

Report

from Swedish Co-operative Centre
15th International Co-operative Seminar
August 10 - October 22, 1973

CO-OPERATIVE EDUCATION

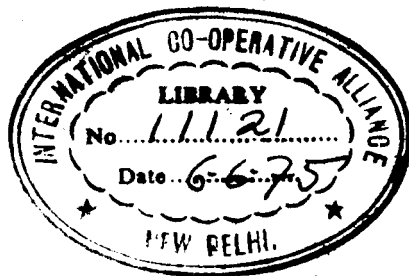
Report on the proceedings

Swedish Co-operative Centre, SCC

Foundation Collaboration Without Boundaries

Fack, S-104 65 Stockholm 15

15th INTERNATIONAL CO-OPERATIVE SEMINAR
on Co-operative Education
August 10th - October 22nd 1973



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Sweden

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PREFACE

The Swedish Co-operative Centre (SCC), in collaboration with the Swedish International Development Authority (SIDA) and the International Co-operative Alliance (ICA) Regional Office in Moshi/Tanzania, arranged the 15th International Co-operative Seminar on Co-operative Education in Sweden 10th August to 22nd October 1973.

The 22 participants in the seminar were selected from Co-operative Education Secretary courses organized in Kenya, Tanzania, Uganda and Zambia through the ICA Regional Office in Moshi.

Before the participants arrived to Sweden, they gathered in Nairobi for four information days.

The 10 weeks seminar in Sweden was divided into three weeks introduction and theoretical education on teaching techniques, one week studies on co-operative education at central level, three weeks topical study tasks (field studies), three weeks report preparations and reporting and at the end of the seminar a short study visit to U.K. was organized.

The group reports presented here are the results from three weeks group studies on five topical study tasks, namely: Member information, Committee men education, Staff training, Study group as a method and Correspondence education. The seminar was split up according to these five subjects. In all groups, except correspondence education, all countries of the seminar were represented. In the group studying Correspondence education only Tanzania and Uganda were represented.

The group studies were organized and guided by a Swedish group leader. During the group studies, specialists on the different subjects (consultants) assisted the group by commenting on the findings of the participants.

At the end of the seminar, the group reports were presented to the whole seminar. The final corrections were made after this presentation. In each report the Swedish situation is related to African conditions, leading to comments and recommendations.

The last chapter of this paper presents the recommendations countrywise. These recommendations will be considered through discussions on future development of co-operative education in the East and Central African Region.

15th International Co-operative Seminar

Study programme orientation week in Nairobi August 6-9, 1973

Aug. 6 Monday	09.00	Opening Introduction Practical information
	10.30	Practical information (continued) Information about seminar programme in Sweden
	14.00	Country papers 1. Kenya 2. Tanzania
Aug. 7 Tuesday	08.00	Country papers 3. Uganda 4. Zambia
	10.30	Scandinavia and East/Central Africa Differences to be aware of Rune Forsberg
	14.00	The Co-operative Movement in Sweden Rune Forsberg
Aug. 8 Wednesday	08.00	Question and Answer Session (Answers to SCC questionnaire will be commented upon)
	10.30	"Modern Sweden" Mr Ahlander Secretary of Embassy of Sweden
	14.00	Free for shopping in Nairobi
Aug. 9 Thursday	08-00	"Pleasures and Problems in Sweden" Clara Chemirmir and John Agola
	10.30	SIDA - sponsor of the Seminar (A representative of SIDA informs)
	15.00	Final information and check of practical matters.
	21.00	Departure from the College to the airport
	23.30	Take-off

15TH INTERNATIONAL CO-OPERATIVE SEMINAR

Study Programme August 10 - October 23, 1973

AUGUST

Friday	10,	14.10	Arrival Norrköping Airport bus to Marieborg Folk High School
		15.00	Tea and practical information.

Saturday	11,	09.30-11.00	Practical information by SCO.
		11.00-14.30	Modern Sweden - its political and social structure. Mr. Ulrich Hertz
		19.00	Welcome dinner, Marieborgs Folk High School.

Sunday	12,	13.30	Sight seeing tour in Norrköping City Council of Norrköping.
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Monday	13,	08.45-11.30	The Agricultural Co-operative Movement in Sweden. Mr. Eric Ericsson, LRF
		13.00-17.00	The Consumer Co-operative Movement in Sweden. Mr. Lars Eronn, KF
		19.00	Film show

Tuesday	14,	08.45-11.30	The role of the popular movements in the field of adult education. Mr. Karl Johansson, ABF
		13.00-17.00	Goals and means of co-operative education. Mr. Sten-Åke Johansson
		Evening:	Group work
<hr/>			
Wednesday	15,	08.45-11.30	Staff training within the Consumer Co-operative Movement. Mr. Håkan Eklund
		Afternoon:	Free
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Thursday	16,	08.45-11.30	Study visit at Göta Lantmän (selling and purchasing coop. society). Mr. Gunnar Nilsson
		13.00-17.00	Study visit at Konsum Norrköping Mr. Bengt Andersson
		Evening:	Film show
<hr/>			
Friday	17,	08.45-11.30	Staff training within the Agricultural Co-operative Movement. Mr. Thore Pettersson
		13.00-17.00	Co-operative education in Sweden with emphasis on local education. Mr. Arne Secher, LRF
<hr/>			
Saturday	18,	08.45-11.30	Group work
<hr/>			
Sunday	19,		"Sweden at home" Visit at Swedish families in groups
<hr/>			

Monday	20,	08.45-11.30	Information about phase 1, 2 and 3 of "Teaching Technology" Mr. Peter Mörck	
		13.00-17.00	Group psychology	- Peter Mörck
		Evening:	Film show	
<hr/>				
Tuesday	21,	08.45-11.30	Communication Techniques	- Peter Mörck
		13.00-14.45	Committee Techniques	- Peter Mörck
		15.00-17.00	SIDA Information Mrs Gunilla Rosengart	
		Evening:	Committee Techniques	- Peter Mörck
<hr/>				
Wednesday	22,	08.45-11.30	Teaching Technology	- Peter Mörck
		Afternoon:	Free	
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Thursday	23,	08.45-17.00	Teaching Technology	- Peter Mörck
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Friday	24,	08.45-17.00	Topical study tasks Group work with all consultants	
		Evening	Pantomime theater at "Himmelstalund" and coffee at Hemgården, Norrköping	
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Saturday	25,	09.30-11.30	Information about Marieborg Folk High School and its historical background. Mr. Karl Herman Tapper	
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Sunday	26,	13.00	Leave by bus for visit at Kolmårdens Zoological Park.	

Monday 27, 08.45-11.30 Teaching Technology - Peter Mörck
13.00-17.00 Teaching Technology
(planning of education) - Peter Mörck

Tuesday 28, 08.45-11.30 Topical study tasks
Group work
13.00-17.00 Drawing Techniques
Mr. Walter Häggström
Evening: Film show

Wednesday 29, 08.45-11.30 Audio-Visual Aids
Mr. Lennart Ek
13.00-17.00 Audio-Visual Aids (practical application)
Mr. W. Häggström, Mr. L. Ek, Mr. P. Mörck

Thursday 30, 08.45-11.30 Group work methodic and
Case study methodic - Peter Mörck
Afternoon: Free

Friday 31, 08.45-17.00 Evaluation
Mrs Siv Fischbein
Evening: Social evening at Marieborg Folk High
School together with other students.

SEPTEMBER

Saturday 1, 08.45-11.30 Summary evaluation - Peter Mörck
13.00 Departure by bus to Agricultural
Co-operative College, Sånge-Säby
18.00 Arrival at Sånge-Säby
Dinner

Sunday	2,	13.30	Sightseeing of Stockholm with guide
<hr/>			
Monday	3,	08.45-09.30	Introduction to the Agricultural Co-operative College, Sånge-Säby Ms Margareta Carlström
		09.45-11.30	Farmers' training centre. Mr. Gunnar Knutsson
		13.00-17.00	Examples of training (staff, committee-men) of the national organisations. Mr. Ingemar Ingerlund, SLR Mr. Bengt Hjalmarsson Mr. Folke Dahl, SCC
		Evening:	Study visit at a farm Mr. Gösta Eriksson, Viggeby, Svartsjö
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Tuesday	4,	08.45-17.00	Group work on all topical study tasks about national co-ordination/planning in cooperative education
		18.00	Departure for Consumer Co-operative College, Vår Gård, Saltsjöbaden Introduction to Vår Gård Mr. Ulf Bergqvist
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Wednesday	5,	08.30-11.30	Study visit at Correspondence School Ms Ingrid Svensson
		Afternoon:	Free
		Evening:	Moscow Circus at Johanneshov
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Thursday	6,	08.45-15.00	Group work on topical study tasks about national planning/co-ordination in cooperative education.
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Friday	7,	08.45-11.30	Group work on topical study tasks
		13.00-16.30	SIDA, mid-term evaluation Mrs Gunilla Rosengart

Saturday 8, Boat trip in the archipelago
by "Karl XII".

Sunday 9, Departure for field studies

September 10 - 30 Field studies (3 weeks)
The participants are divided into five
groups according to topical study tasks
and the studies take place in different
parts of Sweden.
(see separate programme)

Sunday 30, Return of the groups to Co-operative
College Vår Gård.

OCTOBER

Monday 1, 08.30-16.30 Practical information and guidelines
for the report presentation.
Mr. Peter Mörck

Evening: Report writing, group work.

Tuesday 2, 08.30-16.30 Reportwriting, group work

Evening: Reportwriting, group work

Wednesday 3, 08.30-16.30 Reportwriting, group work

Thursday 4, 09.30-12.00 Study visit at Gustavsberg
(KF-factory, china-ware and sanitary
goods)
Mrs Elly S. Lindeberg

13.30 Lunch at restaurant Wallonen, Stockholm

Afternoon: Free

Friday	5,	09.00-11.45	Guidelines for report presentation Mr. Peter Mörck
		13.30-16.15	Preparation of report presentation Groupwork
		Evening:	Preparation of report presentation cont.

Saturday	6,	09.00-11.45	Preparation of report presentation Group work
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Sunday	7,		Readings of reports
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Monday	8,	09.00-16.15	Preparation of report presentation group work - Peter Mörck
		Evening:	Continued

Tuesday	9,	09.00-15.15	Presentation of group report Group No 2. - Kjell Paulson - Gunnar Larsson
		15.30-16.15	Presentation of group report Group No 1. - Erik Martinsson

Wednesday	10,	09.00-14.15	Presentation of group report Group No 1 - Erik Martinsson - Arne Secher
		14.30-16.15	Presentation of group report Group No 3 - Maivor Karlsson

Thursday	11,	09.00-11.45	Presentation of group report Group No 3 - Maivor Karlsson
		13.30-16.15	Presentation of group report Group No 4 - Urban Strand - Ulf Bergqvist
		Evening:	SIVUX (organisation for international adult education) Social evening together with Vår Gärd students and teachers

Friday	12,	09.00-14.45	Presentation of group report Group No 4	- Urban Strand . - Ulf Bergqvist
		Afternoon	Free	
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Saturday	13,	09.00-14.45	Presentation of group report Group No 5	- Bengt Nordlöf
<hr/>				
Sunday	14,		Free	
<hr/>				
Monday	15,	09.00-16.15	Group work on "Recommendations on Co-operative Education for East and Central Africa".	
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Tuesday	16,	09.00-11.45	General discussions on final report on "Recommendations on Co-operative Education for East and Central Africa".	
		13.30-16.15	SIDA/SCC Evaluation Mrs Gunilla Rosengart	
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Wednesday	17,	09.00-11.45	Summing up and recapitulation. Peter Mörck	
		Afternoon	Packing etc.	
		Evening:	Farewell Dinner at Grand Hotel, Saltsjöbaden	
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Thursday	18,	09.25	Departure form Arlanda airport by flight SK 505 to London	
		11.50	Arrival at Heathrow airport, London	
		16.30	Arrival at Cooperative College Stanford Hall. Tea - welcome by Mr. R.L. Marshall	
		17.30-18.15	The College and its work Mr. Peter H. Yeo	
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Friday	19,	09.00-10.45	Co-operatives in Britain Mr. B. Rose
		11.15-13.00	Staff training in Britain Mr. D. Todd
		14.15-15.30	Member education in Britain Mr. J. Harmond
		16.00	Leave for Stratford & Shakespeare Memorial Theatre
		18.15	High Tea at Arden Hotel, Stratford
		19.30	Shakespeare Memorial Theatre "Love Labours Lost".
		<hr/>	
Saturday	20,	09.15	Departure by train from Loughborough to London
		11.45	Arriving London (St. Pancras station)
<hr/>			
Sunday	21,	09.00	Departure by bus from Hotel for sight-seeing in London Lunch at Windsor Afternoon visit to the Windsor Castle
<hr/>			
Monday	22,	09.30-10.45	Welcome and introduction to the work of the ICA Headquarters in London (including edu- cational aspects) Mr. Davies
		11.15-12.30	Talk on the history and work of the co-opera- tive agricultural movement. Miss Digby
		14.30-14.45	Co-operative Development Decade Mr Oram
		15.00-15.30	Talk on Research aspects Mrs. Stettner
		16.00-16.30	Talk on women and youth Mrs. Russel
		Evening:	Good-bye dinner
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Tuesday	23,		Departure for home countries at different hours.

15th INTERNATIONAL CO-OPERATIVE SEMINAR

GROUP DIVISION

1. Member information	G Chileshe	Zambia
Mr. Erik Martinsson	I N Meja	Tanzania
	G J Mwanicha	Kenya
	S Sali-Sekitoleko	Uganda
	P S Sautu	Zambia
2. Committee-men education	A C Chilambwe	Zambia
Mr. Kjell Paulson	W V Matobo	Zambia
	G M Mugenyi	Uganda
	F J Mutisya	Kenya
	I B Sungura	Tanzania
3. Study circle as a method	J N Chege	Kenya
Miss Maivor Karlsson	D Masija	Tanzania
	E E Mganga	Tanzania
	Z A Ngoma	Zambia
	S L L Toolit	Uganda
4. Staff training .	S J Ajuang	Kenya
Mr. Urban Strand	R Lukwanda	Zambia
	B M Magiri	Tanzania
	P T Ochieng	Kenya
	S K Tibamwenda	Uganda
5. Correspondence education	A Bagugira	Uganda
Mr. Bengt Nordlöf	S L Kesi	Tanzania

CHAPTER I
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MEMBER INFORMATION

Mr. Erik Martinsson

Sept. 10 Week 37
Monday AM Presentation of Konsum Bohuslän-Dal
Mr. Rolf Johansson
Mr. Sören Jonsson
Mr. Lars-Erik Nilsson
PM Study visit at Domus, Uddevalla
Group work

Sept. 11
Tuesday AM Member information between management,
members and committee-men
Mr. Sören Jonsson
Mr. Lars-Erik Nilsson
PM Continued
Group work

Sept. 12
Wednesday Study visits at Kungshamn Supermarket,
Hannebostrand and Rabbalshede
Mr. Lars-Erik Nilsson
Even. Member meeting at Supermarket, Skogslyckan,
Uddevalla
Mr. Lars-Erik Nilsson
Mr. Eric Niclasson

Sept. 13
Thursday AM Member contact at working site
- Employees at Uddevalla shipyard
PM Group work
Mr. Lars-Erik Nilsson
Mr. Sören Jonsson

Sept. 14
Friday AM Göteborg and Bohuslän Agricultural
Society
Information about the agricultural
society and its activities, specially
the research activities
Mr. Sven Åke Svedsäter
Lunch at Dingle Agricultural School
Mr. Olle Andersson, Principal
PM Visit at a farm

cont. Member information

Sept. 15
Saturday AM Departure from Uddevalla
PM Visit at Rossared farm, Kungsbacka
Mr. Ulf Persson
Even. Arrival at Plönninge Agricultural
School, Harplinge

Sept. 16
Sunday Presentation of the Agricultural School
Mr. Gunnar Smedgård

Sept. 17
Monday Study visit at Halland Regional Office for Week 38
Agricultural Co-operative Credit
Presentation - Member information
Mr. Rolf Andersson
Group work

Sept. 18
Tuesday Visit and presentation of Hallands'
Lantmän, Falkenberg
Member information, society - member
Mr. Yngvar Olsson
Mr. Rolf Andersson
Visit at Hedbergs Local Society
Group work

Sept. 19
Wednesday Group work

Sept. 20
Thursday Study visit at Agricultural Co-operative
Credit office in Ätran
Agricultural Co-operative Credit office
together with Purchasing and Marketing
Co-operative Society, Burseryd and Brearyd
Visit at a farm in Torup
Mr. John Bengtsson

Sept. 21
Friday Group work

Sept. 22
Saturday AM Group work
PM Free

Sept. 23
Sunday Free

cont. Member information

Sept. 24
Monday AM The Agricultural Committee as informant Week 39
Mr. Knut Johansson
PM Study visit at a farm, Åkerör, Falkenberg
Mr. Rune Johansson

Sept. 25
Tuesday AM Study visit at LMC:s dairy in Kvibille
Mr. Sune Fredman
Mr. Henning Kårmark
PM Visit at a farm, Bårarp, Getinge
Skanek's meat programme
Mr. Malte Ivarsson

Sept. 26
Wednesday Group work
Mr. Peter Mörck
Even. Social evening together with the
Agricultural School, the School of
Rural Economics and the Forestry School

Sept. 27
Thursday AM Study visit at a slaughter, a cannery
and a live-stock auction
PM Presentation of the establishment
Information about the different working
tasks within Skanek's member department
Mr. Hans Wesser, Manager
Mr. Malte Ivarsson

Sept. 28/29
Friday/Saturday Departure for Vår Gård, Saltsjöbaden
Group work

Sept. 30
Sunday Free

Chapter I

MEMBER INFORMATION

Introduction

The brainchild behind this paper on member information which we have the pleasure to present is the work of five researchers from East and Central Africa and a Swedish leader.

The usual tendency of any scholar or researcher like ourselves who come into a new country or a new society with different economic and social background and have little time to take care of these factors is that they often arrive at certain conclusions as dictated by their own environment at home such man's behaviour might feature in this report. We came from East and Central Africa - a distance very far from Sweden with different background and we were required to write a paper on a system in quite a short time. We, however, were able to meet and to visit a number of places to accomplish our task.

We must finally state here that we do not claim to be experts on any issue as expressed here, neither do we qualify to be official spokesmen on our views expressed on the co-operative movement in East and Central Africa - but ours are merely our group's observations subjected to arguments and corrections. We are very grateful to all persons, organizations and individuals who assisted us in making this report possible.

MOTIVES FOR MEMBER INFORMATION WORK

I A

The motive of the Swedish co-operative movements in carrying out member information are as follows: 1.

- a) to inform the members about the best methods of running their business
- b) to create in the minds of members a spirit of loyalty to their society
- c) to create a spirit in members, a spirit of self-help
- d) to pass to the members information aimed at increasing productivity and good quality produce
- e) to make members aware of what is expected of them as members of the society and what is not expected of them
- f) to teach the members about the principles of co-operatives and their practicability
- g) to teach members how to make right decisions in their society e.g. electing capable leaders
- h) to inform the members on how they could profit by the services provided by other co-operative organizations and other private institutions and by governmental institutions

- i) to keep members informed about crop prices and prices on other goods in the country and the world at large and to plan their production according to the market
- j) to keep members informed about modern farming methods e.g. new insecticides, artificial foods, machinery etc.
- k) to keep members informed about new developments in the co-operative movement e.g. changes in law, changes in the administrative structure, amalgamations etc.
- l) information about new goods
- m) information about kitchen test
- n) to encourage members to expand their business on an economical basis
- o) to encourage co-operation with other co-operatives at local, national and international levels
- p) to teach the members that the society belongs to them.

The Swedish view about member information

2.

Generally speaking Swedish people are interested in information and in many cases they are even willing to spend a bit of their income and time on reading materials. Even at an older age many of them still harbour this interest. This could be witnessed by a number of Swedish people attending Folk High Schools. It would not be uncommon to find people of even above 60 years attending classes in these institutions.

Their interest in reading could also be witnessed by the interest they show in reading publications like Land or Tidningen Vi. In most cases all farmers spare some time to read this paper. One could find it difficult in other countries to see one interested in reading a publication he does not subscribe for directly.

Many members seem to believe much more in the information from their societies than the information from other sources. The supporting example on this one would be judged by the great number of companies and private organizations interested in advertising co-operative newspapers like Land or Co-operator because they believe that many farmers and consumers are interested in these papers and they intend to be more acceptive on the information contained therein.

The Swedish people as a whole like co-operation, many of them belong to even more than five different kinds of co-operatives. You will in fact find associations of even dog owners, consumer guilds, burial societies and many other groupings. Such groupings assist very much in passing information to people. A number of co-operative organizations also sometimes channel their information through such groupings although of course such cases are not very common but in consumer co-operatives it might be common.

Very many Swedish people are very well informed about their own fields in which they are engaged in e.g. a farmer is often well informed about the farming methods and about 75 per cent of modern Swedish farmers have attended agricultural institutions. Much of the information therefore directed to these people is often of a specialised nature. We mean here that it is often rare to find the information directed to a farmer containing some basic knowledge of how to keep a farm. Much of the information in most cases will be news about recent farming discoveries in the farming sector e.g. new invention of protein foods for cows or a new type of a harvester.

Member directed information

3.

Member directed information of the nature required by the members in order to make the co-operative organizations truly directed and controlled by the members/owners (on co-operative principles and co-operative bye-laws).

Let us now give a general view about the different aims of communication.

There seems very little information passed to the members on co-operative principles and co-operative law. In our study we did not come across any publication on the subject. There may be some, but there are very few indeed. Much of the information directed to the members seems to be commercial one - information like how to improve farm implements or new goods in the consumer shops. We are very optimistic as to whether 50 per cent or a bit more members could be able to recite any five or four Rochdale principles. But of course all were well informed about their co-operative organization as a commercial entity. This to us was understandable since the majority of the Swedish cared about seeing their co-operative organizations financially strong and not caring of course whether these organizations were co-operatively run.

The welcome message a Swedish farmer would like to hear is news about how he could improve on the field he is engaged in. The history of the co-operative movement, the principles and all that goes with it seems to be a little busier to him.

Commercial information

4.

The information aimed at increasing trade within the co-operative movement and the private sector.

There seems to be very much commercial information and this has very much suppressed the information on co-operative philosophy. Information on goods, methods of animal husbandry, new clothes in consumer shops etc, are the order of the day. The commercial information is besides being supplemented by the top organizations is also very often carried out by the local institutions e.g. the primary societies very often prepare some materials about their organizations which are passed on to the members. A good example here are the leaflets (flyers) which are often prepared by local societies to inform the members about new goods in the society.

Primary societies' meetings which are called regularly and are addressed by the officials in the society or a public Relations Officer. In these meetings he will often tell the members how goods in their consumer shops are cheaper and the trend of business and the dividend they are expected to get. Here too often says very little about the co-operative principles. We were privileged to attend one of these meetings in the Konsum and with the assistance of an interpreter we were able to follow the trend of the meeting.

We feel that the consumer co-operatives especially are forced to engage themselves very much in commercial information because of the severe competition they are engaged in with other institutions, some of them private e.g. I.C.A. (a chain of private shops N.B. it is not International Co-operative Alliance) which today controls about 24 per cent of the food stuffs and the consumer shops only handles about 19 per cent. Thus to be able to surpress the I.C.A. and other competitors they have to engage themselves fully in commercial information in ill afford to pay very little attention on the co-operative philisophy. This may not only happen to consumers but also to other institutions like the credit and savings bank. One of the managers of the Bank told us that they are now forced to change their name starting with next year from the Farmers Savings Co-operative Society to the Members Bank because in the new name a word Bank will pull a lot of members.

He further said that when they are campaigning for new members the message they carry to them is that when you join the Members Bank, the money stays in your own village.

All this to us indicate that the information given to the members is commercial information and not co-operative philisophy and the reason to this is because of severe competition.

General Information

5.

Public as well as member directed (public Relations type of Information).

There is very much activity being carried out in this field and in most cases a full time person is employed to carry out this work, called a Public Relations Officier.

His job decription is as follows:

- to plan meetings
- to plan meetings of study group leaders
- to plan meetings of young people, especially school children
- to conduct meetings of consumer guilds
- to inform housing co-operative members on consumer methods
- to conduct meetings of members
- to inform Trade Unions leaders on coop matters
- to assist, in organizing special meetings e.g. meetings aimed at closing shops etc.
- to contact vocational schools
- to arrange educative films
- to call co-operative press meetings
- to write letters to the members.

Besides the Public Relations Officier, a Chairman and other officials often do a good job in carrying out a good name of the movement.

Member Service Information

6.

Information to the members aimed at assisting them in their capacity as producers or consumers, or whatever the case may be.

There is quite a lot of information in this field. Land, a newspaper for the farmers, carries special news on how farmers could improve their fields.

There are also a number of experimental farms where farmers may from time to time go and receive new ideas. An example of such farms is Rossared which this group had the pleasure to visit.

Each co-operative organization has technical advisers to assist members on how to improve their production. It is necessary for co-operative organizations to have such officers because of the competitive atmosphere existing in the various areas where co-operatives are engaged e.g. farmers have to produce good quality produce in order to find a market for them.

In the Consumer Co-operatives we see similar programmes like the Kitchen Test as a programme directed to the members as a service. In this programme members and non-members sometimes are given leaflets and pamphlets on how to prepare certain types of foods suitable for their health.

Other examples are service rendered to the co-operative farmers like teaching them book-keeping so that they can be able to keep their books in a proper manner and avoid exorbitant taxes.

THE ORGANIZATION OF MEMBER INFORMATION

I B

We don't seem to see so many differences on the organization of member information in the different co-operative movements.

Let us now take KF.

KF which is a national co-operative organization of all consumers, has an information department as one of the key departments within it.

The Department is divided into the following sections:

- a) Contact Information Section.
- b) Goods Information Section
- c) Information Material Section
- d) Administration Information Section
- e) Study Courses Information Section.

Contact Information Section deals with mainly outsiders who want to know about KF and it endeavours to establish a favourable understanding between the organization and the outsiders.

Goods Information Section undertakes to give information on goods and information on a number of products e.g. kitchen test.

Information Material Section is responsible for the production of all the information materials which are needed by any section including the newspapers.

Administration Information Section deals with the general administration of the whole Department.

The Study Course Information Section deals with organizing courses, Seminars, conferences etc.

The KF information department may inform members, non-members, committee members through the society or direct.

At the society level every society employs a Public Relations Officer or a **person** involved in the member information work. The same person passes information to the Board of Directors, members and non-members and to the Districts.

The Districts (to mean a small area of operation of a Society) often prepares a few materials for the members, but of course, there is not much publicity carried out here.

Collaboration within the organization

1.

There is very much collaboration between the national and the local organizations. The KF and the LRF, the two apex organizations, are often in contact with the local organizations and the members in the planning and the executions of the programmes.

For instance Land, a publication of the LRF, reaches every member in the Agricultural movement - thus it covers everybody in the movement from the apex organization up to the members. Other similar activities would be in the Consumer the newspaper Vi and programmes like the Kitchen Test and regular advertisements in the newspapers which also aim at reaching the members direct.

There is great collaboration between the staff employed in the co-operative movement e.g. if the information section in the Regional Office is interested in carrying out a certain type of publicity, it is discussed by the top organization and when it is found that even other organization would profit by such a publicity it is done collectively. Where it would only profit the individual society it is handled by the society but with a lot of advice from the apex organization.

Nationwide co-ordination

2.

In the Agricultural Co-operatives there are three special institutions on the national level carrying out member information and education activities.

These are

- a) the Federation Extension Department
- b) the Correspondence School
- c) the Co-operative College.

The Federation Extension Department collaborates with county co-operative educational organizations in arranging numerous courses throughout Sweden. These courses are often taken advantage of by Agricultural schools as a mean of supplementing the institution they themselves can give on the subject of Agriculture co-operative.

The extension department also maintains a panel from which tutors can be supplied to courses held in the county districts. These courses may also be attended by members.

The Correspondence School of the Agricultural co-operative movement is to the farmers what Vi-skolan is to the consumers movement and both are organized in a similar way.

The two do not compete in any way but seek every means for finding activities on which they can collaborate - the Agricultural school provides courses for both study groups and individual students.

In order to make the courses more meaningful, every year twice or more, all heads of departments involved in education and information work meet at Vår gård in case of the employees in the consumer movement, or at Sånga Säby in Agricultural Co-operatives. During these meetings, they discuss different aspects of their work and draw up plans for their sections and the target group they expect to reach during the year.

Besides these conferences very many conferences take place at the national and local regions to discuss on certain publications they want to publish.

The staff involved in public relations work, also from time to time meet to discuss about their work. Many co-operative organizations issue every month or every two weeks a staff newsletter to all members of staff telling them what is going on within their organization. This helps the members of staff to keep themselves well informed about their organization.

The same information, however, may be passed to the members by the staff, this is especially common in Consumer Co-operatives organization, where employees in these organizations play an important role in passing out information, especially those employed in the shops.

The Agricultural staff also plays an important role in passing out information to members especially where they have agricultural farm supply shops like Lantmännen.

Planning of Information Work

3.

The best example of a co-ordinated member information campaign on a national level, are the study circles.

Every year a committee from the different agricultural organizations meet to present their proposals for topics to be studied in the study circles, other participants in these committees come from the state. The state is an interested party in these study groups, because it supports financially these study circles.

After the topic has been selected, experts are invited to write it, who later circulate it among co-operative organizations for their comment. When the materials have been approved, they are sent to the different study groups to be studied. Thus, all agricultural co-operative organizations from the local to the apex organization take part in the discussions.

On a local level, the societies prepare some materials to supplement these study circles. The local organizations also carry out some campaigns to activate more people to join study circles.

Much of the money for the study material used in the study circles, come from the state. Members in the study circles also pay some money but it is fairly small amount. Usually, the money paid by the members would cover costs for their study materials and the rent for their study rooms.

Members in study groups, mainly plan for the time when to meet and study and also the best time suitable for them.

The reader will notice, that the group has not given much details about these study circles because it was not our line of study, but in order to explain member information campaign it was worth while to refer to these study circles because of the importance they play in carrying out member information.

As already indicated in our earlier pages, planning of all this member information activities, is done at all levels. At the local level, the persons concerned with member information, make up plans and submit the same to the top organization. At the apex organization, the planning is done also by the department concerned with member information and here too, passes it to the management for further discussion. The same plan is passed to the lower co-operative organization. Other planning activities, as mentioned earlier in our chapter on the organisational structure of member information, take place when meetings of Public Relations Officers or any other persons concerned with member information, take place at the apex training institutions. That is Sångå Sångå for Agriculture and Vår gård for Consumers.

These meetings are held often once a year - but of course individual correspondence continues there between from time to time.

To enable the members at the local level to participate in some of the issues affecting the Agriculture co-operative movement "Member Councils" was formed. Through the member council the apex Agriculture Co-operative movement LRF is asked to communicate directly with the members.

The procedure followed here is that the LRF proposes a questionnaire on any issue that is seeking to get the views of the members and this is sent to the Board of Directors of the local Farmers Trade Union Clubs, instructing them to arrange a meeting of the members and discuss the problem and fill a questionnaire after discussion. The answers are later sent to LRF. The general views expressed by the different councils are later published usually in Land.

Let us now look into how certain campaigns are carried out when they want to introduce a new farming method to the farmers. We shall give an example of how Stärea was first introduced to the farmers (Stärea is an artificial protein food introduced to replace imported soya).

The following procedure in campaign was used:

On 30/7 1973, special general information meeting was called. This meeting was attended by the following:

- . LRF board members
- . Society advisors
- . Veterinary staff
- . Top employees of Agricultural Co-operative Society.

At this meeting they discussed the methods of how they could carry out the campaign of Stärea to the members.

On 2/8 1973, a press conference was called. It was attended by pressmen from radio, television and newspapers. General information was given the pressmen about the use of Stärea.

On 6/8 1973, officials and advisors of the society visited some milk producers with personal information.

On 7/8 1973, letters and pamphlets were sent to milk producers giving them information where they could get Stärea and how to use it.

On 1/9 1973, local meetings with Stärea information were conducted in local societies by advisors and society officials. But the usual campaign and information on the product is still going on.

IMPLEMENTATION OF MEMBER INFORMATION WORK

II

1. The different medias used in carrying out member information

Annual reports

Technical advisers employed by the apex organizations

The press e.g. the different newspapers like Land, Co-operator, Lantmännen etc.

Pamphlets, leaflets, books and other publications

ERFA groups

Reference groups

Telephones

Staff

Shop corners

Kitchen test

Advertisement

Contact men

Trade Union clubs

Government Information service to the members

Extension service member information.

2. How each media is used.

After mentioning the different medias of communication used to reach the members, we consider how each media is used.

Press

Through our study we were able to ascertain that the commonest media through which members are informed is through the press. Here, the word press will mean that information which reach the members through a printed work. Thus the word press will cover all that information which reach the members through the newspapers, -pamphlets and books etc.

Through the press, the apex co-operative organization e.g. LRF and KF, prepare some materials to reach the members directly. This is possible because all members can read and write.

The most popular means of direct communication with the members, are the two major co-operative newspapers Land for LRF and Co-operator for KF. However, Land seems to have gained more momentum to the farmers than Co-operator to the consumers. Because of the importance this paper plays in influencing the farming society, let us devote a few lines to explain the role it plays.

Land is a publication of the Federation of Swedish farmers. It aims at giving fair coverage of all co-operative agriculture enterprises. These would include Forestry, Dairy, Eggs and many other similar farmers organizations numbering to fourteen.

Land has a circulation of 300,000 copies every week. The figure is fair when you compare it with the number of farmers who number to only 150,000 families.

Its source of finance is mainly the member co-operative societies who contribute according to their individual membership. The total cost of production is about 20 mill Kr, about 11 mill Kr of the total amount of producing the paper come from the farmers societies while the 9 mill Kr, are the proceeds from the advertisements. Each primary co-operative society contributes about 40 Kr for each member a year and this in some other areas is considered to be too much money for the society. But this one still remains the best method the newspaper can easily collect its contribution.

Names of members belonging to farmers organization are sent to the Land circulation office and are assured for their regular copy of Land, usually on Friday or Saturday the latest. Land is quite a popular paper in the society - it is one that is looked as an unbiased paper e.g. it does not harbour any party politics neither does it cherish an ideology besides agricultural.

Land is a tabloid with usually 32 pages.

The staff working on Land, number to about 70 people. There are for instance 10 reporters in the field, 30 at the head office including Sub-editors. There are also 30 people working on the circulation and advertisements.

It is important to note here that Land came into being in 1970, after the dissolution of the two papers RLF paper and JF (Jordbrukarnas Föreningsblad). The latter was the paper owned by the Agricultural Co-operatives, while RLF-paper, was owned by the Trade Union of the Farmers.

The amalgamation of the two papers was a result of an earlier merge of two bodies, the farmers union and the federation of the co-operative Swedish farmers.

Topics covered in Land vary from politics, gardening, cookery, hunting, traffic, to crop prices. The paper is divided into two major parts, the first part covers the farming sector, while the other gives general news in the country and outside.

On the regional and county level, quite a number of materials and small newsletters in most cases coming out twice a year are also prepared. Thus the apex organization and the local organizations all use the press to reach the members.

We have, however, already indicated in our earlier pages, that the local society and the apex organization often meet from time to time before any of these publications come out. This helps to ensure the uniformity of the publications and to avoid instances where the different organizations would publish two different publications on the same subject.

As already indicated in our earlier remarks, much of the information passed to the members is mainly commercial and information geared towards the improvement of the field of engagement. However, in the case of agriculture, we see more service information while in the consumer it is more commercial information but this is understandable, as mentioned because of the competition prevailing in the field of consumer co-operatives with the private sector.

We are able to notice that the information passed to the farmers through the press, is quite understandable to him. Most of the farmers will read and understand what is written. This is mainly so, because of the language in which these materials are written (Swedish) being their mother language.

The prevailing efficient post office service also favour this means of communication. Usually after two days, a member is able to receive his newspaper or any other type of handout posted from anywhere in Sweden.

MEETINGS

Meetings including Annual General Meetings, still remains one of the efficient means through which members can be informed. It is considered to be the best means because it is easy to hear what members think about the organization (feedback). Unfortunately, it is not easy to get all members attending these meetings. A number of co-operative educators complained that there were very few Swedish people interested in attending meetings especially the Annual General Meetings. However, the few that turn up carry the message.

There are various types of meetings held withing the co-operative organizations - here too in order not to confuse the reader our remarks on meetings will cover one day courses, conferences, annual general meetings etc.

Information meetings are organized from time to time by mostly the local societies and many often invite guest speakers or educators from the apex organizations.

At the very local level, the Swedish law stipulates that the local society shall call at least two meetings to inform the members, but we were able to learn that very often more than two meetings are called especially in the case of consumers. In these meetings, members are informed about the running of their society.

At the end of the meeting (in consumers especially) members may be given some gifts, in one of the meetings we attended, the members who attended the meeting were given goods worth 20 Kr. This, we thought was a good incentive to members. There are also meetings of consumer guilds and of ERFA group. The later will be explained in the pages to follow under a separate heading.

At the end of the meeting, often there is a musician to provide music to the people who attended the meeting. We preferred music as a better incentive than giving members goods from the shop. The latter is bad, because it tends to make members think that the business is not theirs since if it was theirs should not be given presents. It would therefore seem to mean that the business belongs to that one who gives them the gifts.

LETTERS

At the society level, letters are used very much as a mean of carrying out members information, for instance traditionally in a co-operative society when a new member joins the society, the public relations officer, writes a letter to him. In this letter, he encloses a few pamphlets about the duties of a member in a co-operative society and the bye-laws of the society etc.

The public relations officer, may write the same letters to the new Board members and also thank them for being appointed. Such letters do a lot in cementing good relationship between a member and a society. The member also feels that the society belongs to him.

ERFA GROUP

This is usually a group of people involved in a similar job and choose to study more about their field. Such groups could be poultry farmers. They select a day and place where to meet and from time to time meet to discuss about their field and the new developments in the field, many times they call advisors in their meetings. Most of the farmers in the area involved in the same field very often contact these ERFA's for advice. If they do not have any ready answer, the farmer is referred to the advisors, but very often the ERFA group have the answer.

Co-operative societies and other educators, have found it easy to pass information to the members through such groups. The ERFA groups are often willing to attend meetings called by experts in their fields of speciality.

REFERENCE GROUP

There are groups among members, chosen to assist experts to carry out certain experiments so that farmers can visit their farms or premises and see for themselves the successes of such ventures.

These too assist greatly in carrying out information since the farmers at such premises are able to see for themselves how a certain new agricultural invention is succeeding.

The groups are temporary, after a solution has been found to certain problem it is dissolved.

KITCHEN TEST

Is one popular programme carried out by KF to assist people to plan diets suitable for their body. It is merely a service programme to the members. A number of booklets and advertisements are used to carry out certain messages on how certain foods can be prepared. Very many members and non members are interested in such programmes.

FARMERS TRADE UNION CLUBS

These are often farmers who form themselves into clubs mainly to safeguard the interest of the farmers. They meet very regularly and discuss the trend of the farming business. They too assist greatly in carrying out member information since as people interested in the welfare of the farmers, they are bound to study all the different aspects of farmers. They belong to the apex organizations LRF.

SHOP CORNERS

In almost every consumer shop, there is a place where different non-commercial information materials about consumer goods are displayed. Any member or non members are free to go to this corner and pick up any handbook he is interested in, to carry with him at home. There are also posters displayed everywhere containing useful messages on consumer co-operatives. In a number of co-operative shops there is a person also employed to give information to the members and non members who want to ask anything in the shop. Such people are usually quite knowledgeable about the different aspects of the shops. In other organizations, they also have information corners where different information materials could be found.

HOW DO MEMBERS PASS THEIR INFORMATION TO THEIR SOCIETY (feed back)

1 Meetings

Through meetings members may express their opinions on a number of issues as they may so wish.

2 Staff

Through staff employed by the different organizations, members may still pass information to the society.

3 Telephone

Very often members and non members ring to the different co-operative organizations to express their ideas.

4 Letters

They may write to the officials of the society.

5 Suggestion box

EXTENSION SERVICE MEMBER INFORMATION

The county agricultural board service is open to all the people employed in the trade and is free of charge. The farmer has to pay for ordered work and plans only and then at a fixed rate.

The personal contact is as a rule the most effective channel through which the farmer gets direct answers to his questions as well as advice and directions. It is more important that farmers should meet in groups at courses for discussions, demonstration field excursions etc. Quite often, the activity is put in relation to the local problems in the area. The advisers of the boards also make use of press, of radio and television to disseminate information in agricultural questions.

In consultation with farmers own organizations, with universities and with other authorities, the National board of agriculture, draws up a National programme for the advisory work, guided by the general principles of the National programme.

The county agricultural boards advisory work and assistance to farmers to carry out structural improvements of their farm and forestry holdings, all with the object of facilitating farmers to build up soundly working enterprises. The board obtains a general view of conditions in the country and of the expected development by inquiries and investigations, that applies to the use of the land where the planning for housing, for outdoor recreation, nature conservancy, adjusting the farm enterprises, natural conditions, technical development and using the resources that are released when a small farm is wound up.

The State convenes meetings in many areas for example to advise farmers about the right type of animals that they should breed for meat. They further give advice on the food stuff for animals as well. But here, they are careful not to induce any farmers to breed certain types of animals. So much they leave farmers to make their own choice of animals to keep following the advice given.

In case a farmer wants to get more information about animals, he is free to approach his society for that assistance.

CONCLUSIONS

III

In our report you might have noticed that we have said very little about our co-operative movement in East and Central Africa. We feel enough information about these countries was well put in our country reports in Nairobi. These reports are available for study to any person interested to know more about member information in these countries.

We should, however, point out a few differences in our co-operative movement at home and in Sweden. The notable difference is that many people in Sweden have attained a reasonable standard in learning - they are therefore able to read and write certain publications and interpret these publications whereas at home it is a few that have managed to read and write. We have therefore a great problem to reach people in a written word.

Another eminent difference is the size of people involved in co-operatives. We seem to have too many people almost half of our population are engaged in co-operative thus they are members. Even if they managed to read and write, we could not afford to send an individual a publication because even the financial resources available to us can not suffice to reach such a goal. The problem of money here comes in as an hindrance to the advancements of co-operative information knowledge to the members.

In Sweden you seem to have very few members especially the Agriculture Sector with only about 150,000 members. For these you could be able to arrange individual tutorage.

We seem therefore to be forced to depend on Radio as a major means of carrying out member information. This to us is the only cheapest means and the most effective one. It is unfortunate that we cannot know what the receivers of our work feel about it.

The reader and other persons coming across this report will do us a great service if they could give us some light as to how best one could organize a feedback for lessons on Radio. In Sweden, there seems to be very little use of the Radio.

We also have to activate our members to form study groups where members can be easily reached - but of course when study groups are formed certain reading materials have to be found.

Here to it is often expensive to produce the necessary reading materials for all groups and all persons involved in such study circles as the money available to us cannot be enough to meet such a demand.

We have often lacked a chance to coordinate our programmes at home between the local institutions and the apex organization. It is our desire that when the International Co-operative Alliance Office for East and Central Africa calls their usually yearly Seminar for Education Secretaries, one of the items during these days of training should be to draw up programmes as done here in Sweden.

We farther recommend to any home government to start immediately correspondence schools, where such schools have not started and where they have started to put more emphasis in them. We hope a group selected for this purpose will put the case further.

BOOKS OF REFERENCE

IV

Without Boundaries - Co-operative Sweden today and tomorrow
by J.W. Ames.

Land Newspaper on articles on LRF. Mainly issues of the month
of September.

Skaneek - SCAN a publication from the Swedish Farmers' Meat
Marketing Association.

Facts on the farmers' organization in Sweden, published by LRF.

Annual Reports of LRF, KF of 1972.

Young Bank with Tradition.

Halland Centralkassa (booklet)

Model Rules for local consumer retail societies.

Lantmannen.

CHAPTER II

COMMITTEE-MEN EDUCATION

Mr. Kjell Paulson

Sept. 10
Monday

Central planning of education of
committee-men in consumer co-op at
VI-Skolan
Mr. Gunnar Larsson

Week 37

Sept. 11
Tuesday

Central planning of education of
committee-men in Farmer's Co-op at LRF
Mr. Arne Secher
Mrs. Margareta Carlström

Sept. 12
Wednesday

AM Group work
PM Departure for Eskilstuna

Sept. 13
Thursday

AM Study visit at Consumer Co-operative
Society of Sörmland
Presentation of the society
Mr. Gösta E. Nilsson
The local organizations of educational
functions
Mr. Stig Ottosson
PM Goal for the education activities
- short terms
- long terms
Mr. Arne Strömbergsson
Education plans
- own activities
- collaboration with central organizations
Mr. Stig Larsson
EVEN The study organizer's working tasks and
functions
Mr. Stig Ottosson

cont. Committee-men Education

Sept. 14
Friday AM Recruitment of participants
- target groups - ways of recruitment
- problems - experiences - methods
Mr. Stig Larsson

Participation in an executive committee
meeting
Mr. Stig Ottosson

PM Education methods
- choice of methods
- motives and experiences of different
methods
Follow-up of the education
- why?
- how?

Sept. 15
Saturday AM Group work
PM Free

Sept. 16
Sunday Sweden at home

Sept. 17
Monday AM Group work
PM Study visit at the local ABF department
The role of Workers Adult Education
Association in committee-men education
of consumer co-operative

EVN Crawfish party at Mr. Ottosson's place

Sept. 18
Tuesday AM Study visits at some co-operative shops
PM End of the visit in consumer co-op society

Sept. 19
Wednesday Study visit at the Selling and Purchasing
Co-operative Society in Enköping

Sept. 20
Thursday Group work and individual studies on the
topical material

Sept. 21
Friday AM Departure to Vår Gård

Sept. 22-23
Saturday/Sunday Open

Week 38

cont. Committee-men Education

Sept. 24-28	Staying at Vår Gård Group works	<u>Week 39</u>
Sept. 24 Monday	Advisory meeting with Mr. Peter Mörck at Vår Gård	
Sept. 25 Tuesday	Consulting Mr. Gunnar Larsson at Vår Gård	
Sept. 29 Saturday	Visiting a course for committee-men at Stadshotellet, Eskilstuna	
Sept. 30 Sunday	AM Departure to Vår Gård	

CHAPTER II

EDUCATION OF COMMITTEE-MEN

Introduction

Our group was assigned the responsibility of finding out all about education offered to committee-men in various co-operative organisations and its different stages. We had to find out the composition of such education, its application, the aids used and all relevant matters.

The word committee in Swedish co-operative movement is composed of elected representatives from districts and board members (see Appendix 1).

Our report, however, comprises of three parts in every sub-heading where necessary, that is the findings in respect of the way how committee-men education is treated in Sweden. Secondly, it gives what would be problems, if the same way could be applied in East and Central African countries. Thirdly, we have tried to give recommendations to these problems in order to suit the conditions in East and Central Africa.

Source of information

All our information was collected from the Swedish Co-operative Union and Wholesale Society (KF) at Vi-skolan, the Federation of Swedish Farmers (LRF), the Consumer Co-operative Society of Sörmland in Eskilstuna and the local branch of the Workers' Education Association (ABF) in Eskilstuna.

NEEDS AND OBJECTIVES OF COMMITTEE-MEN EDUCATION

I

Role

a)

Committee-men in any organisation are the key men in the controlling of planning and running the organisation on behalf of their members. In order to carry out these duties effectively and efficiently they should have better knowledge and understanding of general account of the society, economic policy, efficient planning, use of capital, better member education, better marketing facilities, better administrative control etc. in order to make decisions in the right way.

Objectives

b)-c)

The aim of the movement and thus also of information and influence in the most essential matters must be left for democratic bodies to deal with.

1. General knowledge

They should learn subjects like civics, social and business economics, politics and commercial matters in order to make effective decisions in various matters regarding the society.

2. Basic organisation idea

They should know their idea, aims, conditions and prospects in agriculture, covering both the farmers' trade unions and the co-operatives.

3. To give them technical knowledge based in the knowledge of psychology, social psychology, pedagogics, and theory, communications e.g. society technique and information.

4. Specialized knowledge

This type of knowledge is necessary for highly qualified tasks in economic organisations e.g. business administration, budgeting, planning, marketing, member contact etc.

5. To give a general insight and knowledge in order to follow effective policy.

6. To give opportunity to acquire such knowledge and skill for efficient working within the organisation.

7. To give a picture into means and methods available to obtain efforts of the whole co-operative movement in a democratic society.

8. To give members in farmers' trade union and economic organisation knowledge to improve their conditions as farmers and as private individuals.

Conclusion

With these aims stated above, of the fields of knowledge involved, one has the basic information required in order to determine the educational programme, as regards of course type, level and path of educational programme.

It is the opinion of the group that the above needs and objectives fit well in any co-operative organisation in East and Central Africa.

RECRUITMENT OF PARTICIPANTS

Target groups

The recruitment of participants in target groups includes the elected member, committee-men, staff, and members themselves. Although the co-operative members are always quite satisfied being members without any duties in the society, there are groups to put on more emphasis on recruiting them, these are the committee and the elected members.

II
a)

Though it is sometimes difficult to have the interested elected members in the target group, the only way to do this is to convince them at the society's general meetings and explain for them how the recruitment can be useful. However, the recruitment of the elected members can obviously influence the other committee-men in a society.

1. The recruitment of participants should aim at all levels of committee-men at different organisations. e.g. board members of big organisations and committee-men of local societies.

2. As the committee-men require more knowledge to lead the organisation to a suitable and productive goal, their recruitment for further education is, therefore, very essential and a necessity for efficient and good performance in the movement.

3. Way of recruiting

Recruitment of participants is done through newspapers, posters, pamphlets and letters as well as personell contacts. The responsible people for recruitment should also be very cordial in any approach to the situation of recruiting.

As it is already designated above that sometimes the elected representatives are not interested to join the target groups, however, this is due to the fact that, when time of attending the course or group discussion is arranged, they mostly tend to complain that they have a lot to do especially in their daily activities, e.g. farming etc. In case of young elected representatives, they also complain to have a lot to do especially during their freetime, and in most cases they do not need to have an extra voluntary work in the recruitment. The young people are very much required, but according to the above problem it is hard to recruit them. The average age of the elected representatives is about 40 to 50 years. The favourable people to be nominated are those capable and interested in attending group discussions, which may involve their business.

Facts influencing the recruitment

b)

People like politicians, with political influence, are also very much required to be nominated as representatives hence they are always prepared to attend all sorts of classes, like study circles, and group discussions. Politicians are also more interested to read all sorts of newspapers, including co-operative pamphlets in which they can find information, based on their societies, that they can increase their knowledge for achieving a better recruitment potential to the co-operative duties.

Measures to stimulate the recruitment

c)

When organizing a recruitment in a target group it is very essential that a group should not be more than 10 people. The preferable number is about six to ten people, required for study groups. Although young people are very much required it is necessary also when organizing to have a mixed group of men and women, young people and also staff members, as to form education which can make young farmers interested in the society.

Problems and Solutions

1. When committee-men in co-operative societies are selected to attend some short courses, they tend to claim some allowances although it is for their own benefit.

- In case the participants lose their interest because they get some loss of income, the societies could pay for this loss. This should depend on the societies' finances. However, the societies should also be encouraged to make some budgets to cover the loss of income. Whenever paid leave can be granted, the loss of income should not be paid by the societies.

2. The elected representatives usually feel that they know more than the other participants in a target group.

- To persuade through normal channels on encouraging such representatives to collaborate with the other participants.

3. Illiteracy is one of the problems when recruiting participants among a group, when newspapers, pamphlets, posters and letters cannot be read by most of the people.

- The participants should be encouraged to join the adult classes organized by the government.

4. The interested committee-men and elected members are not available and it is difficult to get them in the target groups.

- As the co-operative education is necessary for the role of committee-men and elected members, acting on behalf of the members, they should be encouraged to join the groups and learn the movement of their society, hence they are the leaders of the society.

5. The people with political influence are always occupied, in this case, they attend the target groups very rarely.

- To persuade and ask them to attend when they have time, and since these people have political influence, it is sometimes good to give them time to give lectures on politics.

6. It is always difficult to get women in discussion groups.

- Women should also be employed in the co-operative education section, as to influence more women in the group discussions. Although it is always difficult to get women in target groups, the only way is to try and convince them that they also have a role to play in co-operative discussion groups.

EDUCATIONAL SYSTEM AND ORGANIZATION

III

In any co-operative movement democracy is required. To be a good democratic person one requires knowledge and effective knowledge is provided through education.

There is no limitation of education in the co-operative movement in Sweden. The arrangements by the movement cover all different stages and this we think has been one of the reasons of the existence of such stable and effective movement in the country.

So in drawing up a new educational system, the following points are to be considered important:

- a) to satisfy the needs for the co-operative movement
- b) to arrange activities in a systematically set up
- c) to pay close attention to local, regional and central activities
- d) elementary basic material should be included in the basic courses and not recur in higher levels course programme
- e) there must be stricter requirements that previous stages should have been completed before enrolling for more qualified courses.

Thus when planning the planners should consider the below stated points, which are very essential in all different educational levels:

- a) types of duties
- b) initial knowledge of elected officials
- c) elected officials'
- d) geographic spread of the elected officials

Planning, formulation of course contents and production of material

The planning of education is done at the central levels of different organisations, namely the LRF and the KF.

Representatives from local societies, mostly managers, are invited by the central organisations and make the whole plan together. The plan is then embodied in a book-let, a copy of which is sent to all societies affiliated to the organizations for careful study and selection of what they want to be taught.

Also folders with a summary of all courses available are distributed at all conferences and meetings of members, elected representatives and to school teachers, so that the knowledge is widespread.

Teachers at the central organisations draw up detailed programmes for each course well in advance.

Managers in the counties invite participants and arrange for the places where the courses will be conducted.

The teaching is done either centrally or locally. There is no teaching at the regional level. The central level mainly deals with courses which cannot be handled by local authorities and those which require expert knowledge. The central authority can co-opt or hire anybody with required knowledge to teach or lecture to any level of education.

At the central levels of the two organisations there are permanent personnel dealing with education in planning, production of material and actual teaching.

Production of teaching material is done centrally, but there is no objection if a society wants to produce her material locally.

The material required includes pictures, posters, film strips, models and diagrams. The use of AV-aids is applied at all levels.

Systems of Education and Methods applied by KF

Generally, education offered to committee-men, covering different stages, follows the structure below:

1. Two-day conference where participants are given general information on the study material and taught how to carry on with the study at their local areas.
2. Home Study (evening classes and correspondence courses) which take about three months.
 - a) an evening class normally has a teacher who conducts the teaching and leads the discussions. But participants write the answers to the questions individually and then these answers are sent to the central level for marking.
 - b) for a correspondence course an individual participant enrolls through his local co-operative society to the Correspondence School, then after registration he gets study materials, which he studies on his own and answers questions individually. The answers are then sent for correction. After correction the scripts are sent back to him. This procedure continues until he completes the course. These individual correspondence studies can be supplemented by evening classes where participants meet once a week and discuss the questions which arise in the study material and work on all essential points in the study material. However, answers should be written individually.
3. Second two-day conference. This kind of conference starts with tests covering the previous work done at the last courses. The aim of the tests is to evaluate what the students have attained. This also assists the teacher in discovering what parts of the course that have not been understood, so that he can repeat.

4. Continuation of home studies. This gives the students time to continue with studies as stated above (2).
5. The third two-day conference. During this conference a test covering previous home studies is given and other relevant matters are dealt with.
6. Longer boarding courses. Such courses last one week, two weeks or more. They are arranged at the co-operative college or other places, by the central organizations of the different bodies. (See Appendix II)

Systems and Methods applied by LRF

The LRF has divided its educational system into three parts, of which a brief account is given below.

1. Preparatory education

- a) One-day course where the elected representatives deal with local activities, meetings of local units, society days and study visits.
- b) Study circles. This activity covers organizational questions, the organization movement, agricultural policy etc.
- c) Individual studies are also of interest where the representatives are scattered.

2. Basic education

- a) Contents. Tasks and functions within the country union, local units, economic society's area and district offices.

Conferences and courses 2-3 days linked to studies

Course target. Participants shall be able to describe the essential characteristics of the set up of the economic society and the newly elected representatives will be able to fulfill their duties in a satisfactory manner.

- b) Continuation course - study circles on higher levels

Participants specialize on agricultural policy, price agreement, the law on economic society, member organization and member contacts.

3. Advanced course

The advanced education for elected representatives is, as seen from the appendix, comprised of the following courses:

- a) Board members' courses
- b) Special subject courses
- c) Development seminars.

- a) Board member courses. In order to meet the demands placed on the elected representatives in such position, education must be differentiated and specialized. In this course, the board members are made acquainted with their tasks and responsibilities. The course contents are: 1) the board's role in management and 2) working methods of the board and short and long term planning.
- b) Specialized courses. To make the participants well acquainted with their tasks and responsibilities, as auditors of co-operative enterprises, and to try to provide an overall concept of the topical economic society questions, with special stress on financing and audit.
- c) Development seminar. This seminar gives participants, who are board members and employees, the opportunity to penetrate questions of development, important to their guidance in solving matters of internal development (see Appendix III).

Adult Education Associations

There are also other associations which offer education to different people. There are i.a. ABF and Vuxenskolan. The consumer co-operatives collaborate with ABF and the farmers' co-operative movement with Vuxenskolan.

All governmental grants for study circle activities are channelled through these organizations. These organizations also conduct the education of group leaders and study organizers. The arrangements and the teaching methods fall almost in the same categories as the KF and LRF.

Problems and Solutions

1. Payment of Teaching Materials:

In the co-operative movement of Sweden teaching materials are provided centrally by the apex organization. But in East and Central African countries the apex organisations are not yet in a position to supply all the materials required. They do, however, supply a few, but most of the expenses for materials are met by the unions individually and according to the availability of funds.

Solution: In our view we think that the present practice should continue in East and Central Africa until such a time when the apex organizations will grow larger in size and capability to care for their affiliated unions more effectively in education.

2. Lack of Adequate Facilities for Residential Courses and Conferences:

Provision of education to committee-men in Sweden is not a problem because the movement owns well equipped co-operative colleges and has permanent teaching staff at the central levels who organize and carry out the teaching. But the case in East and Central Africa is quite different. The co-operative colleges or co-operative centres are owned by the Governments and the staff are Government Servants and in most cases the college caters for government departmental staff. Thus time allocated to the cooperators is very inadequate.

Solution: After a long discussion on this issue it was recommended that:

- a) The co-operative college or centre authorities in East and Central Africa be requested to offer more time to committee-men education during their (committee-men) slack season of the year so that as many as possible can be trained.
- b) Where possible the existing colleges or centres be expanded so as to give room to more committee-men.

It is our firm belief that the more committee-men receive education the better their performance will be and the quicker economic independence will be achieved.

3. Lack of Adequate Teaching Staff in Co-operative Movement in East and Central Africa:

One gets satisfaction when one looks at the arrangements of education in Sweden as far as co-operative movement is concerned. The number of teaching staff copes well with those to be trained. But the picture is quite different in East and Central African countries where one Education Secretary has to carry out education work alone in the whole union and in some unions such post does not exist.

Solution: In the present circumstances, therefore, it is recommended that at least two men (Education Secretary and his Assistant) be employed by each union so as to better the situation and improve committee-men performance both mentally and materially.

4. Language Problem:

To have one language in a country is always an advantage, more specially in case of communication. Sweden is blessed in this respect because she has one language spoken, written and understood by everybody. This has been a big advantage towards the development of co-operative education in the country. It is common in East and Central Africa to find more than three different languages being used in one union. This situation then requires interpretation in order to communicate with everybody in the society and it is time consuming element.

Solution: During the course of discussion it was learnt that Tanzania does not experience this problem because everybody understands swahili which is a National language. It was further brought to the notice of the group that Uganda and Kenya were in a process of making swahili the National language. But with Zambia the group was told there was not as yet any agreement on possibility of having one language as National. In view of the prevailing circumstances it is hereby recommended that the present methods of education by means of translation into various languages should continue until such a time when national languages will be formulated in all countries in East and Central Africa.

5. Political Involvement:

It was interesting to learn from our topical field study that in Sweden politicians are useful in helping the co-operative movement to move forward and that they do not mix politics with co-operative movement so as to cause confusion. On the other hand it was cited as the spring of confusion in East and Central Africa where politicians mix up politics with co-operative movement and cause confusion among the cooperators and at times hinder the progress of the Movement and even split different societies into various political parties.

Solution: After lengthy and careful discussion it was discovered that the politicians in East and Central Africa lack the proper knowledge of the two and do not realize the neutrality of co-operative movement to religion, politics and race. It was then agreed that what is required is more teaching of the principles of co-operation to the members. If this is done then there is possibility of having a bright future in the co-operative movement in East and Central Africa.

EVALUATION - FOLLOW UP OF EDUCATION

IV

1. The evaluation is an assessment of progress or achievement against what was intended or attempted to determine to what extent predetermined objectives which are achieved.
2. The aim of evaluation varies depending on what is evaluated and for whom. It is a kind of training which undertakes to solve certain problems. Sometimes it refers to the evaluation of education given to committee-men's performance carried out in different ways at various organizations which come under the training organization, whereby participants take part in correspondence courses and evening classes. Sometimes these are found in the following structure as underlisted:
 - a) Questions are set at different stages and the candidates write out answers which are usually marked at the central level.
 - b) During conferences both oral and written questions are given to the participants and their answers always determine the result of the education received.

- c) In some courses (e.g. that of salesmen in shops, elected representatives, Board members and so on) the result can always be revealed by the performance of the participants after the course.
3. Generally it is not necessary to offer any certificates or diplomas after the completion of course but if one requires then this can be prepared and granted to him/her on his/her request.
 4. Elected members should know that the prospects and abilities gained to carry out tasks which could be discharged out will be conducted in a sufficient satisfactory way. All basic information and function as gained will also be applied well.

Problems and Solutions

1. Evaluations of giving questions to committee-men during the time of attending courses which should be answered orally but told to answer them through written work by everyone will discourage everybody to continue coming next day.
Solution: Committee-men should be given questions which should be answered orally whereby everyone should participate.
2. By granting certificates to participants after attending courses is not necessary.
Solution: In Sweden giving certificates to participants is not necessary but in East and Central Africa it is necessary in order to encourage them to come next time when they are invited.

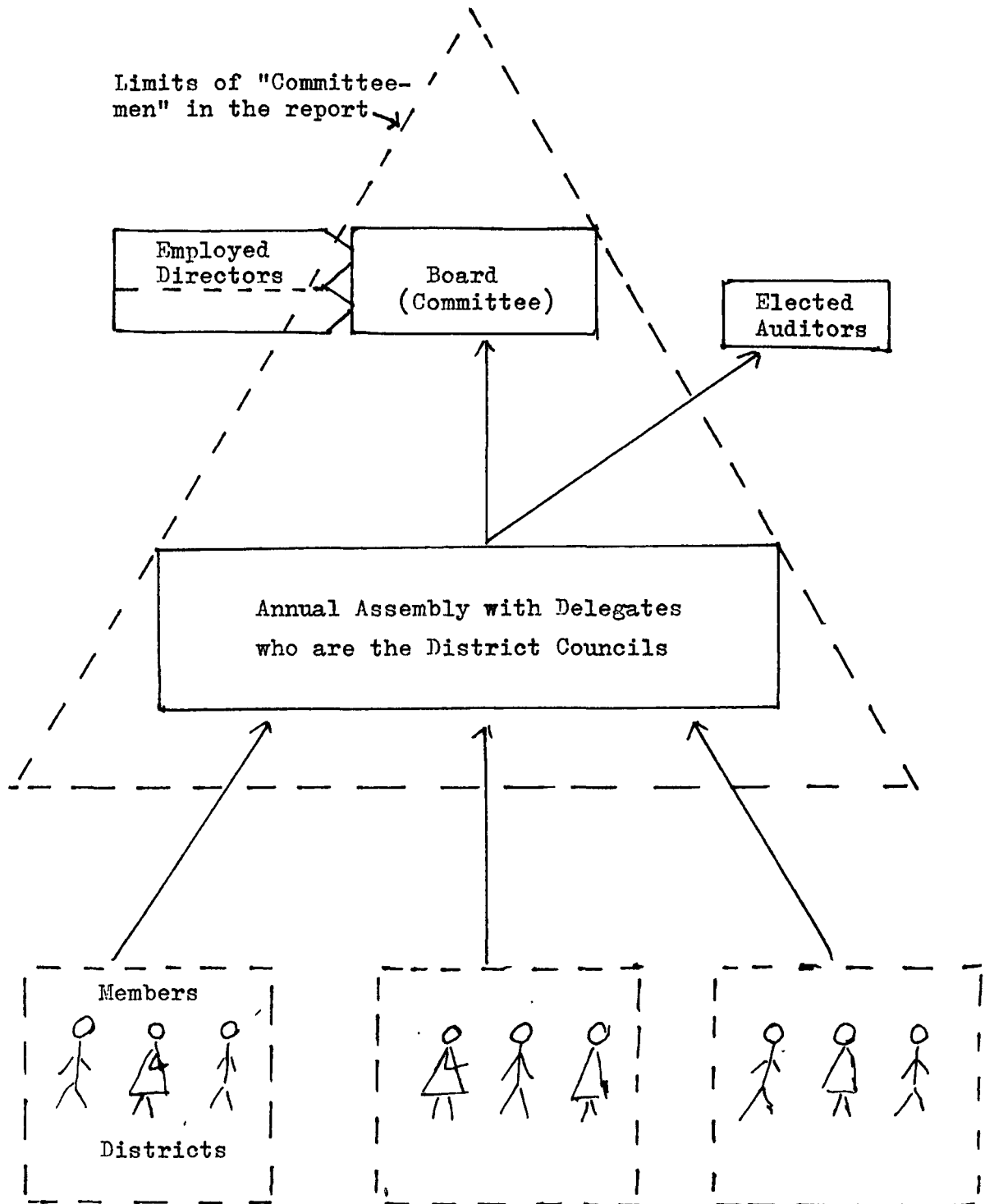
DIVISION OF EXPENSES

V

The Government of Sweden pays about 75% for running adult study circle schools in the form of grants through the Adult Educational Association ABF and Vuxenskolan (please refer to Education System and Methods). Distribution of expenses carried as under:

1. Local level pays for the loss income, study circle materials, localities, allowances for circle leaders, teachers production of local pamphlets, handouts and so on.
2. Central level pays for teachers, course materials, boarding and travelling costs.

MODEL ORGANIZATION OF A PRIMARY CO-OPERATIVE SOCIETY IN SWEDEN



DELEGATE EDUCATION

I

Delegate education is split up into three steps:

		Step 3
		CONTINUATION COURSE
		Oral
		Residential, 1 week
		2-3 localities
	Step 2	
	DELEGATES' COURSE	
	II	
Step 1	8 chapter corres-	
THE COOPERATIVE	pondence course,	
COURSE	read independently or	
8 chapter corres-	at evening classes	
pondence course,	2 or 3 oral two-day	
read independently	courses	
or at evening classes		
2 or 3 oral two-day		
courses		

BOARD MEMBER EDUCATION

II

As the number of participants eligible for the board member courses is fairly limited this education only takes the form of independent studies. But should there be sufficient participants, evening classes are, as usual, more fun.

Below we show the different steps.

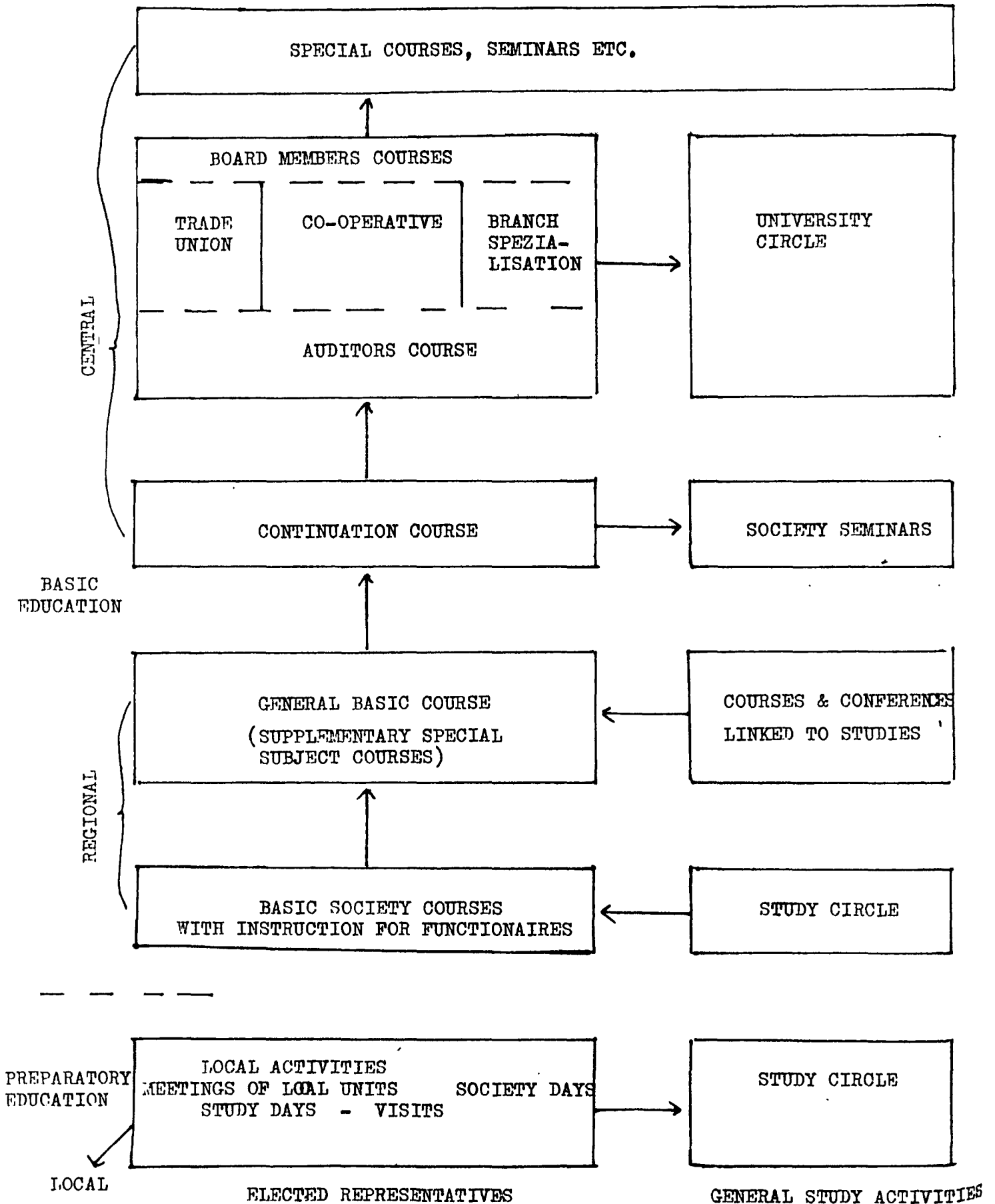
Step 1		Step 2
BOARD MEMBER COURSE		SEMINAR
1 week	8 chapter	1 week
residential	correspondence	residential
course, oral	course, read	course, oral
Start -	independently	Conclusion -
autumn	autumn/winter	spring
		at Vår gård,
		simultaneous
		with Managerial
		seminar
		Spring (every other
		year)
		Next seminar
		spring 1974

ABOUT THE CONTENTS

Here again, the 8 chapter correspondence course is the basis. It is used for oral revision during the residential weeks. The material is extensive (approx. 300 pages) and composed in such a way that it can be used as a handbook with the following contents:

- Chapter I: Elementary bookkeeping
- II: Annual accounts
- III: Budgets and result sheets
- IV: Plans and forecasts
- V: Mathematics and statistics
- VI: Education and information
- VII: Cooperatives as employers
- VIII: Overall assessment

EDUCATION SYSTEM FOR LRF'S ECONOMIC ORGANIZATION



UNLESS OTHERWISE STATED, DURATION OF COURSE IS 1 WEEK.

CHAPTER III
=====

STUDY CIRCLE AS A METHOD

Miss Maivor Karlsson

Sept. 10

Week 37

Monday AM Study visit at ABF central level
ABF:s view of study group activities

PM Central planning for training of
study group leaders
Mr. Inge Johansson
Mr. Kent Jacobsson

Sept. 11

Tuesday AM Study visit at SV, central level
SV:s view of study group activities
Central planning for training of
study group leaders
The Educational Association's central
efforts for "Member and Society"
Mr. Allan Sundqvist
Mrs. Märta Teljebäck

PM Group work

Sept. 12

Wednesday AM Study visit at TRU (Committee for
Television and Radio in education)
Mrs. Margot Jannergård
Mrs. Anne Chaabane

PM Free

Sept. 13

Thursday Group work

Sept. 14

Friday AM Study visit at The National Board
of Education, Bureau VI
Mr. Bo Göthberg
Mr. Gunnar Nilsson

PM Group work

Sept. 15

Saturday AM Group work

Sept. 16

Sunday ---

cont. Study Circle as a Method

Sept. 17
Monday

Study visit at SV, Flen, regional office for the county of Sörmland. Regional efforts for "Member and Society"
Efforts for training of study group leaders.
Mr. Börje Eriksson

EVN Sweden at Home

Sept. 18
Tuesday

Study visit at SV, local unit in Björkvik
Local efforts for "Member and Society"
Methods and working routines for information about start of study groups
Mrs. Agnes Wirengren

Sept. 19
Wednesday

AM

Study visit at SV local unit in Eskilstuna
Local efforts for "Member and Society"
Mrs. Birgitta Eriksson
Mrs. Gunhild Björkänge

PM

Visit at the Public Library, Eskilstuna
Mrs. Ulla Lilja

EVN

Visit at a "Member and Society" study group
Mr. Tore Larsson

Sept. 20
Thursday

AM

Group work

PM

Free

Sept. 21

AM

Study visit at Åsa Folk High School
Mr. Harald Wallgård
Mr. Johan Norbeck

PM

Visit at a method course for study group leaders
Mrs. Irina Handamirov

Sept. 22-23
Saturday/Sunday

Sweden at Home

Sept. 24
Monday

AM

Study visit at ABF, Solna, regional office for the county of Stockholm
Regional efforts for training of study group leaders
Mr. Göran Grönqvist

PM

Visit at a method course for study group leaders
Mr. Lage Jansson

cont. Study Circle as a Method

Sept. 25 Tuesday	AM	Study visit at ABF local unit in Norrtälje Methods and working routines for information about start of study groups Mr. Curt Malm Mr. Lars-Erik Johnsson
	PM	Visit at an English language study group
Sept. 26 Wednesday	AM	Visit at ABF Norrtälje's branch office in Hallstavik
	PM	Study visit at ABF local unit in Uppsala Co-operation in local level between ABF and Konsum Uppsala Mr. Aldes Andersson Methods and working routines for information about start of study groups Mr. Rolf Lund Mrs. Karin Hedenius
Sept. 27 Thursday	AM	Group work
	PM	Free
Sept. 28 Friday		Group work
Sept. 29 Saturday		Group work

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CHAPTER III

STUDY CIRCLE AS A METHOD =====

Introduction

This is one of the five group reports of the participants of the 15th International Co-operative Seminar for East and Central Africa from 10th August to 23rd October, 1973, who's aim is to promote co-operative education in the respective countries. The participants were divided into five groups to carry out different Topical Study Tasks. This group (No 3) was concerned with the "Study Group as a method". In our report "study group" and "study circle" means the same.

The informations were obtained through study visits to different Educational Associations at various levels i.e. Central, Regional and Local levels respectively, and by direct contact with the participants of study groups to whom we are very much indebted for the contributions to our report.

ADULT EDUCATION IN SWEDEN

I

A brief summary of adult education in Sweden

a)

Adult education in Sweden is carried out in various forms which includes programs of Educational Associations, Folk High Schools, National and Municipal High Schools, educational broadcasting and study programs of central and Trade Union Confederations and their affiliates. All these forms of adult education receive government subsidies from the National budget. The Swedish Employers Confederation and the Producer and Consumer cooperative movements carry extensive programs of adult education. Large numbers of people also take part in correspondence courses in different subjects and levels.

The need for adult education:

The system of education in Sweden during the late 19th and early 20th centuries and before the introduction of the present education system was compulsory up to 6-7 years. This system as compared to the 9 year compulsory system used today created a 3 year academic gap. Statistics calculated upon the rapidly growing Swedish population indicate that 70% of adults attained 6-7 year compulsory education as compared to 80% young people who complete 9 year compulsory education.

Sweden has undergone very rapid developments which have included establishment of big and highly technical factories. Very few adults who only had 6-7 year education could be able to cope up with the technical works in factories and follow the employment policy and conditions of service.

In several cases many employees were confronted with the possibility to lose employment by being replaced by younger educated people. This could be avoided by popular education for all and adult education was found to be the best form.

Problem:

However, there were practical problems which required solutions if the adult educational program was to be effectively implemented. The program was to cover the majority of adult population throughout the country. It, therefore, needed finance for running its administrative costs. In order that the educational programmes reach the mass population at grass-root level, particular bodies to undertake the program activities needed to be founded. Specific methods, willing and well trained personnel were also needful.

Solution:

Since realisation in the late 19th and early 20th centuries of the problems and conflicts that could have been caused by different academic standard levels, the Swedish society has become very conscious of social problems that today we would say solutions to some extent have been found.

Various Forms of Governmental Subsidized Adult Education

b)

1.

Educational associations within the popular movements

Popular education flourished with the rise of educational associations which stemmed within the popular movements. The labour, temperance, cooperative and non conformist were among the popular movements which emerged in Sweden during the late 19th and early 20th centuries. One main motive for the popular education was to create favourable conditions that would enable the movement to achieve result consistent with their aims and aspirations.

In 1912 ABF was formed on the initiative of labour unions, social democratic party and consumer cooperative movement. The following is a summarized list of the educational association of the popular movements - 1972.

Name of educational association	Associated with/affiliated to	Remarks
- Workers educational association (ABF)	Labour unions, social dem. party Consumer co-operative movement	Established in 1912
- Folk University (FU)	Not affiliated to any popular movement	Links with professional colleges
- Free Church Education Board (FS)	Religious organization	Majority - non conformist
- YMCA - YMCA Ed. Association (KFUM/K)	Religious organization	
- Education Assoc. Temperance Movm. (NBV)		
- Study Promotion Association (Sfr)	Outdoors promotion association	
- Citizens educational association (Mbsk)	Conservative party & related organizations	
- Adult school association (SV)	Center party, liberal party Producer co-operative movement	Founded 1967 United Liberal ed. ass. 1948 Swedish rural ed. ass. 1930
- Education assoc. of Swedish Church (SKS)	Luth. State Church	
- Salaried employees education assoc. (TBV)	Swedish Central Org. of salaried employees	

These educational associations provide knowledge in different subjects like social science, languages as English and Swedish and other subjects. They run their activities in different ways, but commonly as study circles. The study circles have played an important role in adult education. The total number of study circles in Sweden is slightly more than 200.000 with over 2 million participants yearly. The method is more favoured because it is practical and democratic and which is undertaken with friendly atmosphere. The distribution of study circles can be seen in the following table:

Study Circles 1970-71

	No of Circles	Participants	Study Hours
ABF	68.291	658.515	1.786.832
BSF	1.375	13.300	35.695
FU	15.370	160.247	473.584
FS	11.230	149.995	252.646
NBV	9.347	84.896	260.763
KFU-KFUM	1.522	18.914	38.764
Mbsk	24.861	257.262	679.470
Sfr	10.459	84.443	309.131
SV	30.199	265.911	792.285
SKS	10.964	144.286	289.881
TBV	21.877	224.501	655.596
	205.504	2.062.270	5.574.647

Source: Berndt Johansson - Adult Education in Sweden

2.

Labour market training - Form of adult education which aims at the study of the employment policy from the National Labour Market Board. It aims to solve the conditions of unemployment and, therefore, helps the people who are in difficulty of obtaining jobs or in danger of unemployments and the handicapped people, unmarried mothers, refugees etc. In 1972 120.000 people received this kind of training.

The National Labour Market Board and the National Board of Education plan the training programme jointly.

3.

Folk High Schools - Can be divided into two categories viz. Those owned by County Councils and those owned by popular movements. The aims of those schools are to provide more education to enable the students to go for further studies, to do some specialized studies at advanced level. There are 108 Folk High Schools in the country.

4.

National adult education - There are two adult education schools, one in Norrköping and another in Härnösand. The aim of these schools is to promote the standard of education to the level of curriculum of grade 7-9 compulsory school and curriculum of secondary school. The instructions combine both correspondence courses.

5.

Municipal adult schools - offer instruction in accordance with the uniform national curricula e.g. course for grade 7-9 and courses for higher secondary schools and other types of training, e.g. teaching.

6.

Radio and television courses - TRU is responsible for training through these types of courses. It produces material used for the course, publishes booklets to be used. TRU in collaboration with SR (Swedish Radio Corporation) produces courses for schools as well as for adult education for subjects like social science, languages, mathematics and other technical ones.

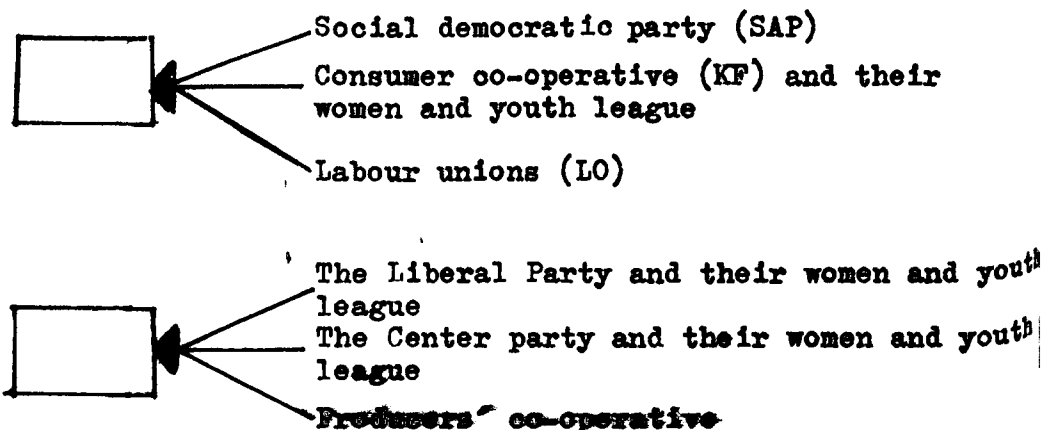
7.

There are study programmes by Central Trade Union Confederations and their National Member Unions.

Central Organizations

However, the Workers' Educational Association, ABF, and the Adult Schools Educational Association SV are in this text used as bases for the general central organization of national educational associations in Sweden.

Structural organization - Both educational associations are formed by the organizations and popular movement (see tableau)



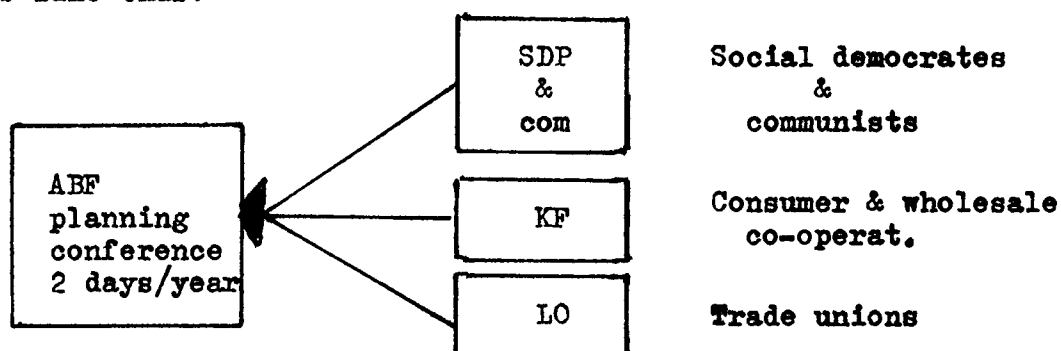
The Educational Set-Up in the Co-operatives

c)

Consumer co-operative movement - The co-operative movement is one among the popular movements affiliated to one educational association: e.g. KF is a member organization to the Workers Educational Association ABF.

KF carries some of her educational activities through ABF local units. The local units of ABF in Uppsala may be exemplary in this context. The chairman for ABF-Uppsala local unit is an information officer of Konsum in Uppsala.

When ABF is planning education programmes in Uppsala e.g. all popular movements supporting ABF are invited to an ABF Planning Conference for two days in a year. Figuratively the conference looks like this:



Matters relating to the interests of the member organizations' educational needs are discussed in this conference. The consumer co-operative movement through ABF has all the material prepared. The material is used for step 1 and step 2 correspondence studies. These studies are very systematic. The work of the pupils is checked at a correspondance school called Our School, Vi-skolan. Many members staff and interested non-members participate in the courses Konsum offers. Step 3 is a one week duration course held at Vår gård. This course is for board directors and committee-men.

Producer co-operative movement - Producer co-operatives with its apex organization the Federation of Swedish farmers and its affiliated branch organizations which are single purpose co-operative for handling agriculture products. In Sweden there are 250 such single purpose local societies. In addition there are 1.800 local clubs within the Farmers' Trade Union. They play a very important role for the educational activities.

In the content of co-operatives with numerous interests of the educational needs, planning is for sure very difficult.

However, to combat the competition between the LRF branch movements with different needs of education, the planning of education is done by a committee at the central level. The central planning committee is represented by delegates from LRF, all branch societies affiliated to LRF, the adult educational association and a delegate from the state bureau of agriculture.

Once a subject is accepted by all branches and the state delegate finds that the subject is within the state policy of agriculture, none of the branches grumbles. Vuxenskolan prepares the systematic form of material and the local and regional units of both SV and LRF closely carry out the implementation of the study material in their respective areas of operation.

1. It must be noted that all educational associations in Sweden are partly financed by the state.
2. The municipal and local communes finance some portion of the costs in adult educational association administration and
3. the remainder of the cost which is usually small is met by the participants.

CONCLUSION

I B

Through educational associations and with the joint effort from the top central level to the local level, Sweden has been able to, to some extent, solve one of her problems arising from the difference that existed before, due to change of education system. The same problems are experienced in East and Central Africa even to far greater extent than here in Sweden, because of the high degree of illiteracy. Similar measures may be used to change this situation with slightly different approach according to the national policies of the respective countries. The Ministry of Education in most cases is the responsible body for the promotion of adult education through the local schools, colleges and universities. If those schools and colleges are to be more effective in different forms of learning e.g. small discussion groups and use of various audio visual aids should be applied. The ministries concerned should not overlook the adult education activities.

THE STUDY GROUP

II A

A study group is based on the principle of small group activities. The average number of persons in a group is from 5 to 10. It is an informal group which meets for the common pursuit of well planned studies of a subject or problems which has previously been decided upon. In other words: "It is a group of people who help each other in their study in order to achieve a common goal".

Brief history of the study group

a)

During the first two decades of the 19th century popular education became one of the major concerns of the popular movements and other large interest organizations. This period saw Swedish popular education assume the characteristic organization profile which is still remaining today. The temperance

movement was the first to develop special affiliated organizations to operate its study and course programme. It was also within this movement the most important form of Swedish adult educational association - the study group - developed. The Government decided to give grants to study groups in 1947.

Study group consists of three important parts:

the study group leader
the participants and
the study materials.

Role of the study group leader

b)

The group leader serves mainly as a moderator of the discussion, not as a teacher and above all act as a friend among friends. The leader creates a feeling of equality. This gives the participants certain feeling of security and paves the way for the enjoyment and interest in a joint work. The leader discusses with the group and helps in its deliberation but encourages them to make the decision themselves. The division of work and co-operation between the group members is decided upon by the members themselves with the advice of the leader.

The group leader is to define the group's targets to be agreed on. He presents the problems, the group is to discuss so that every one understands the problem. Now and then he should make a summary of the results achieved.

When the leader explains the problems he or she should not criticise anyone in the group. Different opinions are aired in a friendly way. If a participant puts a view forward that seems completely wrong, it is probably due to his or her limited experience. A wrong idea is not put right by insulting corrections, but if giving an explanation provides more knowledge and experience.

The leaders must ensure that the group acquires the knowledge it needs to reach a solution of problems. This knowledge can be presented in the information in the basic book, in talk and exchange of ideas where the leader sometimes needs to be active to lead the talk in a constructive manner. Sometimes, outside experts may be called on or suitable teaching aids used.

A good leader must be

full of initiative
belong to the group
make the group to a unit
keep the norms and the rules
tell his own opinions
increase the understanding of the subject
increase the understanding of the social life
emphasize the goal
encourage the participants to attain the goal
represent the group
take care of the group.

There must be a good co-operation between the leader and the participants. He must be able to understand the principles for solution of conflicts (separation, balance and honesty). The leader should keep the group rolling towards its chosen objective. If members stray very far he can usually jokingly point out to them that what they are talking about is not really relevant.

The leader also should be trained how to allow members to bring in related problems and experience. They may provide useful topics for future discussions. The most important duty of the group leader is to help the group to reach solution to problems as efficiently as possible and to help them to achieve satisfactory results in their work. He is to start with a preliminary target, take one step and check the result. Decide the next step, check and evaluate, adapt and so on.

Role of the participants

c)

The study groups are arranged in the participants leisure time and most often a study group meets once or twice a week for two or three hours. Participants study the subjects between meeting of the group and prepare themselves according to the study programme on which the group agreed.

The study group working methods are constructed on the assumption that all participants take an active part and that each one contributes to the attainment of a good joint result.

There are specially 4 points the participants should follow. They are:

1. Each individual must try to understand the whole problem which is expected to be solved and not only his/her part.
2. Each individual must try to understand in which way he/she can contribute to the solving of the problem.
3. Each individual must try to realize the difficulties of the other individuals to be able to help them contribute in a maximal way.
4. Each individual must pay attention to contributes from other individuals.

Participation regularly - By participating in the study group regularly the participants aquired knowledge and skills that meets their needs, interest and expectations.

The knowledge acquired by participants is to

- make them better equipped to cope with the various situations they meet in a modern society
- be felt meaningful - important
- lead to greater insight
- give perspective, overall conseptability to see ones own subject in a wider context.

Role of the study materials

d)

The study materials is a well planned subject used to help the participants in a study group to learn more easy.

When the group meets for the first time it is not only the subject which has to be prepared in advance but also the study materials has to be checked.

The study materials is very often presented to the participants at the first meeting. The study group is to choose what is possible. But before the group choose, its members must have a rough idea of the contents of the study materials. The materials available will set the limits of the work. It will give the basis for what the group wants to achieve.

It is the task of the group leader to try to give the members an orientation of the study materials. This may be done in this way:

The leader starts with a presentation of headlines and main points etc. This should be followed by an explanation in a few words of what lies behind the headlines. These "few words" should not be looked upon as an opportunity for the leader to demonstrate how clever or well-educated he/she is. In this way the group members will get a clear picture of the subject of the composition of the study material.

The group leader also in his presentation tries to explain difficulties or vaugeness. It may then be possible to agree on the work of the study group.

There are many different types of study materials. Often they are produced for study groups and to suit adults.

TRAINING OF STUDY GROUP LEADERS

II B

There is a great need for training of a study group leader, because in any developing or advanced country this person is very useful. He is a tool of enlarging education or education knowledge on side of group circles. It is his duty to control the study group in any case of problems or solving of problems.

The study group leaders are to be trained to enable them to lead the groups properly.

Content of training of study group leaders

a)

The following are the stages to be followed during the training:

Step I - Basic course for all circle leaders

14 hours	Information about education association, Swedish adult education work
	to study as a grown up
	the leader of the group (study circle methodology)
	technique in taking notes

Step II - Basic course for all circle leaders

14 hours learning
group psychology, technique of studying,
text-books and teaching aids methodology

Step III¹ - Training within one field of subjects

Step III² - Subject methodology

20 hours Training in a certain material and subject

Step IV General course for circle leaders of different categories

35 hours (Course in a certain subject at a folk high school)

Methods of training study group leaders

b)

Places: - courses on village level
- course centre
- folk high school

Duration: - one day courses
- week-end courses
- one week courses

Methods: - lecture
- discussion-lecture
- group work
- plenary session

AV-aids: - chalk board
- flannellograph
- tape recorder
- radio
- transparencies

Introduction of subject: The organizer of study group leaders' training must not forget that the study group method is only one important thing for the group leader. The other point is the subject matter.

We all know that it is not enough to provide good training and education for the leaders. Unless the education is also extended to the ordinary members, there is little chance of successful co-operative development in the long run.

Learning in a study group: The actual training starts with a lecture, what is mainly dealt with is how to study in a study group as well as any other learning method.

Characters in the group: This is in fact a preparation for the demonstration of a study group at work. By preparing the participants well on the various characters, they will really appreciate the demonstration which follows.

A school for democracy: This should be a lecture dealing mainly with the democratic structure of the study group.

The group leaders main tasks

c)

The study group leader must have the main tasks, such as the following, to enable him to succeed in his study circles:

- prepare the meeting recruitment, announcements about places, time and subject
- he must get to know the members of the group
- find out things about the subject on beforehand
- introduce the subject and start the discussion
- involve all members in the discussion
- guide and control the discussion
- every time summarize important points and suggest to the group what the secretary should take down
- tell members how to prepare themselves for the next meeting
- make sure that decisions are carried out
- prepare the next meeting.

Planning and administration

Work to be done at central level

The central organizations are preparing special material for their training of SGL including mainly

- stenciles
- displays and
- transparencies.

Training of trainees

The method course leaders and the lecturers need also training. All personnel working with the material for study group leaders prepared by the organization has to attend courses especially arranged. It is very important to get knowledge about the content, how to use the material and the goals.

Arrange Step III courses

Regional level: The regional level deals with planning and arranging the method courses. A planning committee is formed with representatives from both the local units and the regional office. The figures of enrolled study group leaders given by the local units are the backbone for the work of the planning committee.

In the ABF Stockholm region, 30% of the study group leaders have been on training course.

Local level:

- give figures to the regional level about the number of leaders enrolled by the association and subject
- help the regional level to arrange method courses
- arrange one day meetings to discuss practical things, together with the leaders.

The first circle meeting

The group leader plans how to handle the first meeting, because the first meeting is decisive critical, since this will be their first experience of a study circle for most people. In the first meeting the leader will have to convince them that it is a worthwhile activity. He will have to convince them that they are accepted in the group.

The following should be done during the first meeting:

- greet each person as a comrade as he arrives
- treat all participants equally
- give everyone an opportunity to introduce himself
- explain how the study circle works and the tools you can use (flannelboard, chalk board, tape recorders, radio programmes, slides etc)
- consult the members frequently about how they would like to do things and let the group make decision on what to do

Form of goal of teaching

The friendly atmosphere is helped if the leader can create a feeling of equality. This gives the participants a certain feeling of security and paves for the enjoyment and interest in joint work that is necessary if the group is to keep together and develop into an active working group.

Concerning the form of the goal of teaching it is in this context referred to the manner in which the goal has been expressed and precised.

In order to work, the goal must be expressed in such a way that it is possible for the leader and the participants to communicate about it. The goal must be "communicative". Furthermore, the goal must be exactly referring to knowledge, skills and attitudes in such a way that the participants cannot misunderstand what is expected from them when the goal is achieved.

Problems on training a study group leader: The problems which might be there during the training of a study group leader are lack of finance and lack of teachers who are good at group training, and also people who can be good group leaders.

Transport of study group leaders to the college.

Solving of problems: It is a high time when there is a need for training a study group leader and a person who can be a good leader, too.

When the leader is to be sent for training, transport could be provided by the government, if asked to do so.

The finance could be from the government bursaries, or one can ask the large organizations for contribution, no matter how small contribution could be.

CONCLUSION

II C

The study circle method has been appreciated by all people in Sweden. It is where the people learn easily and freely in their leisure time. The system fits all the people, i.e. old and youths. It would be of great help if the study group is introduced to all countries in East and Central Africa.

It is an established fact that group leadership is the backbone of adult education as far as study circles are concerned. It is important, therefore, for the group leader to be well equipped with the necessary training in order to carry out his duties and responsibilities efficiently. The training programmes including methods should be devised in East and Central Africa to suit their situations. The background knowledge of Swedish group leadership should provide a guideline basis for execution of training for group leadership.

A STUDY CAMPAIGN - MEMBER AND SOCIETY

III A

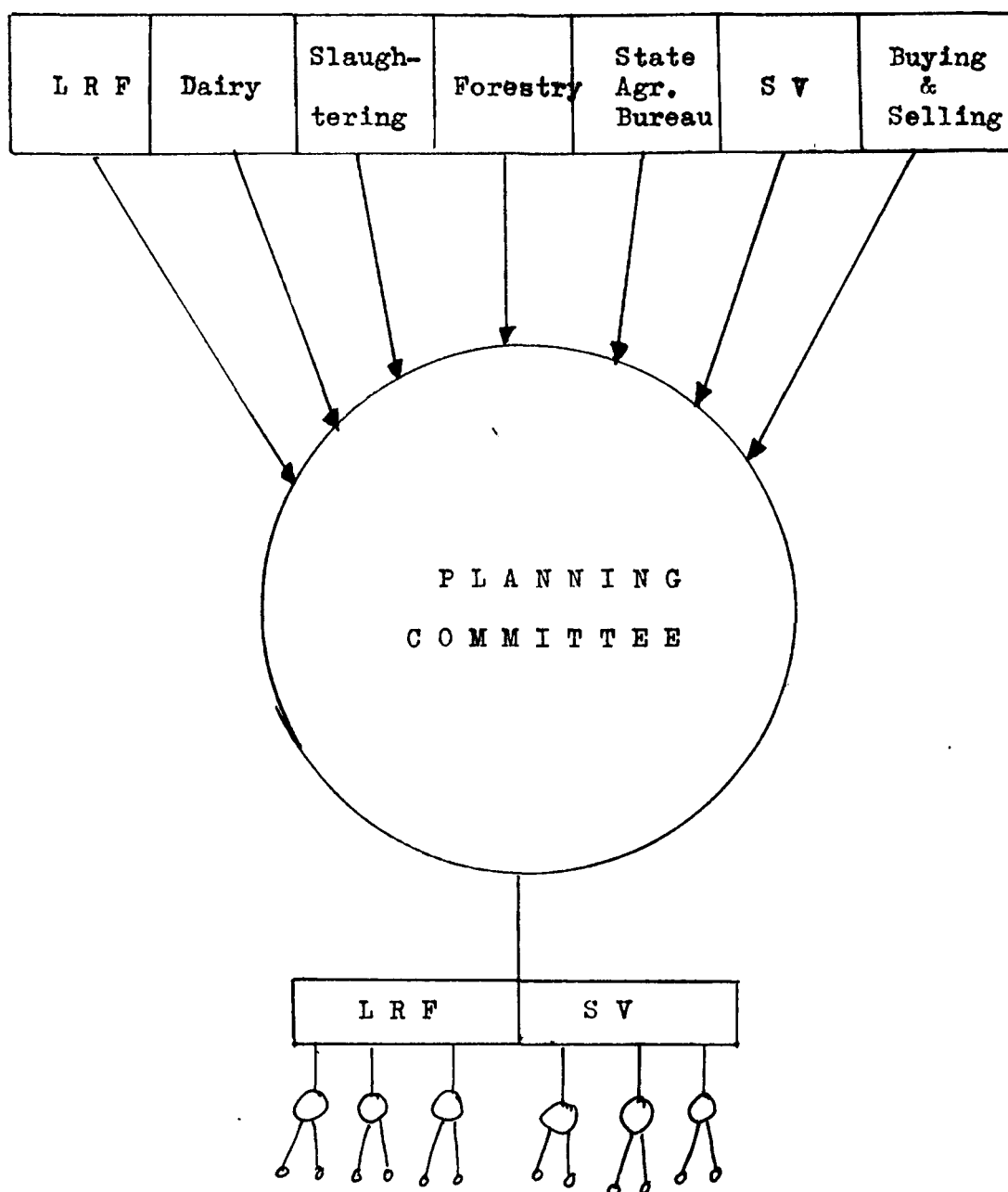
Planning and administration

a)

It is the study campaign plan for 1973/74 laid down by the State Agricultural Bureau, LRF and special branches of the farmers' movements and in joint venture with the Swedish Adult Education Association, so as to stress much emphasis in the farming sector in the country. LRF and SV being the organizations taking the actual activities in the field. The planning leads very much to a point where a planning committee is established.

Planning committee

- The State is represented by a person from the agricultural bureau
- subjects from all movements are discussed here
- the subject that is found in conformity with the agricultural policy is adopted for emphasis during the campaign
- SV and LRF to take the practical part of the campaign
- 5 members from the committee are chosen to prepare the material and in order to get two-ways' communication between the planners and the farmers, who are the recipients, a kind of text is sent to some study groups in a form of questionnaires which are answered and with the help from the study organizers at local units of LRF and SV the answers are sent back to the planning machinery where the COMMITTEE approves the material after having seen that the tested material are conclusive and acceptable.



The Contents of the "Member and Society" Campaign

The goals of the campaign

The aims or the themes of the "Member and Society" campaign are to reach:

- a) the actual needs of the farmers: here is to let the farmers raise the needs from themselves and within themselves can understand their facing needs.

- b) in order to know the goals which are decided with member-side: it is the target behind this campaign to know the goals decided by the members.
- c) to insure that the staff working in the producers co-operative movement understand the goals too: (goals decided by the members). This is the question of collaboration between members.
- d) It is also necessary to know the instruments (equipment) to be used to reach these goals and that is to say they should know the methods and machines and other things pertaining to farming, in order to achieve these target goals and these questions are such as member information, member participation, price agreements, economic policy, solidarity and effect of collaboration, how to combine efficiency and democracy, large scale operation and decentralization in making decisions, what services shall the societies give, how to influence development in one's own district, how collaboration between the economic societies and between the societies and the LRF should work and other matters in connection with agricultural activities. The last question is the crucial point to discuss in this campaign - how these societies should help each other in the agriculture sector.
- e) There are branches in single purpose societies e.g. meat, dairy etc. which should be informed about how to collaborate with each other.

The target groups and objectives

b)

a) Member farmers

1. The members should be educated so that they can elect the right people
2. To have discussion among the farmers themselves
3. To have ability of analysing things, ability of decision making
4. Democracy is more ensured when they are educated

b) For employees

1. To create positive attitude towards the members
2. To create positive attitude towards their fellow staff

c) To maintain debate attitude ideology

- so as to avoid risks like wrong investments
- to make good plans towards the goals
- to feel sure that the society is theirs and the members are the decision makers.

Planning of contents

c)

Study material:

- Campaign book 1973/74
This is a book covering the basic information about the campaign
- Study manual (Lantbrukarnas föreningsrörelse)
is a pilot work book containing questions to discuss about in a group circle
- Active member (Aktiv LRF-avdelning)
a kind of text book about a member and LRF to be used in circles and what should a member contribute in Farmers Federation, LRF
- Study material for circles studying the second year
Other study material will be provided to the circles which want to study further subjects in second year and this study material will be for subjects like: book-keeping, law for the farmer, pig breeding, farming up north and sugar beet.

Information material and enrolment of members:

There is information material which is used to convince the members to join the "Member and Society" campaign in study circles:

- use of folders
- use of posters
- mailing the information material together with cheques to the farmers
- use of displaying placards in public places and meetings where people can read and be directed to see the offices concerned, e.g. SV or LRF
- personal contacts is another method used to carry campaign information where the study organizer articulatory at the local level e.g. the organizers from SV go and see the persons personally and convince them to join the study circles on "Member and Society" campaign. This method seems to be the most effective one, since you can get the actual feelings of the people and try to find ways of helping them to join the circles.
- telephoning to the people. This is another method of informing people about this campaign and try to convince them to join the circles.

Training of study group leaders for study campaign

One-day courses for study group leaders, especially for the "Member and Society" campaign are to be conducted between September and October, 1973.

Arranger: Studieförbundet Vuxenskolan's district, assisted by LRF's county union and the farmers' economic organization movement are the organizations concerned with the training of study circle leaders for this campaign.

Recruitment: Participants are recruited by SV district and at local level assisted by LRF county union.

Why training Study Circle leaders for the "Member and Society" Campaign?

- To give them the information on the nature and contents of the study material
- to give them knowledge about solidarity and society services within the farmers' trade union and economic organizations movement
- to give them the actual work of the study circle as a method
- to give them lessons on how a group leader should play his role among the participants in a group.

Implementation

d)

The implementation takes place on three levels, namely central, regional and local level.

Central level

The work of the central organizations is that the SV organization council for the farming sector draws up the basic plan for the arranging and execution of the study campaign.

To call the regional chairmen and secretaries of the organization councils to come and discuss matters of importance concerning the implementation of this campaign.

The central level takes the initiative of producing some study material and information material to the regional offices.

Regional level

SV study organizer in collaboration with LRF and economic organization is responsible for carrying out the campaign at the district level. Therefore, SV at district level must

- have to arrange launching meetings with local leaders to give light about the campaign
- the region has to arrange study group leader courses in places like folk high schools and other places available
- to appoint campaign leaders
- to inform LRF study organizers and work with them co-operatively since this campaign especially involve both organizations, i.e. SV and LRF
- to assist in the forming of local campaign groups
- to produce the list of resource persons for local level so as to ease the work
- and to produce some simplified study material for their members.

Local level

It is at the local level where the campaign works is most requisite in order to attain good results. Therefore, all SV local units should take the initiative in forming a working team comprising the LRF local unit study organizers and the chairman of the SV local unit and the SV study organizer so the activities at local units will be

1. planning and recruiting of study group leaders
2. discussing the size of participation fees.

Methods

Study circles are the methods chosen to carry these activities involved in this member society campaign so as:

1. try to hit the right goals
2. to enroll as many members as possible
3. to make questions to be understood since people themselves effectively discuss their pressing needs at their disposal
4. in study groups people discuss and view more about the subject and there are various comments from the participants
5. to have two-ways communications (feed back)
6. in study groups there are an influence among members who have been positive, negative and some neutral
7. to include non members to make that they should do something though we do not force them through study groups
8. there are smooth organization in the planning committee and, therefore, it is easier to use study groups
9. government can easily support the study groups
10. it is easier to use the resource persons (experts) in study groups than trying to reach individual persons.

Planning how the information have to reach the people:

- a. the local programme
- b. the advertisements
- c. letters to the members
- d. placards
- e. telephone reminders
- f. personal contacts by study organizer

- arranging of study visits for the study group participants
- changing of the arrangements of courses and meetings as a supplement to the study groups
- getting contact with resource persons to be used in study groups.

Problems

It is too early to pinpoint out the problems which have been encountered in this campaign since it is at its introductory stage, but I can recall one circumstance on the question of study material that study material produced at the central level may not cover all what the regional and local levels need since local circumstances differ accordingly.

Solution

This is a problem which is common in most countries including East and Central Africa where the study material from the top management have to be broken down into pieces so that it can suit the local environment and here it is a question of knowing how to interpret the material from above without spoiling the meaning as SV offices at regional and local level have done the same way by producing more study material so as to clarify more about the subjects on the study campaign.

CONCLUSION

III B

It is a good plan to launch such campaign so as to draw the attention of farmers at specific goals where the farmers themselves and experts can express their feelings and draw lines on how to improve more about their agricultural methods and policies relating to farming. So it is important for countries like Sweden and East and Central Africa to identify which sections or organizations should carry the campaign from the grass root level to the national level.

GENERAL COMMENTS (Some of the points can be found in the previous conclusions)

1. Co-operative education in East and Central Africa should plan from the national, provincial and to district level.
2. Problem of transport in East and Central Africa. The Government should try to increase transport aids for co-operative education activities.
3. In East and Central Africa, where this method of study circles has not been started, study campaigns on this ideology should be launched.
4. The training of study group leaders in both East and Central Africa should be arranged close to their residential areas.
5. In East and Central Africa the use of study material and visual aids should be encouraged.
6. After the establishment of the study group method ideology in all countries represented in this seminar a following campaign plans to be done from the education needs of people at grass root level.
7. We recommend that ICA Regional Office for East and Central Africa should implement the work done during the 15th International Co-operative Seminar as soon as possible.

GENERAL RECOMMENDATIONS

1. Planning of co-operative education for East and Central Africa

a) ICA Planning committee

A planning committee be established at ICA Regional Offices. The committee should have representatives from the Government, Apex Organisation and National Unions of Kenya, Tanzania, Uganda and Zambia.

b) National central planning committees

Kenya, Tanzania, Uganda and Zambia should each have a central planning committee at the national level. Membership of these committees can be varied according to environment prevailing in each country. Apex organisations, National unions, Regional unions and unaffiliated societies would be possible resource from which to get members for National Central Planning Committees.

However, it is important that both the committees would find how to co-ordinate their plans in co-operative education. When a national central planning committee holds a meeting there must be a representative from ICA office.

The ICA representative should not be a member of the national central planning committees but an observer. This system of planning co-operative education would help those countries which have not achieved much in co-operative development, follow those countries which have had some achievements in co-operative development.

2. Assistance

a) Foreign

Assistance already being given to Kenya, Tanzania, Uganda and Zambia from foreign countries and particularly Sweden and other nordic countries is very highly appreciated. But whilst expressing our appreciation we wish also to appeal to these countries to consider increasing the assistance.

Assistance from these countries can be given in form of finance or in kind.

b) State

It is also emphasised that individual governments should consider giving help to the co-operative movements in their respective countries. We know that transport is by now being supplied by governments to assist in reaching co-operative members to diversify co-operative education; we thank them for this assistance, but we still ask our governments to increase aid on transport.

We have also found that study groups are a very good way of educating co-operative members, but it will not be easy to find people who would sacrifice themselves to lead study groups without any allowance. In order to get suitable people to lead study groups, our governments should consider some kind of incentive.

CHAPTER IV

STAFF TRAINING

Week 37

Mr. Urban Strand

Sept. 10

Monday

AM Preparations for study visit
at Konsum Norrköping

PM Preparations for group report

Sept. 11

Tuesday

Study visit at Konsum Norrköping
Local organisation of training.
Introduction of newly employed people
Development of a correspondence
course for newly employed people
Mr. Bertil Sühl
Mr. Per-Olov Rådeström

Sept. 12

Wednesday

Departemental training
Mr. Bertil Sühl

Sept. 13

Thursday

AM Preparations of group report

PM Free

Sept. 14

Friday

AM Preparations of group report

PM Continued

EVN Party at Hemgården's Summer House

Sept. 15

Saturday

AM Preparations of group report

PM Visit at Rejmyre Glass Factory

EVN Sweden at home

Sept. 17

Monday

AM Preparations of study visit at
Åtvids Hushållsförening.

PM Preparations of study visit at
Ög. Regional Office for Agricultural
Co-operative Credit

Week 38

cont. Staff Training

Sept. 18
Tuesday

Study visit at Åtvide hushållsförening
Use of national training programmes in
a small co-operative society; on the
job training.
Mr. Lennart Källqvist
Mr. Kent Lundin

Sept. 19
Wednesday

AM Preparations of study visit at Ög
Regional Office
PM Free

Sept. 20
Thursday

Study visit at Östergötlands Regional
Office for Agricultural Co-op, Credit
Policy and techniques of staff development
Methods of training
Mr. Gunnar Lövgren
Mr. Göran Ekdahl

Sept. 21
Friday

Preparations of group report

Sept. 22
Saturday

AM Preparations of study visit at
Konsum Kristianstad - Blekinge and
at KBS

Sept. 23
Sunday

Departure for Kristianstad

Sept. 24
Monday

Sightseeing of Österlen - Skåne
EVN Sweden at home

Week 39

Sept. 25
Tuesday

Study visit at Konsum Kristianstad -
Blekinge
Personnel Planning
Mr. Göte Ericson
Miss Britt-Marie Setterberg
EVN Study visit at a course in marketing

Sept. 26
Wednesday

AM Study visit at Konsum Kristianstad -
Blekinge
Organisation of training
Miss Britt-Marie Setterberg

cont. Staff Training

Sept. 27
Thursday Study visit at Kristianstad - Blekinge
Slakteri (KBS) (Co-operative Slaughterhouse
and Food Industry)
Policy and techniques in determining
training needs.
Methods of training
Mr. Lennart Svensson
Miss Lizzie Gerdén
Mr. Kristjan Waltenberg

Sept. 28
Friday AM Study visit at KBS, cont.
Visit at farms
PM Skurup Agricultural College
Mr. Gunnar Knutsson
Study visits at Skurup Domus dep.store
Skurup Coop. Dairy
Skurup Rural Credit Society
EVN Dinner at Svaneholm Castle

Sept. 29
Saturday AM Preparations of group report
PM Visit at the Agricultural College, farms,
social institutions and Jordberga Sugar
Factory
EVN Sweden at home

Sept. 30
Sunday Departure to Vår Gård

3. Campaign for "Study Group as a Method"

The method of educating adults through small groups has proved to be very successful in Sweden. The same method would be applied in East and Central Africa. In those countries where study groups are just starting a campaign in which the subject ought to be "study group as a method" be launched. Uganda and Zambia are the obvious countries which can launch this campaign. Kenya and Tanzania only need to launch this campaign in areas where study groups have not yet started.

However, after this campaign is launched and study group as a method is understood the subjects for the subsequent campaigns should be chosen by the members at primary society level. Learn is sweet when one chooses to learn about what he wants to know. The ordinary members should choose subjects of their interests.

4. Training of Study Group Leaders

A study group cannot work well without a good group leader. A group leader cannot also help the group to work properly without good training. Therefore, group 3 recommends that persons to become study group leaders must be properly trained before they go to lead a study group.

Basic training for these people should be systematically planned. That is steps 1, 2, 3 and 4. Step 1 and 2 courses should be conducted close to the homes of the persons to be trained. Step 3 and 4 to be conducted by Boarding courses at co-operative centres or colleges at national level. Subject courses which are advanced courses can be conducted at national level or even university if the leader requires higher education to be able to meet the requirement of his group or groups.

CHAPTER IV

STAFF TRAINING

PERSONNEL PLANNING

I A

Aim

Personnel planning is that part of the total planning of an enterprise and its various units that has the aim of

- estimating the need and costs for personnel resources, both short term and long term, based on a given target (a certain production volume, sales figure, etc.),
- preparing personnel administration measures (recruiting, training, promotion, finding housing, etc.) to meet the established need,
- preparing material to facilitate decision on adjustment of the target or taking compensatory action (rationalisation, new location etc.) outside the sphere of personnel administration, when it is seen that the need for personnel cannot be met, or can only be met at an unreasonably high cost,

- either preparing material to facilitate decision on adjustment of the target to create more employment, or preparing for the reduction of the personnel, when it is seen that personnel resources are likely to exceed the requirement for the target given,
- preparing personnel administration activities that may contribute towards the enterprise benefitting more from the work of its employees or improve security, work enjoyment and possibilities of advancement for the employees."

(Extract from KF's Guidelines for Personnel Policy)

POLICY AND TECHNIQUES USED TO ASSESS THE PRESENT AND FUTURE NEEDS OF PERSONNEL

B

National Level

The apex organization sends forms to various large societies with the following information:

- type of officer
- kind of employment
- expected changes i.e. number of staff due for retirement redundancy, number of staff going on leave, number of people leaving to join military services
- department managers opinion and advice over the expected changes
- training needs for each individual officer.

After the forms have been filled with the above mentioned information, the societies send them back to the apex organization. Then the apex organization compiles a combined report with the information from the various societies. The apex organization determines the needs of personnel from the combined report.

Local level

- Firstly the management of societies formulate the goals of the following year for the society.
- Then they put up sub-goals in accordance to the main goals and the general goals of the society for each department. One of the sub-goals would be described in the figures of the planned turnover and the estimated costs and from the figures they (personnel dept.) are able to tell how many employees would be needed. After this has been done, the next point they look into is the supply of personnel, but before they start recruiting or any other, they first find out the present number of staff members, then they estimate the changes that would occur during the year, i.e.
 - military training
 - retirement
 - leave
 - estimation of the number of employees who would be leaving for other jobs.

After considering the number of the changes, they know the exact number of the employees they will have and then they compare with their needs. The difference between the two will be the future needs.

Collaboration between the National and Local Level

The method used for assessing the needs of personnel at the National and Local level is as the system is described for the national organization.

Advantages of these methods.

- The methods enables them to solve the problems concerning staff need that would arrive in future earlier.
- The national co-ordination helps them to see and solve common interests e.g. recruitment if there is a national demand for staff.
- It is easier to determine the common future training needs.

STEPS TAKEN TO MEET THE NEEDS OF PERSONNEL IN BOTH NATIONAL AND LOCAL LEVEL

C

Transfer

- The employees are transferred from one local society to the other. The apex organization with consultation with the trade unions guides the societies by giving them necessary information concerning the transfer.
- The employees could be transferred within the society.

Advantages:

- The employee brings new ideas from the experiences he has had from the last job in the previous society to the new job in the other society.
- He already knows the job to be done compared to a newly recruited employee.
- It improves the terms of co-operation between the society and the staff, if the staff knows that there will be a new job given to him if the first one is finished.

Disadvantages:

- It creates bad feeling among the workers e.g. if somebody gets a job of lower status than the one he had before if the man heading that department is superseded by somebody from elsewhere.
- The morale of the workers is lowered if what is mentioned above is happening.

Training

The decisions on training are based on an assessment considering the benefit to employee and the society on one side, and costs for the course and hindrance to normal work on the other. The later means that the employee may not know how to do his work up to the normal standard so it hinders him to work well. Before choosing the employee for training they consider following points:

- The probability of the employees' successful completion of the course.
- Training as means of helping the employee to meet successfully higher demands in his work.
- The different duties an employee may meet with through foreseeable promotion or other transfer to another job within the society's present operations, or following a change of operation.

This training of employees is done in co-ordination with other co-operative societies and the national organization.

Advantages:

- Training helps the employee to remove the obstacles for communication, solutions of problems and making up the decisions.
- It helps the employee in his work successfully try to remove obstacles in the fields mentioned above.
- For future consultation work, the employee will use rules which he had practised during training and decides to judge practically, too.

Promotion

Promotion means that the societies own employees are considered first to fill the vacancies when it so happens that there falls one within the society. Promotion is of even greater value to the society and its employees when it is not only applied within the society but also within societies with the same activities.

This method is one of the elements used for individual development. A simple procedure is used.

The work and costs spent on selection when promoting is weighed against:

- the society's interest in having competent employees and the best possible utilization of personnel costs,
- looking upon the past experiences of the employee on the job, the training he attended and his ability to transform the theoretical knowledge he attained during training into practice at his working place.

In order to keep competent and suitable personnel so that the employees shall find satisfaction in their work and want to take more responsibility and endeavour to better themselves in their work, promotion is essential to the greatest possible extent.

Advantages of Promotion:

- It gives the employee broader vocational experiences and thus creates better chances of advancement.
- It improves the terms of co-operation between the society and the employee.
- It changes ideas and attitudes of the employee towards the society.

Disadvantage:

If a man who does his job very well before he is promoted to a new job, he may not be able to do the job as well as he did in the previous job.

Chances of bringing new blood and new ideas in the society are limited.

Recruitment

In matters of recruiting, the decision is made by the manager in whose immediate responsibility the vacancy is. He then consults his immediate superior and the personnel department, and if it is an executive post the board of the society discuss the matter with the general manager or managing director.

When the personnel department receives the order they prepare a decision on filling the vacancy.

The personnel department

- provides information about the vacancy e.g. by internal memoranda for the employees of the society,
- advertises the post or vacancy to the public if the man to fill the vacancy is not internally available,
- contacts employment agencies e.g. schools.

After this has been done the personnel department receives, files and confirms receipt of applications for the job.

- They make a preliminary selection of the applicants, while selecting they consider some requirements e.g. competence and qualifications
personal behaviour
people with positive idea to the societies movement.

All recruiting should be based on an unbiased assessment of the competence and suitability of the applicant. There should be no discrimination with regard to sex, age, political or religious beliefs etc.

Advantage:

Brings new blood in the society.

Introduction

A systematic introduction is essential in providing the individual with satisfactory conditions of work and thus creating the likelihood of long employment, which is in the best interests of both employer and the employee. The procedure of introduction is carried on as follows:

- The manager makes an introduction conversation with the employee,
- he informs him about the rules, working hours etc.,
- walks around through the working place with him,
- presents him/her to the colleagues,
- gives him information about and introduces him/her to the first tasks.

Advantages of Introduction:

The introduction ensures the new employee to do useful job as soon as possible and can develop himself further in his work.

- The employee is protected from occupational hazards due to unfamiliarity with his working conditions.
- He is quickly assimilated into the community of work, especially in respect of his relationship with his immediate superiors and colleagues.
- Gets a good impression of the society's activities from the very start.
- An introduction relieves the manager's work burden and helps him to realize the target of the society.

POLICY AND TECHNIQUES USED IN DETERMINING PRESENT AND FUTURE TRAINING NEEDS

D

National Level

The training department first find out the level of knowledge necessary for doing the job, then find out what level of knowledge the employees actually have. The methods are as follows:

- Self Observation: If you have done that particular job, you have gone through the problems and experiences so you are sure to have an idea of what kind of training the employees need.
- Surveys: Interviewing and questioning the employees who deal with the same type of job but coming from different societies. All the interviews and questions are related to the job situations.
- Analysing job descriptions from various societies.
- Hearing from specialists e.g. study organizers or consultants.
- Critical incident method: In this method a group of people normally university graduates (who are not paid any salaries by the soc.) with substantial amount of knowledge about the jobs, go out to different societies and observe how the workers do their daily job at their working place and the observers note the important points they consider they had observed while they were there. After this has been done the observers meet to discuss the points they had observed and draw up conclusions.

How they forecast the training and procedure of programmes

Firstly all the training leaders from various big societies meet to decide and analyse the type of courses they are going to run according to the needs of the societies. After analysing they set the goals.

The procedure of the training programme:

- January: The preliminary programme for the following year is sent from the national level to the societies.
- March: The societies send back reports where they tell the national organization the expected number of participants in each course and the societies at the same time give a preliminary report of training needs for the two following years.
- April and May: The reports are discussed among the teachers of the college first in small groups and then later all together. The teachers make a budget for the following year and they also decide which courses are to be run.

- June: The budget and the programme for the year are sent out to the societies and during this time smaller changes could be made until November.

While this process is going on, the preliminary programme for the following year is made and is sent to the societies in January and so on.

Local level

At the local level there are three different systems of the techniques they use to determine the future training needs.

System No 1: No Records Available

- The manager and the assistant manager keep records or personnel in their heads, because they feel there is no need of recording them since the society is very small and there are few employees.

Advantages:

- Too much paper work is eliminated.
- Time is saved
- Few staff are needed
- Good relationship and easier contacts between the manager and the employees.
- Training is easily done.

Disadvantages:

- There is risk of forgetting much important information
- Selection for training, promotion etc. may not be done in a proper way.
- The success of the system depends on the manager's ability and skills i.e. good memory and know-how technique of using the memory.
- Judgements may not be fair because there aren't any facts to support the judgements.
- There is usually no steady and gradual development followed up for the employees.

System No 2: Proper Records Available

Personnel planning requires thorough knowledge of the existing personnel number, qualifications, age-groups etc. And also of developments on the occupation. The personnel department ensures that this information is available by keeping suitable personnel registers and statistics.

This system helps the society to estimate the need and costs for personnel resources, both short and long term on a given target easier. It also enables the society to easily prepare personnel administration measures e.g. training and promotion.

- It enables them to have materials for facilitating decision on adjustment of the target to create more employment or reduction by looking at records of personnel registers and statistics.

Advantages:

- Proper records of staff are well kept which act as a basis for future planning, training and staff development.
- There is no conflict between the society and the trade unions when they come to check upon the information of their members who work at the society.
- There is no breakdown in the system in the sense that when the personnel officer or managing director of the society leaves employment with the society, the next managing director or personnel officer finds all the records and statistics available.
- The system creates better relationship between the society and the employees in the sense that the employees are secured and it makes them enjoy their work more as they know of the possibilities of advancement in their work.

Disadvantages:

- The system is expensive in respect of employing special staff to take care of the records and stationery.
- There is risk of not keeping the records confidential.
- The society do not get detailed information about future planning.
- There may be abilities in the employees that cannot be realised apart from those that are kept in their personal records.
- The employee might be less motivated in his job if he doesn't know what is going to happen to him in future.
- There is an increase of bureaucracy.

System No 3: Proper Records kept and Individual Future Plans

In this system the personnel department keep personnel registers in which they keep the record of the number of employees, age-groups and also the record of developments on the job occupation from the time they are employed to the present. On top of that there is a development measure taken to improve the qualification of any employee mainly on the job training and this is known as development talk between the manager and the employee (see appendix No 1).

Development talks are aimed at uncovering the employees hidden attitudes, Procedure:

- The manager gets information about the employees' personal attitudes and likelihood of development.
- The manager encourages the employee to make use of developing opportunities in the day to day work.
- He takes initiatives towards and facilitates the employees participation in special training within the society or outside the society.
- He follows up the employees training activities by keeping himself informed on how the employee has succeeded at courses and so on, and helps to provide the employee with opportunities to use his knowledge by practice at work.
- Advises the employee in training matters or refer him to the personnel department for advice.

Advantages:

- Individual development is cared and planned for.
- Creates good climate between the manager and the employee.
- It raises the employee's level of work satisfaction and it contributes towards his feeling that his work is a meaningful part of his life.
- The manager gets clear information of each and every employee's records and abilities because he often discusses with him.
- The goals of the society are easier reached.
- The keeping of records properly acts as a good base for future planning.
- The system increases the possibilities of internal democracy.
- The system makes the employee better equipped for his present or future tasks e.g. after promotion or change in his work.

Disadvantages:

- There may be risks for widening small problems.
- It takes a lot of resources.
- It creates more need for training.
- There is a risk of repeated error during the interviews which may lead the manager to make a wrong decision.
- It creates expectation in an employee more than the society is able to offer.
- There is a risk of favouritism which can be hidden under the presence of the managers' discussion with everybody else and yet putting more effort on an individual than the rest.

TRAINING

II

ORGANIZATION OF TRAINING

A

National Organizations

In every National Organization there is training department which handles all the training needs.

The main tasks of personnel training departments are:

- Planning of courses
- Forecasting the programmes in consultation with local societies.
- Arrange and set up goals of the courses.
- Evaluating the courses.

Regional Big Societies

In this Regional Branch big Societies there are also training departments which is headed by one training officer who is responsible for the training needs.

The main task:

- They organize and conduct courses for their staff.
- They make yearly budget for training need for the societies.
- They also arrange for further training at the Central organization - or for those organized by external organizations.

Primary Societies

In every society there is a training officer who is responsible for training of staff. He is not full-time worker because he deals with other duties.

Main task:

- The training officer plans for the training needs.
- He arranges for the staff to go and attend Regional or Central courses.

FACTORS WHICH ARE IMPORTANT WHEN DECIDING ON WHICH LEVEL A COURSE SHOULD BE ORGANIZED

Teachers

- The availability of competent teachers.
- Expenses involved e.g. travelling, accomodation, hiring etc.

Training Materials

- The availability of teaching aids within the organization.
- The expenses involved in acquiring training materials.
- The availability of experts of using the teaching aids.

Participants of the Course

- Selection depends upon the similar qualifications, experiences of the participants.
- It also depends upon the required number for the course.
- The availability of accomodation.

Subjects

This will depend upon the requirement of the society needs.

- If the subjects are concerning with several subjects, then it can be done centrally.
- If the subjects are concerning with local condition or societies, it can be arranged at local level.

CO-ORDINATION BETWEEN LOCAL, REGIONAL AND CENTRAL LEVEL

- Central training staff are recruited from local societies and they have wide experience and because of this experience they are able to co-ordinate with local societies.
- They also take part in various investigation.
- Through conferences the local staff, regional staff and central meet to discuss various important things e.g. content of integrated training programmes.

METHODS OF TRAINING

- On job training
- Study Circle
- Correspondence Course
- Boarding Course
- Oral Course - completed in one time
- Oral Course - divided in parts
- Marketing Rings
- Bus-Course
- Organic model course.

On the Job Training

Advantages:

- It is easy for the trainee to understand and follow.
- Mistakes are corrected on the spot.
- It is not expensive.

Remark: It is necessary to have a good instructor.

Study Circle

Advantages:

- The participants exchange views in order to reach a common goal.
- It is easy to handle.
- Comparing to other courses it is cheap.

Disadvantage:

- The training is not continuous as the groups change after finishing the subject.

Remark: The success of Study Circle depends upon the leader and the co-operation.

Correspondence Courses

Advantages:

- There is no break down in the employment.
- It is not expensive.
- The course taken is for the individual as well as for the society's need.
- It improves efficiency in teaching of facts.

Disadvantages:

- There is no immediate feed-back.
- There is no continuous study due to various inconveniences.
- Too much time is spent on correspondence
- There is no exchange of ideas and experiences.

Boarding Courses

Advantages:

- It is a convenient way of teaching many people at a time.
- There is exchange of ideas and experiences among the students.
- It is easier to use the available manpower - there is immediate feed-back.

Disadvantages:

- There is no special attention for individual development.
- Expenses are higher.
- Too much time is spent in preparation for boarding course.
- The system is only good for theory work.

Oral Course - completed in one time

Advantages:

- It is a convenient way of exchanging ideas.
- It is cheap to organize.
- You teach many people at a time and there is feed-back.

Disadvantages:

- There is no way of evaluation how the knowledge is used practically.

Oral Course - divided in parts

Advantages:

- It is a convenient way of exchanging ideas.
- The course provides steady and gradual development.
- There is a way of evaluation how the knowledge is used practically.

Disadvantages:

- There is too much break off from the job.
- It may be difficult to get the same number for the same course.

Marketing Rings

In the marketing Rings they have eg region divided staff into groups called Rings considering geographical area and similar duties eg local managers. Those Rings can be used for different purposes eg marketing plan training etc.

Advantages:

- The system helps the managers to exchange experiences.
- It is easy to train the manager as they already are organized in their regular meetings.
- The Rings can be used as means of solving problems.

Disadvantages:

- There is little time for training and solving big problems.

Bus - Course

In this system the students attending the course go by bus to work place of their fellow participants who tells them what he actually does in the presence of his boss. Then the participants make comments or criticize if the job is not good.

Advantage:

- Mistakes can be easily corrected on the spot and methods improved also.

Disadvantages:

- It is expensive, e.g. transport and food.
- It can undermine confidence of the employee.

Organic Model Course

In this system the participants attending the course come together to solve common problems. If they feel that they have not got enough knowledge among themselves they invite specialists. The participants use the time for solving the problem as they feel convenient. When they find one or more solutions they go back home and try these solutions in their working places. Then they meet again and exchange experiences to find out the best solutions.

Advantages:

- The group is exposed to various ideas and experiences.
- The students are motivated because they solve problems relevant to their work.
- There is certainty of what they have acquired are put into practice.

Disadvantage:

- It is not easy to arrange for the experts for the group.

INTEGRATED PROGRAMMES

II

Is a kind of method which is being used by all consumer societies to be followed in their way of educating their staff eg step by step education system, where they start by step 1 to step 7, then after last step is to continue with other courses, if possible. The similar system is used in the Agricultural societies (see Appendix No 2).

Advantages:

- The staff is motivated because they see the chance of advancement.
- The system gives uniform training to all staff from all levels and in all societies so that transfer can be made between the societies and from local to central.
- It is easy to teach them at the college since they have got similar educational background.
- Special correspondence courses can easily be done as there are a sufficient number of employees who are going to study the same subjects.
- The system is rather economical as a few men can do the planning for all the societies.

Disadvantages:

- The way of introducing a change in system is difficult.
- People may tend to think of examination and there is no concentration in performance of their duties.

METHODS OF TEACHING

III

The following methods are interrelated:

- Lecturing
- Speeches
- Discussion

Lecturing - Two-way Communication

Advantages:

- It is a convenient way of exchanging ideas.
- It is a direct way of communication as there is feed-back.

Disadvantage:

- It is easy to forget what the teacher says.

Speeches - One-way Communication

Advantages:

- It is a convenient way of passing information.
- A big group of people is informed at one time.

Disadvantages:

- The exchange of ideas is limited.
- The goals are not clear to the listeners.
- There is tendency of grasping very little.
- It is not easy to follow the result.

Discussion

Advantages:

- The main goals are known at the very beginning.
- The goals are easily achieved.
- It is a good method for it gets everybody involved in the discussions.
- Problems are solved during the discussions.

Disadvantages:

- More time is consumed.
- The likelihood of going away from the subject.

Remarks: The success of discussions depends on a good leader.

Group Work with a Teacher

Advantages:

- This method increases the understanding of the subject - as it is easy to achieve the goals.
- There is more contribution of ideas among the group.

Disadvantages:

- More time is consumed.
- It does not provide opportunity for further training.
- There is tendency of students not speak freely during the presence of the teacher.

Group Work without a Teacher

Advantages:

- It increases sense of responsibility.
- There is more unity and intimacy among the group.

Disadvantage:

- There is likelihood of breakdown of discussion.

Case Study

In order to solve a problem the participants go out and see how the problem has been solved in other places.

Advantages:

- It is an efficient way of solving problem because it deals with reality.
- It is easy to change attitude of people when they see things in reality.

Disadvantages:

- It is very expensive to use this method regularly.
- It needs more educated people as well as experience.
- Too much time is spent.

Practical Work (try & error)

Advantages:

- It creates a permanent memory if succeeded.
- It is easy to learn from reality.
- It creates confidence within oneself.

Disadvantages:

- Never sure of the results.
- It wastes plenty of time.
- There is risk of loss of property and life.
- The matter can not be used in all situations.

Self Studies

The student is studying eg. literature or correspondence courses alone.

Advantages:

- It can provide self development.
- You can study on your own convenience.

Disadvantages:

- The goals may not be clear.
- Nobody can explain what you don't understand.
- There is risk of losing interest in the studies and there is no one to exchange experiences with.

RECOMMENDATIONS

ORGANIZATION AND PLANNING OF TRAINING

Apex Organization

We recommend that there shall be a section for personnel planning in the apex organization and its duties will be as follows:

- The department should know the number of all the employees working in all co-operative societies, their qualifications and the type of jobs they are doing.

This system has got the following advantages:

- The methods enables them to solve the problems concerning staff need that would arise in future.
- The national co-ordination helps them to see and solve common interests e.g. recruitment if there is a national demand for staff.
- It is easier to determine the common future training needs.

We recommend that there shall be a training department at the national level which functions will be:

- Planning the courses in co-ordination with the societies.
- Forecasting the programmes in consultation with the societies.
- Arranging and setting up goals of the courses together with the societies.
- Evaluating the courses.

District or Provincial level

At the district or provincial level there should be a training department which will be responsible for the training needs.

The main task will be:

- To plan together with the education secretary courses, to organize and conduct courses for the staff.
- To make a yearly budget for training need for the union.
- To arrange courses for further training for the employees of the union at the central level and for those organized by the external organizations.

TRAINING METHODS

We recommend that these methods of training would be used as much as possible as they have proved to be good. These are:

- Training step by step (Integrated programme)
- Study Circles
- Organic Model Course
- Correspondence
- Boarding Course.

For advantages and disadvantages refer to pages 90-91 in our report.

OTHER RECOMMENDATIONS

We recommend that systematic introduction as discribed in page would be carried out in our societies.

We recommend that the apex organization provide AV-aids to the unions as they (the unions) may not be able to afford.

Type of the recommended AV-aids:

- Projectors
- Tape recorders
- Cameras etc.

Promotion should be based on an employee's ability to transform the theoretical knowledge he attained during training into practice at his working place and not only upon the results an employee gets in the examination.

EXPLANATORY DIAGRAM OF PLANNING TALKS

Composition of Talk

Manager

Employee

Manager's Preparation

- Future Tasks
- Results
- Reports
- Knowledge of employee
- Knowledge of work and employee's

The Talk comprises of

1. Inventory of Tasks
2. Priority rating of Tasks
3. Determination of Performance Standard and Measurement
4. Demands on Manager and Employee
5. Other necessary Actions

Employee's Preparation

- Knowledge of own work situation and tasks
- Knowledge of himself
- Results from previous year
- Report on last talk

Result

1. Insight into work and performance
2. Information on which to base decisions on
 - special assignments
 - transfer & promotion
 - training
 - staff welfare
 - medical care

Result

1. Insight into work plans and performance
2. Increased work satisfaction
 - productivity
 - objects fulfilment

The Aims of the System

- Better determination of objectives and joint planning
- More systematic staff planning, staff development and training planning
- Open dialogue between manager & employee

The Aims achieve improved

- involvement of staff in society planning
- activity within the society
- motivation of the employees
- co-operation between employees and society.

Which results in increased

- work satisfaction
- productivity
- degree of fulfilment of objectives.

EXAMPLES OF INTEGRATED TRAINING PROGRAMMES

LOCAL TRAINING IN CONSUMER CO-OPERATIVE SOCIETIES

Local training is organized in step-by-step.

Step I Introduction course in order to get fundamental knowledge of the Co-operative Movement.

Subject The Co-operative Movement, local branch of Trade Unions. Service to customers, checking of goods and cash. Discussions, education advise, study visit etc.

Step II Department training The staff are trained on how to handle customers - the course covers theory and practical in self service shope.

Subjects Knowledge of handling the goods the employee is dealing with on personal behaviour and hygiene. Practical work, service and control.

Step III Basic courses for sales staff To have studied this course is a condition for attending the branch training courses at Vår Gård.

Subjects (a) Sales and service. Service and personnel behaviour, merchandise display, selling activities, price marking.

(b) The Co-operative Movement Co-operation as a type of business, membership of a co-operative society, KF the central co-operative organization.

(c) Costs and control Goods and cash control, data processing, economic results, costs.

(d) Psychology of staff supervising & staff welfare People at work, leadership, works councils education, advice, discussions and study visits.

(e) Correspondence courses Sense of selling, Our control, Our costs, sales techniques, people at work.

Step IV Basic course for supervisors This stage is a direct continuation of the third stage. Compulsory for those who want to attend Vår Vård's course for Supervisors/Group Managers.

Subjects Mathematics, co-operation, budgeting and economy, - results, time and motion studies, Sales techniques and advertising - personal styles and behaviour, sales activities, follow-up of special offers. Education advice, discussions and study visits. Correspondence courses, Mathematics, elementary psychology, co-operation.

Step V Economics and accounting Preparatory course for shop Managers and other Managers for advanced course at Vår Gård, e.g. Accounting, Economics, the Company and Society.

Step VI Business economics and psychology This is special course for those who are going to attend advanced course at Vår Gård. Correspondence courses: How to read a balance sheet, How the company calculates its costs, The Company and the market, What does management do? Psychology of leadership, Economics part two.

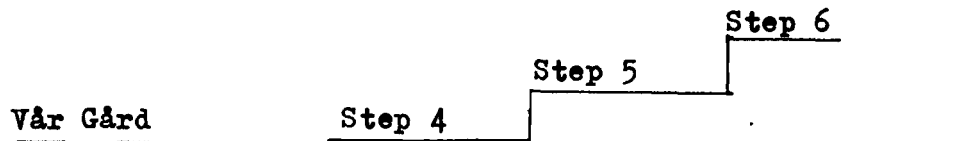
All the courses are organized in collaboration with Vår Gård and Brevskolan. Correspondence course are used in every step. During our study visit we specially observed how training is carried out as follows.

Step 1. Introduction of new employees. At the movement they are employed, the recruiting officer shows them a film about the society activities and hand them information booklets.

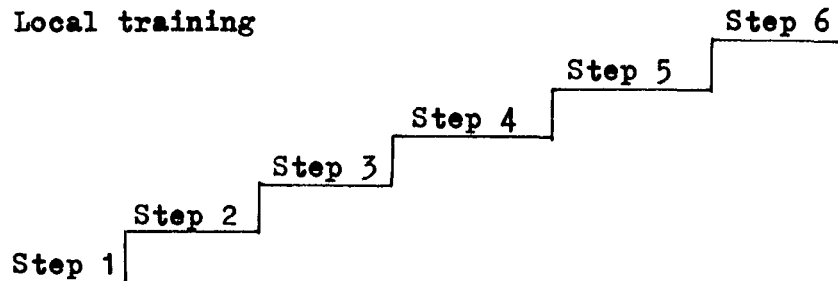
The manager gets a form from the personnel department and completes it confirming that the newly employed has been trained. After about three months, the employee attends the basic information course and starts to read correspondence courses.

Step-by-Step Training

Central



Local training



TRAINING IN THE RURAL CREDIT ASSOCIATIONS

Internal education and additional education

They first deal with internal education in their training where they start with Aspiration education - goals and aims of aspiration to provide elementary knowledge of credit and marketing of the organization activities; these act as the save for continuing education each aspirant get good and relevant practice.

Type and duration:

- a) introduction period granging from 3-6 months including a basic correspondence course. This course is contained in a pamphlet of seven chapters which cover what an employee ought to know about the work in the society. The new employee gets the course and reads it as a correspondence course while during the same time training the subjects practically.
- b) boarding 2 weeks
- c) repetation period, he will repeat the correspondence courses may be for 3 to 5 months
- d) examination for one day in May and November in every year. Passing the exam is necessary for future permanent employment.

Practical training

The responsible officer instructs the newly employed person in his new work.

Further training

These courses are organized by the regional and central organizations and the individual employee has to select what type of course he moves to undertake. These courses which are systematic are as follows:

- 1) General training
- 2) Specific training - on job training
- 3) Special training
- 4) External course.

General training

The society keeps the literature and advises the students how to use these books. These books cover the follow up subjects, economics, English, mathematics banking, statistics, community and law. These study materials are used mostly in study circles and after the end of each subject the central organization sets on examination for the student.

Specific training

Under this training the employee gets knowledge in the fundamental duties of the bank, foreign exchange, deposits, marketing, the sales, responsibilities and duties of a local credit society.

Special Training

Aims

This is always done in marketing and the following aims:

- a) organize campaigns for increased membership, member deposits, share capital,
- b) organize courses for local managers in systematic marketing.

Types:

- a) theoretical
- b) practical

Theoretical:

In most cases these courses are boarding and the contents are communication, techniques and public relationships and they last from three to four days.

Practical:

The same knowledge as above is given to the employee wherever he is working.

Methods:

They use

- 1) Study circles
- 2) Marketing rings
- 3) Correspondence

External course

This course is organized up to the university level and it can be done through correspondence and residential. The applicant expenses are met by the organization, but if the applicant fails he refunds the expenses.

Type and duration:

- a) introduction period granging from 3-6 months including a basic correspondence course. This course is contained in a pamphlet of seven chapters which cover what an employee ought to know about the work in the society. The new employee gets the course and reads it as a correspondence course while during the same time training the subjects practically.
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APPENDIX No 3

Informations in this report are collected during study visits at the following co-operative societies:

Apex Organizations:

- LRF (Federation of Swedish Farmers), Training department
- National Association of the Rural Credit Societies, Training department
- National Association of the Purchasing and Selling Societies, Training department
- KF (National Association of the Consumers' Societies), Personnel department
- KF, Training department, the Co-operative College "Vår Gård"

Agricultural Societies:

- Östergötlands Rural Regional Credit Association, Linköping
- KBS, the Co-operative Slaughter house and food industry in Kristianstad

Consumers' Co-operative Societies:

- Konsum, Norrköping, Training department
- Åtvids Hushållsförening
- Konsum Kristianstad-Blekinge, Personnel department

Other study visit:

- Brevskolan, Correspondence School

CHAPTER V

CORRESPONDENCE EDUCATION

Mr. Bengt Nordlöf

Sept. 10				<u>Week 37</u>
Monday		Studies at Brevskolan		
		Mrs. Ingrid Svensson		
Sept. 11				
Tuesday		cont. studies at Brevskolan		
Sept. 12				
Wednesday		Group work		
	23.00	Departure by train for Malmö		
Sept. 13				
Thursday	06.00	Arrival Malmö (acc. Hotel Anglais)		
	09.00	Study visit at Hermods/NKI		
		Dr. Börje Holmberg		
Sept. 14				
Friday		Visit at Hermods/NKI		
Sept. 15				
Saturday	07.10	Departure by train for Stockholm		
	12.55	Arrival Stockholm		
		Lunch		
	PM	Sweden at home		
Sept. 16				
Sunday		Sweden at home		
Sept. 17-18				<u>Week 38</u>
Monday/Tuesday		Studies at Brevskolan		
Sept. 19				
Wednesday	10.00	Study visit at the Selling and		
		Purchasing Co-operative Society		
		in Enköping		
		Mr. Lennart Torstensson		
		Mr. Olle Hakelius		
Sept. 20				
Thursday		Study visit at LTK, Vasagatan 12,		
		Stockholm		
		Mr. Uno Larsson		

cont. Correspondence Education

Sept. 21-22
Friday/Saturday Work on report

Sept. 23
Sunday Open

Sept. 24
Monday 09.00 Study visit at Vi-skolan

Week 39

Sept. 25
Tuesday 09.30 Consulting with Peter Mörck
PM Departure for Timrå

Sept. 26
Wednesday Visit at Timrå Consumer Coop.Society
Mr. Burman

Sept. 27
Thursday AM Cont.
PM Departure for Stockholm

Sept. 28-29
Friday/Saturday Group work

CHAPTER V

CORRESPONDENCE EDUCATION

I

Introduction/General Information

1. Purpose of the visits

In principle the purpose of our visits to various parts of Sweden was to have a close study and observation of the running of various correspondence schools within and without the co-operative spheres of influence; with a view of gaining some expertise that we would utilize not only in forming an opinion to a produce report as required by this seminar but to gain that knowledge that we would bank upon when we return to home countries.

2. The places visited and the key personalities met

To satisfy the then burning desire of learning as much as possible in the short period of time that was at our disposal, we travelled nearly all over Sweden in search of the vital information. Below is a summary of our movements and the key personalities met at various institutions.

a) Brevskolan - Stockholm (Sept. 10, 11, 17 and 18)

Brevskolan is the largest co-operative-run Correspondence School. It is owned by various popular movements among them KF and its affiliated Consumer Coop. Societies. Its Co-operative Department specializes in courses geared to training staff within the Consumer Co-operatives in close collaboration with Vår Gård - The Co-operative College.

We met: Miss Ingrid Svensson - an editor
Mr Leif Gustavsson - Head
Mr Karl-Erik Wählström - Managing Director.

b) Hermods School - Malmö (Sept. 13 and 14)

Hermods is the largest commercial correspondence school in Sweden. It is a co-educator in the Swedish compulsory education system and has close links with the University of Lund. It caters for post-primary education of all kinds up to University level. Hermods examinations are recognized by government. It also provides staff training for both private and public enterprises.

We were met by:

Mrs Lena Arman - Chief Librarian
Mr I Otterbrant - Head of Correspondence Section for school dept.
Mr O Norberg - Head of Editing and Production
Messrs John Bååth and Månsson - the Research and Development dept.
Dr Holmberg - Managing Director of the school and currently
President of International Council of Correspondence
Education.

c) Selling and Purchasing Coop Society - Enköping (Sept. 19)

Together with members of group II and Mr G Halwindi, Secretary Manager of Zambia Coop Federation we met Mr Lennart Torstensson, the Manager, and Mr Olle Hakelius, the Chairman of the Selling and Purchasing Society of Enköping, and two officials from Stockholm Dairy Society at the premises of the above named society.

d) LTK - Stockholm (Sept. 20)

This is a Publishing House and a correspondence Unit run as a department within the apex organization of the Farmers' Co-operatives (LRF). It carries out courses for elected representatives (committee men) and for the general membership. The courses are studied individually and in group. Mr Uno Larsson, writer, editor and managing director, together with Miss Margareta Carlström of the Course and Conference Section were there to meet us.

e) Vi-skolan - Stockholm (Sept. 24)

Within KF there is an Education Dept. (Vi-skolan) which deals with committee and member education. It is more interested in groups rather than individuals.

Mrs. Gunilla Granström and Miss Lisa Pettersson, head of the correspondence studies, were present.

f) Timrå Consumer Coop Society - near Sundsvall (Sept. 26 and 27)

The Management of this primary society keeps a close follow-up of the individuals and groups taking correspondence studies.

Mr O Burman, the Manager, Mr Åke Löfqvist, the Chairman, and Mr A Nilsson, a member of the Management Board, supplied us with the necessary details. Timrå was the last place we visited.

METHOD OF APPROACH FOR THE STUDY

II

Right from the start we were aware that this group - small as it is - was heading for tasks too difficult to accomplish with ease, yet of great importance. We, therefore, resolved that it was an obligation on our part to lay strategies which could aid us to leave no stone unturned.

To fulfil this objectivity the following approach was devised:

- a) a questionnaire - in point form was sent in advance to all major places visited (see Appendix I)
- b) we applied systematized follow-up questions the details of which are not shown on the questionnaire
- c) we stressed the need for a physical check up of materials used
- d) we insisted on the personal follow-up of the handling of a few transactions through the routine.

Undoubtedly it was our belief that it could only be through such intensive inquisitiveness, coupled with an eagle's eye, that our mission would be a success. And indeed it was.

SUMMARY OF INFORMATION RECEIVED

III

1. Courses

At the institutions of Brevskolan, Hermods, Vi-skolan and LTK courses offered are many and varied. The institutions try to use their own staff to write and edit the courses but where this is not possible outside experts are engaged. However, the final editing is always done by a staff within the school.

Writers are paid either on royalty basis or a fixed sum per so many characters written, e.g. Brevskolan pays a minimum of 60 Sw.Crs. for every 2,000 characters. Commercial printers are used for printing of courses in almost all cases except when a rather small number of copies are needed - say at Brevskolan for example, then do they use their own off-set machines.

When there is a need for a course and a text book is available from own or external Publishing House, a study manual guide is produced and the two are combined into a course.

The initiative to introduce a course may be triggered off by:

- a) Field Education leaders or students through their leaders or
- b) prospective customers whose courses would be intended for their employees.
- c) The staff of the institution itself.

When a student fails to complete a course within the allowed duration for the particular course, he can be allowed to continue with the same course provided he pays an extra fee to cover up increased costs pertaining to that particular course.

2. Students

Ways and means of offering courses differ depending on the type of courses and the target groups.

At times newspapers are utilized to advertise courses available and prospectuses are sent to all co-operative societies and education leaders. Posters as well as handbills are displayed in various conspicuous places including labour exchange offices.

Within co-operatives, however, recruiting of students is done mainly through personal contacts by education leaders and other personnel out in the field.

Orders for courses are, in most cases, received by mail or telephone. In co-operative staff training the student's fee is paid by his society, then the fee is deducted from the student's salary which is again refunded to him on completion of the course.

When a course is studied in groups, considerable government grants are available, provided the course is approved by the Adult Educational Association, on behalf of the government.

When orders are received, the necessary details are punched (coded) and then fed into computers, after which the study material is sent to the prospective students. However, Vi-skolan and LTK handle the coding of these details manually.

Generally no qualifications are required as a pre-condition to being accepted as a student, but for the more specialized subjects, e.g. mathematics, a questionnaire or a prognostic test paper may be sent to the prospective student to enable him/her or the correspondence school concerned to determine the stage at which he/she should start off.

Students are always advised not to send physical cash, but instead are encouraged to utilize the "postgiro" services (comparable to "Payee's Account only", Money Orders etc.).

3. Tutorial Work and Routine

Course letters, bound in form of a book, are sent out all at a go.

When answer sheets are received from a student they are first of all recorded in the student's record card and then immediately handed or mailed to the tutor concerned for marking. Full time staff as well as part time tutors (usually the course writers themselves) are employed to mark students' answer sheets. The marks (grades) range from 1 to 5, 5 being the highest and 1 the lowest.

Well, as soon as the answer sheets are received back from the tutor, duly marked and graded, the details are recorded in the student's record card and then mailed to him. This process usually takes 2 to 3 days. However, at Hermods, correction and commenting on some of the courses is done by computer!

Instructions and hints to guide students during the course of their studies are sent together with the study material in the very beginning. In addition to this they are advised, whenever possible, to read newspapers, magazines and other books relating to their courses.

In case of study groups film strips are sent to them in the pre-study season, showing, in great detail, the best methods and initial preparations at home before one attends a study session.

In some cases televisions and radios are used to supplement the correspondence courses. In case of a language course, gramophone records and tapes are used to enlighten students on say the correct pronunciation of new or difficult words.

Letters and reminders are usually sent to the would be drop-outs whenever possible. In some institutions, Brevskolan for example, a list of drop-outs is prepared every six month.

4. Staff

The administrative staff deal with the routines e.g. the registration of students, the handling of requisitioned course materials and the answer sheets. Needless to mention that top management - who are part of the administrative staff - deal with the overall supervision of the day to date matters including policy matters pertaining to the smooth running of these schools.

The tutorial staff not only are they engaged in marking students' answers but at times they help to write or to edit new courses.

All except Vi-skolan prefer to engage part-time tutors to permanent staff as markers. Payment to part-time tutors ranges from 3 to 8 Sw.Crs. per answer sheet marked. At Vi-skolan payment is based on the time spent on checking the answers.

5. Evaluation of students' Performance and Course Content

Evaluation of students performance from the academic point of view is done by tutors while marking. In rare cases do these institutions set up final examinations. However, certificates or testimonials are issued on completion of each course regardless of the grade attained. There is a current discussion on whether these documents should continue to be issued or not. Vi-skolan has already devised a compromise whereby a student can opt to be issued a certificate or not.

As regards students performance at work as far as staff training is concerned, the immediate boss is the one to judge whether his student-staff has improved or not. There is no formal follow-up by the schools. However, on request a copy of the marks scored by a student is sent to his employer. This is to enable the employer to know the study progress of his employee.

Equally true is the informal evaluation of course content. At times the tutors writers initiate the revision of the cancellation or the introduction for a course. In very rare cases do the schools send out questionnaire asking students to comment upon course content but the traditional formality was found at Brevskolan where all new courses relating to consumer cooperatives have to be okeyed by Vår Gård Coop College. On the other hand, the popularity of the course is indicated through high demand for it - an indirect feedback that the course content lives up to its expectation.

6. Government involvement

We were informed that there is no direct government involvement in the running of these institutions. But Hermods participation in the formal education obliges this school to follow government syllabi intended for all schools. Equally notable is that courses produced by Brevskolan, Vi-skolan or LTK intended for study groups must be approved by one of the Adult Educational Associations on behalf of the Royal Board of Education.

7. General Problems

The question of drop-outs is generally serious as far as correspondence education is concerned.

In Sweden nowadays, however, the problem of drop-outs is very small since it is only the really interested prospective students who enrol; while others less interested in the correspondence education easily find alternative educational facilities.

Autonomous institutions like Hermods and Brevskolan are self-supporting financially while the semi-autonomous ones, like LTK and Vi-skolan, are subsidized by the apex organizations, namely KF and LRF respectively.

Incidentally, there is no stiff competition amongst these institutions since each one of them specializes more or less on different lines.

Generally speaking, there is no systematic method for the compilation of data or statistical information adopted in these institutions, but all the same, one can always get any information he requires at short notice.

8. Advice received

Below are the hints received from the key personalities met in so far as starting of a correspondence institution is concerned:

- a) There must be a felt need
- b) The target groups must have been identified
- c) There should be careful planning of the relevant courses
- d) Experienced writers, editors and tutors should be engaged
- e) There must be adequate material resources for the production of course material
- f) There should be a carefully planned administrative machinery.

OBSERVATIONS AND GENERAL COMMENTS

As noted above, we visited various places and institutions as well as interviewed some of the people utilizing the correspondence education. We, therefore, feel that correspondence education in Sweden has been quite successful mainly due to the following factors:

1. Illiteracy is virtually non-existent.
2. People speak one language.
3. Strong belief by most people that learning is a life-long process as a result of which everyone has a burning desire to keep themselves informed all the time.
4. Desire to better ones chances economically and socially.
5. Efficient means of communication.
6. Human and material resources, i.e. experts to write different courses as well as capital resources are locally and readily available.
7. Study-facilities at home, e.g. lights. A.V.A.'s etc.

Other important factors worth-noting:

- a) Computers are used, e.g. at Hermods and Brevskolan, to facilitate the keeping of records and the storing of the necessary information.

- b) The two apex organizations, viz. KF (for consumers) and LRF (for producers) run correspondence departments to serve their members and the public at large.

Despite the fact that there are other negative factors such as competition from other educational activities (such as evening classes which are free) as well as social activities, correspondence education has a firm root in this country.

CONCLUSION

May we now, therefore, take this opportunity to thank, wholeheartedly, all the key personalities and staff of all the institutions that we have visited for their hospitality, cooperation and assistance which they gave us and we are convinced that our visit has been very successful, interesting and beneficial.

Fellow participants, we wish to assure these institutions and the sponsors alike that we have acquired a knowledge. A knowledge which we believe, given time and resources, can be utilized profitably when we return home, despite the obvious differences between Sweden and East Africa.

CORRESPONDENCE EDUCATION QUESTIONNAIRE

(The following was sent in advance to the various institutes visited by the group as a preparation for the study visit)

1. Courses

- a) Types and contents
- b) The writers
- c) Who edits
- d) The method of production
- e) The extent of using text books and other materials
- f) The criteria for introduction of a new course

2. Students

- a) The enrolment procedure
- b) The kind of information you send to the students before registration
- c) Qualification for admittance to specific courses

3. Tutorial work

- a) The system of sending letters to students
- b) The number of letters you send at a time
- c) The procedure of handling the incoming mail which includes the "Answer sheets" from students
- d) Marking system
- e) Study techniques at home (How do you advise your students on the best methods of studying at home?)
- f) Any other media of instruction to supplement the correspondence courses and how.
- g) The method of handling the drop-outs

4. Staff

- a) The main duties of your
 - 1) administration staff
 - 2) tutorial staff

5. The routine

- a) The registration procedure
- b) The keeping of students progressive reports
- c) The handling of course fees

6. Evaluation

- a) Evaluation of students' performances
- b) Evaluation of course content
- c) Certificate

7. What advice would you give to an institution that wants to start a correspondence course?

8. To what extent is your government or its authorized agencies involved/interested in your correspondence activities?

9. General problems

What problems have you experienced generally and in particular in the following areas:

- a) Drop-outs
- b) Collection and compilation of statistical data
- c) Finance
- d) Competition from correspondence course institutions.

RECOMMENDATIONS

Owing to the facts that:

- there is an ever increasing demand for education for all and at all levels
- illiteracy, ignorance and other related enemies in our countries are to be wiped out and, above all
- the need to live in a developed society, a society full of zeal, inquisitiveness and open-mindedness, then the correspondence education is but an inevitable tool to use in order to attain these goals.

Teaching by correspondence is the method which has carried and is continuing to carry education to those who would be otherwise out of reach.

Combined with one or several of the effective and efficient methods of training, Correspondence Education would enable the key institutions in our countries to reach all the various target groups in a shorter period of time than the formal educational channels. Training methods and the target groups are points of material fact.

It is in light of the above reasons therefore that we hereby recommend that all major parastatal organizations, and more so, the co-operatives should start correspondence education sections within their organizations thus creating educational opportunities for their employees and the public at large.

CHAPTER VI

RECOMMENDATIONS

=====

KENYA

1.

Member Information

a/ Litteracy campaign to be encouraged to members to inform them the use of education and urge them to join evening classes to learn how to read and write and in the society with few members should be encouraged to organize to have classes during evening time. In this respect the co-operative Education Secretaries will arrange in collaboration with Adult Education Section.

b/ We consider that the broadcasting information to members is useful means but it needs a follow up so that there can be feed back, therefore, group recommends that copies of broadcasting information be sent to co-operative education secretaries to enable them to follow up. And it is traced that the unions who don't have education secretaries should employ one. Member should be informed about broadcasting time, date, days and subjects.

c/ It is highly recommended that K.N.F.C. should have education section dealing separately with matters concerning education within the movement from the National level to Local level.

2.

Committee Education

a/ It has been observed that some of the committee members and staff member when they are asked to attend seminars and courses they tend to ignore that they know much while they don't, and as such they should be made to have a clear attitude towards that.

b/ Politicians should be encouraged to join and participate in co-operative movement where and when necessary.

c/ It is of our high strace that women should be encouraged to participate fully in the co-operative movement.

3.

Study Circles

a/ Transport facilities should be given close attention by these in authority concerned.

b/ It is recommended that a big campaign should be launched in study circle groups to these areas which have not started it.

c/ Group leaders should be trained to lead the group to the best possible way, this is before study circles start.

4.

Personnel Staff Training

Personnel planning

It is recommended that in K.N.F.C. there should be personnel department who deals with personnel planning and training from national level to the local level.

Training methods

In the above training method refers to staff training copy.

5.

Correspondence

The correspondence should be strengthened to members.

6.

Audio-Visual Aids

The following equipment should be used:

- a/ film projector
- b/ overhead projector
- c/ tape recorder
- d/ cameras
- e/ slides projector.

7.

General Recommendations

While considering all the above recommendations we took in consideration a number of problems which confront progress of the co-operative movement such as Financial Assistance.

TANZANIA

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Introduction

Our recommendations on Co-operative Education are viewed with close reference to the Country's policy as stipulated by the Government and the Party on its political, social and economic structure in which the Co-operatives have to play its part. At present we are in the process of transforming the traditional marketing Co-operatives to multi-purpose production oriented Co-operative societies. We consider the need of education in developing the existing Ujamaa villages further, and those which are emerging have to be upbrought within the same social and economic framework.

Our recommendations are without dispute to the Swedish set up of co-operative education, not to the current education activities and resolutions carried out in Tanzania, but are quite independent according to what we think we can contribute from our studies.

Recommendations

- 1/ We understand and appreciate the efforts made by the Co-operative Movement, National Boards and other parastatal organizations in collaboration with correspondence institutes in the country have produced correspondence courses on various fields of studies. We further recommend that these national organizations including public companies can still improve the field of correspondence studies by involving the education departments decide on the subjects suitable for each type of enterprise e.g. a course suitable for STO personnel touching different fields, courses for Production Managers etc. This would improve one's skill at job rather than having the ready-made courses geared to general knowledge.
- 2/ Similarly, we recommend that Correspondence campaign be launched by the national organizations e.g. National Boards, co-operative movement N.D.C., Institute of Adult Education assisted by the Ministry of Education, Leaders of the Party and other national associations affiliated to TANU e.g. NUTA TYL TAPA UWT at various levels should be well informed and invited to participate in the campaign since it is a national felt need on education.
- 3/ Correspondence courses for farmers should be planned aiming at farming development for example courses on modern tobacco growing, poultry keeping, pig rearing, dairy farming and modern farming technology. Our technicians on various fields of agriculture and veterinary have to play an important role in this field. This would balance the member/farmer education with staff education. Further it would meet the requirements of modern farming campaign.
- 4/ As far as member information is concerned, we feel that there is a need to use more the various communication media we have, to spread the education throughout the country. In addition the use of audio visual aids should be emphasized to bring about quick understanding to the members. Secondly, where there is direct contact to members e.g. annual meetings, one day course and study circles, members should be encouraged to point out these problems and get appropriate responses to the solutions.
- 5/ We recommend that the staff of co-operative societies should have basic training in teaching method to help to disseminate the co-operative education at local society level. The society secretaries and their assistants are concerned in this part.
- 6/ Other technical staff e.g. factory managers, mechanics and engineers employed in co-operatives should get an opportunity, too, of further training to improve their ability.

7/ The use of study group method is by far an acceptable and effective method for adult education. Through this means Sweden has solved to some extent some of her problems in mass education. We have some study groups already established in Tanzania but, perhaps, less efficient. In order to reach the targets the existing groups should be motivated and also launch a campaign for study groups by the initiative of the leaders of party and Government at all levels, Co-operative Movement, Institute of Adult Education in collaboration with the Ministry of Education.

8/ In order to successfully accomplish the aims of study group, a group leader is key figure. An appropriate group leader with qualities of leadership, with a sound education background need to be recruited and trained. A detailed training programme for group leaders can be planned by the regional Co-operative Union Education Departments. More emphasizes should be made on group psychology and teaching techniques which includes the use of audio-visual aids.

9/ We realize the importance of training the committee men. So far we emphasize the correspondence course produced by the Co-operative Education Centre specially for the committee men, and a few courses conducted at the Coop. College. More room can be provided still at the Co-operative College or Zonal Colleges to advance them more and make them feel that the Committee education is as important as that of staff education. A comprehensive residential course should be planned and implemented especially during the off season periods.

10/ It has been observed that societies faced with financial handicap fail to educate their committee members when called upon to attend seminars and courses due to the fact that they are unable to meet the committee member expenses e.g. allowances. The management of such societies/Ujamaa villages should seek assistance from the Unions to which they are affiliated or from other sources e.g. Rural Development fund.

UGANDA

In order to get the insight of the recommendations below, they have to be read in conjunction with the whole report - as the details on each recommendation have not been exhausted.

1.

Member Information

We feel that Education Secretaries are not given the chance to carry out the duties they were appointed for due to the fact that usually they are assigned other duties by their union bosses. We also note that the same Education Secretaries look at the Alliance as an organization that is separate from them.

In light of all this, we recommend that the Uganda Cooperative Alliance should take over direct employment of these Education Secretaries. That would mean that:

- a) Each Union will have at least one full time Education Secretary.
- b) Each of these Education Secretaries will be a direct representative of the Alliance in the Union assigned to him.
- c) Uganda Coop Newspaper will have had a direct out-let to engage the Education Secretaries as its reporters.

All this is suggested in order to have an effective and efficient communication system within the movement in order to get the co-operative.

2.

Committee men Education

In order to facilitate the planning of courses for committee men we recommend that:

- a) Education Cards for Union Committee members be introduced by the Alliance. On these cards both the educational background of each committee member would be recorded and the number of courses he has so far attended.
- b) This same exercise would be embarked upon by Education Secretaries for primary societies committee men.
- c) It is a high time that more committee members are given the opportunity to take up more education as hitherto. The concentration has been on societies employees both at primary and secondary levels.

3.

Study Circle

We recommend the study circle as a training method be introduced in the movement. This method should be applied in conjunction with correspondence courses. We feel that the Alliance through departmental Coop constructors and Union Education Secretaries has a leading role to play in this particular exercise.

4.

Personnel Training

We recommend that Uganda Cooperative Alliance, as the apex organisation of the movement in the country, should start a personnel planning and training section for the whole movement.

This section will be assigned the task of

- a) keeping relevant statistics of all cooperative union personnel in the country,
- b) planning and co-ordinating all the movement's personnel requirements,

- c) taking care of the training or arrangements for training of such personnel,
- d) aiding the movement's staff to meet the arising needs in the field of education.

5.
Correspondence Education

- a) We recommend that correspondence education section be started within our cooperative movement and this should be done initially as a pilot project.
- b) The National Cooperative College should spearhead this project in collaboration with the Uganda Cooperative Alliance. Needless to mention that up to now the cooperative college has been concentrating on training departmental staff. We feel this a valuable service the college could render to the movement directly.
- c) In order to expediate this correspondence project, we suggest that a committee to work out the details be set up as soon as possible.

6.
We look forward to the day when some or all of the recommendations will materialize into reality.

We take this opportunity to thank our sponsors, namely the ICA Regional Office (Moshi), the SCC and SIDA and all institutions and persons who have directly or indirectly given a hand that has made our stay in Sweden a success.

ZAMBIA
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1.
Member Information

The group is aware of the fact that there is a cooperative newsletter produced by the department of cooperatives at the National level, but in addition to this, the group recommends that a cooperative newsletter be produced at the Local level by the unions in collaboration with the department of cooperatives in order to inform the members effectively and efficiently.

2.
Committee-Member Education

The group recommended the following points:

- a) The course called for should be specified in order to avoid repeating of the courses, there must be open participation to any member to attend committee men education.

- b) Politicians should be included in committee men education whether they be members or not.
- c) Residential courses for committee men education should be increased.
- d) Oral type of questions should be applied when evaluating committee men, as well as follow ups.
- e) A certificate of attendance be given to the participants.

3.

Study Group as a Method

The group recommended the following points:

- a) A study campaign be launched in order to use a study group as a method of learning. It is felt that all members, union staff, departmental staff and everybody in reach should be involved in this study campaign.
- b) A study group leader should be trained.
- c) The subjects after the introduction of the study campaign should be chosen by the members themselves.

4.

Staff Training

- a) The group recommends that a personnel department be established in Z.C.F.
- b) Promotion should be based on an employee's ability to transform the theoretical knowledge attained.
- c) The group recommended the following methods of training:
 - 1/ Organic model courses for Society Managers.
 - 2/ Step by step training.
- d) The apex organization should provide AV-aids to the unions.

5.

Correspondence

The group recommends that correspondence education in cooperatives be started.

