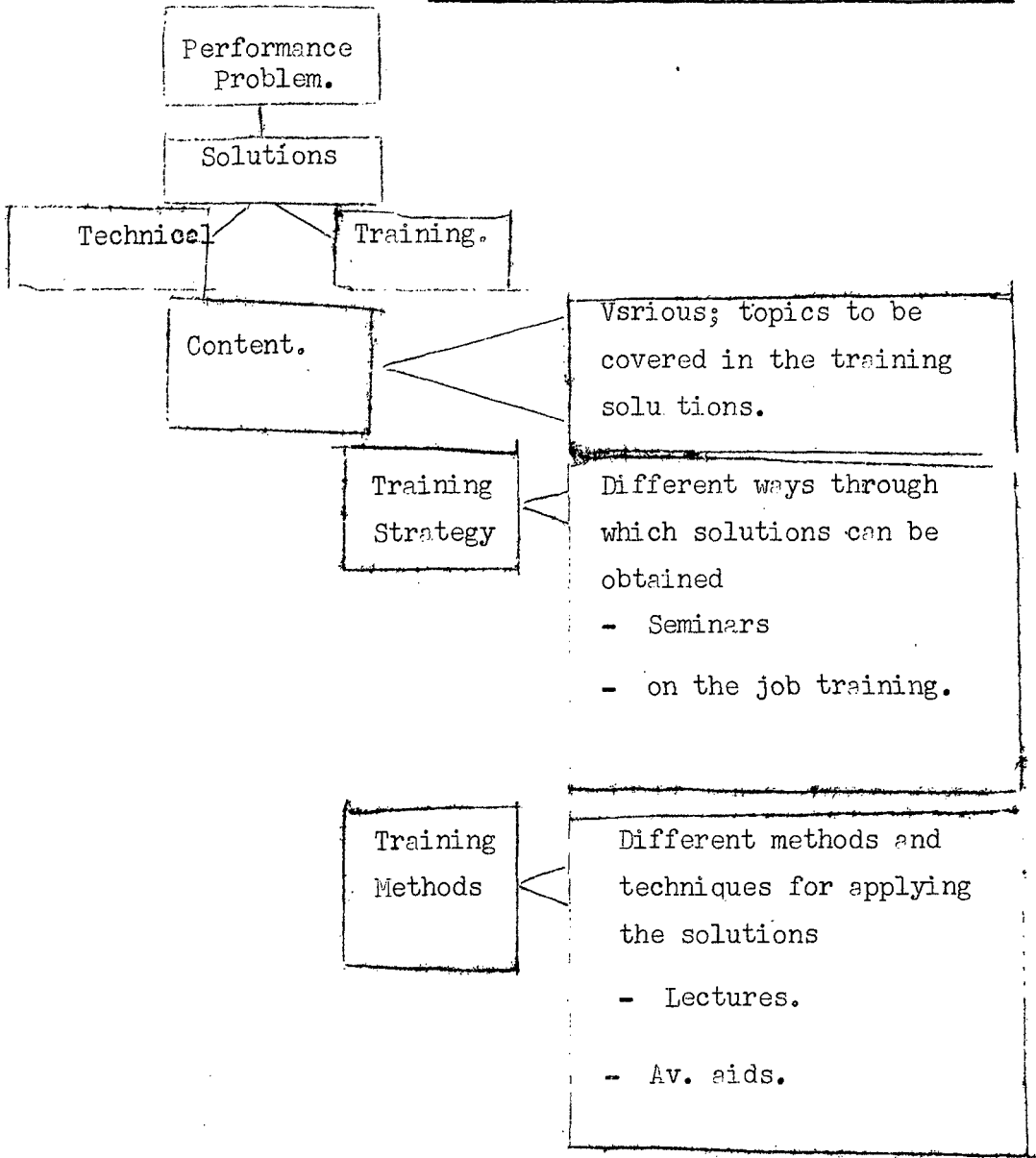
Analysis of training
needs.

CRITICAL EXAMPLE OF ACTIVITY ON
PREPARATION OF PROGRAMMES



(9)

PREPARATION OF A PROGRAMME BASED ON A
PERFORMANCE PROBLEM



ICA-CEMAS/NCUI/VMNICM REGIONAL WORKSHOP ON FIELD EDUCATION

DEVELOPMENT (FED) MATERIAL FOR S-E ASIA

FEBRUARY 6 - 24, 1984

PRESENTED BY

MR. CHACHAVIN RATNABHIRAMYA

MISS MALAI CHOOKIARTSIRI

THE COOPERATIVE LEAGUE OF THAILAND

General background

The Cooperative League of Thailand is a non - government organization created by the Cooperative Act 1968 for the purpose of promoting and developing the cooperative movement in the country. It is acknowledged as an apex organization representing the movement. Under the Article 104 of the mentioned Act, it is stated that " The Cooperative League of Thailand shall be created on a non-profit making basis consisting of all types of member cooperatives in order to give aid and assistance to cooperative societies on education, and training". Presently there are 2,073 member societies consisting of Agriculture, Fisheries, Service, Consumer, Land Settlement and Thrift and Credit cooperatives.

The objective of the League are as follow :

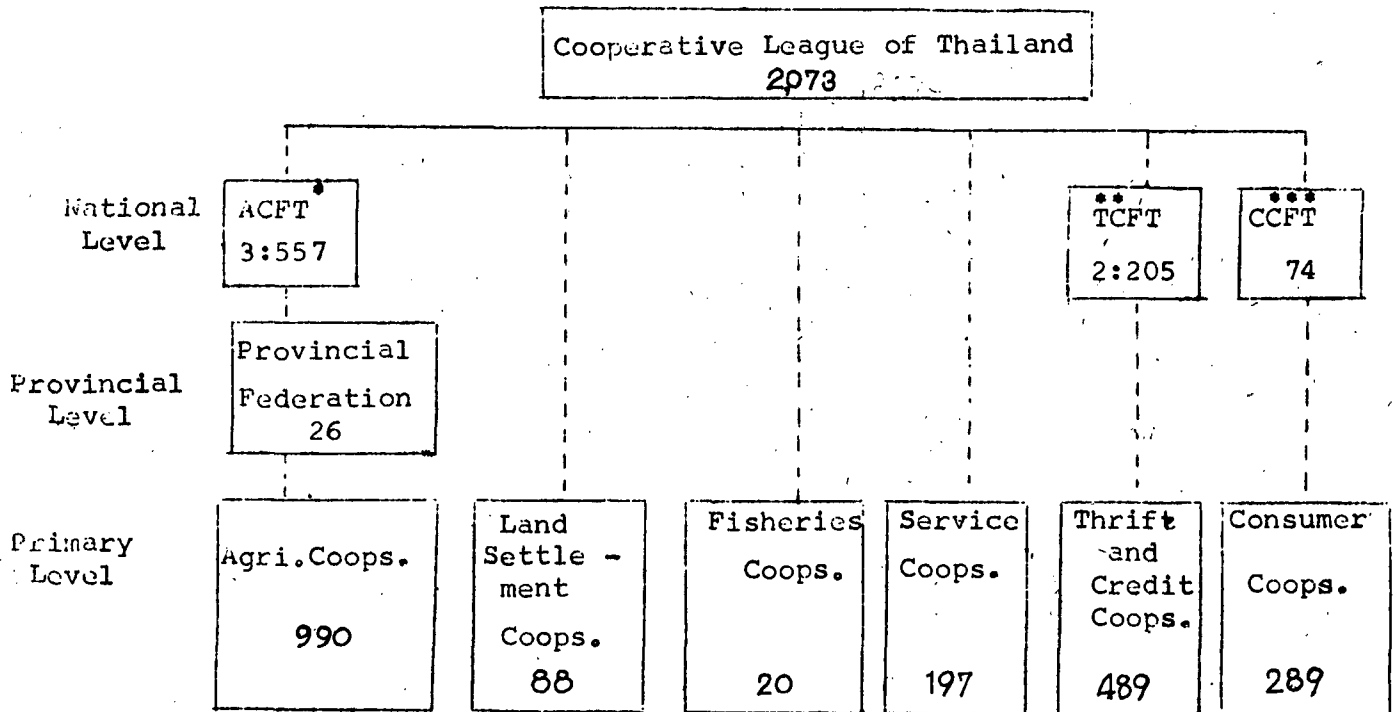
1. Providing education ^{and training} to members, committeemen and staff of the cooperative societies E of
2. Advising and assisting cooperatives on technical problems, coordinating with government agencies so as ^{to} receive needed assistance.
3. Promoting better understanding of cooperative among general public and all sectors of the economy.
4. Conducting research and studies of cooperative activities and related matters.
5. Reviewing and studying cooperative law and other legislation affective the movement and rendering advice on legal matters to the government and cooperative societies
6. Producing and Publishing cooperative news, journals, leaflets, booklets, manuals and handbooks and other training aids
7. Maintaining Library for the use of cooperative staff and people interested in cooperatives.
8. Organizing regional and national seminars from time to time.

9. Promoting cooperative relationship among member societies, societies, international cooperative institutions, other international organizations which have similar goals and purposes.

10. Representing the cooperative movement nationally and internationally.

All types of primary, secondary and tertiary cooperatives registered under the Cooperative Act must be affiliated automatically to the league. Under the provision of the act, all member cooperatives (except those have made a loss) must contribute annually a small portion of their net margins at 5% but not exceed 5,000 Baht for the financial support of the League.

The Board of Directors is composed of 31 members. Of which 25 are elected from the representatives of member cooperatives and 5 are appointed by the Minister of Agriculture and Cooperatives from the government departments dealing with cooperatives and an executive director the ex-officio board members. The term of office of the Board is 2 years.

The structure of the cooperative organization in Thailand

• ACFT = 1) Agricultural Cooperative Federation of Thailand Ltd.
 2) Sugarcane Growers Cooperative Federation of Thailand Ltd.
 3) Swine Raising Cooperative Federation of Thailand Ltd.

•• TCFT = 1) Thrift and Credit Cooperative Federation of Thailand Ltd.
 2) Credit Union Cooperative Federation of Thailand Ltd.

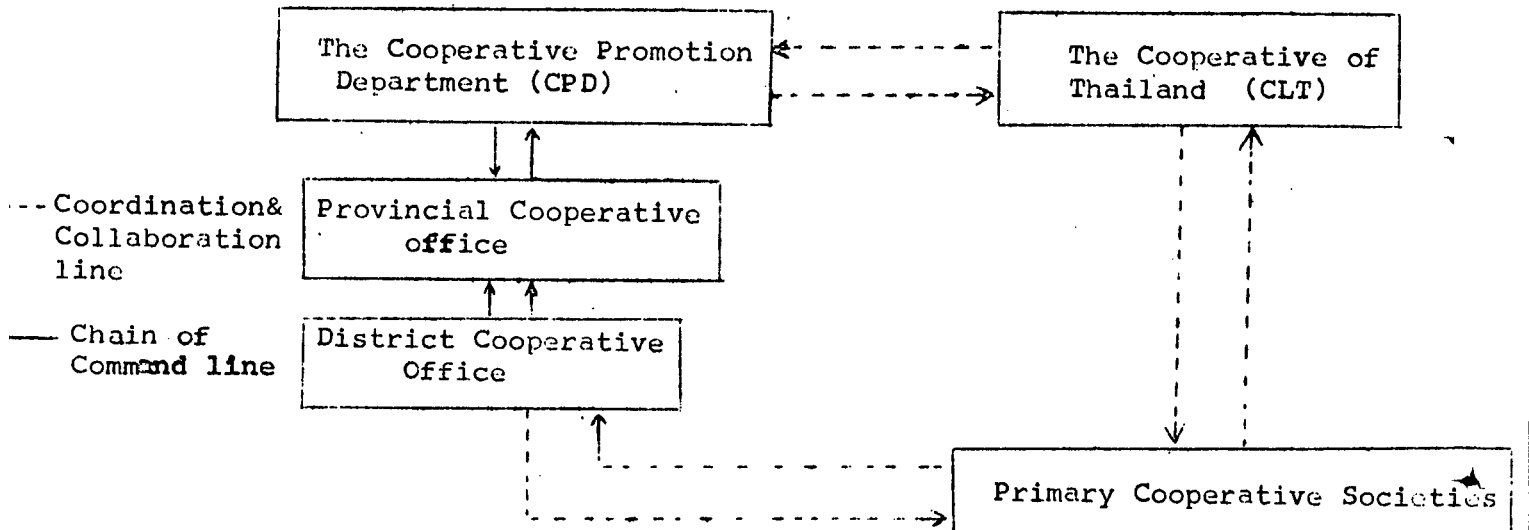
••• CCFT = Consumers Cooperative Federation of Thailand Ltd.

Past and Present System of Education and Training Programmes

The seed of cooperative has been brought to Thailand since 1916 or about 65 years ago. The success of the first small unlimited credit society through the basic principles of thrift, mutual help and self-help led to a moderate but sound expansion of its type until after the Constitutional Government in 1932. Since then the cooperatives of other types were also given their place forming a movement of both producers and consumers in the Kingdom. Most of these cooperatives were received direct assistance from the government in many aspects such as low cost credit, management, direct grants in some cases and particularly training and education.

After the promulgation of the present Cooperative Act in 1968; the Cooperative League of Thailand became in existence to serve the movement and to alleviate the burden of the government in giving direct assistance especially in the field of education and training.

At present there are two organizations dealing with cooperative education and training : (1) The Cooperative Promotion Department and (2) The Cooperative League of Thailand. Most of the education and training programs are processed in coordination and collaboration among them as illustrated in the chart below.



The Cooperative Promotion Department processes the programmes through the provincial cooperative offices, the district cooperative offices and the primary cooperative societies respectively :

- at village or tambon level, district cooperative officer is responsible for education and training of members in small groups.
- at district level, training course is arranged for Board members of the agricultural Cooperatives in various Amphurs, the course is conducted by mobile training units, Training Division.
- at national level, the meetings or seminars will be organized for the Chairmen or leading members of agricultural, land settlement and fisheries co-operatives throughout the country, training Division of the Cooperative Promotion Department and the Cooperative League of Thailand are responsible for arrangement of such meetings or seminars.

The programmes conducted by the Cooperative Promotion Department are as follows:

- (1) Educating pre-members to show interest and trust in cooperative movement and be ready to organize cooperative societies in the future.
- (2) Local education and training of the cooperative members in several groups at village level. For the purpose of educating members to understand the correct way of cooperative administration.
- (3) Training to it's local cooperative leadership such as the chairmen, secretaries of the groups to be capable and good leaders for the members.
- (4) Training the Board of Directors to enable them to manage the cooperative societies and to supervise their own business. This training course will be conducted at Provincial and National Levels.

On training programmes conducted by the Cooperative Promotion Department are financed partly from the interest of so-called "Cooperative Promotion Fund" and Government budget in the form of allowances for officers carried out the programmes.

The CLT processes the cooperative education and training programmes directly to the primary societies with the coordination and collaboration of the Cooperative Promotion Department, Cooperative Auditing Department and other institution concerned Particularly in the form of technical assistance. The payments of programmes are the CLT's budget and being supported by other sources. Now the

CLT has only 39 employees - not enough to run the programmes.

The programmes and activities which have been arranged by the CLT are :

1. Technical training in the areas of Consumer Management, Thrift & Credit Cooperative Management, Agricultural Cooperatives Management, etc.

2. Training and educating the cooperative committeemen and leaders of cooperative members through systematically planned group discussions.

3. Mobile training units, training and educating the cooperative members on cooperative principles and other related fields. It is a joint programme between the Cooperative Promotion Department and the CLT.

4. Press and radio Programmes such as news, activities, and related fields of cooperatives.

5. Publications : Cooperative News, Cooperative Magazine, pamphlets and text books on cooperation, and research.

Methods and techniques used.

The methods and techniques being used in the cooperative education and training programmes are :

1. Seminar. The techniques are lectures, discussions, and study visits.

2. Training. The training programmes could be conducted on lectures, discussions, role-playing, work-shop, demonstration, practical assignments and study visits.

3. Mobile training units. The techniques having been used are : lectures, demonstration, films and slides, books, pamphlets, leaflets, and exhibitions.

4. Extension programmes. Techniques used are publications, press and radio, and field visits and exhibition.

Educational Material used including audio-visual aids

The educational materials which have been used in conducting the cooperative education programmes by the CLT, are :

1. Amplifiers.
2. Overhead projector.
3. Tape recorders.

4. Slide projectors.
5. One film projector.
6. Flannel boards.
7. Flip charts.
8. Posters.
9. Flash-cards, pictures.
10. Books, pamphlets, brochures, leaflets.
11. Several sets of training packages.
12. Cases.
13. Games.

Critical assessment of cooperative education and training activities.

Because of the shortage of personnel, the CLT has never actually done the systematic follow-up programme. It is not surely said about the achievements of cooperative education and training programmes. However, by the normative observation and some statistical surveys, it has been seen that the cooperatives are quantitatively and qualitatively more rapidly progressive and increasing. These indicated the effective cooperative education and training programmes. The CLT is not satisfied that much. It needs to be improved both the quality of personnel and techniques. The problem areas of the quality of members which should be improved by means of education, are :

1. The cooperative loyalty of members.
2. Lack of self-help characteristics.
3. Lack of knowledge and understanding in cooperative principles and procedures.
4. Lack of innovativeness.
5. Lack of the knowledge in farm management.
6. Lack of the ability in group working.
7. Lack of the managerial skills.
8. Lack of the supervisors and personnel in both quality and quantity.
9. Having not enough educational materials and audio-visual aids.

Recommendations with a view to making the cooperative education and training programmes more effective.

It is clear that either failure or progressiveness of the

cooperative procedure is certainly depended on the human factors of the members. Educational processes are only the means to develop those human factors. So the process of cooperative education and training would be carefully considered to be arranged in view of effectiveness. From the experiences in conducting the cooperative education and training, the following comments would be as below :

1. The programmes would be highly achieved if they get along with the way of members' living, needs, and abilities.

2. The effective educational programmes should be initiated by the member themselves and they are responsible in the programme arrangement.

3. The programmes should cover all of the members and the people concerned, such as youths, housewives.

4. Group process the effective technique, should be used in the member education process.

5. The follow-up programme is very important. It should be done relatively.

6. Every programme should be continuous and coordinating. If the programmes is arranged by many institutes, they should be planned in close coordination and collaboration

7. The programme should be more effective, if the instructors are in closely relationship with the members.

8. The instructors should be well trained, having the good knowledge and skills in teaching including technique of using learning media. The Cooperative League should organize workshop on seminar for instructors annually at the national level.

9. The training staff should be of the group of multi-disciplinary personnel

10. Since the small group discussion programme is a very effective training technique, it is necessary to train the leaders on this matter.

11. The cooperation among the Cooperative Leagues or Unions or the similar organizations of other countries should be more closely collaborated. They should have more interchangeable programmes for experts, research works, training techniques, etc.

COOPERATIVE EDUCATION THROUGH PROJECT APPROACH

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Gujarat State Co-operative Union
Ahmedabad.

THE GUJARAT STATE CO-OPERATIVE UNION

"SAHYOG", Relief Road,
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COOPERATIVE EDUCATION THROUGH PROJECT APPROACH

- J.M. Mulani
Executive Officer
Gujarat State Coop. Union
Ahmedabad (INDIA)

Importance of Cooperative Education

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

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

The Cooperative movement has always attached great importance to education of their existing and potential members, honorary office bearers and paid employees. The movements in South East Asia, have devoted a great deal of attention to the education of members, right from the initial stages. Not only that but in case of several countries cooperative societies make financial contributions to the education fund.

Cooperatives are really people who have joined their efforts and available resources in a particular formal way to carry out certain business activities so as to satisfy the needs of all who are in the group. The people themselves directly participate and exercise control over the operations, affecting their own well-being. People emerge as a very

essential component of a cooperative and they are the decisive factor in a cooperative, to build it, to own it, to operate and control it and to benefit from it. It would not be out of place to say that, if society grows, the people grow up with that. It is quite appropriate if educational programmes for cooperative membership, management and executives are developed in order to improve understanding of the members, their own roles and to help to raise the level of general and technical knowledge and economic efficiency.

Objectives

The basic objectives of cooperative education may be stated as (i) to create an awareness among the people about their social and economic conditions and the value of cooperative action in bringing about an improvement in these conditions, (ii) to create enlightened membership and (iii) to ensure a steady supply of leadership to man cooperative institutions at different levels. In the absence of a continuous, systematic and integrated education programme, the movement cannot become strong, self-reliant and democratically managed. In this context, the need for cooperative education programme should become an integral part of cooperative development. If the cooperative movement has an important role to play in the development of various fields of production and distribution as has been frequently stated, then education to ensure cooperative conviction as well as efficiency in cooperative undertaking is a must.

Project Approach

The International Cooperative Alliance, Regional Office and Education Centre for South-East Asia in collaboration with National Cooperative Union of India, with a view to carrying out intensive cooperative education for selected agricultural cooperatives started a Cooperative Education Field Project in Indore District (India) in February, 1971.

The overall objective of the Project was to contribute to the development of rural cooperatives and through that, to the social and economic improvement of their members.

On evaluating the working of the Project, it has been observed that the project has offered very useful lessons. The project evolved different approaches and techniques in cooperative education and the same could be conveniently adopted in other parts of the country as well as South-East Asia. During the period of seven years of working, the Project has made experiments in various segments of developmental cooperative education. The vital innovations in respect of cooperative education Field Project is the concept of orienting education towards business activities of cooperatives. Increasing emphasis has to be laid on management methods, and problem solving. Different approaches towards members for education, such as individual, group and mass have been experimented with and it was observed that the group approach at field level (e.g. Farmers groups - Commodity groups - Youth groups, Women's groups) in suitable combination with other approaches would be more effective. The project has also been successful in developing different methods and techniques of education, useful study materials, literature and teaching aids. The farm guidance services to members through the help of a Farm Guidance Instructor has proved to be very useful and has been directly contributing in increasing their agricultural income through improved methods and continuous guidance.

Being inspired and encouraged by Indore Project's achievements, the Kaira District Cooperative Union in collaboration with Gujarat State Cooperative Union (India) started a Cooperative Education and Development Project. The Project activities were confined to **few selected** societies for the purpose of making them more efficient and effective through the process of education. An important feature of this project was the integration of farm guidance activities with cooperative

education. The project had the support of various cooperative business federations and development agencies. The project organised educational activities through various methods, experiments, and developed new educational approaches, rendered farm guidance services with the help of farm guidance instructors appointed under the project, including soil testing and water analysis. The project used to serve as a field laboratory and provided very useful guidelines for motivating the farmers in improved methods of agriculture and making them participative in management of cooperatives.

The main objectives of the Project

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

The Project activities can be summarised as under:

- a. Continuous education related to the business and services of society.
- b. Management guidance - Managing Committee Meetings, maintenance of accounts books, proceedings books, etc.
- c. Farm guidance - agricultural advisory services directed at increasing agricultural production and

- improving farmers income, minimising cost of production, proper farm management and marketing operations - extension work, supply of inputs.
- d. Dairy Extension - Seminars for Chairmen and Committee members of Milk Cooperatives, discussing problems of increasing milk production and also discussing problems of members, milk cooperatives and milk unions. Also organising seminars of women to discuss animal husbandry programmes, dairy science and Milk Cooperatives. Taking all participants to visit Amul Dairy to explain its working and some activities like artificial insemination, balanced cattle feed, veterinary aid, etc. on the spot. As a result there has been increase in milk production, minimising cost of production and members' loyalty to cooperatives has been increasing.
 - e. Organising programmes for women - farmers' housewives, Educating on farming operations, home-life improvements, child care and family welfare etc.
 - f. Training of employees - providing training facilities to various categories of employees working in cooperative societies. Also providing training to Dist. Coop. Bank Inspectors, supervisors and dairy supervisors.
 - g. Providing other services like tube wells in project villages where there are no irrigation facilities, fallow land for demonstration farms, procuring improved seeds from seed corporation and supplying to project area farmers.
 - h. Organising health camps for project villages and providing medical facilities.
 - i. Contribution by societies for village public works and social purposes.
 - j. Youth development programmes - education programmes for rural youths.
 - k. Financial involvement of societies to meet the cost of education programmes and farm guidance services.

- l. Liaison with developmental agencies.
- m. Post education activities and assistance to the societies
- n. Production/procurement of education material/teaching aids.

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

Education Methodology

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

- a. Farmers' group meetings
- b. Leadership Development seminars
- c. Camps for farmers (Coop-wise)
- d. Study visits
- e. Farm demonstration
- f. Education classes
- g. Farmers' exchange programmes
- h. Coop. Classes and Camps for women including visits to Dairy plant.
- i. Training courses for Farm Guidance Instructors, Supervisors, Lady Project Instructors, etc.
- j. Farm guidance activities - agricultural advisory services.
- k. Permanent exhibitions

Project Impact

The cooperative education programme under the Project created awareness among the members and the committee members actively participated in the affairs of society. The members made more and more use of the services offered by the society and the activities of the societies were diversified for the benefit of members. There has been an improvement in respect of business deposits and share capital of the societies. The participation in general body meetings and committee meetings have shown an improvement. The audit classification, recovery loans and management of cooperatives also improved. As a result, there has been development of the project societies and members' social and economic conditions have also improved.

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

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

Women's Education - Project Approach

Cooperative Dairy Education and Development Programme for women - pilot project sponsored jointly by the Gujarat State Cooperative Union, Kaira District Coop. Union and Kaira Dist. Coop. Milk Producers Union Ltd. (Amul)

It would be relevant here to cite the Pilot Project launched in Kaira District for educating the women at village level in dairying and animal husbandry. Being inspired by the earlier projects in Kaira District, particularly in respect of educating the office bearers and committee members of primary milk cooperatives as well as educating farmers of service cooperatives under the earlier projects, the Kaira Dist. Cooperative Union has launched this project in Kaira district. The activities of dairy and animal

husbandry have been ever increasing in Kaira district by continuous research and development programmes as well as extension activities, by Amul Dairy. These activities have acquired the position next to agriculture. There are 930 primary milk cooperatives having membership of 330,000 producers. In view of the need for providing enlightened members, responsible and responsive managing committee members and trained personnel necessary for making primary milk producers societies more efficient and effective and with a view to increasing their operational efficiency, the above said three Unions have jointly sponsored the project. Under the project there are various schemes of organising cooperative education classes for women. Since women are directly connected with dairying and animal husbandry, they need education in respect of dairy cooperatives and animal husbandry as well as child care, health and hygiene. Under the project there is one lady project officer and ten lady project instructors who are visiting villages to organise women's education classes, leadership development camps, dairy seminars and follow-up meetings at field level. Besides the project staff, the technical officers of Amul dairy also visit the education classes and camps and meet the village women to discuss scientific methods relating to dairying and animal husbandry. These programmes go a long way in solving the problems at village level between society and the members. These programmes have created consciousness among the village women in respect of scientific methods of cattle keeping, their nutrition, artificial insemination, balanced cattle feed, etc. Besides this, child care and nutrition programmes are also organised. The programme commenced working from October-1980 and during the working of three years - i.e. 1980 to 1983 - about 500 villages have been covered and 50,000 women have availed the benefits of these classes and camps. The work, being done at village level by the project staff, has got its impact in a number of ways.

Project Impact

1. The women have left their conservatism and adopted scientific methods of keeping the cattle.
2. There was great misunderstanding about the balanced cattle feed - AMULDAN - about its quality, etc. but now there has been an increase in sale of Amuldan which has resulted into reduction of cost of production of milk.
3. The women now understand how to take the fat test of the milk and they make efforts to increase the fat percentage while improving the quality of milk.
4. The women now understand that they are the owners of village milk cooperative and they should be loyal to it. They are conscious about their rights and responsibilities and they also believe that all the surplus milk should be given to the society.
5. There is improvement in the health and hygiene, drinking water facilities for buffalos and as a result there is increase in milk production.
6. The wrong beliefs have been removed and the women are now coming forward to adopt artificial insemination methods.
7. The women are now taking the extension services of Amul, particularly first-aid to the cattle which is given free of charge.
8. The project has created understanding among the women about the green fodder and balanced cattle feed which resulted into increase in milk production.
9. The women have now realised that it is in their interest to attend these education classes organised under the project because they get their problems solved and wrong beliefs are removed from their minds.

They feel free in coming to the common place where classes are organised and also sit with other women without any sort of caste discrimination and other social differences.

10. Minor irregularities which were prevailing - e.g. daily cash payment, percentage of fat test, maintenance of books of accounts of the society, have been also removed. Management has improved.
11. The women are taken to visit Amul dairy plant and this has created the conviction about the milk co-operatives - "seeing is believing".
12. There has been continuous demand from the village cooperatives for organising more and more education classes for women, regularly, every year, because they are convinced about its benefits and effectiveness.

The direct result of the project has been: increase in the milk production without increasing number of cattle, sending all surplus milk to the village cooperative and getting better prices, adopting latest techniques and scientific methods in respect of animal husbandry and thereby minimising cost of production. The project has got real success because of effective collaboration of three institutions viz. Kaira District Cooperative Union, Kaira Dist. Cooperative Milk Producers Union and the Gujarat State Cooperative Union.

CEMAS Approach

The basic approach of CEMAS is to consider education in cooperatives as 'work process', starting from the situation study of the cooperative societies. CEMAS techniques presuppose that the cooperative educators will have an opportunity to have intimate or regular contacts with the cooperatives. This is possible only in case of Project

Approach. In other words, the cooperative educator will concentrate his attention on a limited number of societies. The field education approach is therefore more suitable where the educational activities are conducted through projects by adoption of societies or where intensive education is undertaken. The basis of designing need based educational activities is an in-depth situation study of the societies which is the first step or the precondition of the work process.

Conclusion

From the experiments and experiences of cooperative education field projects, Indore and Kaira (both in India), it is recommended that, need-based and development-intensive cooperative field education programmes, if properly planned, effectively implemented and carefully evaluated, as well as reviewed and revised from time to time, with active collaboration and involvement of business federations and other agencies, would get whole-hearted support - technical, financial and academic - and set an example for integrating education with business activities of cooperatives working at grass root level. If we want to bring about performance changes in the working of primary societies, serve the beneficiaries and develop them as strong and viable institutions and through them to increase the productivity of farmer members and thus improved their socio-economic conditions, intensive field educational work is necessary. A large number of education personnel need to be employed. The secretaries/managers of primary societies should be made responsible for carrying out local education work on continuous basis. A large amount of resources should be made available and then only it would produce effective results. This is possible only through Project Approach.



PROJECT APPROACH IN COOPERATIVE EDUCATION
(Indian Experiences)

By

K.C.Jain
Executive Director
National Cooperative Union
of India, New Delhi

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A project can be defined as a plan or a scheme of something to be done : proposal for an undertaking.

A project aims at achieving specific goals and is a time-bound activity. It also requires cooperation and coordination with other agencies implementing similar projects for the achievement of pre-determined goals. A well formulated project, especially relating to education, should result in measurable changes in the socio-economic status of the individuals and the communities, directly or indirectly. This is precisely the aim and scope of cooperative education projects in India.

2. By way of introduction, it may be added, that after Independence, cooperative movement in India was assigned an important role in implementing various developmental plans and programmes. With the launching of Five Year Plans, the cooperatives were involved more and more in the developmental activities. Side by side with the increase in the number of cooperatives, their membership as well as the diversification of their activities the need for education of members was felt more keenly than ever before. Cooperative Education Programme for members, managing committee members and office-bearers of primary agricultural cooperative society was introduced in 1956 on pilot basis which achieved country-wide coverage by early

1960s. The programme had been revised from time to time keeping in view the emerging needs of the movement but by and large it remained concept and ideology oriented.

3. With the passage of time and modernisation of farming practices, it was realised that the members of cooperatives, apart from general education in the principles, practices and potentialities of cooperation, should also be provided need-based education related to modern agricultural technology. In addition to education in agriculture, they need to be oriented in allied fields like dairy development, horticulture, small scale industry etc. so that the members of the cooperatives could be encouraged to undertake subsidiary occupations for improving their standard of living. In realisation of its responsibility, the National Cooperative Union of India, in 1971, in collaboration with the International Cooperative Alliance, New Delhi, established a Cooperative Education Field Project at Indore to experiment with new educational approaches and to introduce farm guidance activities as a part of cooperative education. This project served as a laboratory in the field of cooperative education and indisputedly demonstrated that cooperative education coupled with technical guidance can, on the one hand, help to improve the economic conditions of the members enabling them to make better use of the services provided by the cooperatives and, on the other, promote and diversify the operations of the cooperatives.

4. India is a vast country comprising of 22 States (Provinces) and 9 Union Territories. However, the rate of economic development in various States has not been uniform

due to topographical and climatic conditions as well as unequal distribution of natural resources. This led to regional imbalances in cooperative development also. Hence many of the States have been categorised as cooperatively under-developed States. The NCUI with a view to reduce the regional imbalances and making the cooperative efforts result-oriented with the active participation of the members themselves introduced a special education scheme under which it has established 15 projects for the intensification of cooperative education in 9 cooperatively under-developed States. Special features of these projects is the adoption of team and area approach as well as integration of technical guidance with educational activities.

PATTERN OF IMPLEMENTATION

5. Each project is established in district selected in consultation with the State Cooperative Union and the Registrar of Cooperative Societies. In the selected districts three blocks (in one district, there are a number of blocks called development blocks) selected as per the criteria laid down and on the basis of survey 5-8 cooperative societies are adopted for intensive work in each block. The Project Team consists of one project Officer (PO); one Farm Guidance Instructor (FGI); and three Cooperative Education Instructors (CEIs). One Cooperative Education Instructor is incharge of one block and he conducts educational classes, provides management guidance, attends the managing committee and general body meetings in the adopted societies. The Farm Guidance Instructor is responsible for providing farm/technical

guidance to the members of the societies in all the three blocks. The Project Officer is overall incharge of (a) planning; (b) coordination; (c) supervision; (d) liaison; (e) follow up of educational activities; and generally assisting the societies in all matters especially in their dealings with the higher level cooperatives and Government agencies.

• SELECTION OF PROJECT BLOCKS

6. The main criteria for the selection of blocks for the projects is as follows:-

- i) It is neither very backward nor highly developed.
- ii) It should have, as far as possible, a reasonably developed cooperative infra-structure including a central cooperative bank and a marketing society.
- iii) Existence of a training college/centre in the area to serve as a focal point.
- iv) Contiguity of area with reasonably satisfactory communication facilities.

OBJECTIVES

7. Broadly, the main objectives of the scheme are to generally upgrade the working of cooperative societies in the project area, increase their serviceability and viability, help them to become the nodal points for community development. Another objective of projects is to assist the farmer-members to increase their productivity, ^{start} subsidiary occupations and help the others to undertake income generating activities, thus, improving their socio-economic status. Accordingly, the projects aim at:-

1. Increasing the membership of the adopted cooperatives.

- ii) Motivating the societies to convene meetings of managing committee and general body regularly observing all the procedural formalities and encouraging members to attend the meetings and participate therein actively.
- iii) assisting assessment of credit and other inputs needs on the basis of realistic planning and preparing the societies to provide the members' needs in time.
- iv) advising members to repay loans in time and selling their marketable produce through cooperatives/ cooperative efforts.
- v) Preparing the societies towards self-reliance, assisting them in preparing long-term plans of mobilising deposits, ensuring regular collection of deposits out of sale proceeds of crops and otherwise also.
- vi) Providing necessary guidance with regard to the use of fertilisers, improved varieties of seeds, adopting demonstration plots, conducting soil tests; introducing new crops.
- vii) Promoting programmes for landless and worker sections viz; dairy, poultry, sheep/goat breeding, pisciculture, piggery etc. and also arranging training facilities under various schemes.
- viii) Motivating societies to develop farm guidance services on their own in due course.
- ix) Helping provide drinking water facilities.
- x) assisting the cooperatives in acquiring facilities like godowns, society office etc.
- xi) Undertaking family welfare and allied activities, helping the schools and adult education centres.

- xii) Utilising secretary/manager and managing committee members for local education work.

ACTIVITIES

8. For the achievement of the above objects, the Project staff undertakes the following activities:-

A. Holding of:-

- secretary/managers courses;
- managing committee members courses;
- village based member courses;
- adult education classes;
- health education classes;
- courses for women and youth;
- crop development courses;
- dairy development courses;
- horticulture development courses;
- plant protection courses;
- vegetable development courses;
- cattle development courses;
- grading/marketing of crop courses;
- pisci-culture development courses; and
- piggery development courses.

B. Organisation of:-

- health camps;
- family welfare camps;
- lectures in schools;
- essay debating competition for school boys/girls;
- youth/women associations;
- seminars, conferences and exhibitions; and
- balwadis.

-7-

C. Conducting of:

- seed treatment campaigns;
- demonstration plot;
- soil tests;

D. Other activities:

- 20 Point programme meetings;
- accelerated programmes for the development of scheduled castes for self-employment, strengthening the public distribution system;
- encouraging members to sow new varieties of seeds;
- distribution of fruit plants/seed lings.
- liaising with other agencies;
- attending the managing committee and general body meetings for on the spot guidance;
- contact with individual members;
- sponsoring members for various types of training;
- publicising the programmes and activities of cooperatives;

• IMPACT

9. The educational and developmental activities of the projects have succeeded in showing visible impact on the working of the societies. Some of the progressive trends are given below:-

- i) Membership, share capital and deposits of the project societies had considerably increased.
- ii) Recovery of loans had also improved, considerably in the project societies.
- iii) Annual General body meetings and managing committee meetings were held regularly with increased participation of members.

- iv) As a result of project efforts, state/district level federations and primary cooperative societies like Health Care Medical Cooperatives, Dairy Cooperatives, Fruit Growers Cooperatives, Women Cooperatives etc. were organised.
- v) Most of the societies were playing active and encouraging role in the distribution of consumer articles under Public Distribution Scheme.
- vi) A large number of societies took steps for the construction of godowns many of which had been completed and commissioned.
- vii) Many societies had issued pass books to the members.
- viii) More and more women and youth in the Project area had been actively involved in various types of activities. They were assisted to a great extent in getting the benefits of various income generating schemes of the Government/Other Agencies.
- ix) Various developmental agencies and State Departments had come forward to assist the project societies in their existing activities and for diversifying/upgrading their business operations.

As a result of farm and technical guidance activities, the following impact had been noted:-

- i) The member-farmers had adopted modern agricultural practice which included uses of balanced doses of fertilisers, use of high yielding variety of seeds, control of insects and pests, increased application of insecticides and pesticides; introduction of new crops like moong and arhar.
- ii) The farmers had started cultivation of vegetable in off season.
- iii) Fruit nursery had been raised in some of the project societies.
- iv) The members were encouraged to market their produce through cooperatives.

- v) The members had started subsidiary occupations like dairy, beekeeping, poultry, goatary and sheep rearing which had resulted in substantial increase in their income.
- vi) Projects helped the agriculture and forest department in the distribution and plantation of seedlings.

EVALUATION

10. The performance of the projects is monitored and evaluated regularly by the National Cooperative Union of India by compiling data about the improvement in the performance of the societies. The indicators evaluated are increase in membership, share capital, deposits, sale of inputs, consumer articles, - controlled as well as non-controlled. Progress is also watched in respect of advances made, loans recovered and position of overdues etc. Note is also taken of the participation in managing committee and general body meetings. It is heartening that practically all the adopted cooperative societies have shown very encouraging results. Many of the societies have introduced new activities like, arranging training facilities in various crafts, both for men and women, sponsoring unemployed youth for various training programmes launched by Government Agencies and provided guidance for upgradation and diversification of agricultural operations.

10.1 The performance of the project was also evaluated by a Team appointed by NCUI which observed that despite their limitations, the projects have achieved worthwhile results. In the words of the Team "the projects have been instrumental in up-grading the performance of the societies and giving a measure of self-confidence to the cooperatives and their workers". Encouraged by the outcome of the project activities, the Team had recommended that additional projects should be established in some of the larger states where there were only one or two projects and projects should be established

in such cooperatively under-developed States where no project has been initiated. The team also recommended that such projects should also be established in the under-developed areas of the developed states.

RELEVANCE OF FED APPROACH IN NCUI PROJECTS

11. The work process of CEM-S has outlined 5 phases for the effective implementation of education programme. In fact, there are 5 steps and one has to proceed step by step to achieve the desired results -- this is the CEM-S approach for result oriented education. In the NCUI projects the same approach is applied *mutatis mutandis*. In the job-chart of the cooperative education instructor, it is categorically provided that he will, to start with, make a study of the local situation of the area, which will include the gathering of information about the agriculture scene, infra-structural facilities available in the area, information about the occupation of the people, the working of governmental and voluntary agencies; availability of health and hygiene facilities, communication system etc. The instructors also make a case study of the society to be adopted covering information relating to membership, financial resources, management, business operations and services provided by the cooperatives. They also hold discussions with office-bearers, members, staff and local leaders as well as officials of various Government Departments. Thus, the first phase of the work process i.e. situation study is undertaken before the work is started.

11.1 On the basis of information collected the educators prepare a study report and discuss the same with the Project Team, concerned individuals and agencies so as to get a clear views of working of the society, problems faced by it and the causes which stand in the way of smooth functioning. Thus, the performance problems are analysed and action plan prepared by the Project Team which is also often considered in the meeting of the Coordination Committee which includes the

representatives of higher level cooperative institutions; departments of Cooperation, Agriculture, Community Developments etc. and the faculty of the Training Colleges whenever available. This ensures that the views of all concerned are available in the vetting of action plan and their cooperation is also assured at the implementation stage. While implementing of the action plan, it is ensured that as many persons from government departments, and higher level cooperative institutions as possible are invited to the classes so that the members can get their doubts clarified and seek information about new schemes and acquaint themselves with procedural formalities.

11.2 As far as evaluation is concerned, besides the self-evaluation by the educators themselves, it is done at three levels.

- i) In the monthly staff meetings, when the performance of educators is reviewed and areas where further attention is needed are identified.
- ii) In the coordination Committee Meetings which are held periodically. In these meetings, the overall performance of the projects is taken stock of and the views of various members are sought to make the project activities more capable of answering to the needs of the people. Since in the Coordination Committee Meetings the heads of the various departments are represented, it also provides a forum for working out collaborative programmes.
- iii) By the NCUI to ensure that the scheme is working for the achievement of its objectives and there has been real and measurable improvement in the performance of societies.

NCUI COOPERATIVE EDUCATION FIELD PROJECTS
HIGHLIGHTS OF ACHIEVEMENTS DURING THE YEAR 1982-83.

PATNA

1. Encouraged by the result oriented approach and the achievements of NCUI Cooperative Education Field project Patna, the Evaluation Committee appointed by Government of Bihar, recommended that the education programme in the State should be restructured on the lines of Education projects. Government of Bihar, accepting the recommendations of the Evaluation Committee, agreed to restructure the entire cooperative education programme in the State. Accordingly, nine cooperative education field projects on the lines of Patna project had been established. The NCUI conducted an orientation course for the project personnel of these projects and provided them training in project objectives and approach.
2. The project continued maintaining liaison with Directorate of Adult Education, Government of Bihar and trained the instructors and supervisors of Bihra block in the field of cooperation and agriculture.
3. Almost all the societies in the project area were playing active role in public distribution system. Their consumer business increased considerably. As a result of constant persuasion of the project one more PACS started consumer business during the year 1982-83.
4. One project cooperative obtained land by donation from the members for the construction of godown under the NCDC scheme.
5. More thrift deposit accounts have been opened by the members as a result of which project cooperatives have diversified their business activities and also the societies have started providing banking services to their members at their door step.

6. The tailoring centres being run by the project cooperatives have been strengthened by obtaining more assistance from local block agencies.
7. Project Officer participated in block development Committee meetings regularly and acquainted the members of the Committee with the project activities and impact thereof.
8. One of the project cooperatives have started a primary school for the children. Three managing committee members had been providing honorary services as teachers for the benefit of the school children.
9. Some of the project cooperatives were able to get additional share capital from the Government as a result of which the societies could start new activities.
10. 24 demonstration plots of paddy, wheat and moong were organised on the fields of small and marginal farmers where modern methods of cultivation were specially demonstrated.
11. "Field Day" function was arranged by the project for highlighting the activities of demonstration plots which was attended by members of the societies, government officials as well as cooperative leaders.

RANCHI

1. The Ratu F.S.C.S. has lent finance under Integrated Rural Development programme on a large scale. In all, 206 families have been benefitted under the scheme.
2. 20 members have been sanctioned loan for dairy development activities.
3. 10 units of piggery development and 8 units of poultry development were established in the Ratu Block.

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4. 4 members had been provided finance for undertaking bee-keeping business.
5. pump-sets had been supplied to 40 persons and 22 persons were provided loans for the purchase of bullock-cart. Besides, 15 persons had also been advanced loans for digging wells.
6. The LAMPS in the area had increased their business of consumer articles including controlled cloth and non-controlled cloth.
7. Meshra LAMPS has financed six rural artisans out of its own fund for expending their traditional business.
8. Most of the LAMPS in the area had initiated Saving Bank deposit scheme for the members to .. encourage the habit of thrift and savings.
9. Rampur LAMPS has marketed Minor forest produce (MFP) especially Lac in the interest of tribal growers.
10. Nankum LAMPS has supplied text books to school children.
11. Rampur and Hardegy LAMPS have worked under "food for work programme".

MASHOBRA

1. All most all the project cooperatives are playing active role in the public distribution system. All the societies were having fair price shops through which they were supplying the essential consumer items. Besides, the sale of fertilisers, seeds, etc., had also increased considerably. A new consumer store had been established at Chemri village.
2. Demonstration of Tassar Silk was organised in collaboration with and assistance of Tassar Silk Department of Himachal Pradesh in Sipur. This has been introduced for the first time in the project area.

In addition, demonstration of onion and peas were also organised with the assistance of Block Agriculture Department.

3. 2,700 citrus plants and 1,500 stone fruits were supplied to the members with the assistance of Horticulture Department.
4. One of the farmer of Laxmi Cooperative Society in Khumihar Block had raised nursery of citrus and stone fruits as a result of which he had distributed 5,000 citrus and 2,000 stone fruits plants and earned a profit of Rs. 8,000/-.
5. 6,000 fodder-cum-fuel plants were distributed in Khumihar Block with the help of Forest Department.
6. With the assistance of Agriculture Department 10 gobar gas plants have been set up in Seai village of Khumihar Block. This village is now known as "Gobar Gas Village". Seven more Gobar Gas plants are being established in Domehar village.
7. The project officer delivered two Radio talks on "Cooperation" at All India Radio Station, Simla.

JAMMU

1. A State level federation of milk producing and supply and marketing cooperatives had been organised and got registered in March 1983. Ten milk producing and supply and marketing cooperative societies became its primary members.
2. The Jammu & Kashmir Cooperative Housing Federation has been organised in the year 1982-83.
3. A health camp for cattle care was organised at patyari village in collaboration with Veterinary Department. About 636 cattle were diagnosed and medicines were given to all cattle as per the diagnosis. 311 cattle were vaccinated. The farmers were given talks on "Cattle Care".

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4. Health education camps were organised at Nagolla, Soorah, Mansar and Sohanu villages. About 200 members of the village were examined and given required treatment on the spot by the Medical Officer of the Health Department and a team of doctors of Lion Club, Jammu. The project staff, general Secretary and Director of J & K Cooperative Union and General Manager, Jammu Central Coop. Bank, delivered talks on health, family welfare and family planning. Contraceptive tablets and nirodhs were distributed free of cost.

SRINAGAR

1. With the objective of providing medical facilities at cheaper and reasonable rates to the members a cooperative medical society had been organised which is known as "The Health Care Medical Cooperative Society Ltd.".
2. Three more fruits growers societies had been organised in Tral Block.
3. Most of the project cooperatives have constructed their own godowns under the NCDC scheme.
4. The project had adopted 35 families under 20-point programme.

PURI

1. Women training is a special feature of the project. The State Cooperative Union had provided the services of one Lady Coop. Education Instructor to impart training to the women folk in the area and also to help them in undertaking subsidiary occupations like embroidery, knitting, hand made articles etc. About 300 women were engaged in the said occupation.

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2. Due to heavy flood and draught in grissa, the farmers had to suffer to a great extent. To face this situation members of the area were motivated to install filter point tube-well in their fields. During the year about 30 such tube-wells were installed.
3. With the assistance and guidance of the project the Mahila Samiti of Kuna Village started running an adult education centre especially for scheduled caste members of the village. About 80 women were educated.
4. The project conducted 30 classes for youth and trained 577 youth. They were encouraged to involve themselves in all round development of the villages and to undertake pisciculture in the village tanks.
5. Under the World Bank scheme three project cooperatives constructed godowns each of one hundred metric tonne capacity.
6. All most all the project cooperatives were playing active role in public distribution system. They were supplying essential consumer articles to about 18,000 persons.
7. With the help of IFFCO and Agriculture Department the project conducted four demonstration plots on new crops in the area.
8. The tree plantation programme were taken up in Belabari and Odamba villages under the programme, about 1,020 seed-lings were planted.
9. 12 health and family welfare camps in collaboration with the Health and Family Welfare Department were organised, in which about 1,160 persons (children, men and women) were examined and were given treatment for various diseases. Nine family

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welfare meetings and one sterilisation camp were organised. About 285 persons were benefited.

10. The project staff with the help of State Agriculture Department had attended 4 training and visit programmes comprising 80 farmers.
11. Under 20-point programme, 100 acres of land were put under groundnut cultivation so that the farmers may get more income.
12. Three special pisciculture training courses for the members of Yuvak Sangh were organised in which about 60 young persons participated.
13. Kuansa, patelia, kupinda, belabori and pateligram mahila societies were distributing nutritious food to the children and poor women in the villages.

GANJAM

1. As pure drinking water was not available in rural areas the project made special efforts to make available pure drinking water to the people in the area. 14 wells under ICA/NCUI "BUY A BUCKET OF WATER SCHEME" at the cost of Rs. 1,700/- each well had been constructed in 14 villages (size 20' dia with 30' to 35' depth). The villagers of the area had voluntarily donated land for this purpose.
2. 15 members of Jamuni village and 10 members of Bipilingi villages have been supplied with vegetable seeds before rain, in collaboration of EID perry & CO. Special efforts had been made to grow high yielding variety of groundnut in the villages of Sundarpur and Solghore.

3. The farmers in Ganjam district being small and marginal farmers did not have the capacity to dig well and tube-well in their small holding, hence they were motivated to have community tube-wells instead of wells on individual basis. The progress of the scheme was as follows:

<u>Village</u>	<u>No. of tube-wells</u>	<u>No. of farmers joined</u>
1. Jammuni	... 4	... 40
2. Purushottampur	... 4	... 40
3. Tulu	... 14	... 42

Due to project efforts the irrigation potentiality had increased to a great extent. out of total dug wells ^{energisation} have been made in 77 wells.

4. Under the accelerated programme for the development of scheduled castes for self-employment, project societies had provided financial assistance to 65 scheduled caste members under the integrated rural development and economic rural rehabilitation programme to undertake various types of business activities.
5. Gobar gas plants had been started in Rongailunda and Chattarpur block on experimental basis. five members had been identified and out of them three have completed the gobar gas plants of their own.
6. The project had adopted a scheduled caste village for socio-economic development. The village "Hinjulapalli" covered by Keluapalli primary Health Centre was taken up for intensive health care and family welfare. The project introduced health cards and the same were supplied to each house hold for recording the diseases and advice of doctor.

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7. The existing consumer societies in the project societies had been strengthened and as a result of which the sales increased considerably. Out of 30 societies 22 project cooperatives were doing consumer business.
8. Some of the project societies viz. Padampur, Bhadurpeta, Dumi Dumi, Korapalli, Khajipalli, Bipilingi have recorded 100 per cent loan recovery from the members.
9. In order to propagate the idea of composite pisciculture in the follow lands, three primary fishery societies have been formed at Rukkunigam, Solabindha and purushottampur.
10. As the result of a scheme promoted in 1979, District collector has allotted one acre of land to 100 members in Solabindha village for composite pisciculture.
11. 25 ladies under Dumi Dumi S.C.S. have been identified and financed for mat making which is used for packing of dry fish produced in the area. Previously they had to depend on private money-lenders.
12. In order to provide veterinary services and facilities of marketing of milk, composite dairy schemes have been introduced in 5 societies. Besides, in order to get government aid, subsidy ^{/for} marketing of milk and supply of fodder, separate primary milk producers' cooperatives have been established at 4 villages viz. 1) purushottampur, 2) Bipilingi, 3) Keluapalli, and 4) Sunethrao.

KEONJHAR

1. Completed dug well projects under "BUY A BUCKET OF WATER" at Silisunand godhuli villages.

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2. Arranged finance from project LAMPS under ERRP and IRD scheme for 11 units of goatery and sheep rearing, 12 pisciculture, 32, rikshaws, 43 bicycles and 3 cash credit loans for oil seed procurement.
3. Under TRYSEM programme assistance had been made available through LAMPS being subsidised by District Industries Centre, Keonjhar and DRDA Keonjhar for 45 tailoring machines, 28 blacksmith professional loans, 25 carpentary loans, 18 weavers development loans, 52 small traders loans, 65 pump sets loans.
4. Seed treatment campaign were conducted in collaboration with DAD, Keonjhar at Silisuan, Maidankalla, Chirgu, Diposi, Ashoki, Ramala and Geobandha villages. About 250 farmers were given insecticides/pesticides for treatment of paddy seeds.
5. One Balvadi centre was opened which was inaugurated by the collector, Keonjhar. There are about 52 children in the balvadi.
6. One milk producers cooperative society was organised at Silisuan village, 37 members were financed to purchase cows. The members supplied about 200 liters of milk to district cooperative Milk Union, Keonjhar, daily.
7. 15 carpentary training centres were organised at Jaganathpur, Champua, Ramla, patla, Ramuli, Anchari Khau, Parsala, Ashoki, Silsuan, Duguri and Basudeopur through District Industries Department, Keonjhar.

8. 2 health camps at Maidankella M.E. school and silsuan village were conducted in collaboration with family planning centre, Keonjhar. The details of treatment given is as follows:

Village	Family planning Tubectomy operations.	Vas ^{ec} tomy operations.	preventives
1. Maidankella	15 women	12 men	152 students colera preventives. 34 polio and triple ^{antigen}
2. silsuan	18 women	16 men	25 polio tripleantigen.

9. District Union has been organised in Keonjhar District.
10. 145 milch cattle loans were sanctioned through LAMPS and Bank of India in Jhumpura and Champua blocks.
11. One Lift Irrigation Cooperative Society was organised at Silsuan.
12. The project staff attended classes in 22 adult education centres and delivered talks on the principles of Cooperation and activities of LAMPS.
13. 62 dug wells loans were sanctioned for irrigation purposes.

JALPUR

1. Under TRYSEM scheme, sewing centre has been started in MED G.S.S. 15 ladies were imparted training in tailoring. During the course of training each lady was given a sum of Rs. 125/- per month as stipend. A similar centre is being run for men at Pawata G.S.S.
2. 12 shoe maker-members of project cooperatives have been sanctioned loan of Rs. 13,200/- for enlarging their shoe making business.
3. Under medium-term loan scheme some members belonging to scheduled caste and scheduled tribe community had been sanctioned loans for the purchase of camel carts, buffalows etc.

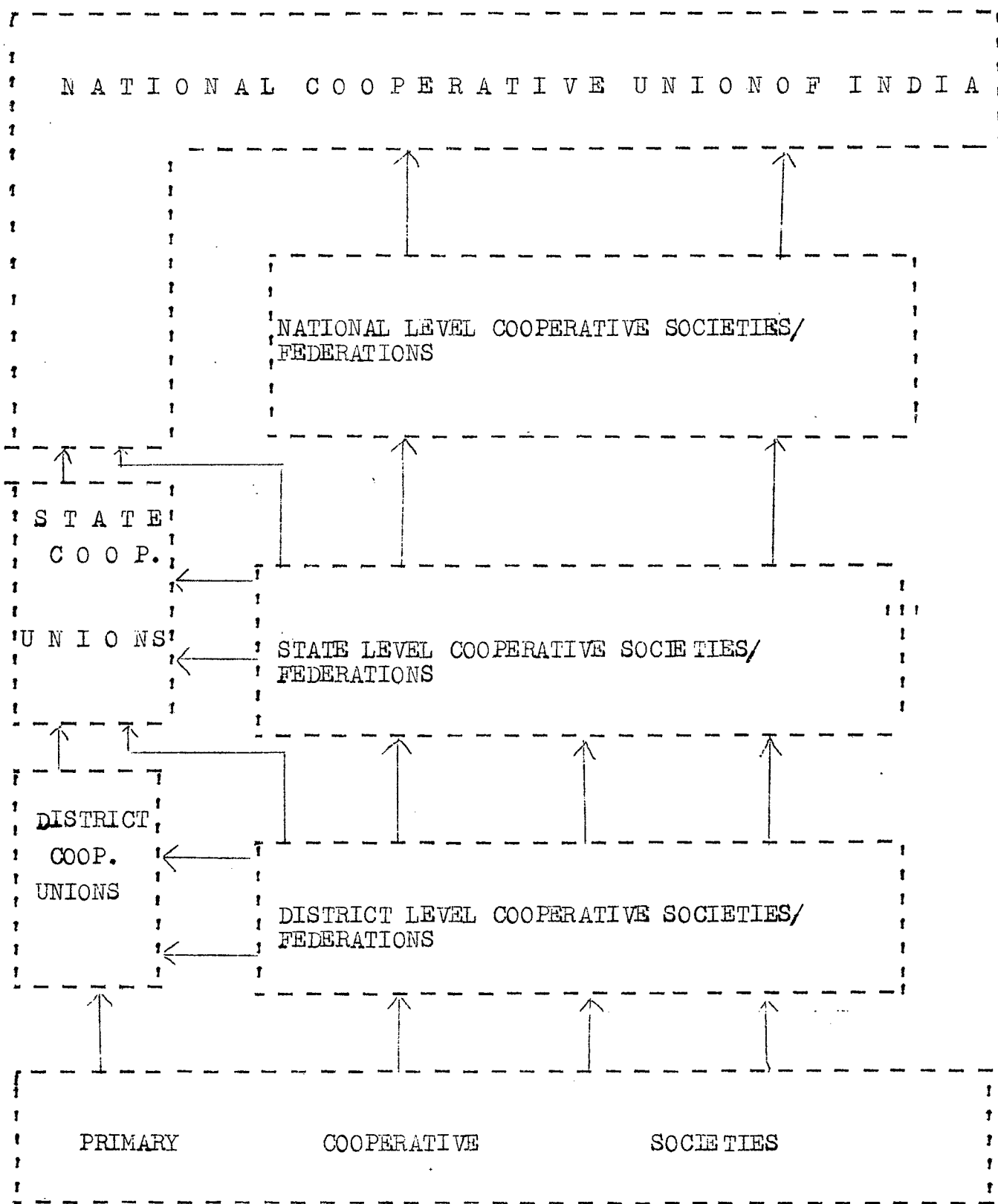
4. A few health camps were organised in collaboration with primary health centres in which about 200 persons were examined and given treatment as per their diagnosis. About 67 vasectomy and 10 tubectomy operations were got done in Raghunathpura and Viratnagar villages. All most all the project cooperatives were distributing contraceptives to the members and non-members within the project area free of cost.
5. One women cooperative had been organised in **Sangteda village**. There were 21 women members at the time of its registration.

UDAIPIUR

1. subsidised loans were sanctioned to the scheduled caste and scheduled tribe members for various purpose.
2. All the project cooperatives were functioning as link societies under public distribution system.
3. Farmers were motivated for transplanting the fruit trees. About 300 fruit plants (Guava, mango, lemon and papaya) were transplanted.
4. One women cooperative was organised in the project area. This society had decided to start a tailoring centre at its headquarters.
5. Members were encouraged to take cattle insurance through the National Insurance Company.
6. Kesariyasi LAMPS has started bidi manufacturing business on large scale. A training camp was arranged by D.R.D.A.

COOPERATIVE MOVEMENT IN INDIA

STRUCTURE



ICA-CEMAS-VMNICM-NCUI
 REGIONAL WORKSHOP ON FED APPROACH & MATERIAL
 Pune. February 6-24 1984

USING ILLUSTRATIONS IN COOPERATIVE FIELD EDUCATION

Synopsis by: Daman Prakash, Education Officer-AVA
 ICA Regional Office, New Delhi

Illustrations, figures, charts, graphs etc are used to illustrate the training material in order to make it interesting, attractive, understandable and acceptable. Visuals, in whatever form they are used, enhance the effectiveness of written text. Visuals further supplement the meaning and context of the written material.

Some illustrations have been used in the international edition of the RED and YELLOW modules of the COOPERATIVE FIELD EDUCATION (FED) TRAINING PACK. These illustrations were adapted, to some extent, for the Indian edition of the Training Pack. In order to facilitate the use and acceptability of FED training material in other countries of the Region, there is a need for adaptation of figures as well.

Some of the following points need consideration before a final national version is issued:

- 1 Communication channels
 - means of expression of ideas, feelings and actions
 - facilitation of understanding, comprehension
 - support to the written text.
 - proverb: one picture is equal to 1000 words
 - visuals used in propaganda and publicity work
- 2 Figures
 - abstract figures - details free
 - illustrative
 - cartoons
 - comics
 - photographs (colour or black and white)
- 3 Contents of figures
 - faces, expressions, postures
 - dress - for men, women, children
 - ornaments and/or decorations
 - background, foreground, backdrop
 - colours
 - size

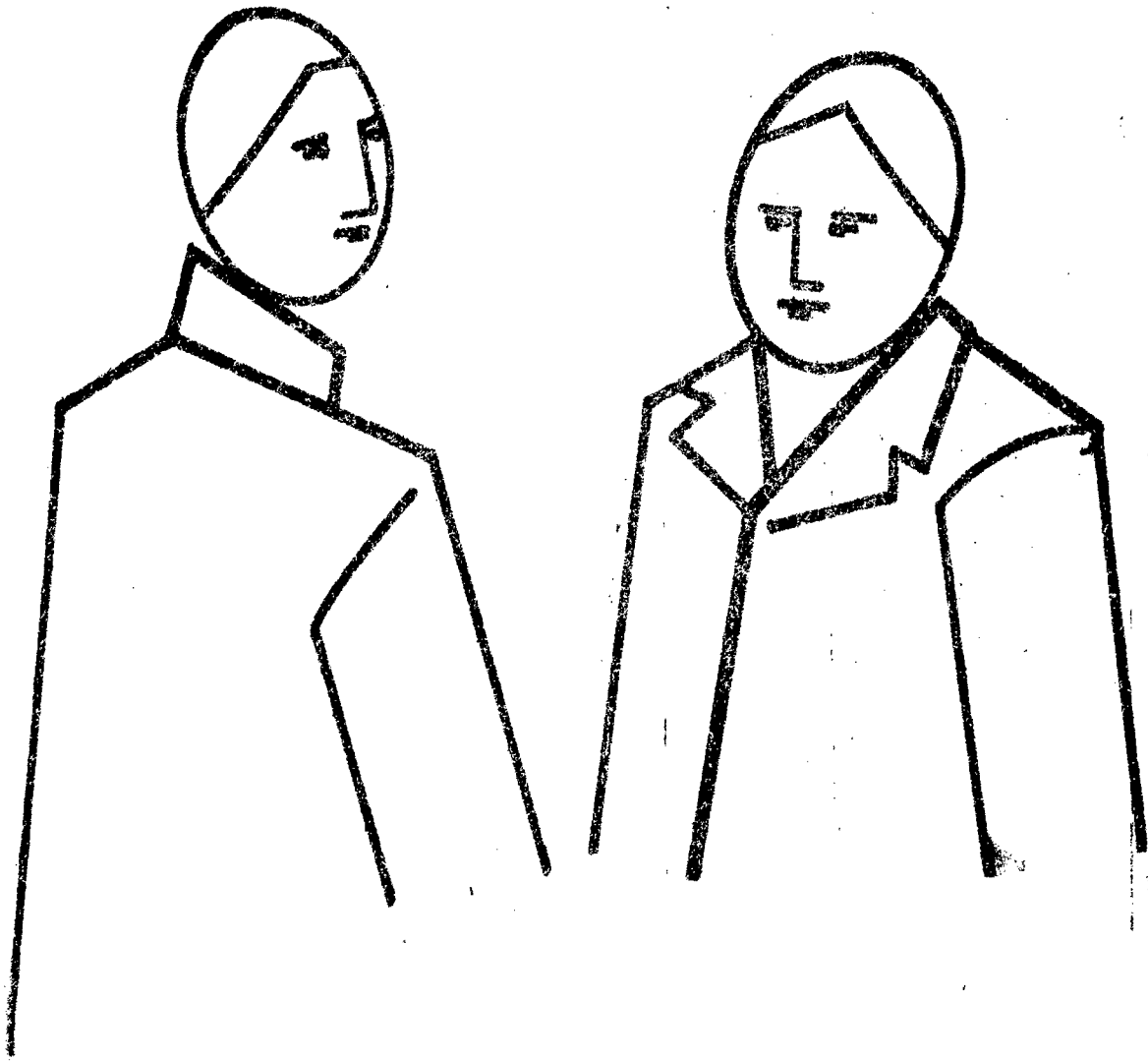
- 4 Context of figures
 - area, location, country
 - culture, life style
 - religion
 - infra-structure: mode of transport, electricity etc
- 5 Adaptation, resource book, resource centre
 - individual efforts
 - collective efforts
- 6 Field education/training material
 - author's imagination
 - field trials, validations, pre-tests
 - participants' comments and reactions
 - final adaptation
 - evaluation, continuous feedback/observations
- 7 Observations/imagination

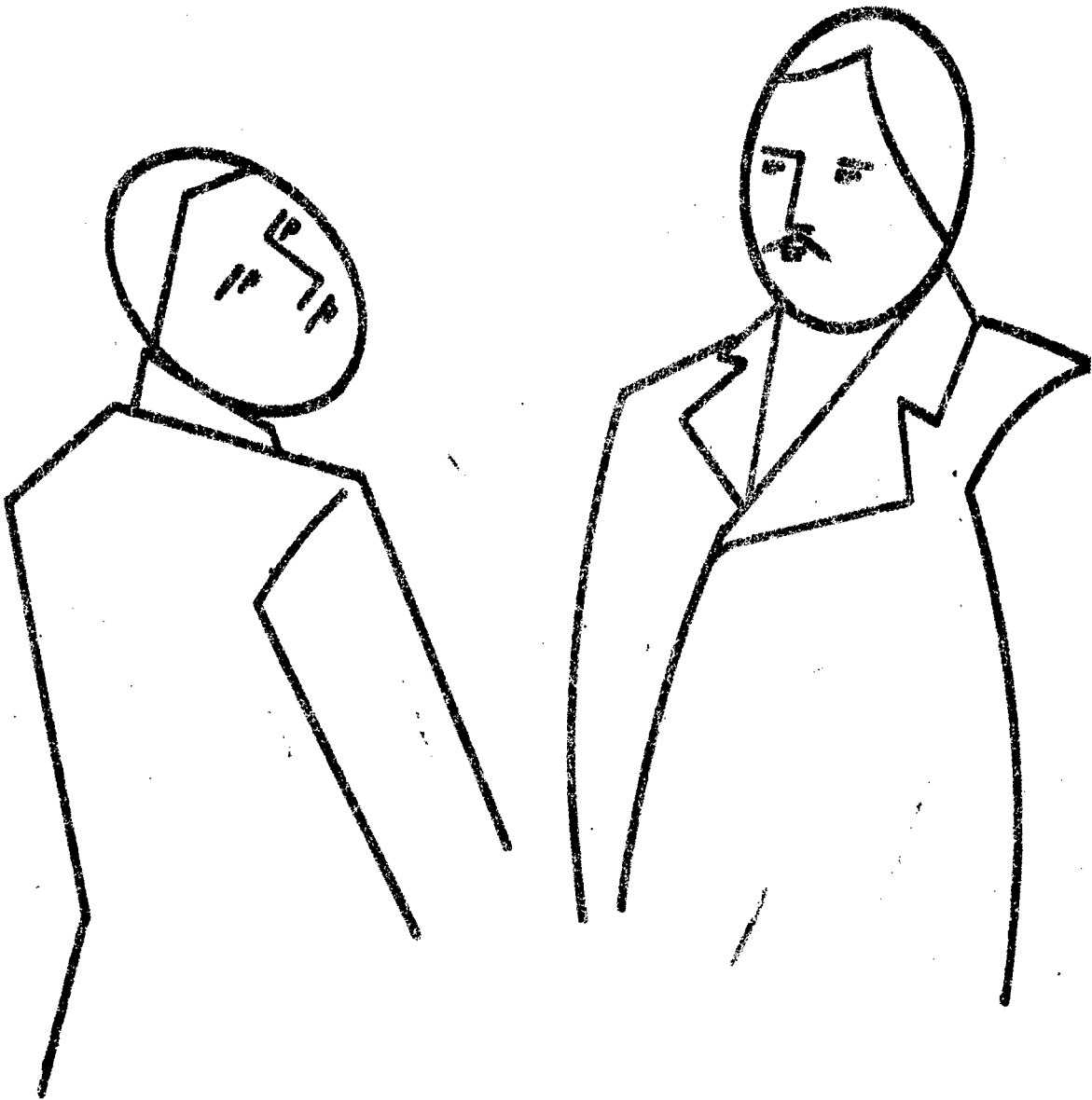
The abstract figures have been prepared - 18 sheets have been supplied - based on the original pictures of the international edition of the FED training package.

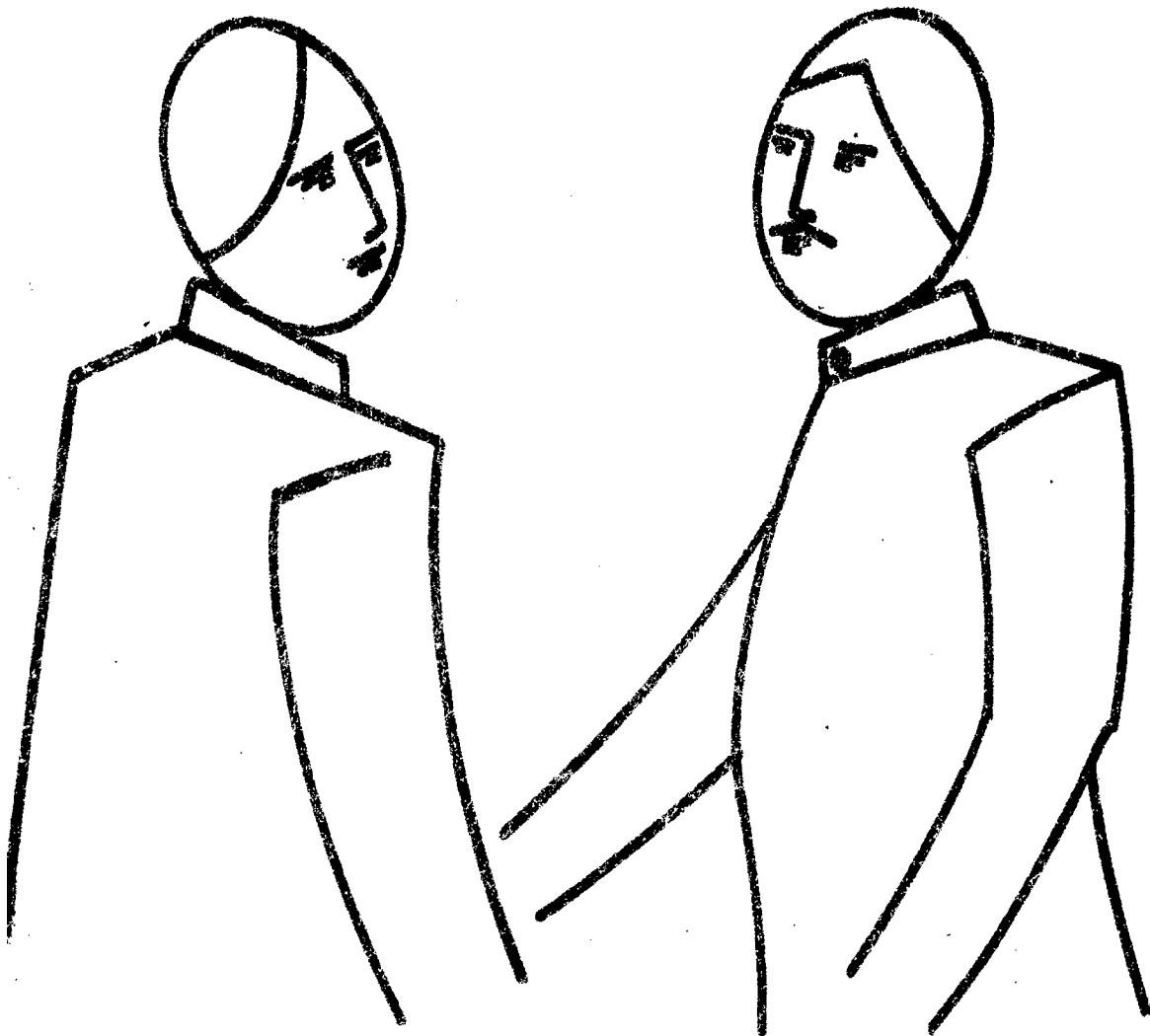
Participants are to convert these pictures into their own contexts - relevant to the local conditions - and consider their utilisation in their future work on cooperative groups.

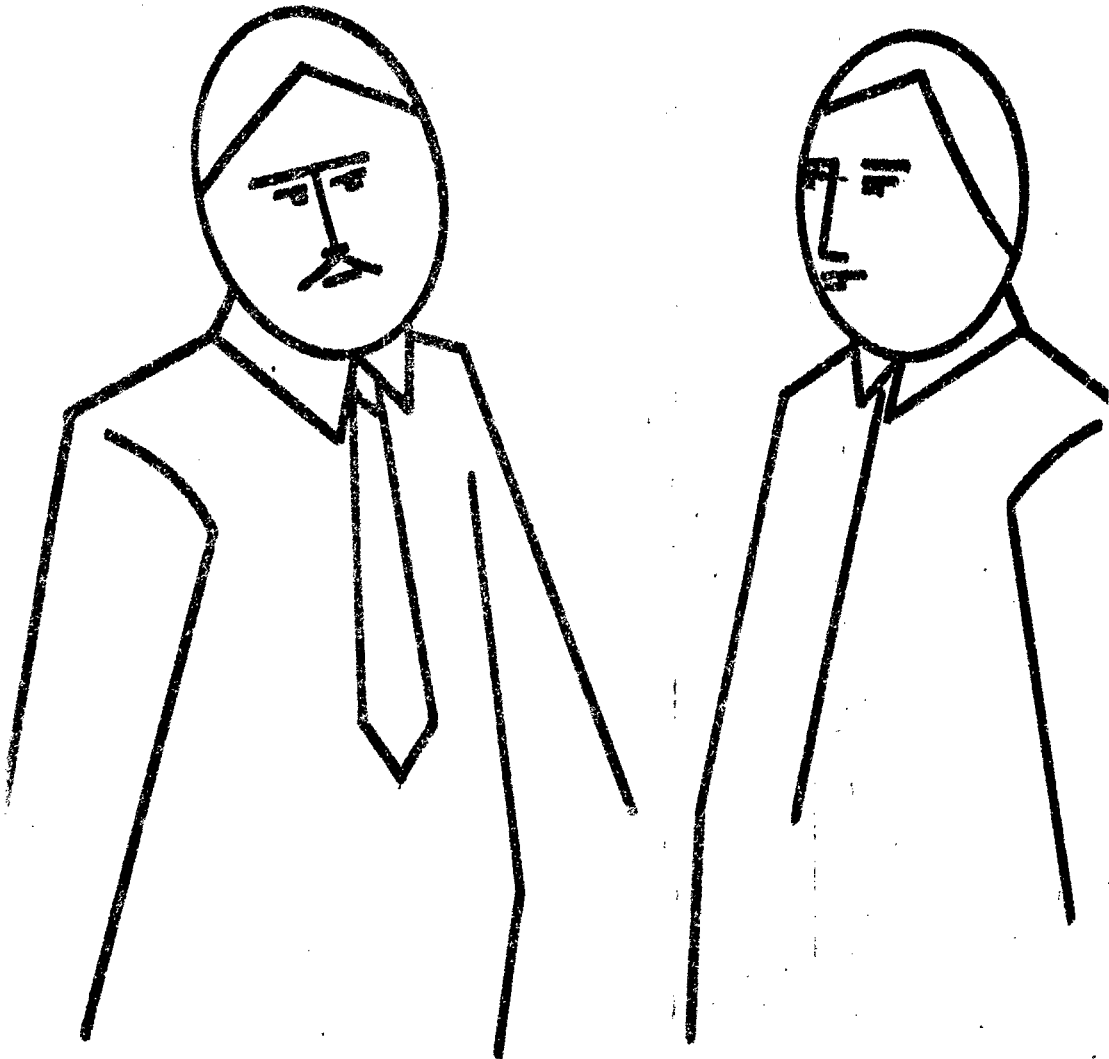
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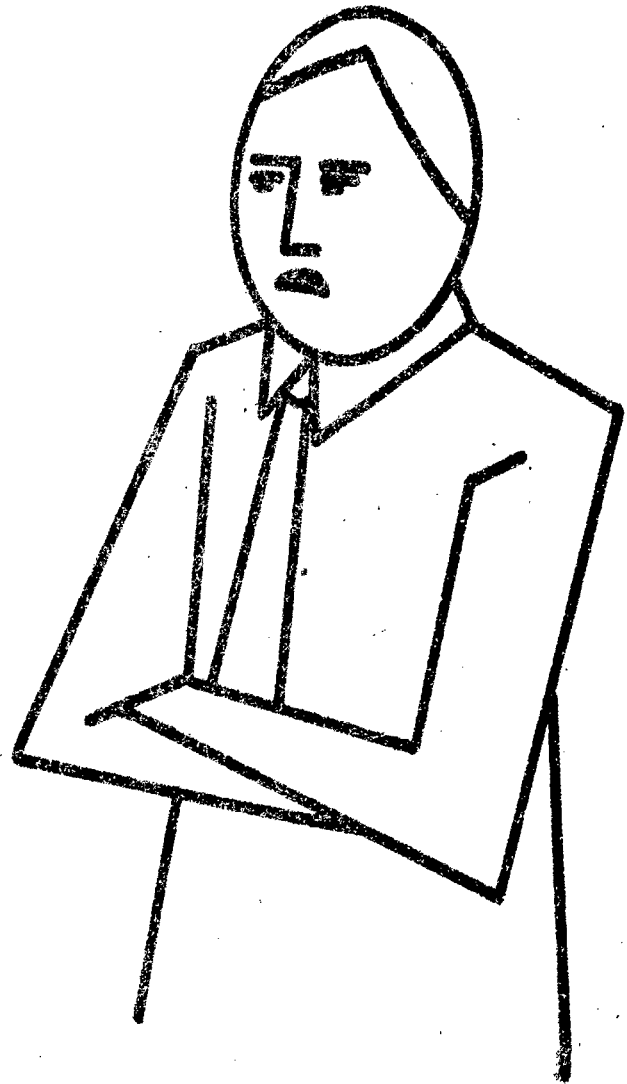
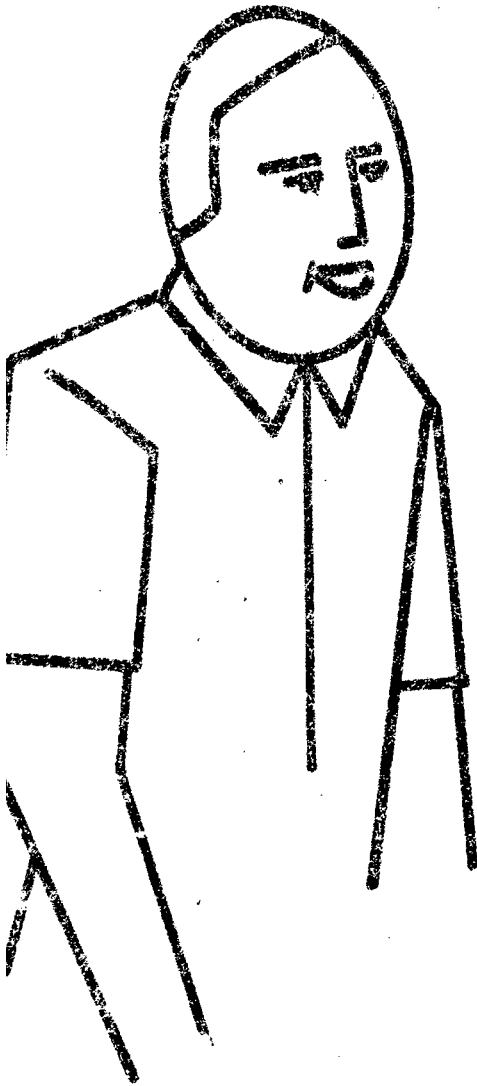
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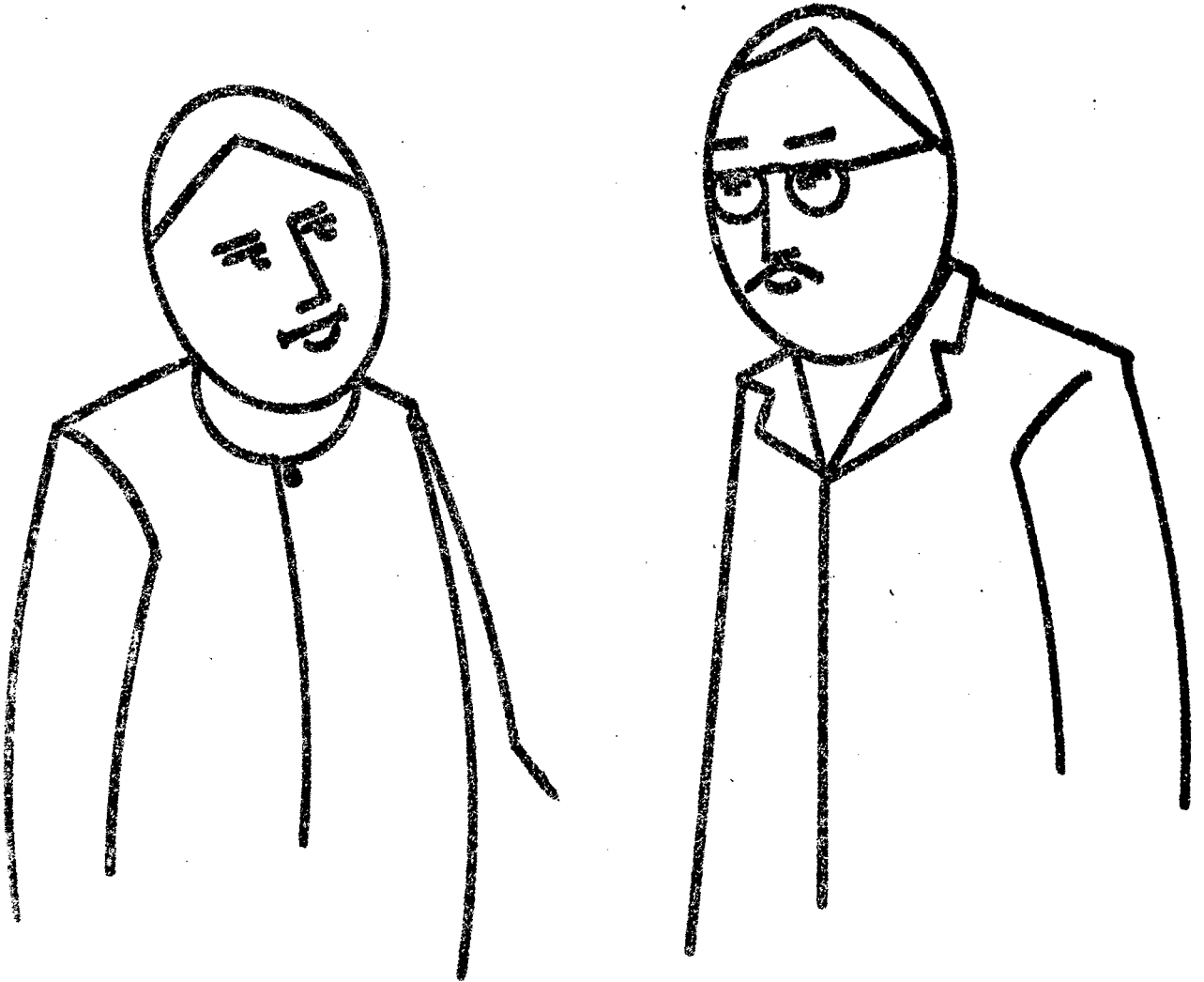




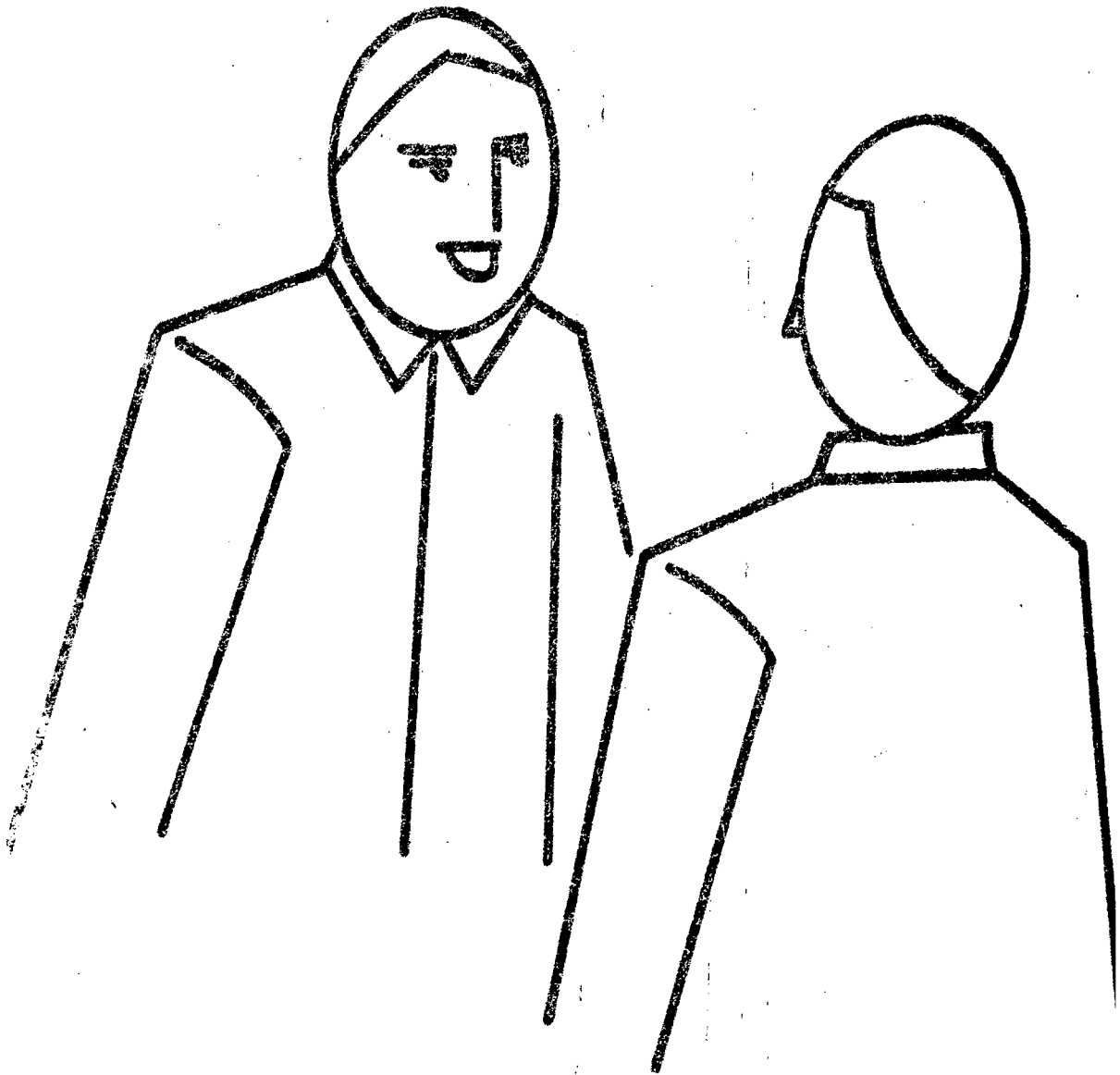




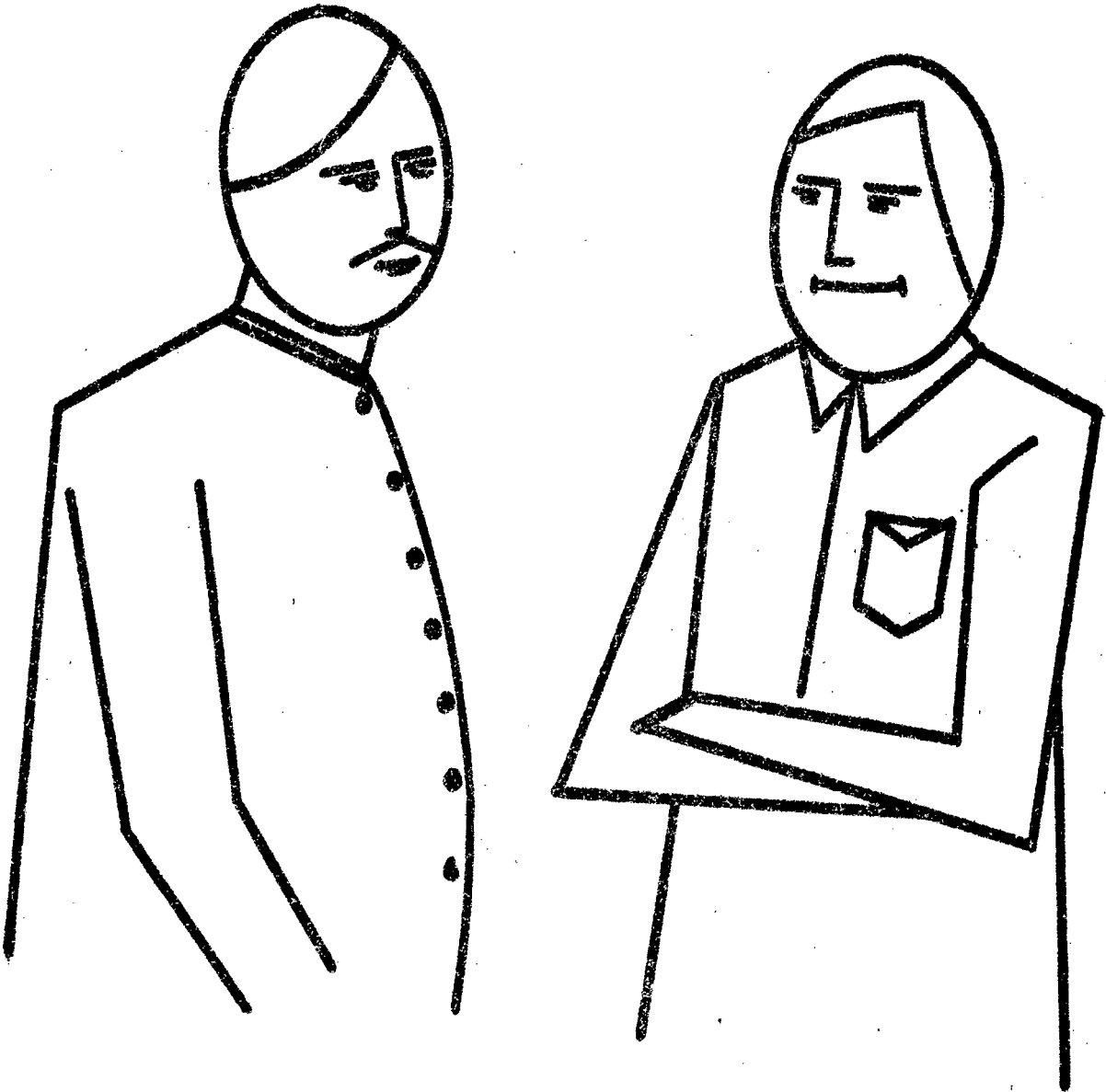
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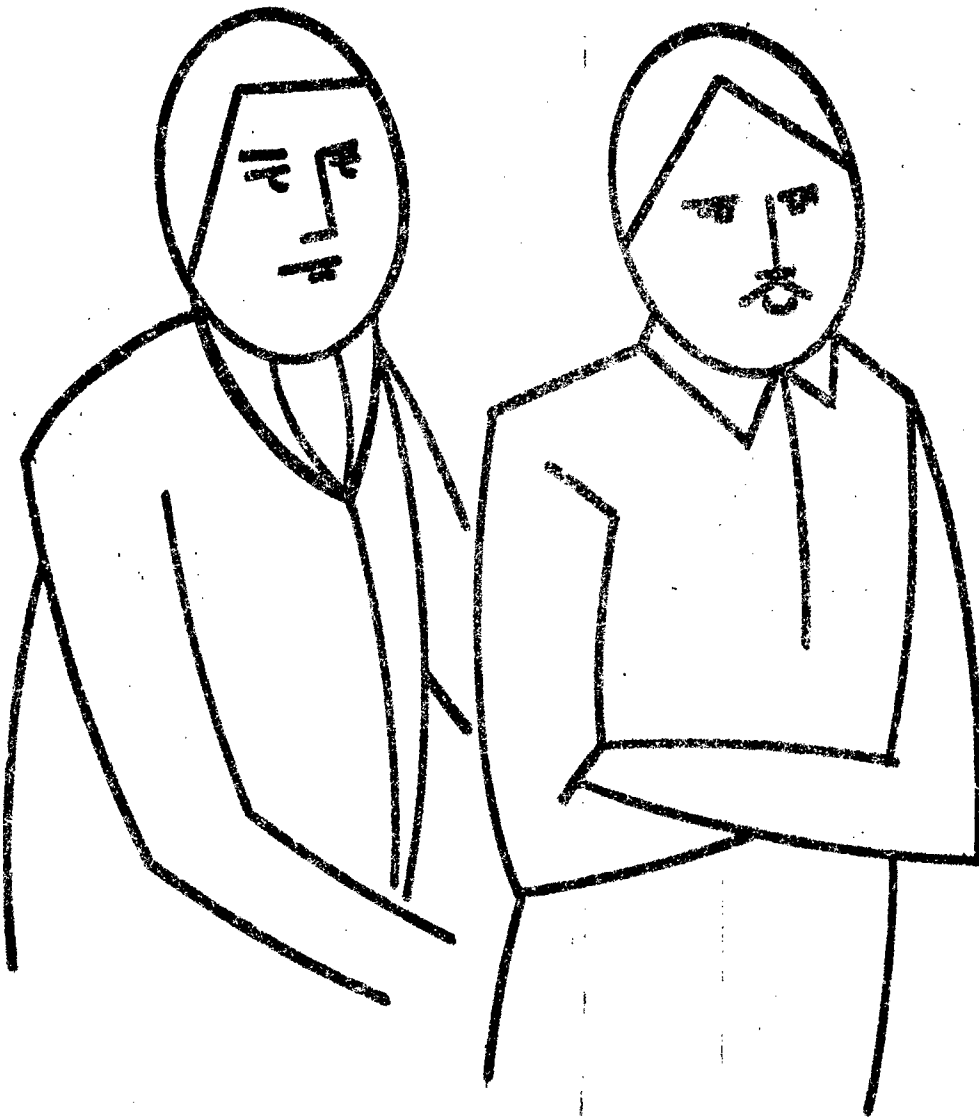


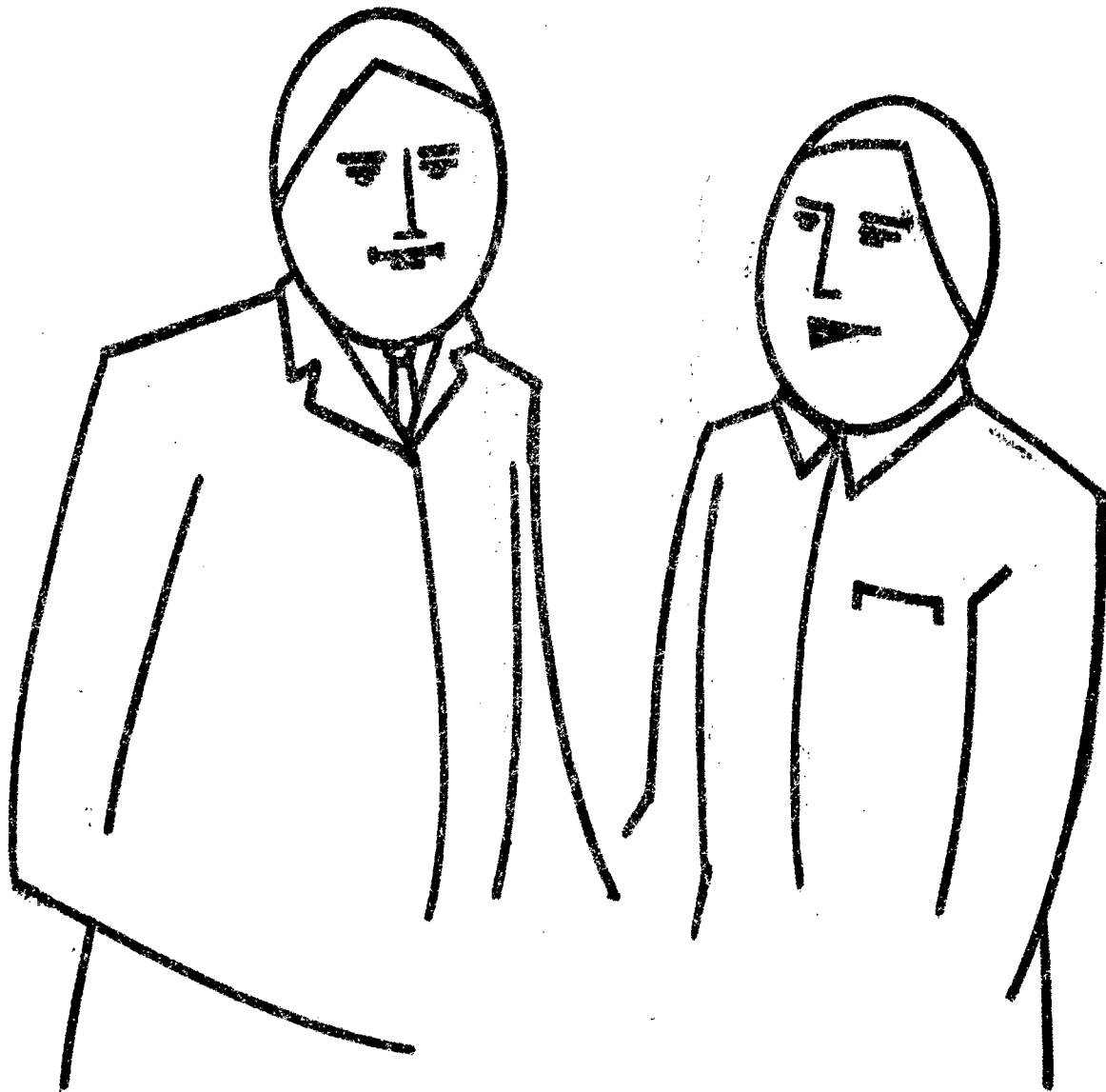
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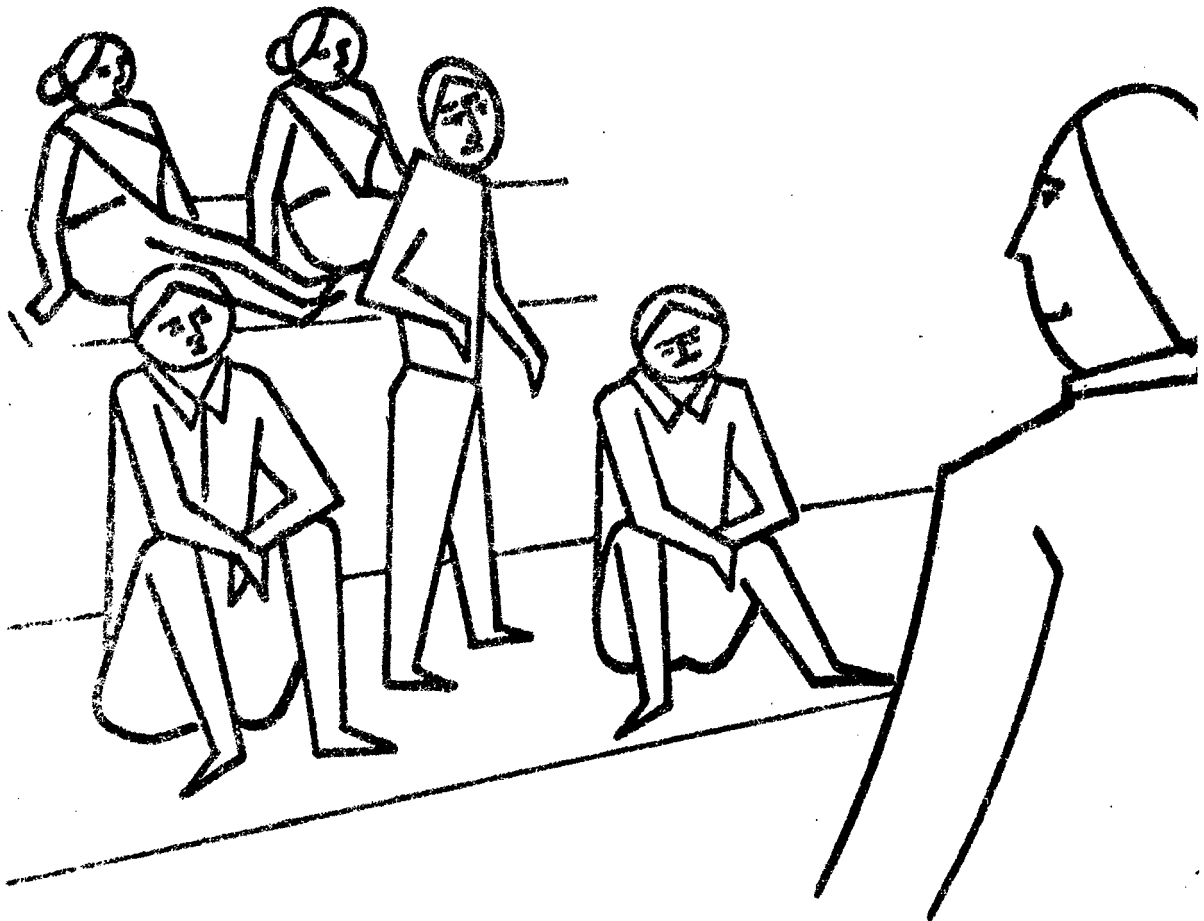


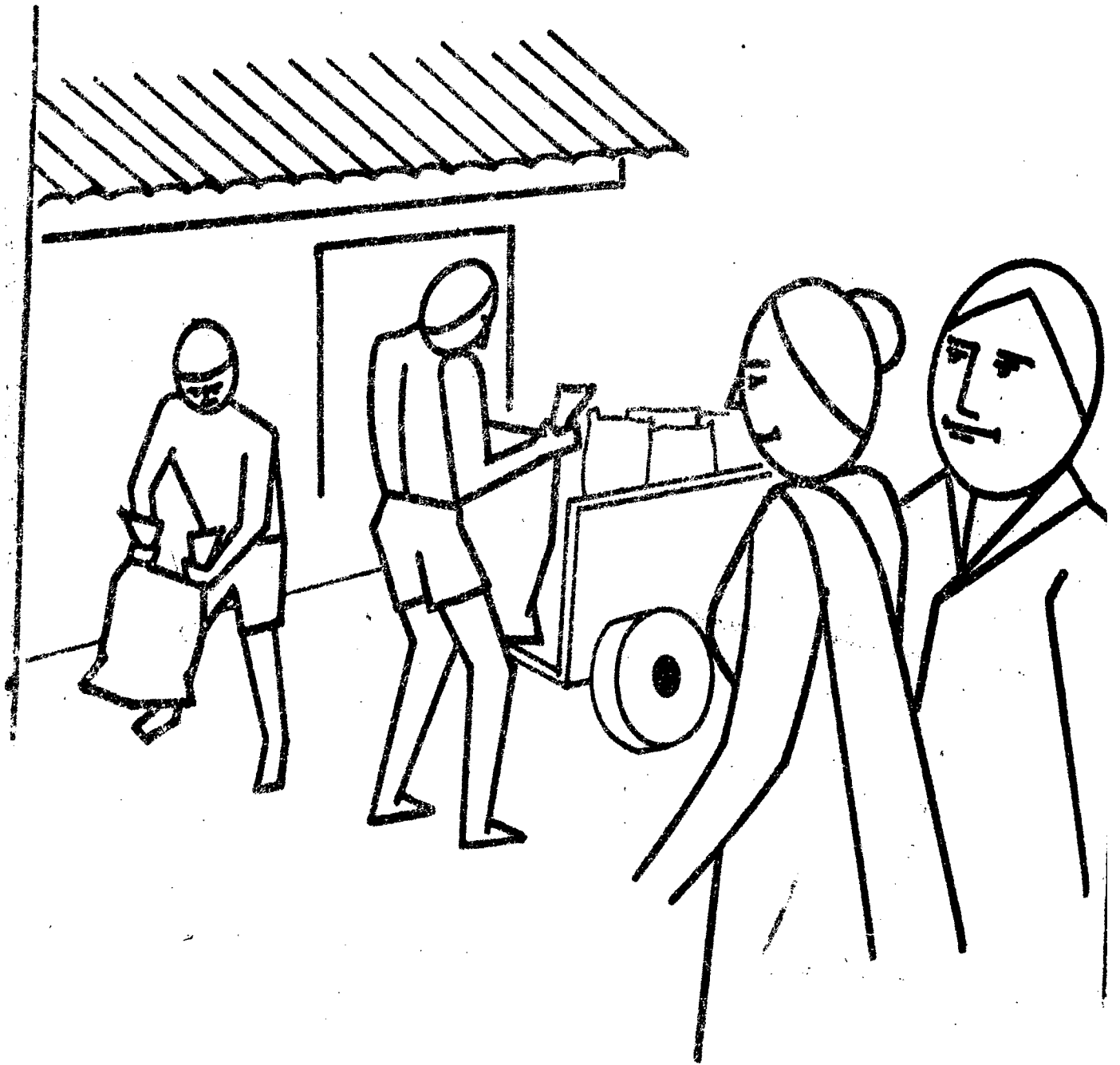
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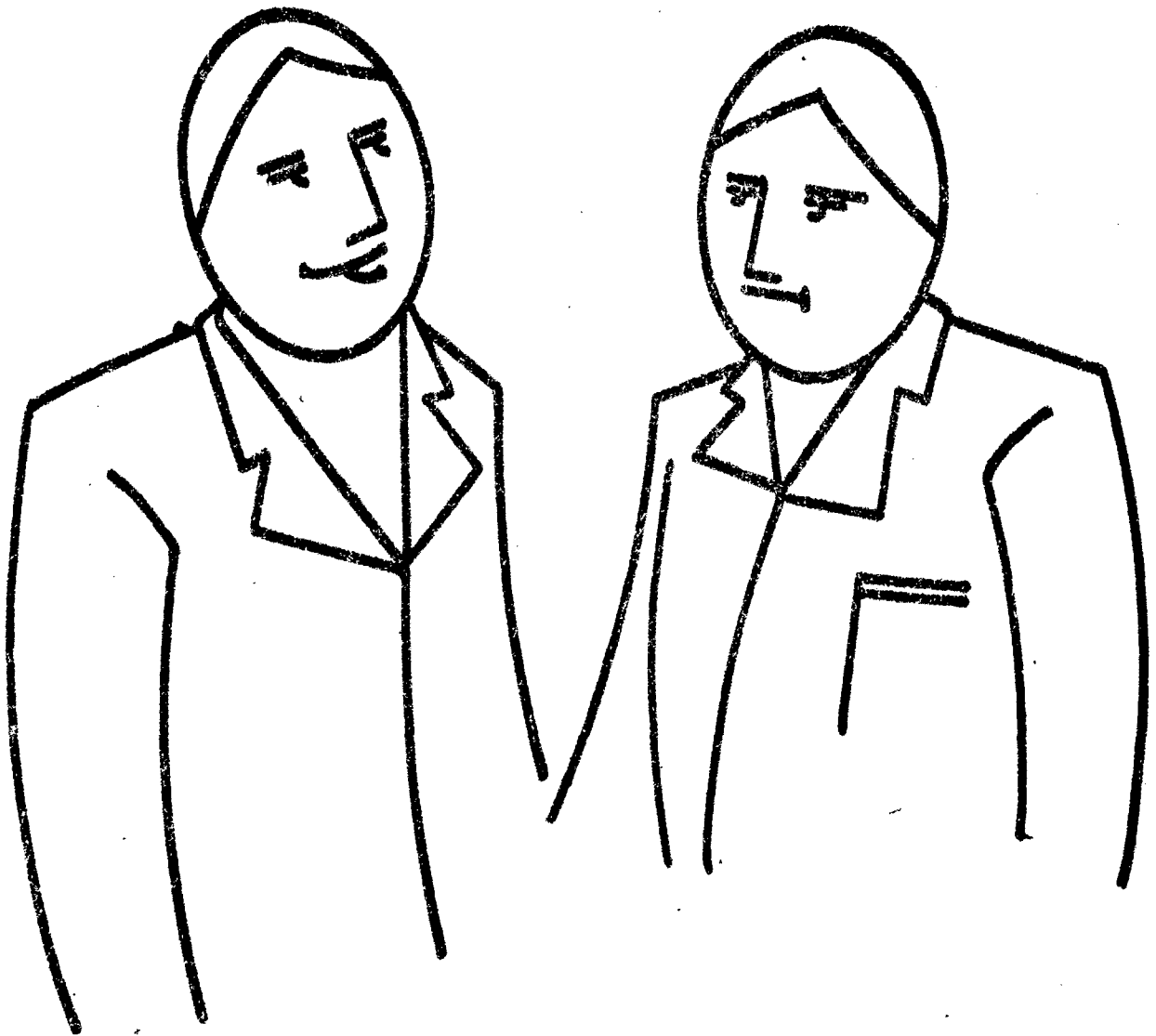


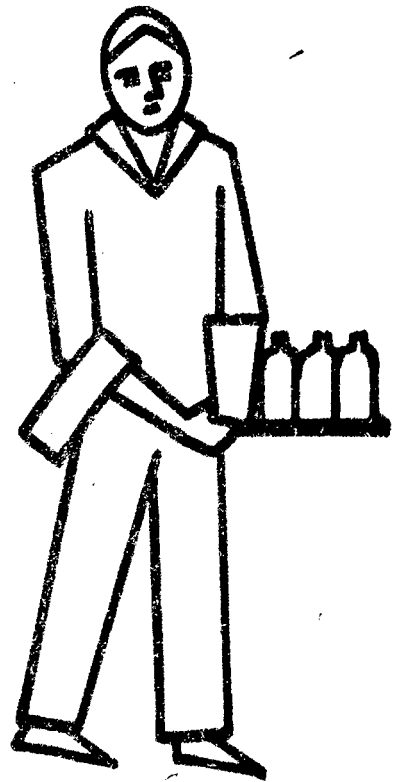






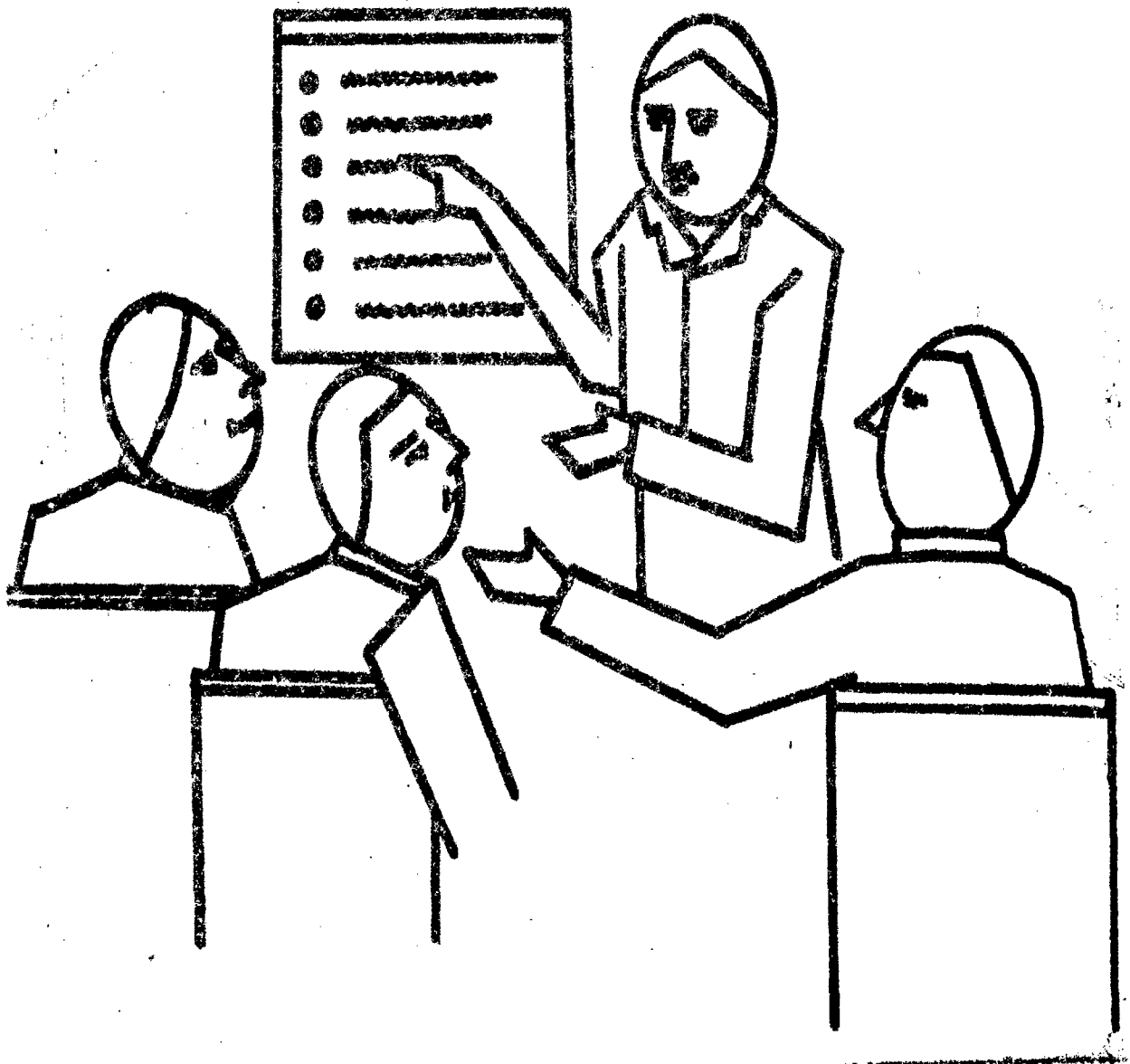


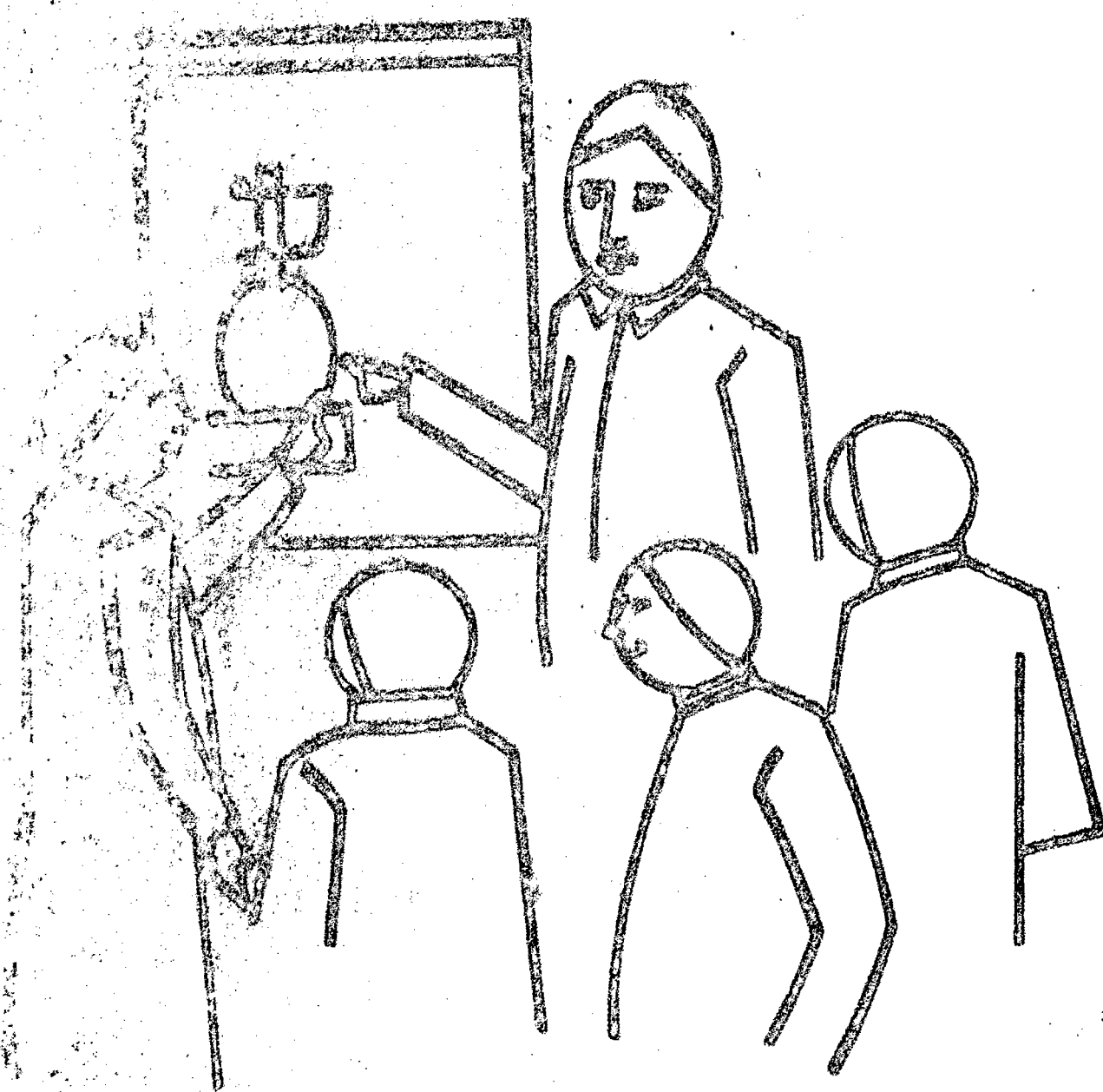












ICA-CEMAS/NCUI/VMNICM REGIONAL WORKSHOP
ON FIELD EDUCATION DEVELOPMENT (FED),
6 - 24 FEBRUARY 1984

AN OUTLINE FOR FIELD EDUCATION AND DEVELOPMENT PROJECT

- Introduction
- Objectives
- Area Coverage Target Groups
- Methodology : Adaptation and use of CEMAS-FED Material
- Programme Planning and Implementation
- Educational Material and other resources needed
- Organisational Structure
- Coordination with other agencies
- Personnel required
- Budget - Period (Probable Dates)
- Monitoring and Evaluation
- Reporting and Follow up
- Assistance required from :
 - 1) Local Agencies
 - 2) National Cooperative Organisations
 - 3) ICA-CEMAS
 - 4) Others

Remarks :

(Assignment for GROUP WORK (Country-wise) to be submitted to the Secretariat by 17th Feb. 1984 for making copies).

ICA-CEMAS/NCUI/VMNICM Regional Work-shop
 on Field Education Development (FED)
Material, Pune : 6-24 February 1984.

A proposal for the Establishment of
 ICA Project for adaptation of ICA-
 CEMAS Methods for the Field level
 in Afghanistan.

* Akhtar Mohammed Nazarzoy

INTRODUCTION :

Since the Cooperative movement in Afghanistan is a little new rather than the other Asian countries, so this movement during its activities has faced with too much difficulties, especially in the case of Trained Personnel, however, we have some institutions. In these institutions we train the staff but that is not quite enough, because from one side there are no experienced trainers and from the other side the teaching material is not acceptable by the members. As I know the difficulties and the wishes of the cooperative members are differed from day-to-day, in my opinion, if we have a training project like ICA-CEMAS, the difficulties which our country movement is facing will be solved. Since the cooperative movement is still developing in my country. This movement must be supported. For this purpose a massive programme like CEMAS training programme will be implemented this movement in my country needs internal and external sources assistance. Developed countries always help financially and technically with developing countries to run faster their cooperative movement. I as representative of my country enquiring Mr. Engstrom the Chairman of the Work-shop and Dr Dharm Vir, the Director of the Work-shop to submit my country proposal Project plan (A Project to train the train the trainers) to the Senior Officials of ICA and convince them that there is really a need for such a project in Afghanistan.

1) The little of this project is :

Development of cooperative members field educations,
 and training on ICA-CEMAS methods in Afghanistan.

* Director of Kandahar province, Afghanistan.

(2) Objectives of the Project :

- a) To Familiar the cooperative staff with CEMAS techniques at the National level.
- b) To acquaint the Coop. staffs with the CEMAS Methods at the provincial level.
- c) To train the cooperative staff at the districts and village level on the CEMAS material.
- d) To train the cooperative committee members.
- e) To translate the CEMAS teaching materials in Afghanistan National Languages (Pashtun and Persian).

(3) Location of the Project & Target Group :

In case of possibilities and Agreement of ICA Regional Office this proposed Project will be established in the Kandahar Province, in view of, the number of established cooperative societies which are 94. This registered cooperatives need at least - 94 - trained staff but at the movement we have eleven. Since, this province is located in the central of Afghanistan, therefore, many staff from the other provinces also can attend and follow these training programmes. For not to be split down the movement, we shall try to provide trained personnel and adapted teaching material to cover the wishes and the inspirations of the cooperative members.

(4) Methodology :

since the CEMAS-FED material is very important and useful, it teaches the methodology of all the coop. field workers, and responsibilities, and shows up how to conduct education training to the benefit of members.

(5) Programme Planning & Implementation :

The work plan for this project for about 5 years are arranged as follow :

- (a) At the national level one month work-shop and one month seminar might be held for coop. provincial directors, and officers Depts. that have direct involenent to the cooperative management.
- (b) At the provincial level a one month training course for the cooperative provincial management.
- (c) One month course for the provincial education and publicity directors might be held.
- (d) Two months course for the local government coop. education directors.
- (e) Two month course for the coop. filed workers, and other staff.
- (f) One month course for the committee members.
- (g) Some study tour programmes and so forth.

(6) Initiating Agencies :

I am kindly inquiring the ICA Regional Office to take action for the initiation of this training project with the internal assistance of Afghanistan.

(7) Coordination with the other Agencies :

As I mentioned before the establishment of this project will have good effects on the activities of the other agencies that are working in the rural area for example Dept. of Functional literacy, Rural Development Dept. Agri. Bank, Afghan Fertilizer Company, and Directorate General of Education and so on. Before starting this project has better to contact with the above mentioned Dept. and inquire their assistance for the running of the Project.

(8) Personnel Required :

For the well implementation of the aims of this Project, I personally kindly request the ICA regional office to sent at least 5 experienced persons to Afghanistan to perform

the necessary task to assist survey and preparation of a model project, and the Government will be glad to accept it, for implementation with the ICA-CEMAS assistance.

(9) Budget :

The other very important item for the proper implementation of this project is the budget. As we know from the name of developing countries, we know that these countries need different kinds of assistance, so in addition to the technical aids of ICA I kindly request the Regional Office of ICA to supply enough funds to recover the necessity of this project for the period of 5 years. The total costs for the implementation of this project will be around 130000 U.S. Dollars, this amount of money will be only for the providing CEMAS materials in Afghan language to the field level instructors and to train the instructors on CEMAS Method. If this amount doesn't cover the necessity of this project, in that case we will ask the government of Afghanistan to assist this project.

(10) Duration of the Project :

As mentioned in the previous topics, this ICA new Project in Kandahar province will continue their activities for the period of 5 years. After 5 years and after evaluation of the project if required the period of the project will be extended in consultation with the concerns.

(11) Assistance required from :

- (a) After the establishment of this project, we will inquire for the assistance of these agencies, that are working in districts and villages.
- (b) I hope National Coop. Dept. will assist too much rather than the other agencies.

- (c) Since this project is going to be started from ICA side, then then might write our Government about the percentage of their assistance.
- (d) If we succeeded in our proposed project, and there was any need, we will ~~also~~ inquire the internal and external agencies for their assistance.

CONCLUSION

This was my country project plan, which I briefly prepared and submitted to the Chairman of the Workshop for the approval of the resource people of ICA.

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ICA-CEMAS/NCUI/VMNICM REGIONAL WORKSHOP ON FIELD
EDUCATION DEVELOPMENT (FED) FOR SOUTH-EAST ASIA,
PUNE (INDIA) 6-24 FEBRUARY, 1984

A Project Proposal for development of
field level Cooperative Education on
ICA-CEMAS method in Bangladesh

By A.K.M. ZAHIRUL HAQUE
Chief B.J.S.U. DELAKA

1. Introduction :

The objects of cooperative system as introduced in this sub-continent under the Act of 1904 was to bring about socio-economic well being of the farmers through development of agriculture. Later, under the act of 1912, organisation of non-agricultural cooperatives were encouraged. During sixties some cooperative development projects were implemented leading to expansion of cooperatives in agriculture, marketing, weaving, fisheries, sugarcane etc. There are, however, non-agricultural and professional societies both in rural and urban areas. Some of these sectors include housing, fishing, transport, weaving, milk, sugarcane, Industrial Cooperatives, etc. The total number of Cooperative societies is at present 1,19,338 with about ten million members. There are two types of cooperatives in Bangladesh, one threetier system with long background of 60 years and the other two tier system with background of 20/25 years. There are broad functional division between the two systems of cooperatives. The TCCA based K.ss B.ss, and M.ss drawing production credit from the commercial banks, CCB-K.SS, UMPS, L.M.Bs and other primaries drawing their production credit from the Central Cooperative Banks. The Bangladesh Rural Development Board regulates and nourishes the TCCAS and TCCA-KSS, M.SS and B.SS. The Cooperative department control and guides the CCB-K.SS, UMPS, L.M.Bs and other cooperatives.

The types of cooperatives at different levels both under the cooperative department and BRDB are described below :-

Sl. No.	Categories	Types of Coops.	Under Coop. Depart Meht.	Under BRDB
1.	National Apex	a) Banking and credit b) Sugar Cane growers c) Agri. Marketing d) Fishing e) Dairy f) Industrial g) Handicraft h) Weaving i) Women j) Others (Handicraft, prospect)	1 1 1 1 1 1 1 1 1 8	X X X X X X X X X 1
			17	1
2.	Central	a) CCB b) CC.M.Ps. c) Sugarcane growth d) District Unions e) Industrial Union f) Fishermen g) Women h) TCCA i) Others	67 87 14 21 58 88 41 - 118	X X X 6 X X X 369 X
			492	376

- 3 -

<u>Sr. No.</u>	<u>No Categories Category</u>	<u>Type</u>	<u>Under Coop. Department</u>	<u>Under BRDB</u>	<u>nderGood</u>
3.	Primary	a) CCB K. SS.	36,044	X	
		b) CCB UCMPS	4,119	X	
		c) Land Mortgage Bank	18	X	
		d) TCCA K. SS.	X	46,415	
		e) Women Coops.	3,607	2,437	
		f) Land leas (B. SS)	-	1.131	
		g) Other AgriSociety	1,614	X	
		h) Supplies and Marketing	2,723	X	
		i) Sugarcane growers	735	X	
		j) Transport Coops.	481	X	
		k) Fishermen Coops.	4,289	X	
		l) Housing	191	X	
		m) Milk Producer	264	X	
		n) Other non-agri	9,398	X	
		Grand Total	65,269	50,183	

The Cooperatives under the Bangladesh Rural Development Board numbering 50,560 are covered by various development projects financed by various agencies under the rural development programme. Out of the Cooperatives under the cooperative department except dairy, transport and women are working at present without any aid and assistance from Govt. and any other agency.

And as such development assistant and project approach for development of following types of the cooperatives under the cooperative department is essential to improve their performance.

1. Agriculture Coop. Banks and Coop. Land Mortgage Bank
2. Union Coop. Multi purpose Societies and Sugarcane Growers Coops.
3. Fishermen Coop. Societies
4. Weavers Coop. Societies
5. Housing and Consumer Service Cooperatives.

Bangladesh Jatiya Samebeya Union is the supreme federal body of the Coop. movement of Bangladesh. All sectoral apex, secondary, and district level primary Coop. Societies are the members of the Bangladesh Jatiya Samebeya Unions. The Union prepares annual plan and programmes, organises and conduct and collaborate in all kinds field level coop. membership education activities in the country.

The B.J.S.U. has, therefore, taken decision to organise and implement some educational programmes to assist and guide the member societies to organise and conduct self financed and self managed field level coop. member education system initially with project assistance from any internal or external sources.

Mr. A.K.M. ZAEIRUL HAQUE, Chief Executive, B.J.S.U. DHAKA who is acting as liaison officer for ICA CEMAS activities in Bangladesh participated in the ICA-CEMAS Workshop at Pune in February 1984 to make him thoroughly acquainted with CEMAS techniques to adopt the CEMAS method in field level cooperative member education in Bangladesh.

A project proposal for holding workshop with Bengali version of CEMAS material during last part of this year has already been submitted to the ICA. If the Workshop takes place the skill of the participants from district

Coop. Unions, Coops. and other Govt. agencies can be utilized in the Project areas. This project proposal is designed for five years for implementation from July 1985 to June 1990 to improve activities of Ten Fishermen Societies and Ten weavers societies initially.

If ICA agrees in principle to support this project the BJSU could obtain approval of the Govt. of Bangladesh and the proposal could be included in the third five year plan of the country for Coop. Sector.

2. Objectives :

The main objectives of the project will be the following :-

- a) To upgrade the working of the coop. societies in the project area, increase their service ability and viability and help them to become a model for country's development through cooperative effort;
- b) To assist the members to increase their production and undertake subsidiary occupations and help the other to undertake self generating activities.
- c) To organise and conduct field level coop. membership education on ICA-CMAS methods to improve the overall performance of the cooperatives and their members.

3) (a) Area Coverage :

These two projects will be located at ~~two~~ Upazilla (Thana) to be selected by the National Education Committee for Coops. The target group will be the fishermen members in the southern part and weaver members in the north part.

- (b) Target Groups
- (i) Members of the Ten selected Fishermen Coops. of Project-I
 - (ii) Members of the Ten selected Weaver Coops. of Project-II

1st Year	100 x 10	=	1,000
2nd Year	100 x 10	=	1,000
3rd Year	100 x 10	=	1,000
4th Year	100 x 10	=	1,000
5th Year	100 x 10	=	1,000

5,000

4) Methodology

- a) Education and training - ICA-CEMAS Method
- b) Supply and Service - local coops. and other governmental and non-governmental agencies.

5) Programming, Planning & Implementation :

The District Coop. Union in collaboration with the local secondary coop. societies will conduct a survey to assess the priority, needs of the members to generate self-supporting production activities and other generating activities for the members. Governmental and non-governmental agencies will be involved in the project for Insuring the various types of supply and service needed by the members. The project will carry out the following activities under the guidance and supervision of the local cooperative union and local committee.

- (a) To carry out intensive education programmes for the members, committee members and the employees of the coops.
- (b) To bring about improvement in the management of the coops.

The ICA-CEMAS will produce education materials and teaching aids for use in the education projects in simple Bengali language.

6. Education material and other norms:

The education material will be the ICA-CEMAS material and information material of relevant nation building agencies working in the project area.

Credit needs will be provided from the credit giving institutions of the area.

7. Organisational Structure:

The project committee will comprise the representatives of all the Governmental and Non-Governmental Agencies of the area and Local Coop. Union and Chairman of the Primary Societies to be included in the project.

The project committee will be monitored by the Upazilla Samabaya Union management and Upazilla Cooperative Officer of the Coop. Department.

There will be a project officer for each project and ten coop. field workers for ten villages cooperative societies in ten villages whose salary etc. shall have to be born from the project funding. All other costs will be arranged by the BJSU and other agencies involved.

8. Personnel:

The local Govt. officials of the government departments and agencies will provide necessary supply and service for increasing production and generating self-supporting income course of individual members through the cooperatives. The cooperative department will provide necessary staff

to assist the project officer and the cooperative field workers. The BJSU will take care of other aspects. The ICA will have to provide fund at least for 5 years for the following personnel :

- (a) Project Officer = 2
- (b) Coop. Field Workers- 20

The Project Officer should be an Agriculture Economist with Cooperative Background of atleast five years and minimum qualification would be master degree.

9. Budget :

(Figures in thousand)

<u>Sr. No.</u>	<u>Particulars</u>	<u>1st year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>4th Year</u>	<u>5th Year</u>	<u>Total</u>
1.	<u>Staff</u>	84	84	84	84	84	420
	(a) Project Officer 1x2 = salary @ 3500x2= Taka 7000/- p.m.						
	(b) Coop. Field Worker 10x2=20 @ 1500/-p.m. = 20,000/- p.m.	240	240	240	240	240	1200
	(c) Stores and Suppliers @ 50 project for a year.	100	100	100	100	100	500
	d) Miscellaneous	10	10	10	10	10	50
	Total =	434	434	434	434	434	2170

- 9 -

The annual requirement of funding from ICA for the two projects will be Taka Four lack thirty four thousand each year equivalent to US\$ 18,000.00 and as such total cost of the project from ICA-CEMAS part will US\$ 90,000.00 (Ninty thousand US Dollars) for the project period.

The other expenditure in relation to these two projects for office secretarial services, supervision, monitoring and coordination etc. will be organised by the BJSU in collaboration with Govt. agencies and departments. The local cost will be about five hundred thousand Taka equivalent to US\$ 20,000.00 and the total cost will be about US\$.1,00,000.00 from local sources.

If ICA in principles approved the ratio of 50:50 , i.e. 50% of the total cost of the project from local ~~sources~~ towards the project implementation, the BJSU will make proposal to the Govt. in country project form for approval by the Planning Commission for its incorporation in the third five year plan. Meanwhile BJSU will set up a committee to undertake preliminary survey to selected responsive areas and make a list of project requirements in details in relation to the objectives of the projects.

10. Monitoring & Evaluation

The cooperative department will monitor the project for fishery coops. In the southern part and the other for weavers community in the northern part of the country in collaboration with BJSU.

The coop. department will undertake evaluation in each year in collaboration with BJSU.

The cost of monitoring and evaluation will be borne by the cooperative department and BJSU.

11. Reporting and Follow up

The Upa-zilla Cooperative Officer of the Coop. Department will be responsible for reporting and follow up activities to the coop. department & BJSU. The BJSU will report the progress to ICA and do follow up jobs.

12. Assistance required from :

1) Local Govt. & other Agencies	US\$ 90,000.00
2) B.J.S.U./Apex/Society	US\$ 10,000.00
3) ICA-CEMAS	US\$ 90,000.00
4) Others	<u> x </u>
Total =	<u>US\$ 1,90,000.00</u>

13. Remarks:

This is just an outline at random. This will be discussed with the relevant local Govt. agencies for further discussions, improvement and finalisation in the context of national policies, strategies and also Coop. movement requirements at field level under the guidance and suggestions of the ICA.

A Project Proposal for ICA-BJSU Work-shop on
 adoption of ICA-CEMAS Methods for Field
 level Cooperative Education in Bangladesh.

* Mr AKM Z Haque

Part-I : General Information

- 1) Title of the Project : ICA-BJSU Work-shop on adoption of ICA-CEMAS Methods in Bangladesh.
- 2) Location of the Project : Cooperative College, Comilla Bangladesh.
- 3) Proponet of the Project : Bangladesh Jatiya Samabaya Union, Dhaka.
- 4) Objects of the Project :
 - (a) To enable the Participants to learn the techniques and methods of adoption and use of the ICA-CEMAS materials to improve their skills in their performances as educator to generate enlightened membership and leadership
 - (b) To inspire the Coop.Education agencies to adopt the ICA-CEMAS methods.
 - (c) To translate ICA-CEMAS material in simple Bangali language and print the translations to use the same by the Cooperative Education/workers for dissemination of knowledge of and skill on techniques of education.
 - (d) To improve the performance of the members, committee members and Education staff of the Cooperatives.
 - (e) To strengthen the activities of Primary Cooperatives.
 - (f) To reeducate, assist and guide the Secretaries/Managers/Committee members and members in carrying out their Professional activities appropriately.

* Chief Executive Officer, Bangladesh Jatiya Samabaya Union, Dhaka-2.

- 5) Cost of the Project US\$ 12,000/~~4~~Approximately Taka
3,00,000/- Three lacks only)
- (a) ICA-CEMAS in Foreign Currency US\$ 8000.00
(Taka two lac)
- (b) BJSU in Local Currency US\$ 4000.00 (Taka one Lac)

INTRODUCTION

Part-II : Brief description of the Project

In Bangladesh Programme of Cooperative member education is being carried out by the BJSU, District Cooperative Unions and their member organisations in collaboration and Coordination with Cooperative department under the Scheme "Development of Cooperative Unions for member education" since 1961. There has been no evaluation, so far, of the programme to re-orient. The programme could not achieve desired result for many a reasons but from practical point of view, the constraints of the programme may be described in brief as below :

- (a) Extremely low level of literacy among members, heterogenous nature of membership in many cases and presence of variety of local problems of coop. member education and training, their acceptance, the preparation, instructors printing and supply of materials.
- (b) Inadequacies in the Training Programmes of the instructors, their lack of faith in the Programme and low level remuneration and motivation.
- (c) Failure to link the Programme with the "felt-needs" of the members to build up initial level of understanding and acceptance.
- (d) The Education Programme has not been adequately and properly integrated with the work of the primary societies and their business activities.
- (e) Farm guidance and farm management aspects do not receive appropriate emphasis.
- (f) Reliance on 'face to face' communication without adequate support of audio-visul=aids, film shows and radio programmes and programmes on T.V. exclusively on cooperative.

- (g) Lack of Trained People with Cooperative Spirit and dedication.
- (h) The field works of the coop. department and other Govt. agencies have failed to Coordinate and integrated cooperative member education activities the Coop. movement organisations, responsible for field level Cooperative Member Education.
- (i) The plan for the field level cooperative member education of the BJSU cannot be adequately implemented since neither BJSU is allowed to generate fund from the movement nor the various programmes launched by the Govt. extends any financial or physical support to the BJSU and District Coop. Unions.
- (j) Lack of active involvement of all types of all types of Coops. at all levels for field level cooperative member education.

The constraints cited above caused the members tend to be "Casual Observers" instead of being actively interested and participated. The Cooperative movement organisations and Govt. agencies involved in the field are not in a position to ~~achieve~~ the target in terms of actual performances. The wait and see attitude of the Cooperative leaders on one hand and division among the farmers, divisive strategies and vested designs on the other hand have ~~eroded~~ eroded the interest and confidence of the farmers in cooperative endeavours. The translation of reading materials received from ICA has been a problem due to scarcity of funds. The "Super imposed top down" policies and strategies have stood in the way of coop. movement organisations to develop and build up self-financed and self-reliant cooperative member education systems in the country. In order to achieve cooperative success cohesion between governmental and non-governmental programmes and "integrated-organisational-efforts" at all levels are essential. The Education Programmes of the Coop. department, BRDB, BARD, Zonal Cooperative Training Institutes need to be prepared in collaboration with cooperative movement organisations and

implemented under a joint plan of action to ensure appropriate integration at all levels and to improve the methods of education at field level.

In the context of the above exigencies and urgencies holding of a National Work-shop for adoption of the ICA-CEMAS materials in Bangladesh is considered of para - mount necessity. Participants may be drawn-up from senior education personnel of the cooperative movement organisations and Govt. agencies involved in field level cooperative member education activities to acquaint them with ICA-CEMAS materials and take positive steps for adoption.

(2) Agencies to be involved in the Work-shop

Twenty-five Participants may be drawn from the following organisations for their involvement in the work-shop and follow-up activities :

- | | | | |
|------|---|---|---|
| (1) | BJSU | : | 2 |
| (2) | Coop. Ministry | : | 1 |
| (3) | Coop. Department | : | 1 |
| (4) | Coop. College | : | 1 |
| (5) | Zonal Coop. Training Institutes | : | 4 |
| (6) | BRBB | : | 1 |
| (7) | BARD Comilla | : | 1 |
| (8) | RDA Bogra | : | 1 |
| (9) | Other Coop. Organisations involved in member education: | : | 2 |
| (10) | District Coop. Unions | : | 4 |
| | Central Coop. Banks: | : | |
| (11) | Central Coop. Banks | : | 4 |
| (12) | Non-Governmental & non-coop. organisations engaged in member education (BRACK, DANID & Shanirvar Bangladesh VERC etc) | : | 3 |

(3) Implementation the Project.

(a) Schedule & contents : The schedule and contents of the workshop will be according to ICA-CEMAS standard with little changes to suit the local needs. The BJSU will set-up a Committee to translate the ICA-CEMAS english version into Bangali. The translation will be examined by the Bangala Academy or ICA. After the translation and printing of the materials, the date of the workshop will be fixed.

(b) DATE AND VENUE

The venue of this workshop will be in cooperative college campus, comilla. The duration of the Work-shop will be in accordance with ICA-CEMAS standard. The date of the Work-shop may be last weeks of the month of December 1984.

(c) Work-shop Secretariate :

The ICA-CEMAS will provide resource persons to conduct the work-shop in collaboration with BJSU, and BJSU and Cooperative College Comilla will provide all other Secretariat Services for the Work-shop.

(d) Participants Qualifications :

The Participants should at least be graduate with five years experience. The participants should be Senior Personnel of the organisations who are & will remain responsible for conducting member education programme of their respective organisations.

(e) Procedures for selection of Participants.

The proposed organisations will be invitee to send nomination of the candidates as per prescribed form to be designed by BJSU for selection and approval by a selection committee comprising the representation of the Coop. Union, Coop. Department, BRDB and Coop. Ministry.

(4) Evaluation :

The work-shop performances will be evaluated in accordance with ICA-CEMAS Method.

Part-III Work-shop Budget :

	<u>ICA-CEMAS</u>	<u>BJSU</u>
1) Costs for translation and printing CEMAS materials, for adaptation	Taka 1,00,000/-	
2) Daily allowances and pocket expenses for the 25 participants @ Taka 100/- per day for 20 days including transit	Taka 50,000/-	
3) Resource Persons from ICA and Local Sources	Taka 50,000/-	
4) Work-shop Secretariate Supply and services		Taka 25,000/-
5) Travel expenses for 25 participants		Taka 50,000/-
6) Travel expenses for Secretariate staff-5.		Taka 5,000/-
7) Inaugural and closing functions		Taka 15,000/-
8) Misc.		Taka 5,000/-
Total Taka	2,00,000/-	Taka 1,00,000/-

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Project Proposal For Haryana (INDIA)

Submitted by

T.S.LOCH.

Introduction :-

Now I am undergoing ICA-CEMAS-NCUI-VMNICM Workshop at Pune. This has given a new insight to see the member's education programme. This has also persuaded to take up a Project, which is detailed below.

Name :- COOPERATIVE EDUCATION AND DEVELOPMENT PROJECT.
(Haryana State Cooperative Development Federation Ltd. Chandigarh).
with the assistance of ICA-NCUI-CEMAS.

Location: The project will be located in the office of the Assistant Coop. Education Officer, Ambala, Dist. Ambala, and will be operated by a team of extension officials headed by a project officer. The work will be carried out in collaboration with the following Institutions/organisations :-

1. The Ambala Central Cooperative Bank Ltd. Ambala
2. The Ambala Primary Cooperative Land Development Bank Ltd., Ambala.
3. Dist. Rural Development Agency, Ambala
4. Deputy Director, Agriculture, Ambala
5. Krishi Gyan Kendra, Ambala
6. Milk Plant, Ambala
7. Assistant Registrar, Cooperative Societies, Ambala

Objectives:

The objectives of the project would be as follows :

- a. To bring the awareness among the members and committee members of the cooperative societies.
- b. To train the Secretaries/managers of Coops. within the area of project so as to improve their working skill and thus bring improvement in the working of the Coop.Societies.
- c. To propagate the uses and benefits of Coops. among the general public and enroll them as members of Coops.
- d. To ensure the maximum coverage of families as members of the Coops.
- e. To help the Cooperative Societies within the area of the project to undertake the multifarious business and social activities.
- f. To inculcate the habit of thrift and saving among the members of Coops.
- g. To help members to improve their Agricultural produce and use latest high yielding varieties of seeds and techniques of Agriculture.
- h. To ensure that members get competitive prices for their produce.
- i. To regularise the working of Cooperatives and to see that M.C. and G.Body meetings are called in time and in a proper way.

Area Coverage:

In the beginning the Cooperative Education and Development Project will cover Ambala Tehsil and adopt only 10 Primary Cooperative Agricultural Credit Societies. After every 6 months 5 more Societies will be adopted by this project.

- 3 -

Methodology:

The Educational and Developmental Approach to be used would be through CEMAS-FED Material. ICA in collaboration with NCU which will provide this material to be used by the Project Extension Workers.

Programme Planning and Implementation :

The project Officer in consultation with the local Coordination committee will select only 10 Societies of the average working in the Tehsil. These societies should not be in a very poor condition and not in a very good condition.

The Education Instructors will conduct the survey of these societies, in the proforma prescribed by N.C.U.I. and conduct the situation study as prescribed by CEMAS material.

Education Material and other Resources:

1. CEMAS material will be translated in the local language and adopted in the workshop, conducted for education Instructors.
2. The Education material to be used by Education Instructors (Apart from CEMAS) will be produced by the Haryana State Coop.Development Federation Ltd. Chandigarh after taking Expert advise from the local officers. The material will be in Local language.
3. Literature for the free distribution among the members/ C.Members Prospective members will also be provided by Haryana State Coop.Development Fed. Ltd. Chandigarh, in the local language.

4. Cinema Van/Publicity Van will also be provided by the Haryana State Coop.Development Fed.Ltd. Chandigarh.

Organisational Structure :

The policies and programme of the project will be chalked out by a Coordination Committee, with the following as members :

1. Deputy Commissioner, Ambala	Chairman
2. Assistant Registrar C.S.Ambala	Member
3. Manager, Coop.Bank Ambala	Member
4. Manager PLDB, Ambala	Member
5. Deputy Director, Agriculture, Ambala	Member
6. Incharge K.G.Kendra, Ambala	Member
7. G.M.Milk Plant, Ambala	Member
8. Rep. of National Coop.Union of India	Member
9. Rep. of ICA	Member
10. Project Officer, Coop.Edu. and Dev. Project Ambala.	Ex-Officio Member

The Educational and Developmental Activities of the project would also be reviewed by this committee from time to time.

Personnels

The following staff will be required for the cooperative Education and Development Project :

a. Project Officer	1
b. Cooperative Education Instructors	2
c. Farm guidance Instructor	1
d. Diary farming Instructor	1
e. Publicity Inspector	1
f. Cinema Operator	1
g. Driver for Pub.Van.	1

- 5 -

Office

a. Stenographer Hindi	1
b. Stenographer English	1
c. Clerks	2
d. Peon	1

Budget (JULY 1984 to June 1985) For one year only

<u>Items</u>	<u>Amount in Rs.</u>
1. Salaries of the staff	1,43,600-00
2. TA and DA to the staff	28,800.00
3. Maintenance and fuel of P/Van	10,000.00
4. Teaching material and literature for free distribution	30,000.00
(To be reimbursed by ICA and NCUI)	
5. Entertainment Expenses	1,200.00
6. Miscl.	8,000.00
	<hr/>
Total =	2,71,600.00
	=====

Monitoring and Evaluation:

The work of the project will be monitored and evaluated by Local Coordination Committee, which will also include the Rep. of ICA and NCUI and the Haryana State Cooperative Development Federation Ltd. Chandigarh who will suggest changes for betterment from time to time.

Reporting and Followup

Monthly progress report will be submitted by Project Officer to all the concerned agencies and Coordination Committee. The report will also be submitted to ICA and NCUI.

Assistance Required:

Different local agencies will be engaged to solve the technical problems, relating to their ~~experiences~~. Services of the Extension Officers of all the agencies will also be taken, while conducting the classes in rural areas.

ICA/CEMAS/NCUI's help will be taken for literature and Education materials. The material will however be produced by the Haryana State Coop. Development Federation in local and acceptable language and amount will be reimbursed by the ICA and NCUI.

ICA-CEMAS Material will be used by Education Instructors and CEMAS approach will be followed.

Remarks :

The project will be for 3 years initially and its continuity will be decided only if proved successful.

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Project Proposal for Karnataka(India)

Submitted by S.R. Sangapur

1. Introduction

a) Name : Cooperative Education and Development Project being started by Karnataka State Cooperative Union Ltd., Bangalore with the assistance of ICA-CEMAS/NCUI New Delhi

b) Location : This Project's office will be located in the premises of the Co.op. Training Centre Shinoga. The selection of this district is made since the infra-structure of the cooperative in the district is suited for the adoption of this project.

2. Objectives : The objectives of the project would be as follows :

- a) To bring the awareness among the members and managing committee members of the coop.societies.
- b) To train the secretaries of Coop.Societies within the area of the project so as to enable them to improve the working of Co.op. societies.
- c) To prepropagate the uses and benefits of Coop. activities among public and enroll them as members of coops. in order to achieve the maximum coverage of families under cooperative fold.
- d) To help the cooperative within the area of the project to undertake the multifarious business and social activities.
- e) To inculcate the habit of thrift and savings among the members of cooperatives.
- f) To ensure the members to improve their production by using latest high yielding varieties of seeds and under techniques of agriculture.

- g) To ensure that members get competitive price for their produce by availing the better marketing facilities.
- h) To regularise in conducting meetings properly in time and as per bye laws.

3. Area Coverage*

Target Group

Members and M.C.Members

* In the beginning the project will cover Shimoga Taluk and adopt 8 to 10 societies only. After one year five more societies will be adopted. The duration of this project will be 3 to 5 years.

4. Methodology

The educational and development approach to be used would be through CEMAS-FED material. The ICA in collaboration with NCUI will provide the materials to be used by the project extension workers.

5. Programme Planning and Implementation

The Project Officer in consultation with local coordination committee will select 8 to 10 societies which are average.

The District Coop.Education Instructor will conduct the survey of those societies on the basis of proforma prescribed by CEMAS material.

6. Educational materials

The educational materials to be used by District Coop.Education Instructor apart from CEMAS will be produced by the Karnataka State Coop. Union after taking the opinion from experts according to the local situation. The materials will be in a local language.

-3-

Free literatures and film shows on different Coop. Structure available to the members and M.C. members by the K.S.C.U. Ltd., Bangalore.

7. Organisational structure

1. Project officer	- 1 (Class II Grade)
2. D.C.E.I, male	- 1
3. - do- Female	- 1
4. Farm guidance Instructor	- 1
5. Veterinary Assistant	- 1

8. Coordination with other agencies

1. Extension agencies at Fluk
2. D.C.C. Bank
3. Coop. Dept.
4. D.C.U.
5. D.R.D.S. & CADA
6. Co-op Training Centre
7. Agricultural Dept. and veterinary.
8. Taluk level coop. Institutions.

9. Personnel required

1. Project officer	- 1 (Class II)
2. DCEL male and female	- 2
3. Farm guidance instructor	- 1
4. Veterinary Assistant	- 1
5. Typist cum clerk	- 1
6. Operator	- 1
7. Driver	- 1
8. Office Assistant	- 1

10. Budget :- Yearly July 84 to June 1985

1.	Salary of the staff	Rs. 1,25,000/-
2.	T.A. & D.A to staff	Es. 15,000/-
3.	Maintenance and fuel of F/van	Rs. 20,000/-
4.	Teaching materials and free literature (To be reimbursed by ICA & NCUI)	Rs. 20,000/-
5.	Meeting and guest charges	Rs. 1,500/-
6.	Miscellaneous	Rs. 2,000/-

Total Rs. Rs. 1,83,500/-
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11. Monitoring and Evaluations by

1. One officer from state Coop.Union
2. NCUI
3. ICA-CEMAS R.O. New Delhi
4. DCC Bank
5. Coop.Dept.

12. Reporting and follow-up

Project officer will undertake this work as per the instructions of local committee consisting of the following members :

- | | | |
|----|--|------------|
| 1. | President state Cooperative Union | - Chairman |
| 2. | Dy. R.C.S. | - Member |
| 3. | D.C.C. Bank President & M.D. | - Member |
| 4. | One representative from CADA & DRDS each | - Member |
| 5. | Principal Coop.Training Centre | - Member |
| 6. | President B.C.U. | - Member |
| 7. | Project Officer | - Convenor |

ICA-CEMAS/VMNICM/NCUI/Regional Workshop on Field
Education Development (FED) : PUNE

6-24 February, 1984.

Maharashtra

Prepared by : B.T. Bhagat, A.C.E.O.
Assisted by : V.C. Joshi, Education
Officer.

Action proposal for Training and Education for
Dairy Cooperatives in Pune District on the model
of CEMAS Material - period from 84-85 to 86-87.

Introduction:

1) The Katraj Dairy is the out-come of the assistance provided by German Consumer's Eederation through ICA. The importance of education hardly needs to be stressed. The Katraj Dairy in its own turn interested to take-up programme for cooperative Development prepared by ICA-CEMAS for adaptation and trial on project basis. Naturally ICA-CEMAS is interested in seeing that the CEMAS material is adapted to field situation used for the benefit of local cooperatives and their members.

2) Objectives :

- i) To enable Manager/Secretary of a Dairy Society to acquire necessary knowledge and skills in maintaining the accounts of the society, secretarial work and the Dairy business.
- ii) To enable the poorer farmers, and persons below poverty line to take to Govt. Schemes by making them aware and help them to develop socially and economically.
- iii) To enable the Committee members to understand the working of Dairy Coops. accounts of the Society, its By-laws and elements of dairy and to persuade them to adapt desired practices.
- iv) To enable the Committee members to develop their leadership qualities through the experiences of running the Dairy Society.

v). To enable members to acquire necessary knowledge and develop and their skills as milk producers/also to persuade them to adapt desired practices while dealing in milk with the society.

vi). To enable the beneficiaries and Educators to know CFMAS approach in the development of their society and help them to adapt the same in its true sense.

vii.) To enable the business institutions such as District Central Coop. Bank and Apex level federations, to involve themselves in the Field Education Development Programme.

viii). To enable the extension agencies to understand the problems of Dairy producer and to help them to solve.

ix.) To co-ordinate the efforts of all the agencies working in the field towards the final goal of social and economic up-lift of the members in particular and the area in general.

3) Area Coverage : One Block : In a block average population is 50,000, out of them majority are farmers, therefore, about 20,000 families would be of agriculturists and all of them would be covered during project period. Of course the main emphasis will be on dairy farmers. Initially 10 societies will be taken up for adaption for one year in turn and during the project period 30 societies will be covered in particular.

4) Target Groups : Secretary/Managing Committee members
Members
would be members.

5) Methodology : Adaptation and use of CFMAS-FED material

-: 3 :-

- 6) Programme Planning and implementation by : 1. Maharashtra Rajya Sahakari Sang, Pune.
2. National Cooperative Union of India
3. ICA/CEMAS Regional Office, New Delhi.
4. Coop. Dairy Federation, Pune.

The following stages will be followed :

1. Discussion with NCUI, ICA-CEMAS & Pune Dairy Federation
2. Situation study of area to find out the needs of members of cooperative in the area together with information on the infra-structure.
3. Designing a plan of action for the area and resource
4. Obtain permission and clearance from respective authorities.
5. Adaptation of FED material to field situation
6. Training of trainers/field educators in use of FED materials.

7) Educational Material & other resources needed:-

- 1) CEMAS material - sets
- 2) Translation of CEMAS for being adapted to field situation
- 3) Material available with National Dairy Development Board
- 4) Modern Teaching Material like - overhead projector, Tape-Recorder and other Audio-Visual Equipments.
- 5) Publicity Van
- 6) Type-writers - marathi & English
- 7) Office furniture and equipments for proposed staff.

3) Organisational Structure (Block level)0

Project officer assisted by :

- 1) Coop. Field Educator (Male) - 1
- 2) Coop. Field Educator (Female) - 2
- 3) Farm Guidance Instructor - 1
- 4) Dairy Extension Officer
- 5) Veterinary Doctor
- 6) Other office staff

9) Co-ordination with other Agencies:

- 1) Extension Agencies like DRDA
- 2) District Central Coop. Bank
- 3) Cooperative Department
- 4) District Coop. Board
- 5) District Dairy Development Officer.

10) Personnel required

- 1) Project Officer
- 2) Coop. Field Educator (Male)
- 3) Coop. Field Educator (Female)
- 4) Farm Guidance Instructor
- 5) Dairy Extension Officer
- 6) Veterinary Doctor
- 7) Driver
- 8) Operator
- 9) Typist
- 10) Office Assistant

11) Budget

The budget for the proposed project is estimated and given below:

-: 5 :-

<u>Item</u>	<u>Amount</u>
1) <u>Non Recurring</u>	
1. The publicity van alongwith complete publicity unit	Rs. 1,50,000=00
2. Office dead-stock, furniture & equipment such as - type-writer, cyclostiling machine, cupboards, racks, chairs.	Rs. 70,000=00
2) <u>Recurring Expenditure</u>	
One year x 3 years	<u>Total</u>
1) <u>Pay of staff:</u>	
a. Project officer Grade 1 25000=00 X 3	75,000=00
b. Veterinary officer Dairy extension & Farm Guidance 60000=00 X 3	1,80,000=00
c. Coop. Field Educators (Male & Female) 30000=00 X 3	90,000=00
d. Driver 10000=00 X 3	30,000=00
e) Typist-cum-clerk 10000=00 X 3	30,000=00
f) i. Operator 15000=00 X 3 ii. Office Assistant	45,000=00
g) Office expenditure such as Rent, Electricity, postage 30000=00 X 3	90,000=00
h) Programme expenditure 80000=00 X 3	2,40,000=00
Total	10,00,000=00

12) Monitoring & Evaluation

This will be done by :

- 1) Maharashtra Rajya Sahakari Sangh, Pune.
- 2) National Cooperative Union of India, New Delhi.
- 3) ICA/CEMAS/Regional Office, New Delhi.
- 4) Cooperative Dairy Federation, Pune.

13) Reporting & Follow-up :

A local Committee is suggested in addition to agencies mentioned above.

Local Committee:

- 1) The Chairman of the State Coop. Union will be the Chairman of the local committee.
- 2) The Chairman/Managing Director, Dairy Federation, Pune.
- 3) The Chairman/Managing Director District Central Coop. Bank, Pune.
- 4) Representatives from Dist. Rural Development Agency.
- 5) The Representative of N.C.U.I.
- 6) The representative of ICA-CEMAS R.O. New Delhi.
- 7) The representative from Coop. Department
- 8) The Chairman/B.D.O. Panchayat Samiti.
- 9) The Dist. Dairy Development Officer.
- 10) The Representative of VMNICM, Pune.
- 11) The Chairman, District Coop. Board, Pune.
- 12) The Chairman, PM. P.S. Mandal, Pune.
- 13) The Principal, Coop. Training, Centre, Pune.
- 14) The C.E.O./A.C.E.O. (Education) Secretary.

14) Assistance Required from:

- 1) The District Dairy Coop. Federation, Pune. - Financial
- 2) National Cooperative Union of India - Financial & CEMAS material
- 3) ICA/CEMAS-Regional Office, New Delhi.) - Financial, Techni-
- 4) VMNICM, Pune) - cal & CEMAS material
- 5) District Central Coop. Bank, Pune.) - Technical
- 6) State Govt.) - Financial assistance.
- 7) Cooperative Department

Remarks

This being the unique project for the adaptation of CEMAS material to field situation, ICA-CEMAS & N.C.U.I.'s and help is needed both financially, and in giving technical advice as well as material used for the same. It will be better if ICA-CEMAS will initiate the proposal so that the Maharashtra Rajya Sahakri Sangh (M.S.C. Union), Pune will find it easy to approach other agencies for assistance.

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ICA-CEMAS/NCUI/VMNICM REGIONAL WORKSHOP
ON FIELD EDUCATION DEVELOPMENT (FED)
FOR SOUTH-EAST ASIA, PUNE (INDIA)

6-24 FEBRUARY, 1984

"West Sumatera Field Education and Development Project"

Prepared by- DRA ROSDINA ABDULLAH
(INDONESIA)

Assisted by - A.K. Dey (INDIA)

Introduction:

The Indonesia is the fifth largest country in the world with a population of about 140 million people. The archipelago consists of nearly 130,000 islands spreading from West to east. The famous islands are Sumatera, JAVA, Kalimantan, Sulawesi, Yrian Jaya, Bali, East Nusa Tenggara and West Nusa Tenggara.

Most of the people do live in villages and farming being only profession, the economy is in a shambles position. Cooperative form of organisation has been set up to remove this ills and to re-organise the rural economy. The endeavour could get a further fillip on the strength of president's instruction No.2, 1978, setting national objectives to increase production and to create employment opportunities through KUD (a village cooperative unit). As such KUD is the torch-bearer to improve the economic conditions of the villagers. It is but obvious that the situation should be strengthened to generate income to the rural mass.

The KUD is dealing with rice milling, processing, purchasing and marketing. BULOG is there to render all possible assistances to KUD. In addition to that the government assistances are made available to the KUD through the Director of cooperatives. The performances of the KUD is not up to the expectation and thereby they could not provide any tangible benefits to their constituents.

The set target may be achieved if members participate in annual general body meeting, made themselves available as a member of Board of Directors and associates themselves with the business of KUD. As a result the KUD will be strong, self reliance and self supporting and the members would get necessary services to remove the deficiency of their economic ills.

There is a great need to educate members, prospective members, public in general, committee members, Managers/ Secretaries of their rights, duties, obligations and services there can be made available from KUD. An important role may be played by the DEKOPIN together with DITJENKOP by introducing a project approach for the 24 KUDs with a membership of 2000 in west sumatera on pilot basis.

Where there is one provincial cooperative Training (BALATKOP) besides a cooperative academic. A good number of extension officers of the cooperative department are already on the job in the area. There is a need for carrying out a Field Education Development programme in the line prescribed by the ICA-CEMAS.

2) The Title of the Project

West Sumatera Field Education and Development project.

3) Objectives:

The objectives of the projects are:

1. To educate the members in regard to their right, responsibilities etc.
2. To create awareness among the members, prospective members, committee members, of their need of taking interest in business affairs of the respective society.

3. To improve the proficiency of employees and Board members in latest management techniques.
4. Area Coverage : The area of the project will be located in one of the districts of West Sumatera named PARLAMAN. Covers a population of 12,000 with three/four KUD. The proposed KUD should have to be a reasonable standard neither too weak nor too strong.
5. Target group:
 - a. Members and prospective members of KUD
 - b. Board of members of KUD
 - c. Managers and other employees of KUD
 - d. General Public of the locality
6. Methodology : Use of CEMAS FED approach and other existing method of extension.
7. PROGRAMME PLANNING/IMPLEMENTATION
 The following stages will be followed:
 1. Discussion with the DEKOPIN (National Cooperative Council and DEKOPINWIL (provincial cooperative).
 2. Situation study of area to find out the needs of the members and cooperative in the area together with information on the infra structure.
 3. Designing a plan of action for the area and resources.
 4. Obtained clearance and permission from respective authorities.
 5. Adaption of FED material to Indonesian (west Sumatera condition).
 6. Training of trainers/field educators in use of FED materials .
 7. Recruitment of employees.
 8. Preparation of KUD in accepting the strategy
 9. Organisation (conducting) of Field Education programmes
 10. Collaboration of others agencies.

8. EDUCATIONAL MATERIAL/OTHER RESOURCES NEEDED.

The following will be needed

1. Translated papers/materials on principle of cooperation.
2. Exercises
3. Facilities
4. Funds.

9. Organisational Structure :

The project will be under the charge of National Cooperative Council (DEKOPIN) and supported by Directorate of General of Cooperative (Ditjenkop) at the provincial and district level. It will also receive assistance and guidance from National Cooperative Training Centre (Puslatpenkop) and the Provincial cooperative training centre (KALATKOP) and the cooperative Academic.

The district cooperative officer and the extension officers will also provide support. Organisation structure of the project is attached vide Annexure 1).

10. Personnel requirements:

The following employees will be needed :

1. Head of the project Director : 1
2. Field Educators : 3 persons (1 lady & 2 males)
3. Staff(typist) : 1 person
4. Assistant : 1 person

11. Period : Three years- starting from July 1985 to June 1988.

12. Budget: a. Personnel :

1. Director (1)	\$ 100 x 12 x 3	= \$ 3600
2. Educators(3)	\$ 70 x 12 x 3x3=	\$ 7560
3. Typist (1)	\$ 50 x 12 x 3	= \$ 1800
4. Assistant(1)	\$ 40 x 12 x 3	= \$ 1440
5. Allowances for increase in annual course	\$	\$ 1600

b. Material

1. Adaption/Translation Training etc.	\$ 2,000/-
c. Equipments/office, machine & Stationery	\$ 7,000
d. Travelling etc. (staff)	\$ 9,000
e. Course cost	\$ 11,800
f. Misc.	\$ 5,000
	<hr/> \$ 34,800

Total A + B = \$ 16000 + 34,800 = \$ 50,800/-

13. Coordination : The project be guided by :

a project advisory committee

the committee will try to obtain collaboration and coordination from concerned organisations.

14. Monitoring and evaluation :

A. Periodic evaluation and appraisal will be carried out in order to find out the relevance of activities with the objectives of the project. This will be done by contacting the members of KUD covered by the project.

B. Result obtained from evaluation will be passed down to DEKOPIN and to the government who in turn may have to view to multiply the project in other parts of the country.

15. Reporting and follow-up:

The project will report to the DEKOPIN and the DEKOPINWIL will undertake necessary follow up i.e.

- a. Multiplication of the project
- b. Extension of this project

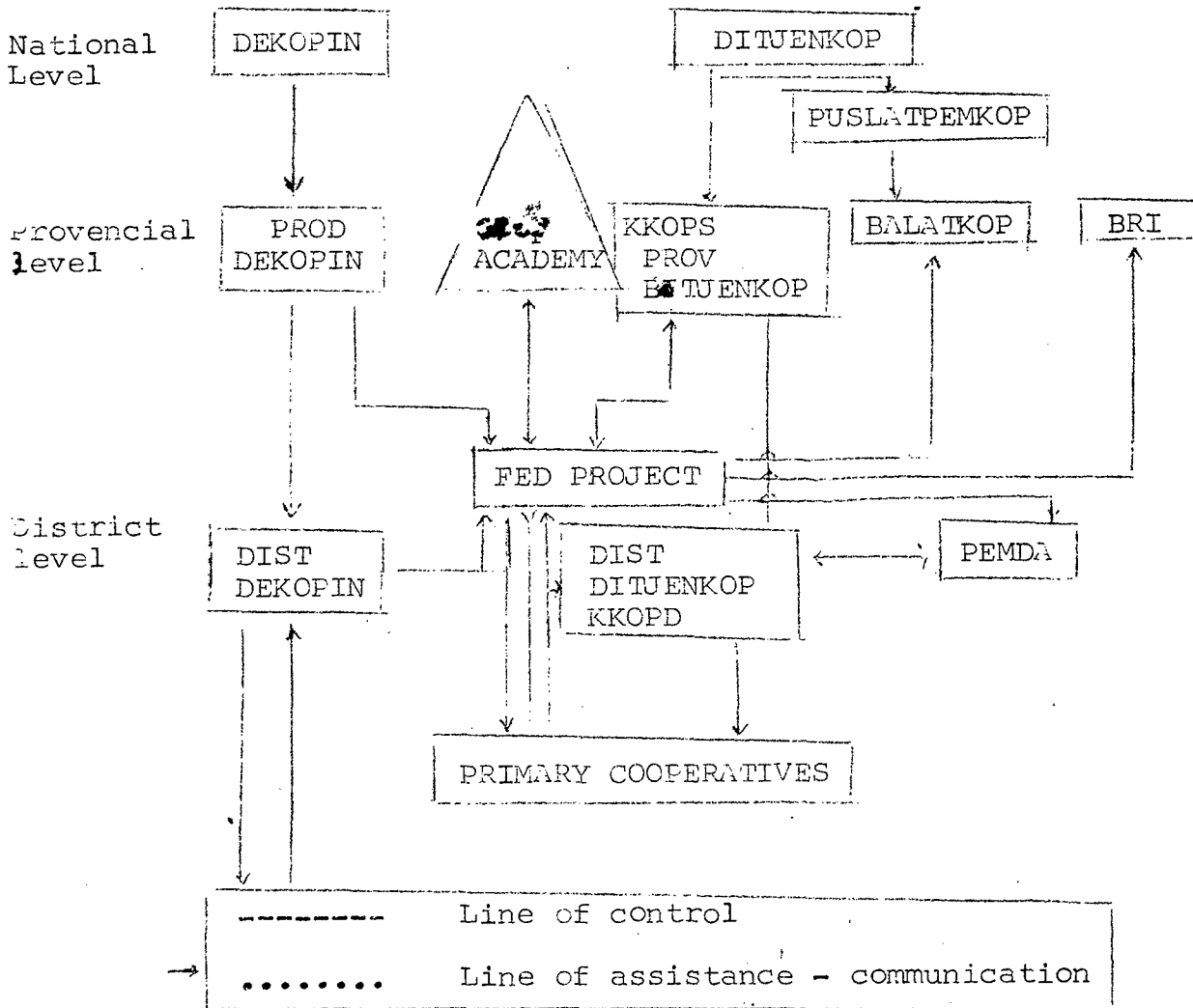
16. Assistance required from :

- a. Local agencies : Facilities
- b. National Cooperative Organisation : a. cost of staff
b. Travelling
c. course cost
- c. ICA-CEMAS ; 1. Material and adaption
2. Misc.
- d. others : 1. Cooperative academic
2. Institute of cooperative development
3. Universities
4. etc.

17. Conclusion: The project will bring desired change in the attitude of the target group and will improve upon the activities of the KUD in general.

Annexure - I

Organisation Structure of the FED Project - West Sumatera



Puslatpenkop : National Centre for Coop. Training & Development

Bulatkop : Provincial Coop. Training Centre

BRI : Bank Rakyat Indonesia - Rural Credit Bank

PEMDA : Local Government

ICA-CEMAS/NCUI/VMNICM/Regional Work-shop
 on Field Education Development (FED)
Material, Pune - 6-24 February 1984.

Republic of Korea

Field Education and Development Project
Proposal.

I. - INTRODUCTION

- 1) Title : National Work-shop for the Adaptation of
the Field Education Development in Korea.
- 2) Location :
 - 1) Agricultural Cooperative Junior college (ACJC)
in Seoul, Korea for the National Work-shop for
the Adaptation of FED.
 - 2) i) ACJC of National Agricultural Cooperative Federa-
tion (NACF) in Seoul for training of trainers
of cooperative field educators
 - ii) Education and Training Center (ETC) of National
Federation of Fisheries Cooperative (NFPC) in
Inchun for training of trainers of cooperative
field educators.

3) Initiating Agency

This work-shop will be conducted by NACF and NFPC as
a joint plan.

II. OBJECTIVES

- 1) General objectives
 - 1) To adapt the FED material to the Korean agri-
cultural and Fisheries Cooperative situation.
 - 2) To orient the faculty of the new medical,
systematical cooperative education and training
strategies at the respective Cooperative Train-
ing Institutes such as Central Training Institute
 - i) Provisional Training Institutes
 - ii) of NACF and Education and Training Centre
 - i) of NFPC:

2. Specific objectives

- 1) to orient representatives of cooperative training Institutes to adapt the FED materials.
- 2) to foster trainers of training on FED materials in respective cooperative training institutes.
- 3) to persuade the cooperative educators to develop the educational materials like FED materials.
- 4) to diffuse this systematic method to the respective cooperatives in order to analyze and solve various problems in cooperatives.

III. Area coverage / Target Group

1) Area Coverage

This work-shop will be covered not only ~~several~~ Guidance Department that are responsible for training and education of staffs working at the NACF and NFEC, but also respective training institutions which belong to NACF (8), NFEC (1).

2) The composition of target group (participants)

1) NACF

i) Sdmdul Guidance Department	-	2
ii) Agricultural Cooperative Junior College	-	3
iii) Provincial Training Institute	-	7

(Sub Total)		12
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2) NFEC

i) Sdmdul Guidance Department	-	2
ii) Education and Training Center	-	2

Sub Total		(4)
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Total		16
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IV. METHODOLOGY

Adaptation and use of CEMAS-FED material

V. Programme Planning and Implementation

The project will be covered a period of 5 years from August 1984 to 1989 as follows:

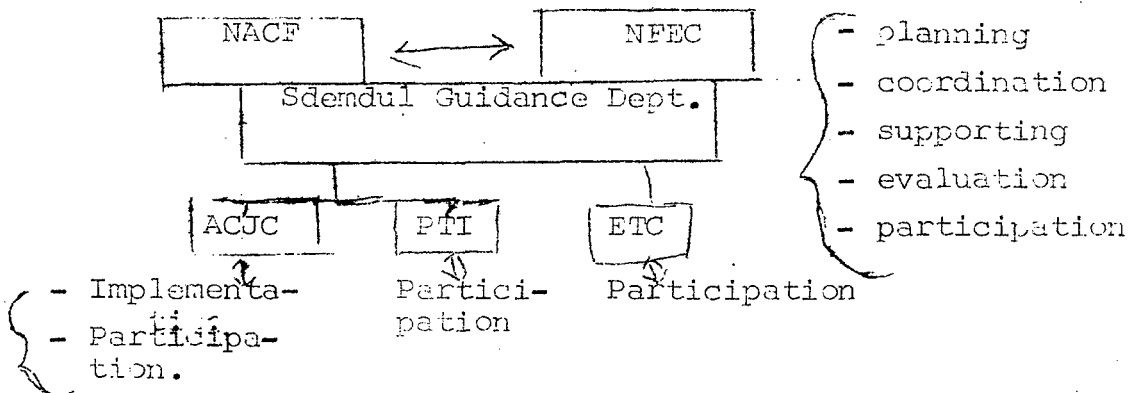
1. Work-shop for adaptation of FED - 3 weeks of August, 1984
2. The concepts of FED will be included as a curriculum at the respective training Institute in later part of 1984.
3. Training for trainers will take effect inrespective training Institute. - 3 weeks of December = 1984.
4. FED project will be carried in selected area (1 country of each province : 8 countries) - From March, 85 to Feb.86.

.

VI. Educational material and other resources needed

- i) ICA-CEMAS FED Project Material
- ii) ICA-CEMAS Course Manager

VII. Organisation structure



VIII. Coordination with other Agencies :

- 1) - as above -
- 2) - ICA-CEMAS -

. 5) FED project will be come into force every country in Korea step by step. - from March 87-1989

IX Personnel required

1) National Agricultural Cooperative Federation	-	1
2) National Federation of Fisheries Cooperative	-	1
3) ACJC of NACF	-	1
4) ETC of NFFC	-	1
		4

X. Budget (for the adaptation work-shop)
Unit : US \$

Classification	ICA-CEMAS	NACF	NFFC	Total
1. Boarding & Lodging of participants.	-	2,250	250	2,500
2. Transportation expense	-	1,040	260	1,300
3. Educational Material	1,900	-	-	1,900
4. Field Trip	-	1,500	400	1,900
5. Miscellaneous supplies	-	550	150	700
Total	1,900	5,340	1,060	8,300

XI. Monitoring & Evaluation

Monitoring and evaluation will be done by the participants and the implementing bodies like NACF, NFFC after the work-shop.

XII. Reporting and follow-up

Report will be submitted to the NACF, NFFC and ICA-CEMAS in 1 month after the work-shop.

Follow-up will be considered after evaluation.

XIII. Assistance required from :

- 1) National Agricultural Cooperative Federation
 - Personnel Assistance
 - Financial assistance
 - Planning, evaluation, follow-up.
- 2) National Federation of Fisheries Cooperative
 - Personnel Assistance
 - Financial Assistance
 - Planning, Evaluation, follow-up
- 3) Agricultural cooperative junior college
 - Personnel assistance
 - Implementation
- 4) ETC of NFFC
 - Personnel assistance
- 5) ICA-CEMAS
 - Material and course manager
 - Financial assistance

IX. REMARKS

Implementation of this project should be endorsed by NACF, NFFC.

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PROJECT PROPOSAL

Adaptation of the ICA-CEMAS Field
Education in Malaysia

*Azman Bin HJ Hassan

Project Proposal :

1) Title of the Report :

Adaptation of the ICA-CEMAS Field Education Material in
Malaysia.

2) Location :

The two phases of the Project shall be conducted in the
following :

Phase I - Adaptation of FED Material - Cooperative College
Kuala Lumpur.

Phase II - Training of field educators three states in
Malaysia i.e. southern, eastern and northern
part of the Peninsula.

3) OBJECTIVE :

1) To adapt the ICA-CEMAS FED Material and approach a
strategy for improvement in the planning, implementation
and evaluation of cooperative education programmes at
the field level.

2) To train at least 25 field educators from three states
in Peninsula Malaysia in the use of FED material.

3) To adopt FED Material to the primary cooperative in
the three states of Malaysia.

4) Viability of (iii) will proceed to three other states.

4) AREA COVERAGE :

Three states in the Peninsula Malaysia for the use of the
FED material. To have the project more efficient, and smooth,
cooperative agencies are invited namely : (1) National
Cooperative Movement to have a lias with other departments

Asstt. State RISDA Officer, Pahang.

- ii) Department of Cooperative Development :
- facilitates and encourages the establishment of cooperatives consisting of numerous members capital intensive with sound management.
- iii) Farmers Association :
- Provide extension services and training facilities to farmers.
- iv) Fisheries Development Board :
- For the usage of FED material among fisheries cooperatives.

5) TARGET GROUP

Groups involved in the ICA-CEMAS materials are as follows :

- i) 25 field educators in the three states.
- ii) Education committees of the primary cooperatives in the chosen states.

6) METHODOLOGY

Adaptation and use of CEMAS-FED Material.

- i) Participation of collaborating agencies namely
 - ANGGASA
 - Department of Cooperative Development
 - Farmers Association
 - ICA-CEMAS
- ii) Course Managers : participants who have attended FED education programme and ICA officials namely
 - a) Azman Hj Hassan - RISDA
 - b) P Lennin - Cooperative Union of Malaysia
 - c) 5 ICA officials

Date of the course - September 1984

The course venue will be at the Cooperative College Kuala Lumpur.

The participants for the course are as follows :

- | | | |
|-----|---|------------------|
| (a) | Department of Cooperative Development | - 5 participants |
| (b) | Farmers Association | - 5 participants |
| (c) | RISDA (Cooperative Supervisory officers at state level) | = 10 " |
| (d) | Fisheries Cooperative | = 2 " |
| (e) | Angkasa | - 3 " |

Criteria for selection of participants :-

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- Must be efficient at English
- Speak fluent English
- age between 28-35 years old.
- Have been working with cooperative movement at least 4 years.

For the implementation of this FED material 25 primary cooperatives will be selected namely :-

- (a) 5 agro based cooperatives
- (b) 15 primary cooperatives under the registration of Department of Cooperative Development.
(11 cooperatives should be from the RISDA small holders cooperatives)
- (c) 5 cooperatives from the fisheries Board.

7) EDUCATION MATERIAL AND OTHER RESOURCES NEEDED :

- i) The educational material from the ICA-CEMAS will be used in this study. If the progress of adaptation is viable three more states will be conducted within six months after the completion of the first 3 states.
- ii) Background paper of previous course participant in the ICA-CEMAS work-shop to be displayed to the participants.
- iii) Some demonstration aids and ICA journals.

8) ORGANIZATIONAL STRUCTURE :

A brief outline is sufficient for the two phases of the project and the responsibility of each organization is as follows :

- | | |
|-------------------------|---|
| ANGKASH | - Should be incharge and the supervising body for the implementation of the Project Reports to the ICA. |
| COOPERATIVE DEVELOPMENT | - to coordinate and give feedback to Angkasa. |
| FARMER'S ASSOCIATION | is supportive in nature and give feedbacks on the implementation to Angkasa. |

The work force required for this are the following. 234

- (a) Project field officer
- (b) Cooperative supervisory officers in each state
- (c) Farm guidance
- (d) District officer in the district of each state
- (e) Village leader
- (f) District RISDA officer.

9) COOPERATION WITH OTHER AGENCIES :

- Angkasa
- Department of Cooperative Development.
- Cooperative College
- Fisheries Development Board
- Agricultural Department
- RISDA (Rubber Industry Small/holders Development Authority)

10) PERSONNEL REQUIRED :

- a) For the project to be conducted efficiently a project field officer/manager of the project is required to see the FED material is used in the best possible way.
- b) Cooperative supervisory officers to assist the project officer in conducting the performances of the cooperatives and reports to the manager.
- c) Farm Guidance - to show the various places where the project is conducted.
- d) District officer and other government officials in the district for their assistance in land, agricultural as well as technical matters.
- e) Driver to bring material aids as well as staff to the project area.
- f) Clerks/typist - type/compile reports.

....

11) BUDGET

The amount required for the course (October 1971)

5 resource person	M \$	10,500
Rental venue of the course	\$	1,000
allowances of course participants	\$	26,250
Secretariat	\$	4,200
Transport Rental	\$	2,000
Stationaries & Material aids	\$	4,000
Travelling expenses for course participants		5,000
Miscellaneous expenses	\$	1,500
		<hr/>
TOTAL	M \$	54,450
		<hr/>

12) MONITORING AND EVALUATION :

The resource person will evaluate the performance of the participant whether they will be able to conduct the education at the field level with the CEMAS IED material aid to make the participant understand the technique with examples of problem and discussion among colleagues were given. Progress of participant is also watched in respect of advances in the material.

Other national bodies are invited for the evaluation i.e. Cooperative College, ANGKASA etc.

B) REPORTING AND FOLLOW-UP

Regular reports will be submitted to ICE-CEMAS base on the feedback from the participant. This report will also serve as the basis for the follow up effort to be made in the field.

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13) ASSISTANCE REQUIRED FROM :

- a) Local Agencies :
Department of Cooperative Development at all districts - for financial and personnel support.
- b) Cooperative Union of Malaysia - for Secretariat and personnel support.
- c) ANGLISA - To have a lias with ICA for finance and resource person.
- d) Cooperative College - to provide premises and other facilities.
- ee) ICA-CEMAS - to provide BED materials.
- f) Cooperative Central Bank - to provide financial and moral support.

*
REMARKS :

The continuity of the project will depend on the result of evaluation that will be conducted regularly. If the result is positive, then expanding the training activities to other areas.

* * * *

ICA-CEMAS/NCUI/VMNICM Regional Workshop on Field Education Development (FED) for South East Asia, Pune (India) 6-24 February, 1984.

A Project proposal for adoption of the ICA-CEMAS FED Materials and approach to Field

By K.D. Thakur

Title : Seminar/Workshop for the adoption of the FED Materials and approach

Location : The seminar will be conducted at the Cooperative Training Centre, Baneshwar, Nepal

Indication: Department of Co-op.

Collaborative Agency : The I.C.A. CEMAS will be the collaborative agency of the Project.

2. Objective :

a. General Objectives:

1. The seminar seek to adopt the FED Materials to the local condition in Nepal.

b. Specific objectives

1. The seminar also seek to teach the participants to use the adopted FED material

3. Area Coverage/Target Groups.

The seminar will have atleast 20 participants from :

- | | |
|---|-------|
| 1. Department of Cooperatives | - 1 |
| 2. Cooperative Training Centres | - 3 |
| 3. Regional Cooperative Officers
(Regional level participants will be included by each region) | -16 |
| | 20 |
| | ===== |

4. Methodology - Adoption and use of CEMAS-FED Material

5. Programme - Planning and implementation

The project will cover a period of 5 years from June 1984 to July 1989.

6. Education material and other resources needed -

The project will use the I.C.A.-CEMAS-FED materials as well as the help of the ICA CEMAS resource person.

7. Coordination with other agencies:

The following agency will be coordinating in the implementation of the project:

1. Ministry of Land Reform
2. Department of Cooperative

8. Personnel required

For the implementation of the Project, the following personnel will be required:

1. Department of Cooperative - 2

Additional personnel will be required and provided as soon as the project develops.

9. Budget

a. National adoption :

	ICA/ CEMAS (1)	Dept. of Co. Op (2)	C.T.C. (3)	Total (4)
1. Boarding and lodging (participants and Staff)	-	20,000/-	-	20,000/-
2. Transportation expenses	-	15,000/-	-	15,000/-
3. Supplies of materials	10,000/-	-	-	10,000/-
4. Vehicle support	-	-	5,000/-	5,000/-
5. Field Trip	-	-	5,000/-	5,000/-
	<u>10,000/-</u>	<u>35,000/-</u>	<u>10,000/-</u>	<u>55,000/-</u>

-: 3 :-

10. Monitoring and Evaluation :

The project/seminar will be evaluated by asking the participants to evaluate ~~the~~ **materials** and the course after the seminar. They will also be asked to submit feed back to the implementing agency. (Department of Co-op.) for proper monitoring

11. Reporting and follow-up

Two months after the seminar (at the latest) a report on the results of the seminar will be submitted to the I.C.A. CEMAS office. Subsequent reports will also be submitted on the basis of the feed back received by C.T.C. from the participants of the seminar.

12. Assistance required from :

- a. Department of Cooperative Personal assistance
- b. Materials, resource persons and financial assistance.

13. Remarks :

As a 5 years project on FED this will be included not only the adoption of the FED-CEMAS material but also the following:

1. Training the trainers atleast 4 seminar will be conducted in the 4 regions.
2. Training of the Committee members at the district level.

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ICA-CEMAS/NCUI/VNINICM/Regional Work-shop
 on Field Education Development (FED)
Material, Pune : 6-24 February 1984

Project Proposal for Development of
 Field Level Cooperative Education on
ICA-CEMAS Method in Pakistan.

* Mohammad Tufail

1. INTRODUCTION :

The country Pakistan comprises on Four Provinces namely Punjab, Sird, Baluchistan and Sarhad. The total area of Pakistan is some 510000 Squire miles. The population of the country is more than 85 million. The land of the country is very much fertile for cultivation. The country has a very good canal system for the irrigation of the land. The 80% of the population is residing in the villages and is directly or indirectly connected with agriculture. Under the circumstances the Cooperative Sector was obligatory to convert its attention towards villages and introduce cooperative way of life for settlement of their difficulties ^{self} help basis. Some 43,000 cooperatives have so far been registered in the rural areas which are some way or others connected with agriculture. Some 70% of our population residing at villages are illiterated and are not capable at their own motion to understand the principle of cooperative movement. Consequently they have become passive members of cooperative. They know nothing about their right and performance in the cooperative. Hence only a group of people those are literate getting benefits by misusing the cooperatives.

The Government of Pakistan is very keen to give push to the community by registration of more and more cooperatives in the agriculture sector and allowing credit facilities to members free of interest. Round about 1.5 millions of cooperative members from 43,000 cooperatives are required.

* Zonal Manager, Mercantile Cooperative Finance Corporation Ltd., SARGODHA.

Basic knowledge of their right and performance in the cooperative at present. The number of cooperative members will further increase by one million in the next 3,4 years due to the policy of the Government to establish more and more cooperative in the rural area. It means that we have to train atleast 2.5 million persons in the coming 3,4 years to achieve the best results, and this is the task which could hardly be met with the prevailing situation when no trained personnels are even available who can effectively impart basic knowledge to the cooperative members. To take up this matter a country level project programme financed with crores of ruppees might be required. This is why when all cooperative unions i.e. Federal Cooperative union and Provincial Cooperative Unions of each province will join hands with each others and in collaboration with Government Cooperative Department chalk out an intensive programme to make it possible.

Since it has been explained in the above lines that some 2.5 million members of cooperative will be ripe for training in next 3,4 years and work of their training cannot be done at one time without involving a long list of trained personnels and bulk of training material which will cost huge amount of money, it will be better to take the task of " Train the TRAINERS" at the first stage. To train the trainers will mean to have good cooperative field workers which are necessary to achieve overall goal of cooperative members education. So this project proposal is designed to 'train the Trainers' i.e. "Cooperative Field Workers".

2. OBJECTIVE:

The main objective of this project will be to train the cooperative field workers on the ICA-CEMAS Field Education Development Method so they can effectively impart training to cooperative members.

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In addition to this and in more broader sense.

1. To improve and upgrade the working of cooperative,
2. To increase the ability of the cooperative for better service to their members.
3. To assist the cooperative members to increase their productions for achieving the self sufficiency in food.
4. To make aware the members in particular and public in general about the principles and philosophy of the movement.

3. AREA COVERAGE & TARGET GROUP :

Although the main cause is to train and educate cooperative members, properly those of agriculture sector yet the present and foremost attempt will be to impart training to the trainers. Therefore, two hundred persons having graduate degree will be selected from within the department and if necessary by recruitment of fresh personnels to educate and train for the purpose. Considering the ratio of cooperatives, following persons will be picked up from each province for training at the first stage :

Punjab	100
Sind	50
Sarhad	25
Baluchistan	25

This training can be done effectively within one year in almost all the 4 provinces.

4. METHODOLOGY :

ICA-CEMAS method of Field Education of members will be adopted.

5. PROGRAMME PLANNING & IMPLEMENTATION :

The Federal Cooperative Union Head Quarter at Islamabad shall take up the matter with cooperative department of each province for finalisation of the programme. The Union should get the ICA-CEMAS (FED) material translated into simple

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Urdu with befitting posters for the programme and arrange training of personnels. The department of each province shall nominate persons to be trained from their provinces. The Federal Cooperative Union will be responsible for implementation of the plan.

6) The Education Material and Other Nomias :

In this connection the ICA-CEMAS (FED) material translated in simple local language of the region supported with befitting posters should be prepared.

7) Organisational Structure:

The organisational structure of the project will be as follows :

- A) Project Committee
- B) Project Officer
- C) Assistant Project Officer
in each of the province.

The Project Committee will consist on following members :

- 1) Federal Registrar Cooperative Societies,
Islamabad. - 1
- 2) Presidential Federal
Cooperative Union -- 1
- 3) One representative of
each province Cooperative
Union - 4
- 4) One representative of
department from each
province - 4

The Federal Registrar Coop.Societies will be the Chairman of the Committee.

8) PERSONNEL :

The personnel required to carry out this programme will be as follows :

.....

- 1) Lecturers to guide the Coop.
Field Workers in respect
with ICA-CEMAS (FED) method - 4
- 2) Cooperative Field Worker - 200

The arrangement of training courses could be held at existing Cooperative Training Colleges of each province. Nothing special will be required to hold such courses except **the translated material as these Colleges already** have such amenities required to hold such classes.

9) BUDGET :

The budget will not be a much more unbearable. It will be a self sufficient as detailed below :

a.	Salaries of Administrative staff	Rs. 3,00,000
b.	4 Lecturers salary @ Rs. 3,000/- p.m. 4x36,000 =	Rs. 1,44,000
c.	200 Coop. Field Workers @ Rs. 1,500/- p.m. 200 x 18000	Rs. 36,00,000
d.	Cost of material etc.	Rs. 4,00,000
e.	Other expenses	Rs. 1,56,000
		Rs. 46,00,000

The above amount could be made available by advising each Cooperative to contribute atleast Rs.100/- P.A. towards the Cooperative education. The amount of Rs.100/- is a meagre amount and any of the cooperatives will be **ready** to pay the same willingly. Say we have 43000 Cooperative Societies in existence and each of them pay Rs.100/- towards the education fund, then a sum of Rs.43.00 lacs will be collected which will be sufficient to meet all the expenses occurred in this connection and **there** will be no extra burden of any kind on the department or the cooperative

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union except a meagre amount of Rs.2.00 lacs. This amount of Rs. 2 lac. will be collected from cooperative unions. The funding is detailed as under :

1.	Contribution from Cooperatives @ Rs. 100/-	Rs. 43,00,000
2.	Federal Cooperative Union	Rs. 1,00,000
3.	Provincial Coop.Unions each Rs.50,000/-	Rs. 2,00,000
	Total	Rs. 46,00,000/-

10) Monitoring and Evaluation :

The Federal Cooperative Union will be responsible for monitoring the project and its evaluation and will be assisted by a Committee as suggested in Item No.7.

11) Reporting and Follow up :

Since the project is specified for training of cooperative functionaries and this too, to a limited extent hence College authorities of each cooperative college may follow up the programme and report to the project committee.

12) Assistance required :

Assistance to implement the plan will be required from the following departments/institutions :

1. Govt. of each province
2. Federal and Provincial Coop.Unions
3. International Cooperative Alliance

13) REMARKS

This is a mini project to carry out the intensive programme of Cooperative member education in the next phase where experience will become available at large scale. The personnel so trained will be enough to inject cooperative movement with necessary education of cooperative members.

* * * * *

ICA-CEMAS/NCUI/VMNICM/Regional Work-shop
 on Field Education Development (FED)
Material, Pune : 6-24 February 1984

PROJECT PROPOSAL

I. General Information

- A. Title of the Project : Adaptation of the ICA-CEMAS Field Education Materials.
- B. Location of the Project : Philippines
- C. Proposal Submitted to : ~~THE~~ project proposal shall be submitted to ICA-CEMAS through its Regional Office, New Delhi, India.
- D. Project Proponent : The Cooperative Union of The Philippines ,
 Room, 400, Delta Building
 West Avenue, Quezon City
 philippines.
- E. Project Implementer : The National Association of Training Centers for Cooperatives.
- F. Participating Agencies : This project shall be conducted by NATCCO in full cooperation with CUP and the Bureau of Cooperatives Development, Ministry of Agriculture.
- G. Cost of the Project : Total Cost of the Project
 Local Counterpart
 ICA-CEMAS Assistance
- H. Brief Description of the Project : This project aims to achieve the following objectives :
1. To adapt the FED material in philippine conditions;
 2. To train 115 field educators in the FED approach;
 3. To train the education committees of 10 primaries in the use of the FED materials;
 4. To develop field education materials patterned after FED to be used by education committees of primary cooperatives.

This project has four phases :

- Phase - I - Adaptation of FED materials on a national level in a venue chosen by CUP.
- Phase - II - Training Field Educators using the Adapted Version in three batches; First in Cagayan de Oro, Mindanao; Second in Cebu City, Visayas; and Third in Baguio City for Luzon.
- Phase-III - Training the Education Committees of 10 primary Cooperatives in the Use of FED materials.
- Phase-IV - Development of primary-level education materials patterned after FED to be used by education committees.

II. The Project and its context :

A. Basic Assumptions of the Project :

1. A Scientific Approach in Solving Cooperative Problems :

We believe that the five-phase Work Process introduced by ICA-CEMAS is a very effective way to be used by field workers in helping cooperatives to solve their problems. This FED approach shall be a great improvement over the haphazard way of providing "expert" advise without a thorough situation study and performance problem analysis. The FED guidelines on How to Design and Choose the Best Solutions, How to Implement and Monitor Solutions, and How to Evaluate and Redirect Actions shall improve the effectiveness of cooperative field workers.

2. Coordination Between Government and Private Sector Programmes

We believe in a strong coordination between the government and the private sector in the promotion and strengthening of the cooperative movement.

Any project done by one without the other shall meet with difficulties. This project, therefore, shall be done by both the government and the private sectors.

3. Utilization of FED Materials on the Primary Level : The use of the FED materials on the primary level by the local education committees is just as important as the use of such materials by the field workers. The local education committees are deeply involved in their own cooperatives, they are strategically developed and they possess special concern over the success or failure of their cooperatives.
4. Materials for Use in the Primary Level : The present FED materials are a bit too technical for the primary level education committee members. The needs of this level should be determined thru a pilot project and educational materials should be developed for their use.

B. Needs and Conditions Addressed by the Project :

1. Profile of Cooperative Member Education in the Philippines :

Mr. Alfons

Mr. Alonzo I. Pinlac, the Chief of the Education and Training Division of the BCOD has submitted a very comprehensive background paper on this. A copy of this paper is attached to this proposal.

2. Brief Statements About the Participating Agencies :

a) The Cooperative Union of the Philippines :

All Cooperatives in the Philippines are organized into provincial unions (75 in all). Each of the 13 Regions in the country have a Regional Cooperative Union. These Unions, plus some national federations and other national cooperative organizations are the supporting affiliates of the Cooperative Union of the Philippines which is the APEX organization.

b. The Bureau of Cooperatives Development, Ministry of Agriculture :

The BCOB, MA is the supervising government agency for the registration, supervision and development of cooperatives. It has offices and fieldworkers in the national, regional, provincial, municipal and baranggay levels.

c. The National Association of Training Centers of Cooperatives :

There are five private sector training centers affiliated to this national organization.

- 1) Northern Luzon Cooperative Development Center (NORL UCEDEC) for Ilocos Region, the Mountain Provinces, and Vagayan Valley Region.
- 2) Tagalog Cooperative Training and Education Center (TAGCOTECH) for the Tagalog-speaking Regions.
- 3) Bicol Cooperative Training Center : (BCTC) for the Bicol Region.
- 4) Visayas Cooperative Training Center (VICOTC) for the Visayas.
- 5) Southern Philippines Educational Cooperative Center for Mindanao.

3. The Need for Common and Standard Training Materials :

There are three problems in this regard : a) lack of training materials; b) inadequacy of present training materials; and c) divergence of different materials being used by different agencies. The introduction of the FED materials to be used by all will definitely improve the situation.

4. The Need for Staff Development in Problem solving Skills :

The training of the field workers in the field materials shall be a welcome opportunity to develop their skills in field education and extension work.

C. Objectives of the Project :

The over-all objectives of this project is to introduce the ICA-CEMAS FED Materials to be used by cooperative field workers.

The specific objectives are :

1. To adapt the FED Materials into the Philippines Situation;
2. To train at least 115 field workers in the use of FED materials;
3. To conduct a pilot project wherein the Education Committees of 10 primary cooperatives in one province shall be trained in the use of FED materials; and
4. To develop education materials based on the experiences and needs of the pilot project for use by primary level education committees.

D. Project Implementations :

This project shall have four phases : The Adaptation on the National Level ; The Training of Field Educators in Mindanao, Luzon and Visayas; the pilot project Using FED in the Primary Level; and the Development of FED materials to be used by primary level education committees.

1. Phase-I -- Adaptation of the FED Materials :

- a. Participating Agencies : ICA-CEMAS, CUP, BCOD, NATCCO
- b. Course Managers : ICA-CEMAS, Manuel Versoza of CUP, Al Pinlac of BCOD, Rudy Paredes and Guy Balloguing of NATCCO.
- c. Date : July 5 - 27, 1984
- d. Venue : The CUP shall choose the venue whether it shall be held in Baguio City or Cagayan de Oro City in Mindanao.
- e. Target Participants : There shall be 25 participants :

CUP	10	participants
BCOD	9	"
NATCCO	6	"
	<hr/>	
Total	25	Participants
	<hr/>	

- f. Criteria in Selecting Participants : Each participant must be :
- engaged in field education with at least 3 years experience ;
 - must be proficient in English, both oral and written; and
 - must be healthy enough to endure the rigorous schedule of work.
- g. Materials : The ICA-CEMAS shall provide the Materials.
- h. Budget : Please see Annexure.
- i. Printing the Adapted Version : The final editing, illustration and printing shall take about 60 days August and September, 1984.

2. Phase-II - Training the Field Educators : The three trainings for field educators shall be conducted on :

<u>Batch</u>	<u>Tentative Dates</u>	<u>Venue</u>	<u>Participants</u>
I	October 1-16, 84	SPECCO, Mindanao	30 Mindanao participants
II	November 5-20, 84	VICTO, Cebu City	30 Visayas participants
III	December 3-16, 84	NORLAFEDCO, Baguio	30 Luzon participants

- a. Course Managers : Al Finlac of BCCD, Rudy Parcedes and Guy Balloguing of NATCCO and two assistance from the Adaptation workshop. Manuel Versoza of CUP shall be the Coordinator of all three batches.
- b. Facilitating Staff and Secretariat : The host training center shall provide the support staff.
- c. Materials : The materials to be used shall be the adapted version.
- d. Participants Distribution : There shall be thirty (30) participants in each batch : CUP - 10; and NATCCO - 10.
- e. Budget : Please see Annexure.

3. Phase - III - Pilot Project : Training Education Committees of 10 Primaries.

- a. Location of Project : This will be decided by the implementing Agency.
- b. Criteria for Selecting the 10 pilot cooperatives :
- The cooperative
- 1) must be rural-based with the members mainly farmers;
 - 2) must be accessible to public transportation;
 - 3) must agree to share in the cost of the project when able;
 - 4) must be registered with the BCOD;
 - 5) must agree to cooperate fully in the activities of the project.
- c. Training the Education Committees : This will be a two-week training to be conducted in January, 1985 by the Project Officer and three field workers. The three members from each of the 10 pilot coops shall attend this training. They are to apply their training upon return to their cooperatives.
- d. Monitoring the Project : The project officer and three field workers shall monitor and assist the education committees in their study of the situation, performance problem analyses; designing and choosing of the best solutions, implementation of solutions and monitoring and evaluation.
- e. Monthly Conferences : The Educations Committees shall meet for one day every month to report their activities, past, present, and future. These monthly conferences shall be opportunities.
- to continue to motivate the committees when they meet difficulties;
 - to plan the strategies for the next month;
 - to find out the training needs and materials to be developed.
- f. Who will Manage the Project : CUP shall authorize NATCCO, the implementing agency to choose the Training Center which will conduct this pilot project. The chosen training center shall designate from among its staff the project officer and three field workers to be assigned to the Project.

g. Budget : Please see Annexure.

4. Phase-IV - Developing Primary Level Field Education Materials:

- a. What Materials to Develop : 10 kind of materials to be developed shall depend on the needs as identified by the education committees during their monthly conferences.
- b. Who Will Develop the Materials : The project officer with the help of the three field workers and a part-time artist shall draft the materials. The time allotted for this shall be the months of January to November of 1985. A final draft of all materials shall be finished by November.
- c. Workshop To Finalize the FED Materials for Use in Primaries : A work-shop shall be conducted in December 1- 15, 1985 to finalize the FED material to be used by primaries based on the drafts prepared by the project staff. There shall be 25 participants to this workshop : CUP - 10, BCOD-10, and NAITCCO-5.
- d. Production of the Materials : The editing, finalizing and printing of the materials shall take a period of 60 days.
- e. Conclusion of the Project : The project ends when the materials are reproduced and ready to be used by all interested primary cooperatives.

5. Organizational Structure :

- a. Role of CUP : CUP is the project holder. It shall be responsible for supervising the implementation of the project, conducting periodic evaluation at the completion of each phase, and submitting reports to ICA-CEMAS.
- b. Role of BCOD : BCOD shall also supervise the implementation of the project in coordination with CUP. BCOD shall provide financial and moral support to the successful completion of the project.

c. Role of NATCCO : NATCCO's role is to implement the project in cooperation the ICA-CEMAS, CUP and BCOD. NATCCO shall also choose the implementing Training Center for the Third and Fourth Phases of this project. NATCCO shall supervise the chosen Center in accomplishing the objectives of this project.

6. Monitoring and Evaluating the Project : CUP as the project holder and BCOD as the Supervising Agency shall monitor and evaluate the progress of the project.

Reports shall be made by NATCCO after the completion of each phase and batch in the case of Phase II. In the case of the one-year pilot project, quarterly report shall be submitted by NATCCO to CUP and BCOD. A final report at the end of the project shall be made by NATCCO, to be evaluated by CUP and BCOD and sent on to ICA-CEMAS.

7. Timetable and Duration of the Project : The timetable and estimated duration of the project is as follows:

<u>PHASE</u>	<u>DESCRIPTION</u>	<u>DATES</u>	<u>DURATION</u>
I	Adaptation	July 5-27, 1984	22 days
II	Training Field Educators		
	First Batch-Mindanao	October 1-16, 1984	16 days
	Second Batch-Visayas	November 5-20, 1984	16 days
	Third Batch-Luzon	December 3-18, 1984	16 days
III	Training Primary EdComs	January 3-17, 1985	15 days
	Monthly Conferences	First Monday/Month	11 days
IV	Preparation Primary FED	January-December, 1985	365 days
	Workshop to Finalize	December 1-15, 1985	15 days
	Reproduction of materials	December 15-Jan. 31, 1986	45 days

TOTAL DURATION OF PROJECT : July, 1984 to January 31, 1986

ONE YEAR AND SEVEN MONTHS.

A. Budget for National Adaptation:

<u>PARTICULARS</u>	<u>ICA-CEMAS</u>	<u>CUP</u>	<u>BCOD</u>	<u>TOTAL</u>
1. Travel Expenses: Staff		₱2,500	₱2,500	₱5,000
Participants		12,500	12,500	25,000
2. Board and Lodging	₱69,300	14,850	14,850	99,000
3. Supplies			7,500	7,500
4. Materials: Phase I	9,000			9,000
Phase II	36,000			36,000
5. Rental of Facilities & Auxillary Services		2,100	2,100	4,200
6. Expenses for Resource Persons and Guests		2,500	2,500	5,000
7. Vehicular Support		1,050	1,050	2,100
8. Fellowship Night		1,000	1,000	2,000
9. Contingencies		5,000	5,000	10,000
TOTAL	₱114,300	₱41,500	₱49,000	₱204,800

B. Budget for Training of Field Educators (Three Batches)

<u>PARTICULARS</u>	<u>ICA-CEMAS</u>	<u>CUP</u>	<u>BCOD</u>	<u>TOTAL</u>
1. Travel Expenses: Staff		₱3,500	₱3,500	₱7,000
Participants		6,000	6,000	12,000
2. Board and Lodging	₱47,360	13,320	13,320	74,000
3. Supplies			9,250	9,250
4. Rental of Facilities & Auxillary Services		1,400	1,400	2,800
5. Expenses for Resource Persons and Guests		1,500	1,500	3,000
6. Vehicular Support		800	800	1,600
7. Fellowship Night		1,000	1,000	2,000
8. Contingencies		5,000	5,000	10,000
TOTAL FOR ONE BATCH	₱47,360	₱32,520	₱41,770	₱121,650
Multiplied by Three Batches				<u>x 3</u>
Total Budget for Phase II				₱364,950

C. Budget for Phase III and Phase III

1. Training 30 Committee Members for 15 days	₱127,650	
2. Eleven (11) Monthly Conferences:		
Transportation, Meals, Lodging for 1 day		
₱200 x 30 people x 11 conferences	6,000	
3. Monitoring & Follow-up by Field Workers:		
₱120 x 4 days x 10 ccops x 12 months.	57,600	
4. <u>Development of Primary Level FED Materials:</u>		
Salaries, allowances of Project Staff:		
Project Officer	₱50,000	
3 Field Workers	72,000	
1 part-time artist	12,000	₱134,000
		134,000
Supplies		12,000
Travels		12,000
Communications		2,000
5. Workshop to Finalize the Local FED Materials		120,000
6. Printing of Materials		50,000
		<u>515,850</u>
TOTAL BUDGET FOR PHASES III and IV		515,850
Less Training Centers' Counterpart		<u>134,000</u>
Assistance Requested from CEMES		₱381,850

D. CONSOLIDATED BUDGET:

	<u>ICA-CEMAS</u>	<u>CUP</u>	<u>BCOD</u>	<u>TOTAL</u>
PHASE I	₱114,300	₱41,500	₱49,000	₱204,800
PHASE II: Batch I	47,360	32,520	41,770	121,650
Batch II	47,360	32,520	41,770	121,650
Batch III	47,360	32,520	41,770	121,650
PHASES III & IV	<u>381,850</u>			<u>515,850</u>
TOTAL	₱628,230	₱139,060	₱174,210	₱941,500

ICA-CEMAS/NCUI/VMNICM/Regional Work-shop
 on Field Education Development (FED)
 for South-East Asia, Pune (India)
6th to 24th February 1984.

* R Kurukulasinkam
 P S Ratnayaka
 U H A Samarawecra

INTRODUCTION :

Now we are under going ICA-CEMAS/NCUI/VMNICM, work-shop at Pune. This has given a new inside to see the members education programme. This has also ^{persuaded} ~~persuaded~~ to take up a project which is detailed as below.

TITLE.

Field Education Development work-shop for the adaptation of FED approach.

LOCATION

The work-shop will be conducted at three levels are as per below :

- (1) National Level
- (2) Regional Level
- (3) District Level

1) National Level

This work-shop will be conducted in the premises of School of Cooperation, POLLCOLLA, Sri Lanka.

2) Regional Level

This work-shop will be conducted at the Regional Cooperative Education Centres.

Regional Education Centre (Kurunegala)
 150, Kaudy Road
 Kururagala.

3) District Level

The District level work-shop would be arrange at the District Education Centres, and Education Instructors from nine district^s would participate in the work-shop.

DURATION :

The duration of the work-shop will be 20 days. Out of which two days will be for study visits. The participants will be taken to the local near by cooperative Institutions, and the actual working will be shown to them.

INITIATING AGENCY :

This work-shop will be initiated by the Department of Cooperative Development and the National Cooperative Council of Sri Lanka.

COLLABORATING AGENCIES :

While conducting such work-shops the following agencies will be involved.

- 1) Coop. Marketing Federation of Sri Lanka
- 2) Coop. Fisheries Union of Sri Lanka
- 3) Credit Coop. Union of Sri Lanka.
- 4) ICA-CEMAS.
- 5) Pradesika Mandalaya of Sri Lanka.

OBJECTIVES :

- 1) To improve the teaching skill and techniques among the Coop. educators.
- 2) To adapt the ICA-CEMAS FED Material and approach in a right way.
- 3) To acquaint the coop. educators with the real coop. education needs of members, committee members, and prospective members of coop.
- 4) To train the coop. educators to carry on the work of coop. education and training for the different types of cooperatives.

AREA COVERAGE - Target Group

The work-shop will cover the following -

- 1) Principals of the Regional Training Centres.
- 2) District Secretaries of NCC Sri Lanka.
- 3) District Education Assistants of NCC Sri Lanka.
- 4) Asstt. Commissioners of Coop. Department.
- 5) Dist. Education and extension officers.
- 6) Primary Coop. Education Officers.

METHODOLOGY -

The educational approach will be based on CEMAS-FED materials.

PROGRAMME, PLANNING & IMPLEMENTATION -

The programme to be conduct in the work-shop at National, Regional and District Level and will be planned by the National Cooperative Council of Sri Lanka. Coop. Department will be consulted to conduct the programme. First of all the National Level work-shop will be conducted the help of ICA-CEMAS will be solicited in these work-shops, and Regional and District level work-shop will be arranged with the help of the ICA-CEMAS.

PERSONNELS REQUIRED -

- | | | |
|----|--|-----|
| 1. | Work-shop coordinator
(from NCC Sri Lanka) | - 1 |
| 2. | Work-shop managers
(from NCC & Dept. of
Coop. Development) | - 4 |
| 3. | Resource Personnels
(ICA-CEMAS) | - 2 |
| 4. | Course Assistants | - 2 |
| 5. | Clerks | - 4 |
| 6. | Peons | - 3 |

EVALUATION AND MONITORING :

The evaluation work will be done by a committee specially constituted for this purpose. This Committee will be constituted by the Coop. Dept. and NCC and will also include the representative of ICA-CEMAS.

BUDGET (for the adaptation work-shop)

Estimate Budget in Sri Lanka Currency :

Description	<u>National</u>	<u>Regional</u>	<u>District</u>
Food & Lodging	92400	247500	865215
Material-Translation - Adaptation Printing & Binding.	17320	39375	2197925
Transport	7580	5625	5655
Vehicle support	6600	7500	28275
Rental & Maintenance	26400	37500	4,14700
Equipment	100000	-	-
Total	250200	337500	15,11770= (20,99470)

Rs. 2099470/- in US \$ 83100/-

FINANCING INSTITUTION:

The Expenditure incurred will be financed by the following
 types of workshops

Type of workshops	ICA	NCC	Dept. of Coop.	Peoples Bank & Insurance
National Workshop	9900	-	-	-
Regional Workshop	13350	-	-	-
District products for material	7850	10000	41,000	1000

Reporting and follow-up -

The reports of the work-shop will be submitted by the work-shop coordinators immediately by the work-shop, coordinators to the NCC and Dept. of Coop. A copy of the report will also be sent to ICA-CEMAS.

The NCC and Dept. of Coop. will suggest changes for betterment from time to time which will be take care of in the next workshop.

Assistants required -

The Assistance of the peoples Bank, Dept. of education Agriculture Dept., Health Dept. Gramodaya Mandālaya, and Pradesika Mandālaya will be taken while conducting work-shop at District and Regional levels. While conducting the National level work-shop the help of school of Coop. Marketing, federation of Sri Lanka, Fisheries Coop. Union of Sri Lanka, Credit Coop. Union of Sri Lanka will be taken.

The representatives of the institutions will invited to the work-shop to know the detail working of their respective organisations. The Coop. Education and Training Programmes will also be made more need based as per the suggestion of the representatives of these institutions.

REMARKS

Sri Lanka is divided in to 3 coop. regions Each region has approximately nine (9) Coop. Districts and each District has 12 primary coops. societies. About 410 persons are entrusted with the work of Coop. work of education and training some of them, are at primary level, district level, regional level and some are working at National Level.

As per our project the work will be started from National Level then Regional and District Level.

ICA-CEMAS/NCUI/VMNICM Regional workshop
 on Field Education Development (FED)
Material, Pune : 6-24 February 1984

THAILAND

"A Project Proposal "

I. Introduction

Title: Material Seminar/Workshop for the Adaptation
 of the FED Approach.

Location: The Seminar will be conducted at the Cooperative
 League of Thailand (CLT) Training Centre, Bangkok,
 Thailand. It will be held on June 4-22 1984

Initiating: The seminar will be initiated and implemented
Agency: by the Cooperative League of Thailand (CLT)

Collaborative
Agency: The ICA-CEMAS will be the collaborative
 agency of the project.

II. Objectives:

a) General Objectives :

1) The Seminar seek to adapt the FED Materials to the
 local conditions/situations in Thailand.

b) Specific Objectives

1) The Seminar also seek to teach the participants
 how to use the adapted FED Materials.

III. Area Coverage/Target Groups :

The seminar will have atleast 20 participants who will be
 distributed as follows :-

Cooperative League of Thailand	7
Provincial Federations	7
Agricultural Cooperative Federation of Thailand	6
	<hr/>
	20
	=====

IV. Methodology :

Adaptation and use of CEMAS-FED Material

V. Programme, Planning and Implementation:

The project will cover a period of 5 years- from June, 1984 to July 1989.

VI. Education Material and Other resources needed:

The project will use the ICA-CEMAS-FED Materials as well as the help of the ICA-CEMAS resource person.

VII. The Coordination with other agencies:

The following agencies will be coordinating in the implementation of the project:

1. Cooperative League of Thailand
2. National Agricultural Cooperative Training Centre.
3. Agricultural Cooperative Federation of Thailand
4. Ministry of Agriculture and Cooperative

VIII. Personnel Required :

For the implementation of the project the following personnel will be required :

a) Cooperative League of Thailand	2
b) Agricultural Cooperative Federation Thailand	1
c) National Agricultural Cooperative Training Centre	1
d) ICA-CEMAS	<hr/>
	1
	5
	=====

-3-

Additional personnel will be required as soon as the Project reaches the second stage which will be the training of the trainers.

IX Budget (For the Adaptation Seminar) 136,000 BAHT

	ICA-CEMAS	CLT	NACTC	TOTAL (BAHT)
a) Board and lodging of participants/staff	60,000	20,000	20,000	1,00,000
b) Transportation Expenses (Participants/Staff)	-	7,000	3,000	10,000
c) Supplies/Materials	10,000	-	-	10,000
d) Vehicular Support	-	15,000	-	15,000
e) Field Trip	-	4,000	-	4,000
	<u>70,000</u>	<u>46,000</u>	<u>23,000</u>	<u>1,36,000</u>
	=====	=====	=====	=====

1 DOLLAR: 23 BAHT

X. Monitoring and Evaluation :

The project/Seminar will be evaluated by asking the participants to evaluate the materials and the course after the Seminar. They will also be asked to submit feed back to the implementing agency (CLT) for proper monitoring.

XI. Reporting and Follow up :

Two months after the seminar (at the latest) a report on the results of the Seminar will be submitted to the ICA-CEMAS office. Subsequent reports will also be

submitted on the basis of the feedbacks received by CLT from the participants of the national adaptation Seminar.

XII. Assistance required from :

1. Local Agencies :

- a. NACTC - Personnel Assistance
- Financial Assistance
- b. Ministry of Agriculture and Cooperative-Financial Assistance
- c. Provincial Federations- Financial Assistance

2. National Cooperative Organisation

Agricultural Cooperative Federation of Thailand
Personnel and Financial Assistance.

- 3. ICA-CEMAS - Material and Resource Persons,
Financial Assistance.

XIII. Remark:

As a 5 year project on FEL this will include not only the Adaptation of the FED- CEMAS materials in the national level, but will also include the following:

- 1. Training the Trainers - Atleast 3 such seminar will be conducted in 3 different strategic areas in the following dates and with the following budget

- a. Chiangmai -October 8-19, 1984
- b. Songkhla -December 10-21, 1984
- c. Khonkhean -February 13-24, 1985

Budget (For the Trainers Training - 3 Seminars, 20 participants, 5 staff each)

	ICA- CEMAS	CLT	NACTC	TOTAL(BAHT)
a) Board and Lodging of participants/staff	1,80,000	60,000	60,000	3,00,000
b) Transportation Expense(Participants/staff)	-	21,000	9,000	30,000
c) Supplies/Materials	30,000	-	-	30,000
d) Vehicular Support	-	45,000	-	45,000
e) Field Trip	-	12,000	-	12,000
	<u>2,10,000</u>	<u>1,38,000</u>	<u>69,000</u>	<u>4,17,000</u>

2. Training the education committee members of selected primary cooperatives.

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INTERNATIONAL CO-OPERATIVE ALLIANCE

CEMAS - CO-OPERATIVE EDUCATION MATERIALS ADVISORY SERVICE - for the improvement of co-operative education and training at local level

Let me start by giving you the following sentence as an introduction:

"If you don't know where you are going - any road will take you there!"

This expression of almost proverbial character has become a sort of a guideline or reminder for us in CEMAS and we have found it really worth considering in connection with co-operative education and training at local level.

CO-OPERATIVE EDUCATION AND TRAINING -
DO WE REALLY KNOW WHERE WE ARE GOING?

I think that here we can all agree on the fact that when it comes to our education and training programmes at this level, not only field workers and field educators but also those who guide and support them

- do not really know where they stand
- know only vaguely, if at all, where they really want to go.

It is not all that unusual, for instance, that the following instructions are given:

1. Outline briefly a member education campaign covering six months
2. List the methods and techniques you are going to use
3. Explain why you chose those methods/techniques

"YOU HAVE TO KNOW - BEFORE STARTING" - A CEMAS CORNERSTONE

In the CEMAS approach to co-operative education we are arguing that if you don't want to waste time and effort in your education and training your programmes must be built on a clear idea of

where you are - we talk about "the actual performance" of those whom we are about to educate or train

and where you want to go - "the desired performance" of the people in question

This is one of the cornerstones of the CEMAS approach to working with primary co-operative societies in general and to co-operative education and training specifically.

SOME MORE CEMAS CORNERSTONES

A few more of our CEMAS cornerstones can well be listed here and now

in the form of certain assumptions:

- + That an enlightened member participation (in discussing, directing and controlling the affairs of the co-operative) and a good member performance (in the actual dealing with the co-operative as an enterprise) are almost absolutely necessary factors for a good co-operative development.
- + That professional management performance is a vital necessity for a good co-operative development.
- + That good participation and performance require:
 - creation of positive attitudes (often by way of changed attitudes).
 - a sufficient amount of knowledge and understanding.
 - in some cases certain skills.
- + That certain actions have to be taken to achieve this, and that good education and training is the most realistic and fastest method.
- + That member participation, member performance and management performance in average, are not satisfactory today, and that co-operative development suffers from this state of affairs, and that the situation could be improved if good education and training were applied.
- + That the average education and training, as performed today, has to be considerably improved before it could be classified as "good" and "effective" and lead to any significant results.
- + That the average field educator or field worker is normally aware of the shortcomings, and would welcome assistance in the form of training and instruction as well as suitable materials.
- + That the problem is not only, not even mainly, lack of knowledge (on the part of the educator) of certain standard methods and lack of equipment and materials, but also
 - lack of properly formulated objectives (if any at all)
 - lack of well considered and well planned approach
 - inappropriate choice and application of methods
 - inappropriately designed materials
 - no proper evaluation of results, and adjustments in the light of the evaluation

+ That adequate assistance to the educator therefore ought to include these elements in addition to a plain methods/materials assistance.

In the following we will try to tell you in some detail how we have built the actual work programme of the project on this foundation of assumptions.

GOOD CO-OPERATIVE EDUCATION AND TRAINING VITAL

The success or failure of co-operative activities and enterprises, at local level - and as such in many cases as an important element in the overall economic and social development - seems to depend to a high degree on whether or not there is an enlightened and well informed member participation, and good management performance. Most observations and evaluations tend to confirm this assumption.

The situation in this respect depends, in its turn, on the standard and effectiveness of the local education and training, which thus is playing an important part in the general development process in many countries.

A special and challenging case is presented by the circumstance where co-operatives are to be introduced. There is no experience or previously gained knowledge among the people concerned to fall back on, so an effective local education and training becomes all the more important.

The effectiveness of local education and training is shown by what degree it has been able to meet its task of creating an enlightened and well informed membership. An unsatisfactory state of affairs is sometimes blamed on the complete absence of local education and training - and its introduction is called for - but complaints about an ignorant and uninformed membership are as common where local education and training is an ongoing activity with investments being made of money and manpower.

There is quite obviously room for improvement of the local education and training process in a majority of co-operative movements, in order to make it more effective.

CO-OPERATIVES CAN CONTRIBUTE

The real aim of co-operative organisations and activities - irrespective of the specific objectives determined by the specific nature of the activities - is to create social and economic benefits for the people who have thus joined together. Quite simply - to improve the situation of people.

Co-operatives - if efficiently organised and operated - can contribute by:

- . providing services, needed or desired by people (access to production inputs, marketing outlet for produce, distribution of consumer goods etc.) and not otherwise provided, or not as efficiently provided.
- . Bringing direct economic benefits to the people, in the short or the long run (better prices, surplus returned to the members, opportunities for cash income, money saving services etc.) to enable them to improve their situation.
- . Bringing social-human benefits, such as opportunity to be involved in the shaping of the development process, to have influence on important economic decisions affecting oneself, to receive both education and practical training in the handling of new economic phenomena which are becoming more and more important in the life of the people.

EFFICIENCY DETERMINED BY EXTERNAL AND INTERNAL FACTORS

To achieve this the co-operatives have to operate efficiently. Thus - the efficiency of co-operatives in all the above respects and hence their absolute and relative role in development is determined (or influenced) by:

External Factors

- + The general environment in which they operate (physical, economic, social, cultural, political etc.). Co-operatives are quite obviously to a great deal affected by the environment - but they can try to help towards a change of the negative elements in the environment, and they do change the environment - to some degree - by their very existence.

- + Regulations, restrictions, support etc. by external forces (the government or other authorities).
- + The performance of people who represent external forces e.g.(government officers).

Internal Factors

- + The existence of efficient systems, working methods, routines, control measures, etc. laid down in regulations, instructions and guide-lines, to be applied and followed.
- + The performance of
 - The management (= as a rule a Secretary/Manager) and subordinate staff
 - The Committee in decision making based on general policy, in supervision of the management and in leadership
 - The members, both in actual dealings with the co-operative and in participation in policy making and control

ALL CATEGORIES MUST PERFORM EFFICIENTLY

In turn that means that all these three categories of people active in the development of the co-operatives must perform efficiently in order to improve the operations or the performance of the whole co-operative.

As co-operative education and training are important necessary actions to take in this context, it is only logical to assume that our education and training programmes have to be built on this fact and have to be directed and carried out in a way that will enable and also promote each individual or group of individuals - regardless of which category they belong to - to perform their particular co-operative activities better.

Thus we see co-operatives not as an end in themselves or as a means to bring about something else for someone else. They are the means by which to achieve the real aim - to create social and economic benefits to the members.

EDUCATION AND TRAINING FOR HEALTHY CO-OPERATIVES

As we said, education and training are necessary actions to take to create healthy and efficient co-operatives, able to deliver the expected benefits. The education and training may therefore often seem focussed on what is in the interest of co-operatives as institutions and economic enterprises, and the specific objectives of education and training actions may be formulated accordingly. But, nothing should ever be allowed to blur the real aim: to contribute to the creation of social and economic benefits for the members of the co-operative. Any co-operative education and training action must therefore be clearly seen to be directed towards that aim, directly or indirectly.

A STRONG LINK BETWEEN EDUCATION ACTIONS AND THE REAL AIM

The link between the objectives of educational actions and the real aim of co-operatives must always be established, and cases where it is difficult to do so should always be cast in doubt. It is our experience that more often than not this link is very weak if not non-existing in co-operative education and training at the local primary co-operative level. Such education and training then, that most efficiently and with the least losses of effect, has an impact on the real aim, should be given priority.

WHAT DO WE MEAN BY "EDUCATION"? "TRAINING"?

In this context also a few definitions may be allowed to me.

The terms "education" and "training" are sometimes given rather wide and overlapping interpretations. As it is always better to have a common frame of reference when you discuss, the members of this workshop are asked to accept the following definitions for the purpose of this discussion at least:

There are two requirements for co-operative actions, as well as for any other human activities:

- a) the know-how and skills necessary for the ability to perform in a certain way or to do certain things
- b) the knowledge and understanding necessary to create a willingness to so perform and do.

Training is concerned with know-how and skills. The objective of training then is to create ability

Education is concerned with knowledge and understanding. The objective of education then is to create willingness

The objective of training in the co-operative context should normally be to create ability to carry out all functions connected with relevant co-operative activities. It should be possible to state the objectives in behavioural terms. All categories of people involved in co-operative activities do normally do or perform something, and instruction given to them on how to do or perform is consequently a form of training. Different categories are required to do more or less. The requirements on the part of the ordinary members are usually less, hence their training needs are usually less. Employed staff have usually much more training needs.

Co-operative education is a wider concept. It is first of all, as already mentioned, supposed to provide knowledge and understanding, leading to acceptance and willingness. All categories require knowledge and understanding and all categories require the same basic knowledge and understanding. As you may be aware of, it is a common mistake to assume that members require education but no training and that employed staff require training but no education.

The objective of co-operative education in the stricter sense is usually precisely that of creating willingness to act co-operatively, but in the case of training it is often overlooked that the trainees do not only need to be given ability but also willingness to apply their abilities. If not, there will be no correspondence between the actual training given and changes in the performance in the co-operatives.

Co-operative education should thus create both willingness to act co-operatively among all categories, and willingness to apply know-how and skills as required by different categories.

To summarise then:

Training is a term for any actions undertaken to provide people with know-how and skills necessary for certain performance and acts.

All categories involved in co-operatives normally require training, although some more and some less.

Education is a term for any actions undertaken to provide people with knowledge and understanding necessary to create willingness to act in a desired way, i.e. to make use of know-how and skills. All categories involved in co-operatives require education.

BOTH "EDUCATION" AND "TRAINING" NECESSARY

The point that I have thus been trying to make with this background reasoning is now hopefully pretty obvious: Co-operative Training Policies should not be concerned with management and staff as the only categories vital to the development of healthy and prosperous co-operatives and it is of some importance to define the two terms training and education thoroughly, in order to see clearly the two requirements for co-operative activities and take them both into consideration when discussing and deciding upon a policy.

CO-ORDINATION OF RESOURCES FOR CO-OPERATIVE EDUCATION AND TRAINING

Following this line of reasoning I hope that you will agree that there are advantages in trying to co-ordinate the resources invested in the whole area of co-operative education and training in a more systematic way. Co-operatives are organisations of, by and for members. Movement and government employees are the servants. Actual education and training priorities should be determined objectively at the appropriate planning stage. The education and training of management and staff will no doubt come high on the list of priorities, but a reminder of what co-operation is all about is in its place. An often observed case is the one when plans for education and training begin with a very detailed analysis of the requirements of the "government staff" target group with proposals regarding resource distribution accordingly, and then goes on to movement staff training. When the "member" target group is being looked at at the tail-end of the plans, it tends to receive insufficient consideration.

INTEGRATED PLANNING

Good performance and results of co-operative education and training require good planning at all levels; from the overall national policy document, the

national long term plan, through the structure to the individual learning situation in the classroom or at the members meeting in the field. A number of individual plans, drawn up independently of each other, would not be efficient. What is required is a system of plans, both constituting the basis for an integrated planning of co-operative education and training and reflecting the existence of an integrated approach in line with my reasoning here.

THE CEMAS PROJECT - A PRESENTATION

After this long reasoning it's probably about time that I present the CEMAS project more in detail to you.

It all started a little more than ten years ago, The International Co-operative Alliance had been requested in various contexts - in particular at the joint ICA/UNESCO Co-operative Education Leaders' Conference at Jongny, Switzerland in 1970, and the African Co-operative Education Leaders' Conference in Nairobi, Kenya in 1972 - to take appropriate steps towards a co-ordination and promotion of the production and use of education materials for co-operative education and training

A joint ICA/CLUSA (Co-operative League of the USA) project, financially sponsored by the USAID, was initiated in 1973. The "Co-operative Education Techniques Project" presented its first report with recommendations in September 1974, following a year of intensive research into the situation with regard to education materials for co-operative education/training in the lesser developed countries.

The main recommendations were:

- a) - that the ICA should seek financial assistance to create and operate a Co-operative Education Materials Advisory Service, based at the Head Office
- b) - that financial assistance should be sought for the establishment of Resource Centres at each of the ICA Regional Offices.

The ICA decided to approach the Swedish Co-operative Centre (SCC) for the assistance under (a) above, whereas it was proposed to seek a continuation of the CLUSA assistance for the Resource Centres. SCC responded favourably and approached SIDA with an application for financial support of the CEMAS project. SIDA subsequently approved the application, and the CEMAS was established in 1975, with joint SCC/SIDA financial sponsorship.

OVERALL AIM OF CEMAS

The overall aim of the CEMAS project has then been defined as to contribute towards the efficient establishment and operation of small primary co-operatives, through suitable support by the process of education and training of the people involved.

("Small primary co-operatives" = rural, serving the needs of small farmers, operating in the environment of the typical developing country).

("The people involved" = the members in general, those of them who have been elected for leader functions, the Secretary/Manager).

("Education" = to make all the people involved understand the advantages of group action through co-operatives, to understand and accept the characteristic principles or features of a co-operative, to understand the construction and operations of their co-operative, to understand some basic economic facts, etc.).

("Training" = to impart the necessary know-how and skills needed by the manager to manage the co-operative, by the elected leaders for decision-making and participation in management, by the members with regard to their practical dealings with the co-operative)

THE CO-OPERATIVE FIELD WORKER NEEDS SUPPORT

It is, to the CEMAS project, obvious that the Co-operative Field Worker - the officer from the movement itself or from the government - who has to

educate, train, advise, support, promote and control the performance of 10, 15 or sometimes even more primary co-operatives - is the person who needs support. The interaction between him and the people in the local co-operative is the process to take a very keen interest in.

SPECIFIC OBJECTIVE

To support the work of the Field Workers/Field Education Officers by providing them with guidance in the techniques of their work, both through instructive material (manuals, guidelines etc.) and by assisting with the actual training of them. We will also try to provide them with suitable model materials, along with instruction in adaptation of the materials to local needs.

THE PRIORITY AREA

The identified priority area for CEMAS is the support of training and education for small primary co-operatives. There is an apparent need for assistance in that area as witnessed by the majority of requests. Technical management of larger co-operative enterprises whether primary, secondary or specialised is also very crucial for co-operative development, but general management training materials are largely applicable to that area and the special needs are well catered for by agencies like MATCOM.

What it is all about is improved efficiency of co-operatives. The degree of efficiency is to a very large extent a result of the standard of performance of the people involved: members, committee members, manager and staff.

It is not what they happen to know that is important. It is what they actually do, how they actually perform or behave that influences the result and the performance of the whole co-operative.

And it is by comparing the actual performance to the desired (that is how we ideally wish each and every person in each and every category to perform) that we will get to know the training needs of that particular co-operative.

It is in reality a matter of assisting and guiding small co-operatives and their members, in a way which is beneficial to both. It would be unwise to assume a strict borderline between 'management' and 'member participation and influence' at that level, a borderline which assumes some significance higher up on the development ladder.

CEMAS WORKING ALONG FOUR LINES

Since its start in 1975, CEMAS has become a well known and appreciated educational service of the ICA to its member organisations through the clearing house for information and advice; the publication of various materials, the training of trainers and the development of improved methods and techniques.

OF LATE - A NEW APPROACH

During the last four years, the greater part of the very limited resources of the project have been devoted to the development of a new approach to co-operative education and training at local level. Built on field studies and experience a conviction has been reached that there is a great need and a good possibility of achieving a higher degree of efficiency in co-operative education and training at local level. CEMAS has taken an approach opposed to conventional education and training at this level, and believes that in this manner a higher degree of efficiency in the performance of the society will be achieved:

1. CEMAS is trying to support the work of the co-operative field workers - the people directly involved in the promoting, advising and supervising of primary societies - by providing them with guidance and training in the techniques of their work, both through instructional materials and by assisting them with actual training.

2. As opposed to conventional training of these people - which normally confines itself to education technology, use of aids etc. - great emphasis is placed by CEMAS on the techniques of a systematic approach to co-operative field work based on problem identification, problem analysis and problem solutions.

We call this the CEMAS Field Education Development Programme. It is not a technique or a method as such, for actual education and training, nor an alternative. It is a complement to existing methods, making them more efficient, by pinpointing what education and training should be concerned with - what problems in a society it could possibly help in solving.

A SYSTEMATIC WORK PROCESS

In any job the best results are achieved if the work is approached in a systematic and logical way, one action following another, each step in its right order, making sure that the preparatory steps have been taken, for each action is usually supporting other actions, and if an action does not come in its appropriate place the support will be lost.

If you are building a house, you must begin with the foundation then raise the walls and finally construct the roof. You cannot change the logical steps of house-building. In many jobs, the logical order of actions to take is obvious. But unfortunately, this is not always the case. For example, the job of dealing with problems in co-operatives belongs to those cases where various actions might be taken, with a considerable input of effort, time and money, but the result could be poor if the actions are not taken in a systematic order or if certain fundamental actions are not taken at all. Sometimes one may find that co-operative field workers attempt to build a roof long before the walls are in place, and quite often on very weak or non-existing foundations.

FIVE LOGICAL STEPS

So what are the logical steps to be taken when working with the problems of a co-operative, if one wants to achieve the best results? Briefly, they can be described as a work process in five phases, with each phase comprising systematically organized steps.

Phase 1 - SITUATION STUDY

Carry out a simple but effective study of the situation in the co-operative, for the purpose of identifying problems which need to be remedied.

Phase 2 - PERFORMANCE PROBLEM ANALYSIS

Guided by the results of the situation study, carry out a detailed analysis of those problems which seem to be caused by inadequate performance of members, committee members or employed personnel, as the case may be.

Phase 3 - ACTION PLAN

Having identified the causes of the performance problems, consider what the appropriate remedial actions are and structure these into an Action Plan, taking also other problems into account.

Phase 4 - IMPLEMENTATION

Put the action plan into effect.

Phase 5 - EVALUATION

Monitor the implementation and evaluate the effect of the actions. Amend the plan as necessary.

A consideration of these five phases will reveal that they are actually as obvious as the phases of building a house. The satisfactory result of any one phase depends on the preceding phase, and each phase builds the support

for the next one, providing a more solid structure for co-operative field work.

How systematic work methods help in the allocation of resources is another important aspect of the CEMAS approach to education.

NEW MATERIAL

Thus CEMAS has developed training materials for a systematic approach to co-operative field work based on this logical work process in five phases.

The CEMAS Material in the Field Education Development Programme is aimed at helping the co-operative field worker in his problem-solving role.

The following concepts are simply and logically dealt with in the various modules of this training material:

The concept of problems and problem solving in co-operatives.

The significance of a Situation Study as a start of problem solving activities in co-operatives.

How to carry out a Situation Study properly

How to identify the desired level of performance and formulate these in Performance Objectives.

How to evaluate the present levels of performance.

How to identify performance problems by comparing actual performance to desired performance in order to identify the degree and nature of discrepancies.

How to categorise causes in order to facilitate consideration of remedial actions.

How to select the best solutions appropriate to the performance problems.

How to structure the decision process on what remedial actions to take.

How to monitor and evaluate the implementation of these action.

Gradually we will also develop new materials for a resource/reference library in this area.

Manuals like "Lesson Planning", "Training Aids", "Organising Short Courses", "Organising Study Tours", "Illustrating Co-operative Concepts", "Performance before an Audience", "Organisation of a simple Library", "Co-operative Information", "Evaluating and Monitoring", which are presently in various stages of production, will certainly be helpful to the field worker. They will add to the "library" of manuals already available from CEMAS according to the current Publications List.

Finally I should also mention

THE CEMAS CLEARING-HOUSE

which we operate as a service to co-operative educators and trainers. The basic idea is to stimulate and facilitate the exchange of ideas and experiences among co-operative educators throughout the world. Specimens of education and training material are collected, evaluated, classified and registered in this clearing-house. Information about materials and methods for co-operative education and training is collected through contacts with co-operators and co-operative organisations, as well as non-co-operative experts and organisations all over the world. This information is communicated to the people working in the field through correspondence and the CEMAS Bulletin, which is issued four times a year.

CO-OPERATION AMONG CO-OPERATORS - AN APPEAL

A really effective clearing-house and ideas bank can only be achieved through effective co-operation among co-operators. Therefore, we always appeal to co-operative educators and trainers to make a vital contribution to the improvement of co-operative education and training in the developing countries by sending us information about education and training materials that have been successfully used i.e. books, manuals, exercises, handouts, posters, leaflets, brochures and materials for general member or committee member education or staff training at different levels. This will help us to develop the world-wide reference library, which is a basis for our information service.

Co-operative education and training at local primary society level, is not only an extremely important but also a very difficult field to tackle. We think that we have in CEMAS some of the tools necessary to improve the work presently being done in that field. Our ideas and material have been developed and tested in East Africa, where they are now extensively used. In South East Asia the FED approach has been introduced and in India we have even started the implementation using material adapted to their conditions and experience. The first regional workshop will be held in India in February.

We really hope that with the discussions that we are going to have around the CEMAS approach to co-operative education and training, and the material we have developed for it, we will be able to put up a work programme for a continued and improved collaboration and co-ordination between francophone, anglophone educationalists ICA ROWA and ICA CEMAS, which will lead to improved education and training - in turn making it possible for the co-operatives to become more efficient in providing services to its members.



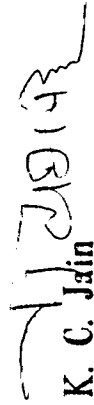
**INTERNATIONAL COOPERATIVE ALLIANCE
COOPERATIVE EDUCATION MATERIALS ADVISORY SERVICE**

CERTIFICATE

This is to certify that Mr./Ms.


*participated in the Regional Workshop on Field Education Development
organised jointly by ICA-CEMAS/NCUI/VMNICM at Vaikunth Mehta
National Institute of Cooperative Management, Pune (India)
from 6th to 24th February 1984.*

B. K. Sinha
Director
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of Cooperative Management, Pune.



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