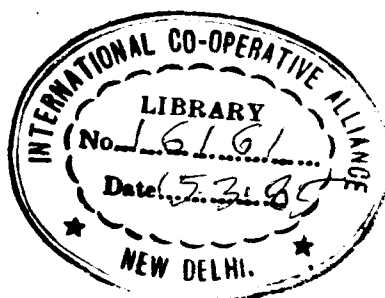


REPORT OF THE
INTERNATIONAL CONFERENCE
ON
COOPERATIVE EDUCATION

NEW DELHI (INDIA)
FEBRUARY 16-23, 1968

334:370



International Cooperative Alliance
Regional Office & Education Centre for South-East Asia
43, Friends' Colony, New Delhi-14. India

Other reports available :

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INTERNATIONAL COOPERATIVE ALLIANCE

Headquarters : 11, Upper Grosvenor Street

LONDON W. 1. W1X 9PA (England)

JANUARY 1969

PRICE : *Indian Rs. 7.50 US \$ 1.00*

PRINTED IN INDIA AT THE CAXTON PRESS PRIVATE LTD. NEW DELHI-55

| | | | |
|--|----|----|----|
| Conference Report | .. | .. | 1 |
| Summaries of Statements made by Participating Countries of South-East Asia | .. | .. | 12 |
| Summaries of Statements made by International Cooperative Training Institutions | .. | .. | 27 |
| Summaries of Statements made by International Organisations | .. | .. | 45 |
| Programme | .. | .. | 50 |
| Participants | .. | .. | 56 |

Part I

CONFERENCE REPORT

PREAMBLE

1. The International Conference on Cooperative Education was held from 16th to 23rd February, 1968, in the new buildings of the International Cooperative Alliance, Regional Office and Education Centre for South-East Asia, in New Delhi. This Conference of the International Cooperative Alliance was assisted by the UNESCO and the National Cooperative Union of India. The objects of the Conference were to bring together the cooperative educational specialists of the countries in the Region having Cooperative Organisations affiliated to the ICA and the various cooperative training centres outside the Region which regularly receive students from the Region. By calling together these authorities on cooperative education for South-East Asia, it was hoped to assist in the present and future, communication of information about cooperative education and training programmes in and needs of cooperative training abroad for the movements in the South-East Asian Region and the adaptation of programmes of the training centres elsewhere for students from South-East Asia and assist in ensuring that these programmes will always be relevant and coordinated to the necessary extent.
2. The Conference was attended by 43 delegates and observers. Countries which participated from South-East Asia were: Ceylon, India, Japan, Republic of Korea, Malaysia, Philippines and Thailand. Countries represented from outside the Region were: Canada, Czechoslovakia, Denmark, Israel, Sweden, United Kingdom, U.S.A., and the U.S.S.R. International organisations viz., the Afro-Asian Rural Reconstruction Organisation, Food and Agriculture Organisation of the UN, International Confederation of Free Trade Unions, International Labour Organisation and UNESCO were represented by observers. An expert of the Cooperative League of the USA working in Thailand also observed the proceedings of the Conference.
3. The President, Dr Mauritz Bonow and the Director, Mr W. G. Alexander of the International Cooperative Alliance attended the Conference along with the staff of the ICA Regional Office and Education Centre for South-East Asia.
4. The Conference was directed by Mr W. G. Alexander, who was assisted by Mr Alf Carlsson, Director of the ICA Education Centre, New Delhi.
5. The Conference as well as the new buildings for the ICA RO&EC were inaugurated by Dr Mauritz Bonow on 16th February 1968. Hon'ble Mr Jagjivan Ram, Minister for Food, Agriculture, Community Development and Cooperation, Government of India, presided over the inaugural function. The Conference

recorded its appreciation for the cooperation extended by the authorities of the Indian Government. The Conference also recorded its thankfulness to the President of the Republic of India, Dr Zakir Husain, for receiving the delegates.

6. The Conference was informed of the training facilities in cooperative education available at the regional and national levels in the South-East Asian Region.

7. In part II of this report are given brief summaries of training facilities for the movements in the Region.

TERMINOLOGY

8. In the context of training of Cooperators from developing movements in the developed or advanced movements, the Conference accepted the definitions of the following terms:

8.1 Offering country: The term offering country is used to signify the industrialized country whose movement offers facilities for training of Cooperators from developing or "deputing country".

8.2 Deputing country: The term deputing country is used to refer to the developing country which sends out its Cooperators to the "offering country" for education.

8.3 International Cooperative Training Centre: The term International Cooperative Training Centre refers to two kinds of institutions which train Cooperators from deputing countries:

(a) An institution owned and operated by a national movement; and/or

(b) An institution owned and operated by an international organization.

8.4 Education: The term education includes cooperative training as well.

CONSIDERATIONS FOR TECHNICAL ASSISTANCE IN THE FIELD OF COOPERATIVE EDUCATION

9. The Conference accepted the following four as important considerations. Firstly, technical assistance should be inserted at such a critical point that it has a possibility of a multiplier effect. Second, technical assistance projects must be in line with the overall objectives of the policies of the country's government and of its cooperative movement. This should not, however, preclude the possibility of experimental and methodological projects. Third, coordination should be achieved to lend mutual support to the various projects of technical assistance. Finally, the need for a foreign expert in a project on cooperative education should be self-liquidating.

10. The formulation of the project based on a careful assessment of the needs of the movement and a detailed analysis of the impact of the project should be carefully done. In any technical assistance programme on cooperative education care should be taken to see that the experiences of a national movement are adapted rather than transplanted to suit the different conditions prevailing in the "deputing countries". The aid-receiving countries generally speaking, have no specialised central coordinating machinery for projects involving cooperative aspects and there was thus a need for having such a set-up.

11. The second aspect of the orientation of the expert before and on his arrival and his relationship with the project was also important. The shortage of suitably qualified personnel, and where counterparts are provided, their pre-occupation with their normal tasks had prevented the proper development of counterparts who could logically take over when the expert left. An additional problem related to the shortage of funds at the local level.

12. The Conference noted the extreme importance of on-going evaluation of a project of technical assistance as also a need of an end of the project evaluation.

13. On his return the expert should keep in touch with the International Cooperative Training Centre in his country and, as far as possible, make available to the Centre his experiences about the deputing movement to which he was attached. This would assist the offering country in making its training programmes more meaningful for the deputing country.

LOCATING AREAS OF COOPERATIVE TRAINING REQUIREMENTS IN SOUTH-EAST ASIA

14. Domestic training facilities available within the country should be taken into account when deciding about sending people for training abroad otherwise it involved misutilisation of resources in the field of training which were very scarce in the international cooperative movement.

15. In order to do this it was essential that there was:

- 15.1 an assessment of domestic training facilities;
- 15.2 an assessment of needs of foreign training;
- 15.3 an assessment of training facilities available in other countries; and
- 15.4 a satisfactory flow of information with regard to points 15.2 and 15.3 above.

16. In assessing the training requirements in the deputing countries it was necessary that information was available on cooperative structure, objectives and strategies on cooperative development. With regard to the cooperative background in the deputing countries, the following points may be kept in view.

- 16.1 The pace of cooperative development is very fast.
 - 16.2 The Cooperative Movement was being deversified from the mere credit movement into more complex business activity, such as marketing, processing, distribution of consumer articles.
 - 16.3 In most developing countries, plans and policies of governments are a determining factor in the speed and scope of planning of cooperative development.
 - 16.4 The movement in the developing countries need special skills in business management as well as training in the process of social change and planning, especially with regard to cooperative development.
17. In order to assess the training needs, it was important to know the number and various categories of members, office-bearers and employees at different levels and to know their job descriptions. The requirements of personnel keeping the factors in view, in different sectors like the agricultural credit, agricultural, marketing, consumer cooperatives etc. should then be worked out.
18. Where personnel are categorised, the basis of such categorisation should be made known. Also the deputing countries should make information available about what job the candidate was performing, his potential and what he would do on his return.
19. As criteria for selecting candidates, the Conference suggested that candidates who had the potential to develop and who would produce multiplier effect, would be the most deserving persons for training abroad. In this connection, teachers of Cooperative Training Centres in the deputing countries should be given special attention.
20. One of the problems was to bridge the communication gap between the offering and the deputing institutions in the field of training. For this purpose, the following suggestions were made:
- 20.1 The agency or agencies to be contacted in the deputing and offering countries should be identified.
 - 20.2 Informative material about training facilities should be made available by offering countries in as specific and comprehensive a manner as possible and in sufficient time, preferably a year in advance.
 - 20.3 A coherent plan should be worked out both in the deputing and the offering countries about the training needs and facilities which could be offered respectively.
 - 20.4 There should be a proper follow-up process and proper feed-back about the effects of training given should be communicated by the

deputing countries to the International Training Centres. The communication process should be a two-way flow.

20.5 The Conference stressed that "Cooperative Education" should be regarded as a continuous process and that there is need for an integrated and comprehensive programme of development.

21. The Cooperative Movements in the developing countries were also undergoing change. Information about these changing conditions and requirements should also be collected and supplied to the training centres in order to keep them up-to-date. It was suggested that International Cooperative Training Centres should be closely associated with the trading side of the cooperative movements in their own countries.

22. With regard to the usefulness of training, it was felt that training which was built into an economic project had special chances of being immediately put to practical use, where domestic training facilities were not available.

23. It was also stated that many development projects were launched without working out training implications, or formulating coherent personnel policies which would take into account the increased capacities acquired by the trainees and their aspirations.

COMMUNICATION OF PROGRAMMES OF INTERNATIONAL COOPERATIVE TRAINING CENTRES

24. The present practice of International Training Centres communicating their offers of training programmes and receiving participants may be broadly categorised as follows. The Conference emphasised the need for having movements, personnel included in training programmes, irrespective of whatever practice is followed in communication of offers for training purposes.

24.1 Most of the offers are made on government-to-government basis.

24.2 In the case of the Swedish Cooperative Centre, offers of training programmes are made to governments and Cooperative Movements through the ICA Regional Office and Education Centre.

24.3 Some centres supplement the government-to-government offers by receiving trainees on an individual basis or trainees sponsored by voluntary organisations provided they have found financial support through other channels.

24.4 The ICA Education Centre offers its programmes to Cooperative Movements and to governments.

24.5 Some offers are made on movement-to-movement basis.

- 24.6 Offers are also made by United Nations Agencies to governments.
- 24.7 Offers are made to member-organisations by the AARRO and Afro-Asian Institute for Labour Studies and Cooperation, Israel.

PROBLEMS

- 25. Three problems were mentioned with regard to the communication of offers:
 - 25.1 The communication from the Ministry which originally receives offers in the deputing countries to the Cooperation Ministry may be speeded up.
 - 25.2 Usually in such cases government officers are sent for training abroad. In this connection, the Conference suggested that where offers were made through government basis, the ICA might be kept informed through its local member-organisations in that country as already happens in the case of Canada and Japan, and is under consideration in some other countries.
 - 25.3 Thirdly, where the offers were made directly to the movements problems in proper selections arose on account of the Cooperative Unions not having a comprehensive coverage.
- 26. It was also mentioned that the ICA prepares annually a calendar of technical assistance wherein all offers of technical assistance in the field of cooperative education from all sources, governmental and non-governmental are, listed for the year.

SELECTION

- 27. Selection of suitable candidates is vital for conducting an effective programme of cooperative education. An effective procedure of selection (*see* Orientation of Participants later in the Report) will avoid wastage of funds and frustrations on both sides. It was pointed out that the training programmes conducted in offering countries were very expensive and there were limited opportunities available for such training. In this connection it was suggested that the government should consult and, if possible, associate the movement in selecting candidates for foreign training.
- 28. The offering countries should make their offer of scholarships well in advance, preferably one year in advance and fix a time limit for receiving responses to their offers. Whenever it is possible, they should communicate the intention of organising or repeating training courses in the offering countries.
- 29. The invitation memorandum from the offering country should indicate the objectives and the contents of the courses as well as spell out as precisely as possible

the educational background and professional experiences required of the participants. The offering movement may also ask the deputing movement to suggest a few alternative candidates so that there is no vacancy left unutilised.

30. It was noted that the process of selection of candidates was assisted when some demands were made on the deputing countries for a small financial contribution towards the training of their candidates.

ORIENTATION OF PARTICIPANTS

31. General orientation of the trainees going abroad should take place in the deputing countries before they leave for their training in the offering country. This orientation may be done by the deputing organisation with the help of the national training centres, the local embassies and other local officers of the offering countries. However, orientation about the specific cooperative activities in which the candidates are to be trained is difficult to achieve in the deputing countries.

32. The ICA has brought out a handbook, "Cooperation in the European Market Economies" which highlights the special developments taking place in different European countries. This book may be used for orienting the candidates going to Western Europe before their departure from the deputing countries. There has been a good demand for this first handbook, and if it is proved useful, similar handbooks will be prepared for other regions.

33. In the future, some correspondence courses on cooperative development in different countries may be prepared and used for orienting the trainees going abroad. Completing a correspondence course may increasingly be made in suitable cases a pre-requisite for selection of a candidate to be sent to offering countries concerned.

34. The International Cooperative Training Centres may supply the relevant documents and material to the participants in advance so that they would be better equipped to gain maximum advantage from the course.

TYPES OF TEACHING PROGRAMMES AND TEACHING METHODS

35. The Conference has made clear that each offering movement is studying its strong points and is endeavouring to give training in the fields for which it can provide the necessary relevant experience in which it has been most successful. By relating the training offered to the needs as defined by the developing countries rationalisation is evolving over a period. The ICA keeps track of these developments and gives advice which will facilitate continued rationalisation in future.

36. Proper balance should be struck between theoretical and practical training keeping in mind the increasing business orientation of the Cooperative Movements in the South-East Asian Region.

37. As the training programmes are to be closely linked with the cooperative development taking place in the field, teachers at the International Cooperative Training Centres should have practical experience.

38. It was necessary that teachers at International Training Centres had some orientation about the cooperative situation in the developing countries. In this connection it was mentioned that the Afro-Asian Institute for Labour Studies and Cooperation in Israel and the ILO/FAO Seminars had the practice of inviting some teachers from developing countries for short-term teaching assignment at their international training courses. The Conference stressed that there should be exchange of teachers between deputing and offering countries.

39. It was pointed out that the Cooperative College at Loughborough, UK, has started receiving Fellows from the deputing countries who conduct research on cooperative subjects as well as undertake teaching work in the College.

40. Some of the teaching techniques used at International Training Centres were role-playing, group discussions among the participants themselves, and planned study visits to cooperative institutions.

41. Despite the difficulty in organising practical on-the-job training for participants from developing countries, the importance of this type of training was stressed.

42.1 It was suggested that one of the subjects in the training programmes may be teaching of member education techniques, and techniques of leadership development.

42.2 The Conference emphasised the usefulness of sending out teachers for training abroad in view of the consideration of multiplier effect mentioned earlier in the Report.

42.3 The Conference recognised the usefulness of carrying out research programmes and case studies of historical development for use at international training programmes.

FOLLOW-UP

43. The Conference emphasised the importance of follow-up of the trainees after they have gone through a course in the International Cooperative Training Centre. Such follow-up could be initiated during and after the courses. The ILO/FAO have organised such courses. An example of Swedish Cooperative Centre was mentioned where a part of the seminar would in future be located at the ICA Regional Office and Education Centre to discuss with the trainees adaptation of their learning to their home countries at the regional level. In this connection, it was mentioned that the ICA would be willing to assist the

International Cooperative Training Centres in conducting such follow-up courses in the Region.

44. Arrangement for follow-up of the trainees may also be made at the national level. The assistance of the national cooperative training centres and, if possible of the International Cooperative Training Centres concerned should be taken in this process.

45. In some countries the returnees are asked to submit reports on the training undertaken by them to the sponsoring organisations. Such reports should be made available as early as possible to the International Cooperative Training Centres.

46. Assessment reports regarding the training should be sent to the deputing organisation with a copy marked to the trainee. This would help the deputing organisation to find the particular field where the participant can make the best contribution.

47. It was mentioned that the evaluation of the training programmes in offering countries is generally done only by establishing contacts with the former trainees. In India a Committee has been set up by the National Movement for evaluating the usefulness of training programmes of the offering countries to the Indian Cooperative Movement. The ICA Regional Office and Education Centre is represented on this Committee. Attempts should be made to approach the superiors of the trainees to get their opinion about the usefulness of the participants' learning. In this connection, it was mentioned that former trainees might be helpful in selecting candidates for the training courses organised by the International Cooperative Training Centres.

48. To follow-up trainees, a national register of cooperative personnel trained abroad may be kept in the deputing countries.

49. When government servants are trained and they return to their countries, they are likely to be transferred to other departments not connected with the Cooperative Movement and thereby the movement loses their services. The personnel trained abroad from the Cooperative Movement often leave to other jobs because of job frustrations. In this connection, the need to rationalise personnel policies for proper utilisation of persons trained abroad was stressed. It was also mentioned that if the Cooperative Movement is dynamic and offers attractive salaries and service conditions, the best men will not leave the movement and even if they leave, equally good men will take their place.

50. The main advantage of training abroad was widening the outlook of the participant and developing his analytical faculties as well as providing him with skills to tackle problems even in a different situation.

VISITORS

51. The visitors to foreign countries who desire to get assistance from the ICA must approach through member-organisations. It was only then that a suitable programme could be arranged for them. The inconvenience caused to visitors, the host cooperatives and the ICA in the past clearly necessitates the use for planning studies which may be particularly useful to senior personnel.

52. Some of the advanced movements have made one single competent agency or person responsible for arranging proper study visits for individual Cooperator. Such an arrangement saves both time and money on the part of the offering movements.

COLLABORATIVE ARRANGEMENT

53. The International Cooperative Training Centres and the national cooperative training centres could with advantage exchange literature including recommended reading material on a regular basis. With regard to direct collaboration between the international organisations as well as collaboration between the ICA and the offering movements better results would be obtained if collaboration was initiated right from the planning stage.

ROLE OF THE INTERNATIONAL COOPERATIVE ALLIANCE

54. The ICA had been serving as a clearing house of information with regard to international training for the movements both in the deputing and offering countries. Collaboration has also been developed in the field of training with UNESCO, FAO, ILO and IFAP.

55. The ICA with the financial support provided by the Swedish Cooperative Movement is operating an educational centre for the movements in South-East Asia. The ICA also organises "International Schools" intended to train potential young leaders. The *need* for a cooperative international training institute at the apex for the training of teachers on a more permanent basis was suggested during the Conference. This question is followed closely from the ICA headquarters in London.

56. It was suggested by the delegates from developing countries that the ICA may help the member-movements in the Region in the following fields:

- 56.1 in developing study circle techniques;
- 56.2 in disseminating techniques of writing text books;
- 56.3 advising in the formulation of syllabi especially for foreign trainees at domestic training centres;

56.4 in disseminating techniques of producing relatively inexpensive visual aids; and

56.5 in evaluation of international training programmes with the help of deputing and offering countries.

57. The ICA Regional Office and Education Centre could serve as a suitable organ to coordinate on a regional basis, the needs of the developing movements in South-East Asia.

58. It was pointed out for the Conference that the ICA will welcome attachment of experts from deputing and offering countries at the Regional Office and Education Centre for servicing the member-movements in South-East Asia.

Part II

SUMMARIES OF THE STATEMENTS MADE BY PARTICIPATING COUNTRIES OF SOUTH-EAST ASIA

CEYLON,

INDIA,

JAPAN,

REPUBLIC OF KOREA,

MALAYSIA,

PHILIPPINES,

THAILAND.

CEYLON

AT the beginning cooperative education was totally handled by the Cooperative Department. A fairly comprehensive scheme of providing cooperative education through the Central Training Institute at Polgolla, Kandy; Northern Division Cooperative Federation Training Centre, Jaffna; and 23 District Training Institutes situated in different parts of the Island have existed for a fairly long time. Though the Cooperative Federation of Ceylon has been managing most of the District Training Centres, the departmental officers formed the teaching staff. The Federation has prepared a programme in consultation with the Cooperative Department and it is being implemented stage by stage under which the Federation and the District Unions take complete responsibility of providing cooperative education through the District Training Centres. The Central Training Institute at Polgolla however, will have academic supervision over the District Training Institutes. To provide the staff, the Federation will recruit 48 lecturers and will be given a special training.

Almost all the courses presently conducted are to train persons for posts of General Managers. Provision is being made to conduct short-term functional courses.

It is found that the standard of teaching in various District Training Centres differs in spite of attempts by the Central Training Institute to standardise them through academic supervision. Therefore, the Federation has decided to publish standardised text-books and also to carry articles on the subjects taught in its Quarterly Review.

It is also intended to translate some of the outstanding works in Cooperation into local languages.

The facilities available for training employees abroad are inadequate. Facilities for special training in particular jobs are an urgent need. The Federation intends to start a Management Consultative Service. As no qualified people are available for the purpose, nor are there facilities to train them locally, the only possibility is to find some means of training these personnel abroad.

Presently, most of the scholarships available are in specialised subjects. The receiving countries have therefore to find persons to fit the scholarships and are not free to ensure that the personnel they want trained are trained.

The Teachers' Exchange Programme initiated by the ICA will be very useful. This should be extended to other categories of personnel employed in cooperative concerns as well.

It is also important that ordinary Cooperators visit Cooperative institutions in other countries to broaden their outlook, and therefore suggest that definite

programme to exchange study visits is negotiated and decided. About 30 trainees are trained abroad every year.

PROBLEMS

- (a) Tailor-made courses—problem (United Kingdom and Ceylon.)
- (b) Training needed in distribution of consumer articles such as foodstuffs and textiles.
- (c) Societies vary in size and the type of training requirements differ with this factor.
- (d) Exchange control obstacle.
- (e) Turnover of teaching staff.

INDIA

THE leader of the Indian delegation, Mr S.D. Misra, briefly mentioned the size of the Cooperative Movement in India and also the problems of illiteracy, backwardness of masses and lack of funds to conduct a large-scale cooperative education programme. He pointed out the difficulty being faced in collecting cooperative education cess out of the net profits of the cooperative societies. He briefly described the system of cooperative training and education in India consisting of one national institute, 13 intermediate training centres and 68 junior training centres for employee training and more than 600 cooperative instructors for member education. He felt that there is need of follow-up of the members and trainees covered under the cooperative education programme. As the movement is developing fast in different directions, it has been difficult to cope with its educational requirements and a big back-log has been created. Proper linking of cooperative education with adult education programme and general educational system in the country will have to be achieved to make the cooperative member education more effective.

Mr P.R. Dubhashi, Director of the Vaikunth Mehta National Institute of Cooperative Management, Poona, India, traced at length the evolution of the system of cooperative training and education in the country, beginning with peace-meal pioneering attempts in some States, followed by a period of rationalisation for the country as a whole under the auspices of the Reserve Bank of India and from 1962 onwards under the auspices of the National Cooperative Union of India (NCUI), and its Committee for Cooperative Training. He also traced the emergence of the Vaikunth Mehta National Institute of Cooperative Management, first starting as a regional college for intermediate personnel, then taking the shape of the National Cooperative College conducting courses for senior personnel and now blossoming as a full-fledged National Institute of Cooperative Management undertaking a variety of high level training activities for senior personnel including a core course of cooperative business management of one academic year, paralleled with it a number of short-term ancillary courses, but also research, clearing house, consultation and other services.

Speaking of the general features of the training programme, as a whole, regarding the training activities in the international field, he mentioned that more than 120 trainees from abroad coming from countries like Nepal, Ceylon, Malaysia and the Philippines in South-East Asia and Tanzania, Nigeria, Ethiopia and Malawi in Africa have passed through the portals of the training institutions in India. Also India regularly participates in programmes abroad including visit, study tours, seminars and courses. On the average about 50 personnel are deputed abroad every year.

PROBLEMS

1. There are no adequate incentives for cooperative employees for taking up professional training and after training making a career in Cooperative

Movement. This may be possible if systematic cadres of cooperative employees are built in every sector of the Cooperative Movement. Flight of personnel from the Cooperative Movement to outside employment or from one sector of Cooperative Movement to others (e.g. 50% of candidates trained in Consumers' Cooperation at Vaikunth Mehta National Institute of Cooperative Management left the field) has to be prevented.

2. The cooperative training institutions need to be strengthened and their programmes reoriented to management problems of cooperatives. Shift in favour of business management training has to be reflected in a wide variety of courses at different levels.
3. Physical facilities such as building, equipment etc. at the disposal of the cooperative training institutions are insufficient and need to be enriched.
4. Quality of the member education programme is to be considerably improved. The programme is currently under evaluation.
5. Flow of funds, e.g. education cess, from within the Cooperative Movement to strengthen cooperative training and education is very necessary.
6. As regards the training of Indian Cooperators abroad, it is necessary to put the training facilities abroad to the best possible use. With this end in view, the NCUI has recently appointed an Evaluation Committee to assess the impact of such training programmes and to evolve procedure and criteria for deputation abroad.

JAPAN

IN presenting his remarks on the educational activities of Japanese agricultural cooperatives, Mr Hidetane Togawa, General Secretary of the Central Union of Agricultural Cooperatives of Japan, mentioned that the need for education and training has become more important within the Movement. In order to meet the increasing needs of members under present social and economic conditions, it is felt essential to extend proper educational and training facilities to the 6 million members and a large number of officials and staff working in cooperative organisations. In general, these educational activities have been conducted at various levels of the Movement, such as primary, prefectural and national.

As a specialised institution for training of cooperative personnel, a Cooperative School was established in 1925 at the national level as a memorial of the 25th Anniversary of the enactment of Cooperative Law. After World War II, this School was reorganised into a Cooperative College. At the prefectural level, there are cooperative training institutions in each prefecture.

During the last decade, Japan has made remarkable economic progress, but the agricultural sector has lagged behind this economic growth. It is more urgent therefore for the agricultural cooperatives to conduct their activities in more vigorous and effective way so that they may make greater contribution in increasing productivity and farm income. To attain these objectives more and more trained and capable personnel are required. In order to find more effective ways and means to provide such personnel, the Central Union of Agricultural Cooperatives set up a special committee. This committee reviewed all the educational activities carried on in the past and made its recommendations.

One of the important recommendations was the establishment of a new cooperative training institution conducting a three-year Diploma Course at the national level by raising funds within the agricultural cooperative circle on a nation-wide scale. Accordingly, a resolution was passed at the last National Congress of Agricultural Cooperatives held in November 1967 to raise the educational fund. The practical way of implementing the recommendations and the resolution are under consideration by the Central Union.

The Central Union is also responsible for production of various material and text-books for education.

In reply to the questions put by the Conference, Mr Togawa clarified the following points:

1. Educational activities of fishery cooperatives and agricultural cooperatives are carried on separately.

2. Agricultural cooperatives have deputed rather a small number of their personnel to be trained abroad.
3. The Report of the ICA Commission on Cooperative Principles has since been translated into Japanese language, and has been published. More than 50 thousand Cooperators in Japan subscribed to this publication.

The Institute for the Development of Agricultural Cooperation in Asia (IDACA), Tokyo

The first training courses were started in 1963 under the Colombo Plan before the present premises were built. The first two years, number of participants was 14 for each but after 1965 IDACA could expand its activities thanks to the completion of the facilities. For example, in 1965, IDACA organised a course for trainees under the Colombo Plan, a seminar jointly with the ICA, a course for Koreans and one for Thai Cooperators.

IDACA has received many trainees from various countries in this Region as well as some from other Continents.

PROBLEMS

The problems which IDACA is faced with are as follows:

1. Language: IDACA is in need to train instructors so as to enable them to conduct the courses in English language.
2. Terminology.
3. Follow-up Action: Inadequacy of post-training liaison with trainees.
4. Selection of participants.

Channels for selection:

- (i) Government-to-Government under Colombo Plan and under Japanese Government Technical Assistance.
- (ii) In collaboration with international organisations, like ICA/EC & AARRO.
- (iii) Under bilateral programmes.

Two strong points:

- (i) Flexibility of programmes to be preserved so that it can be better adjusted after arrival of trainees in the context of their backgrounds.
- (ii) Project-tied training (Thai-Japan Project).

REPUBLIC OF KOREA

NEEDS OF COOPERATIVE TRAINING

THE education and training for the cooperative employees has played an important role in the development of agricultural cooperative movement in Korea. Furthermore, this is a necessity for the rapid development of the cooperative system. Since it was set up in August 1961, the National Agricultural Cooperative Federation (NACF) and its member-cooperatives have conducted several courses for local cooperative leaders, members and employees. The New Agricultural Cooperative Law stipulates that more than 20% of the surplus profits of cooperative should be turned over for training activities thus keeping up the Rochdale Principles.

NATURE AND TYPES OF TRAINING PROVIDED FOR EMPLOYEES

The NACF is supporting the Gun (county) Cooperatives for its training and education activities for members by supplying publications, educational materials and funds. Also the NACF has been conducting six types of courses in its own training centres as follows:

- (a) The Basic Course (4 week term): This course is designed for the orientation and basic training of the new employees.
- (b) The Junior Course (3 week term): This is a type of refresher course devoted to the retraining of the employees in service, especially the low ranking staff of the NACF and its members.
- (c) The Senior Course (3 week term): This is considered to be a staff manager-level training course which is open only to the high ranking officials of the NACF and Gun Cooperatives.
- (d) The Special Course (2 week term): This provides special techniques in the training of the presidents of Gun Cooperatives and special cooperatives and senior employees for guidance work of Gun Cooperatives.
- (e) Case Study Course (2 week term): This is for the training of high ranking officials.
- (f) Ri/Dong Cooperative Course: This is for the training of the management of primary cooperatives.

The NACF has given greater emphasis on the basic and junior courses in the year of 1961, special course in 1962-63, senior course in 1964, Ri/Dong cooperative manager course and case study course in 1965 and special course in 1966-67.

The provincial branches are also conducting short-term training courses, such as one week course for field workers, one week for auditors of Gun Cooperatives and one week for leaders of Ri/Dong Cooperatives.

NEEDS FOR TRAINING ABROAD OF COOPERATIVE EMPLOYEES

Cooperative training is to develop the organisation and to provide the employees with necessary techniques and skills to do the jobs more efficiently. In this regard, employees should observe and learn the actual operations of cooperatives in the foreign countries so that they can adopt the advantageous points applicable to their cooperatives.

Any organisation which seeks to improve an efficient way of management needs skilled and well-trained employees who own potentiality to compare the domestic way of the functions with that of foreign countries.

One is liable to be narrow-minded in the pursuit of his job unless he has some knowledge of doing things efficiently which may possibly be obtained through foreign training.

The past experience shows that employees trained abroad have been more active and progressive to innovate the already existing evils and errors which they otherwise leave neglected.

MALAYSIA

THOUGH 6 per cent of the entire population of Malaysia are members of the Cooperative Movement, very little has been done to educate them in principles and methods of Cooperation.

As at the beginning the cooperative societies only did the simple business of thrift and credit. There were no paid employees. It was not considered necessary to train personnel for employment. No serious attempts were made even to educate members.

After the World War II, the Cooperative Movement grew very rapidly, and it was not possible for the Cooperative Department with limited resources and personnel to provide the education and training.

A small beginning was made in this direction in 1956 when the Cooperative College at Petaling Jaya was established.

The College provides residential courses of study from one to four weeks' duration. It meets various needs including the training of departmental officers and elected officers of societies.

The cooperative societies contribute 2 per cent of their profits towards meeting the expenditure of maintaining the College. The Government of Malaysia meets the balance expenditure. However, last year's (1966 67) contributions from societies were three times as much as the amount needed to maintain the College. The excess contribution goes to government revenues.

The biggest obstacle to a sound cooperative development in Malaysia has been the lack of knowledge in the general membership regarding cooperative principles and methods. To overcome this a comprehensive programme of education is necessary. Suitable text-books in local languages, and trained personnel are not available to implement such a programme.

The College which is managed by a council of three persons representing government, rural and urban sectors of cooperatives, can be the nucleus around which a structure may be built to implement a comprehensive programme of education.

PHILIPPINES

PHILIPPINES is divided into agricultural and non-agricultural cooperatives. On the agricultural cooperatives, the Central Cooperative Exchange, Agricultural Productivity Commission and Agricultural Credit Administration are responsible for education. For the non-agricultural cooperatives the Central Cooperative Educational Board and the Cooperatives Administration Office are responsible. Coordination in educational work is effected through a loose organization— a Coordinating Council composed of representatives from national cooperative agencies of both the agricultural and non-agricultural sectors.

The subsequent discussion was mainly with regard to non-agricultural cooperatives.

- a. Primary Societies are responsible for local education and finance is provided for that by the societies and the CCEB.
- b. The CCEB is responsible for membership education, training of directors and committeemen of cooperatives and leadership education. It organises seminars locally.
- c. 5 per cent of the net profits of the society is contributed to the CCEB fund and another 5 per cent of the net profits is retained by the societies for local education work.

PROBLEMS

The main problems for the expanded education programme were as follows:

1. Insufficiency of funds;
2. Lack of trained personnel; and
3. Lack of training material.

In the above three fields, technical assistance would be useful to the Philippines Movement by way of further training of cooperative personnel abroad, by assistance in the establishment of training centres in the Philippines and by providing financial assistance.

On the average 10-15 persons are sent abroad every year for training for agricultural and non-agricultural cooperation. The ILO Advisor on Cooperative Education in the Philippines is attached to the ACCI. FAO has also given a Cooperative Advisor who is attached to Agricultural Credit Administration. Fellowships for long-term studies are available to ACCI staff in USA.

The Agricultural Credit and Cooperatives Institute, Philippines

THE Agricultural Credit and Cooperatives Institute (ACCI), which is a semi-autonomous body, under the University of the Philippines started its operations in April 1960.

The ACCI conducts training courses for Cooperators of both agricultural and non-agricultural cooperatives and also for governmental cooperative officers. Courses for foreign participants are also organised when requests are received from the National Economic Council of the Philippines and the US Agency for International Development. There are sometimes foreign trainees joining the courses that are intended for local Cooperators.

The Institute also conducts research studies mainly in the field of agricultural credit and cooperatives. The members of the teaching staff are encouraged to conduct research studies so as to get better acquainted with problems of cooperative development.

PROBLEMS

Inadequate financial support from the government, lack of education funds in societies, inability of committee members to attend the courses due to want of time, limited opportunities for staff training and development are some of the problems that limit the rapid expansion of the Institute.

THAILAND

THERE are nine mobile units for member education. However, member education work is so far done rather superficially considering the resources spent and in relation to its needs. In terms of employees' training, immediate training needs of government cooperative departments have so far been mainly catered to. They include Supervisors in the Provinces and Inspectors and Auditors. Training is also required for Cooperative Movement employees such as managers of marketing societies and consumers stores in cities.

TRAINING PROGRAMMES

The Cooperative League of Thailand will be registered soon. The League will then be responsible for education and training arrangements. The training requirements of the Thai Movement for the next 5 years both for government cooperative departments and cooperative employees are given below:

1. *For Cooperative Movement Employees*

| | |
|-----------|---|
| Types | Agricultural and urban credit; consumer's and multipurpose. |
| Level | Managerial personnel. |
| Subject | Management. |
| Countries | USA including Latin America, Scandinavia, and Japan (for multipurpose). |
| Number | 8 Annually (5 for multipurpose). |
| Duration | 1-3 Months (3 for multipurpose). |

2. *For Government Cooperative Department Employees*

| | |
|----------|---|
| Types | Agricultural and urban credit; agricultural cooperatives, land cooperatives, multipurpose cooperatives, cooperative education, publicity and extension. |
| Level | Senior people and intermediate supervisory personnel. |
| Subjects | General cooperative organisation, management and administration, land and water |

utilisation, farm building and construction, farm machinery and mechanical supplies and storage, agricultural extension, organisation and inspection of multipurpose cooperatives.

| | |
|-----------|--|
| Countries | USA including Latin America, Canada, Scandinavia, Philippines, India, Malaysia, Japan (for multipurpose), Korea, Taiwan and Australia. |
| Number | 25 annually (15 for multipurpose). |
| Duration | 1-6 months (1 for multipurpose). |

“On-the-job” training should be an essential part of the above programme whenever possible.

PROBLEM

While the shortage exists some of the candidates who were trained abroad left the Movement on account of the job frustration. No systematic plans yet have been formulated for the follow-up and more productive use of returning trainees.

Part III

SUMMARIES OF THE STATEMENTS MADE BY INTERNATIONAL COOPERATIVE TRAINING INSTITUTIONS

1. CANADA

Coady International Institute.
Western Cooperative College.

2. CZECHOSLOVAKIA

Central Cooperative College of Central Cooperative Council.

3. DENMARK

4. ISRAEL

Afro-Asian Institute for Labour Studies and Cooperation.

5. SWEDEN

Swedish Cooperative Centre.

6. UNITED KINGDOM

Cooperative College.

7. UNITED STATES OF AMERICA

International Cooperative Training Centre.

8. UNION OF SOVIET SOCIALIST REPUBLICS

Centrosoyus.

CANADA

Western Cooperative College

THE delegates from Canada described in brief the cooperative training programmes undertaken by their institutions especially for the Cooperators from developing countries. These programmes are mainly conducted at the Western Cooperative College, Saskatoon and the Coady International Institute, Nova Scotia. In the programmes of the Western Cooperative College, methods and techniques of cooperative management are emphasised whereas in the programmes of the Coady Institute emphasis is laid on development of leadership for social change. However, both the training institutions agree that for any cooperative development, training for social change and economic action, and its application in the field is necessary.

The main problems encountered in conducting international training programmes in Canada are related to selection of suitable candidates and the follow-up of the trainees. Generally, adequate information about the background of trainees, their interests, their jobs, and future plans is not available to the above training centres, as their selections are made by the governments of the recipient countries. On the whole, 50% of the trainees come from cooperative departments and the rest from various cooperative institutions of the countries concerned. Information about Canadian scholarships for foreign Cooperators is sent to the governments of developing countries and also to the ICA.

FOLLOW-UP

With regard to the follow-up of trainees on their jobs, the Canadian delegates made a proposal. They indicated that the training staff at the International Training Centres in Canada should be sent to the field to assist trainees in applying their knowledge and skills to the conditions prevailing in their home organisations. Similar arrangements for follow-up may be worked out for other training institutions. They also mentioned that in the future, an increasing number of short courses of specialised nature will be organised for Cooperators from developing countries. In connection with the follow-up of trainees, it was mentioned that the Swedish Cooperative Centre has developed a programme of follow-up for its trainees from East Africa and South-East Asia. A follow-up seminar has recently been organised at Moshi, Tanzania, for the ex-trainees from Africa and a similar follow-up seminar will be organised through the ICA Regional Office and Education Centre for the ex-trainees from South-East Asia.

It was also mentioned that the follow-up of trainees may be of two types—general and individual. A general follow-up can be undertaken by the international cooperative training centres and their staff may go to the field to find out the extent to which the sponsoring organisations are making use of the training given

to their candidates. Individual follow-up should be left to the employers or the sponsoring organisations of these candidates.

SOME ISSUES

- a. Effectiveness of training to be measured by the change in the students and in the cooperative organisations. The Western Cooperative College does not know about the results.
- b. They also don't know about the structure of cooperative organisations, the job positions of trainees and what responsibilities they will have on their return. Hence structuring of training to the requirements of cooperative organisations in developing countries becomes difficult.
- c. Scholarship offered on government-to-government basis ICA kept informed.

Coady International Institute

COADY International Institute of St. Francis Xavier University, Antigonish, Nova Scotia, Canada, has trained 1,000 students from 85 countries. The Institute has been in operation since 1960.

DEVELOPMENT

It was founded to accommodate foreign students who came in increasing numbers to study the methods of the Antigonish Movement, a social leadership programme based on the work of the University's Extension Department. This department was founded in 1928 to mobilise the people of eastern Nova Scotia for economic group action. The basic technique was the small study club or discussion circle. Credit unions, consumer producer, and service cooperatives were organised throughout the area as a result of this study.

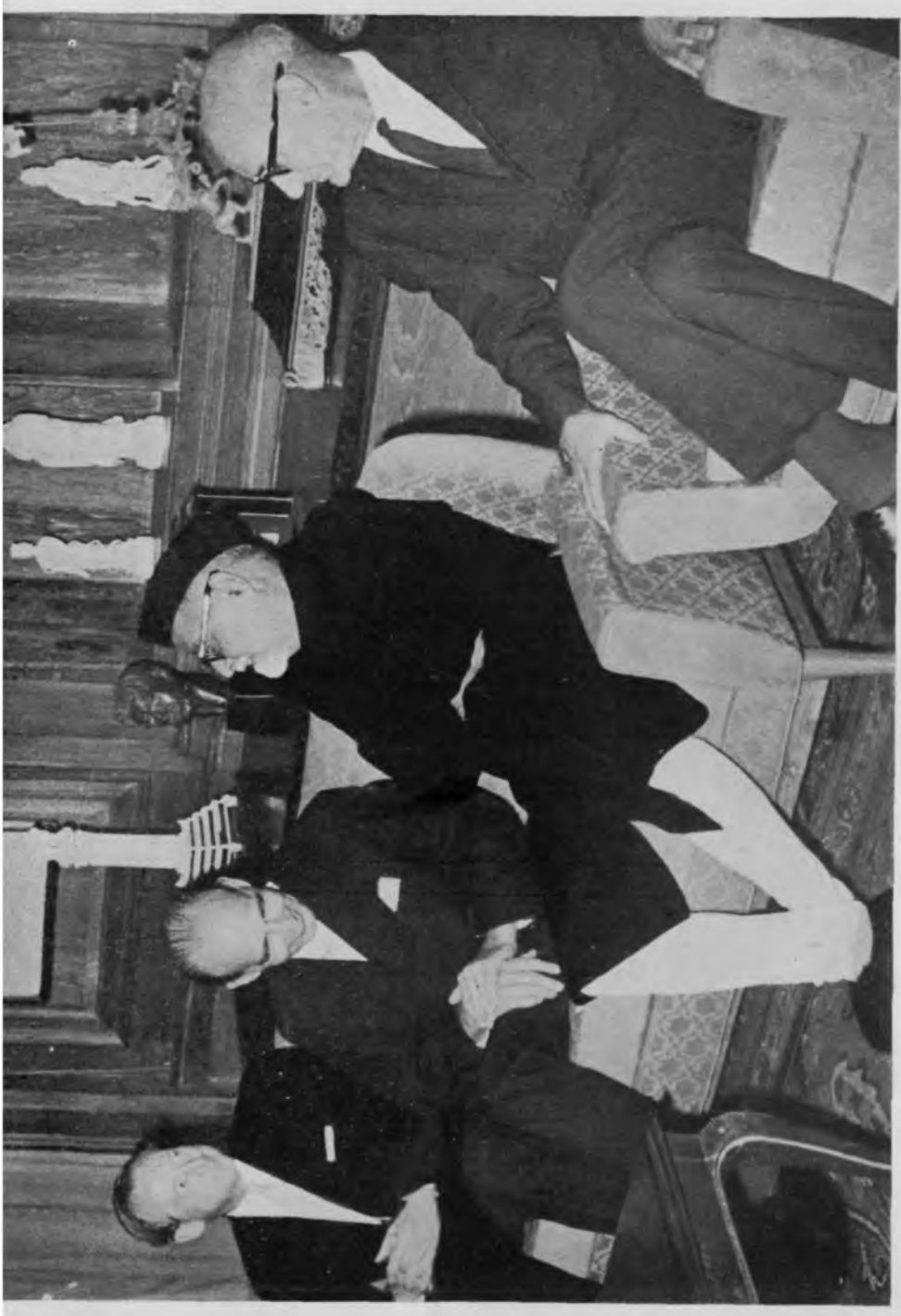
The work of the Extension Department, by request, spread throughout the four eastern provinces of Canada and attracted attention across the country, in the United States, and abroad. An international institute became necessary to provide structured courses for adult educators, cooperative officers, social workers, missionaries, and others from abroad wishing to adopt the Antigonish method.

PROGRAMMES

Two courses are given annually, a diploma course from September to May, and a six-week summer course. The over-all aim is to train leaders who will assist people to a higher level of economic, social and cultural life, beginning with economic group action, namely, cooperatives.



The Conference was inaugurated in a ceremony which included also the opening of the new building of the ICA RO & EC by the President of the Alliance, Dr Mauritz Bonow of Sweden, under the Chairmanship of Mr Jagjivan Ram, Minister for Food, Agriculture, Community Development & Cooperation, Government of India. Dr Bonow is seen here cutting the tape. On his left is Mr Alf Carlsson and on his right is Mr Jagjivan Ram. Dr. S. K. Saxena is seen holding the tray. Among others seen in the picture are Mr Bertil Tronet, Dr Dharm Vir and Mr Lionel Gunawardana.



The Conference was honoured by the Government of India through a reception by the President of the Republic of India, Dr Zakir Husain, at the President's House. Seen in the picture from left to right are: Mr W. G. Alexander, Dr Mauritiz Bonow, Dr Zakir

THE CONFERENCE IN SESSION

INTERNATIONAL CONFERENCE ON COOPERATIVE
FEBRUARY 16-23, 1968

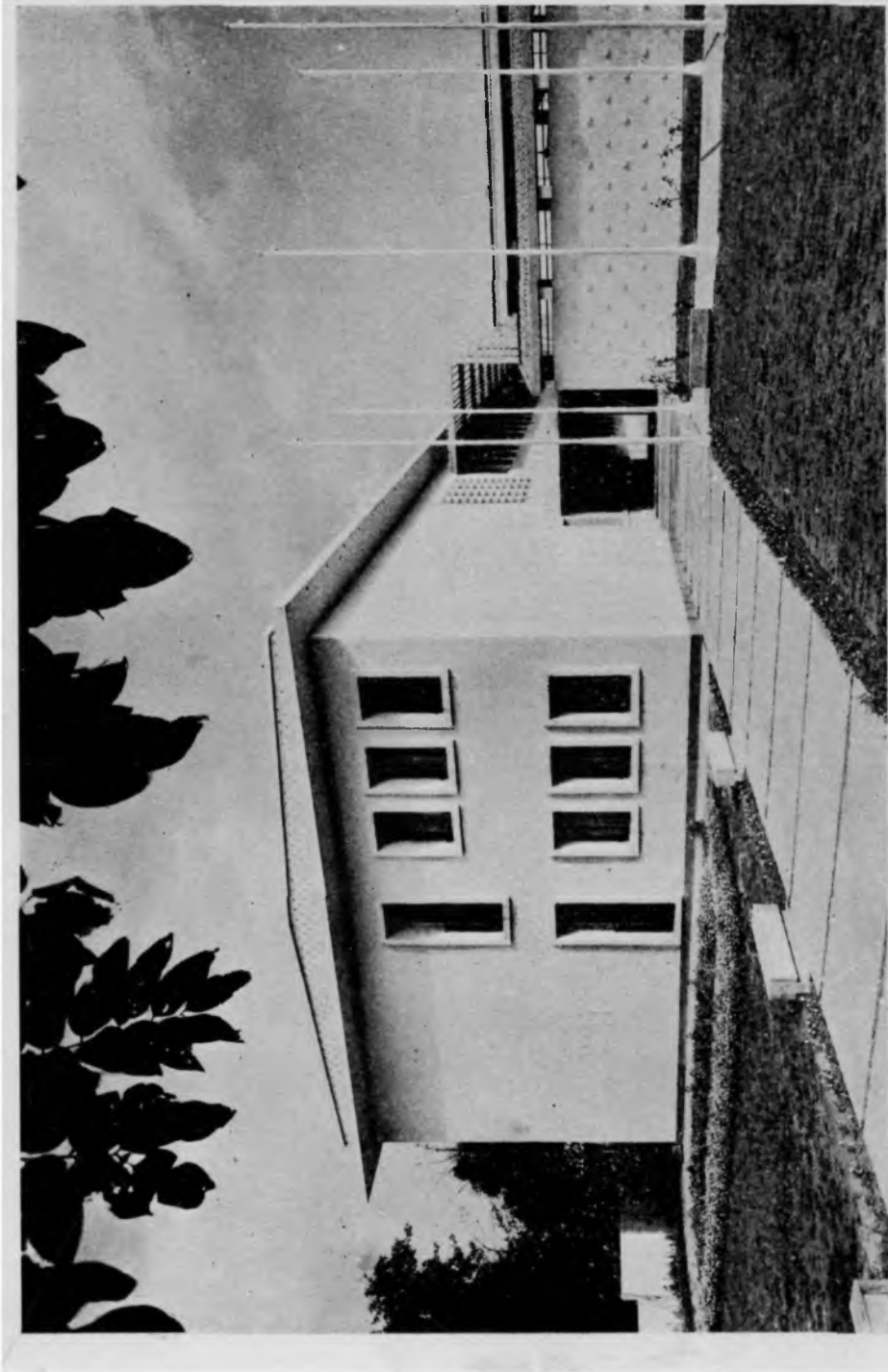
ORGANISED BY THE ICA RO & EC/NLCUI/UNESCO



From left to right: Mr J. M. Rana; Mr Alf Carlsson; Mr W. G. Alexander; and Dr Mauritz Bonow.



From left to right: Mr D. E. Hettiarachchi (Ceylon); Mr Lubomir Zdarsky (Czechoslovakia); Mr Aage Bo (Denmark); and Mr P. R. Dubhashi (India).



*The new building of the International Cooperative Alliance, Regional Office and Education Centre for South-East Asia,
at 43 Friends' Colony, New Delhi.*

Courses of study include: Techniques of the Antigonish Movement, Co-operatives, Basic Economics, Accounting, Sociology, Communications, Political Science, Business Administration, and Nutrition & Hygiene.

Field tours and attendance at cooperative meetings in the Maritime area provide students with first-hand experience.

Members of the teaching staff at Coady Institute have visited almost all the countries of student origin.

Students are financed mainly through international scholarship-granting bodies, including the Government of Canada.

CZECHOSLOVAKIA

Central Cooperative College of Central Cooperative Council

THE Cooperative College of Czechoslovakia was established by the Central Cooperative Council in 1948. It is the highest cooperative institution in the country.

The College conducts, apart from various courses for local Cooperators, one-month seminars on special problems for leading Cooperators from developing countries. The subjects discussed in these seminars include "Cooperative Education and Management and Planning". The College also conducts one-year courses in Cooperation and specialised 3 to 6 months practical training courses for Cooperators from abroad.

The courses are conducted in English and French. The recruitment of persons to these courses is done through governments and Cooperative Movements.

The College is ready to make adjustments in the courses conducted to meet the needs of developing countries. The College aims at specialisation through its short-term courses to develop the capacities of participants to apply the knowledge gained in a creative fashion. In case of short-term practical courses, the College has found, through experience, that it is more effective to get 8-12 students from a single country or at least from a region rather than from different countries. These courses are organised in consultation with the participating countries/or country to meet their needs. Participants come both from Government and Cooperatives.

PROBLEM: Language.

DENMARK

1. TRAINING CENTRES

Denmark—the land of the *folk high schools* (Vidyapeeths) has a number of training centres from University to ordinary folk high school level. At all levels cooperation is usually dealt with in the context of civics (or economics).

2. COOPERATIVE TRAINING

Cooperative education and training both within and outside training centres. Mobile courses and on-the-job training increasingly important.

3. COOPERATIVE TRAINING CENTRES

Two cooperative training centres within the consumers' movement, one, the Cooperative College, elementary long term course (2 × 5 months per year), the other supplementary short term course and seminars. Special Cooperative College connected to farm supplies and special technical institutes for cooperative dairies and slaughter houses.

4. INTERNATIONAL COOPERATIVE TRAINING

Language difficulties (Danish/English) a few Indians, Africans (and Greenlanders) at the Cooperative College over the years, following teaching in Danish.

Some folk high schools of international outlook have taught Cooperation in English for foreign students. Particularly the International Peoples College at Elsinore (and more recently the Rural Development College at Holte).

Most important seminars under the Danish Technical Assistance Programme, particularly the following:

Multilateral Seminars together with the ILO and FAO since 1953 until 1963 of general character after 1967 specialised. Duration 4-6 weeks. Total number of participants approximately 400 from 60 countries.

Bilateral Seminars: 1964-67. By regions. General character. Duration 4-6 weeks. 100 participants.

Follow-up Seminars: For Africa 1964, Asia 1967, Latin America 1968. Duration 2 weeks. 70 former participants.

The *Specialised Seminars* have covered the following themes: 1965—Education and training.

1966 & 1967—agricultural marketing for Africa and Asia/Caribbean respectively. (1968—Consumer Cooperatives and 1969 Farm supplies).

Nordic training course for cooperative advisors to Kenya and (from 1968) Tanzania. Arranged in Denmark and East Africa from 1966. Duration 3 months. Total number trained: 65 until 1968.

5. INTERNATIONAL COOPERATIVE TRAINING CENTRE

More permanent arrangement with Rural Development College at Holte is anticipated from Spring 1969. Two months' seminar on Cooperation in general, supervised by Special Cooperative Sub-Committee under the Danish Foreign Aid Administration which will finance the project.

Should partly replace bilateral seminars and help to solve problems of individual scholarships.

PRESENT PROBLEMS AND FUTURE PLANS

- a. Only short (4 weeks) high level specialised seminars in Denmark.
- b. Integration with regional projects and training activities.
- c. Short regional seminars connected with Danish supported projects (Lahore, Nairobi, etc.)
- d. Possibly mobile seminars with small expert team in Latin America.
- e. Eventually Scandinavian Cooperative Study Tours for Cooperative policy-makers (Ministers, Registrars, etc.)

The most important cooperative education must take place in the developed countries themselves, but ought to be supported from the industrialised countries.

ISRAEL

The Afro-Asian Institute for Labour Studies and Cooperation

THE representative from Israel made a presentation on the cooperative educational activities extended by the Afro-Asian Institute for Cooperative and Labour Studies in Israel.

The Institute was established eight years ago for labour-union leaders and cooperative leaders from African and Asian countries (as well as the Caribbeans). The Institute had started with small courses, on a non-regular basis since 1960, and then expanded at later stage when the premises for the Institute were made available. The Institute has received about 1.500 students from African and Asian countries. The general number of students from South-East Asian region, which includes 157 Japanese belonging mostly to Japan Kibbutz Association, cooperative organizations and trade unions, is around 450.

He mentioned about HISTADRUT, General Organization of Labour in Israel, of which the Institute is part and parcel. Histadrut is constituted by over a million of member-workers, organized in trade unions and cooperatives throughout the country. This organization covers 65% of the total population and is the strongest social organization in Israel (formed in 1920).

The Afro-Asian Institute is conducting two international courses every year, one for French-speaking students, and another for English-speaking students. The duration of the courses is three and a half months for each and the programme is quite similar in the two courses. Average number of participants to each international course is 50-60 and they are sub-divided into small study-groups. A substantial part of the course is conducted outside the Institute as non-academical and practical course. Additional activities consist of special and specialised courses conducted in conjunction with international movements, such as the Swedish Cooperative Centre, and international organizations, such as the I.L.O. The Institute's teaching staff consists of five full-time instructors assisted by numerous lecturers invited from outside and engaged in the State service, labour movement or academic institutions.

The pre-requisites for admission to the Institute are firstly, adequate knowledge of the language which serves as communication-medium in the course to be conducted; secondly; to have enough previous experience either in cooperation or in trade unionism, as the Institute intends to emphasise the practical nature of the training. The selection of participants is of utmost importance. The process of selection is assured according to the practice of the countries concerned, and on the basis of requests from the movements or government departments concerned with labour, cooperation and/or development.

Follow-up programme is also one of the important problems, generally requiring more financial resources. For the collection of information from the students who have participated in the seminars, one useful way is of charging lecturers or experts connected with the Institute to get in contact with the participants where and whenever they go abroad.

The Institute also sent some staff members for on-the-spot courses in various countries in most cases responding to invitations extended by governments or movements, on the initiative of Institute-graduates.

In reply to questions, he made remarks on activities carried out by the Ministry of Agriculture and of the multiple functions which the Histadrut undertakes, often preceding government initiatives.

PROBLEMS

1. About selection — much, in terms of quality, depends upon the experience, care and responsible attitude of the movements.
2. After-training-contact is generally difficult to maintain; however, correspondence, publications, lecture tours and seminars, and the like help in keeping some form of communications with about 80% of the graduates.

STRONG POINTS OF ISRAEL MOVEMENT

1. Comprehensive rural cooperative development on a regional basis.
2. Multi-purpose cooperatives in agriculture.
3. The absorption of multi-cultural communities into one tightly-knit society.
4. Cooperation and integration between the voluntary unified labour movement with national agencies pre-occupied with social and economic progress.

SWEDEN

Swedish Cooperative Centre

THE Swedish Cooperative Movement has a long tradition of active interest in international matters. Cooperative organisations from this country have for a considerable time played an important role in the International Cooperative Alliance, ICA, as well as in other endeavours to promote international collaboration among Cooperatives.

An initial important step was taken in 1958 by several national Cooperative Organisations, led by the Swedish Cooperative Union and Wholesale Society (Kooperativa Förbundet, KF). These organisations decided to arrange a yearly collection from among the more than one million individual members of Consumer's Societies, by asking the members to contribute at least 1 Kronor (5 Kronor equal approximately 1 US \$) each out of the patronage refund due to them at the end of each year. The proceeds from collection have amounted to more than 1 million kronor a year, and have been used for a number of purposes. Among these can be mentioned the establishment in 1960 of the ICA Education Centre, a cooperative leadership training institute, serving the Movements of the South and East Asian countries.

In collaboration with the Federation of Swedish Farmers' Association, SL, and with financial support from the Swedish International Development Authority, SIDA, KF has since 1962 organised seminars in Sweden for Cooperators from developing countries.

Although no formal agreement for procedures to be followed has been reached between the parties involved, most of the endeavours of the Swedish Cooperative Movement in the field of Cooperative Technical Assistance were until about 1966 dealt with by a section within the KF organisation, known since 1963 as the Swedish Cooperative Centre, SCC.

CONSORTIAL AGREEMENT BETWEEN KF AND SL

With the increasing volume of technical assistance rendered by Swedish Cooperatives, it became apparent that much would be gained if the Movement as a whole could be represented by one body, when dealing with matters of help to cooperatives in developing countries. Consequently, a consortial agreement was reached in November 1966 between KF and SL, the two top-level national cooperative organisations in Sweden, according to which all cooperative technical assistance rendered through the consumers' or agricultural producers' cooperatives of Sweden would be channelled through SCC, which was thus constituted

by the two founder members. In this way, a formal basis was created for the further technical assistance efforts of the Swedish Cooperative Movement.

The consortial agreement, which is fairly flexibly worded, states that SCC will receive contributions from its two members KF and SL as well as from interested non-members, e.g. other central cooperative organisations in Sweden, or from SIDA. Some financial support for cooperative assistance work has in fact been received from SIDA already earlier. The formal establishment of SCC makes it easier to work out long-term agreements for financial involvement from SIDA in the activities of SCC.

The money received by SCC from the sources mentioned above, will be used to finance the various cooperative development activities already in existence. SCC is also entrusted with the responsibility to develop, within its means, new activities from furthering cooperative growth in developing countries.

The policy of SCC is outlined by a board consisting of representatives from KF and SL.

ACTIVITIES PRESENTLY MANAGED THROUGH SCC

The present activities of the Swedish Cooperative Centre can suitably be divided into two parts, viz.

1. Administration of projects;
2. Other activities.

In this context the expression "Administration of Projects" must be properly understood. Each project has a director, who independently handles the affairs of the project. SCC's role is mainly limited to framing of policies, to giving advice as and when needed, and to scrutinising the project budgets. But SCC also acts as a servicing institution and provides the projects with whatever assistance they may require.

ICA Education Centre for South-East Asia, New Delhi, and Cooperative Education Centre, Moshi, are two projects that fall under this category.

SEMINARS

Since 1962 SCC has been organising seminars in Sweden, mainly for cooperative participants from Africa and Asia. Through these seminars, cooperative leaders in the developing countries, and particularly those, who had been in contact with the SCC projects established in Africa and Asia, had an opportunity to get advanced cooperative training in Sweden. The general aim of the seminars is to help in overcoming the scarcity of trained cooperative leadership in developing countries.

Since the very beginning, the seminars have been jointly sponsored by KF and SL, administered by SCC and financially supported by the Swedish Government.

Between 1962 and 1966 four seminars were held. Although these seminars resemble each other in a number of important respects, substantial changes were undertaken as a result of experiences gained during the period. Valuable assistance was given to SCC in each of the seminars by the projects in Asia and Africa in the selection of nominees. This procedure helped to ensure an even and high quality of participants.

Each seminar devoted much time to familiarise the participants with the Swedish Cooperative Movement. The study was undertaken both from theoretical and practical angles. Proper attention was given to the relevance of Swedish experiences in the participants' home countries.

To satisfy the needs for Swedish cooperative specialists in developing countries, a group of Swedes was attached to each of the seminars held. An important function for the Swedes was to act as a link between the foreign participants and the many institutions and individuals with which the seminars collaborated.

The first seminar lasted a full year. For various reasons it was found convenient to shorten down this period, and at present the duration of seminars varies between 3 and 6 months. In the first two seminars several weeks were devoted to practical work in Cooperative organisations in Sweden. With the shortening down of the total length, much less emphasis is now given to this activity. While the first seminars were of a more general nature, the recent ones have given more and more opportunities to the participants to specialise in a particular field, e.g. cooperative marketing, cooperative education, insurance cooperation, shop planning or similar. The increasing specialisation has led to the development of separate seminars for Africans and Asians, in which better attention can be given to the specific cooperative problems in each of the Continents. On the whole, the background position and educational level of participants have been on the increase.

FOLLOW-UP

It has been decided to arrange a follow-up programme of about two weeks in the Education Centre for South-East Asia in New Delhi for the Asian participants in the Swedish seminars.

In the case of African participants, they will spend two weeks at the Afro-Asian Institute of Labour Studies and Cooperation in Israel.

The experience of the SCC with regard to students from the Asian and African countries is that these students have distinct characteristics. The Asian students were more interested in seminars, while the African students were more interested in practical work. The requirements of the Asian students were of more

sophisticated techniques of Business Management compared to the African students.

Among the main problems experienced by the SCC are the problem of language which necessitates the translation of study material into English and the problem of finding suitable lecturers.

The total number of participants in the seminars held has been 86. The nationalities represented include Ceylon, Cyprus, Greece, India, Israel, Japan, Kenya, Korea, Malawi, Malaysia, Nepal, Pakistan, Philippines, Sweden, Taiwan, Tanzania, Thailand, United Arab Republic, Uganda and Zambia.

RECEPTION OF VISITORS

The heavy stream of cooperative visitors from developing countries to Sweden has gradually been concentrated to SCC. The staff of SCC devotes time to take care of the foreign guests, arranging individual study programmes of longer or shorter duration, so that a maximum value is derived from their visits to Sweden.

UNITED KINGDOM

Cooperative Training Programmes in UK

THE representative from UK referred to both the Plunkett Foundation for Cooperative Studies and to the Cooperative College. On the latter, he made the following points:

1. RESOURCES AVAILABLE

- 1.1 The College is well-equipped with hostel and other facilities.
- 1.2 The fees for overseas students are subsidised by the British Cooperative Union and most of the overseas students get scholarships from the Ministry of Overseas Development.
- 1.3 Teaching at the College, in addition to tutors from the Consumers' Movement, includes persons who have cooperative experience in the developing countries, e.g. in Asia and Africa — both on the full-time staff and among the visiting lecturers from the British Agricultural Movement and the neighbouring universities.

2. COURSES OFFERED FROM THE RESOURCES

These are predominantly directed to agricultural cooperation. The range includes:

- 2.1 One-week courses offered to students who are already in Britain following other courses.
- 2.2 Short duration courses of about 8-12 weeks offered on special subjects such as "Store Management", "Cooperative and Adult Education", etc.
- 2.3 9 months courses in Cooperation in the Developing Countries either for Certificate or Diploma examinations. Every year they have about 35 students in these 9 months courses.

3. CHANGES IN THE FUTURE

It is proposed:

- 3.1 To offer an advanced course of 9 months of a Diploma in Cooperative Development (Overseas) to be awarded by Loughborough University of

Technology. In this course, emphasis will be given to conditions of economic and Cooperative development and to techniques of management and organisation. This course will be in the nature of a post-graduate course for which possession of a first degree will be the normal pre-requisite for admission. However, other candidates with practical experience and/or professional qualification may be accepted.

- 3.2 To extend the variety of medium-length courses.
- 3.3 *To appoint additional full-time staff with specialised experience.*
- 3.4 To extend the scheme of visiting fellows from developing countries who will spend about a year at the College, both learning and contributing to the teaching.

UNITED STATES OF AMERICA

IN the past, cooperative organizations in the USA received cooperative leaders on a grand tour basis, with these visitors, in most cases, being shuttled from one cooperative to another.

DEVELOPMENT

With the establishment in 1962 of the International Cooperative Training Centre at the University of Wisconsin, Madison, cooperative leaders from all parts of the world are able to study the cooperative system in depth and to get some inkling of what makes the system work in this country. This is a joint activity with the US Agency for International Development and cooperatives of the United States who contribute their time and knowledge during the four weeks of field training which is a part of the Cooperative Seminar.

In total the cooperative seminar, the most intensive ICTC course, is 20 weeks long. Fourteen weeks of classroom work on cooperative principles, management, marketing, finance, education, group dynamics and other related subjects, is followed by the four weeks of field service training at cooperatives located throughout the US and programmed according to individual needs and interests. The final two weeks of the seminar are spent back at the Centre for summary, synthesis, and evaluation.

The cooperative seminars are directed towards the leadership people in cooperative work in the developing nations of the world. Each student is required to do a major paper in an area of particular benefit to his own situation at home.

As the Centre has now trained some 1,500 from 81 countries, the trainee benefits from the exposure to people from other developing areas for there is a very great amount of commonness in the problems facing these areas of the world.

An extra feature at ICTC is the community activities programme in which the trainee is provided with the opportunity to see how an American lives, works and plays. Arrangements are made for him to attend parties and picnics, hear lectures, visit homes, visit the State Legislature, attend Parent-Teacher Association meetings and service club organization meetings, and take short out-of-town trips.

Cooperative short courses are offered for groups specialising in cooperative study

PROBLEMS

The main problems at ICTC are:

1. Dispersion in the abilities and interests of the trainees is greater than we would like it to be, however, the tendency is for the overall quality to go up and the spread to narrow. Variations in numbers does not allow the Centre to operate at capacity at all times. Regular programmes are scheduled years in advance; others accepted on short notice and even with a small staff we have had as many as four programmes in process at one time. Uneven numbers make housing arrangements difficult.
2. Personnel are scarce who can meet the specialized needs of the Centre and the requirements of the University.
3. Trainees may have some difficulty in communicating. However, simultaneous translation is provided, where necessary. There is some personal adjustment difficulty.
4. Building a specialised library with adequate facilities has been a continuing problem.

EVALUATION AND FOLLOW-UP

Evaluation and follow-up include:

Seminar students evaluate their programme and students are evaluated by occasional tests and papers, not for the purpose of grading the student, but rather for judging the effectiveness of the teaching.

Communication with former trainees is maintained through the International Cooperative Training Journal, the ICTC Newsletter, periodic letters and questionnaires, and staff visits during research projects.

Major research has been in Tunisia, Argentina, India, Korea and Thailand.

Although future training may not take major changes in direction, there has been an increase in management and related fields allied to operations in order to develop leadership.

There are possibilities of gain by correlating management training with a relatively intensive study of cooperative problems and activities.

There is a great need for overall integration of work around the world, among countries, among centres and among people.

UNION OF SOVIET SOCIALIST REPUBLICS

THE main function of the Moscow Cooperative Institute which is guided and financed by the Central Union of Soviet Cooperative Societies (Centrosoyus) is to give specialised training to prospective workers of Soviet consumer cooperatives. The Institute does not undertake any membership activities. Employment is guaranteed to trainees and in fact they are required to enter into an agreement to serve the cooperatives at least for two years after the training.

The Institute also has a Foreign Cooperators' faculty which offers one or two years courses for foreign students. The foreign students are admitted on special agreements between the Centrosoyus and the National Cooperative Centres of recipient countries and is open to students of both sexes irrespective of their nationality and political and religious beliefs. The Institute meets the travelling costs of foreign students and also provides them with free hostel accommodation, medical care, warm clothing etc. The classes are conducted in English and French. The subjects covered in these courses are:

1. Economics and Planning in Trade,
2. Accountancy in Trade, and
3. Commodity Science of Food and Non-Foodstuff.

The theoretical teaching in the classrooms is supplemented by practical training in cooperative organisations. The best essays of students are selected and published in the Institute's scientific publications.

Al though the Institute offers 100 scholarships every year to foreign students, there were only 60 applicants last year. This may be due to the fact that the courses are too long. The Institute will consider arranging shorter courses so that top men in the movements can be attracted to participate in them.

The Institute also conducts correspondence courses but they are not meant for foreign students due to language difficulties.

Some of the students who join correspondence courses do not continue till the end.

Part IV

SUMMARIES OF THE STATEMENTS MADE BY INTERNATIONAL ORGANIZATIONS

1. Afro-Asian Rural Reconstruction Organization.
2. International Cooperative Alliance Regional Office & Education Centre.
3. International Confederation of Free Trade Unions.
4. International Labour Organization.
5. United Nations Educational, Scientific and Cultural Organisation (UNESCO).

AFRO-ASIAN RURAL RECONSTRUCTION ORGANISATION (AARRO)

AARRO functions could be divided into three groups: rural reconstruction, rural cooperatives and community development.

With regard to the education activities of AARRO, Mr. Kaushal mentioned that one seminar on agricultural cooperation will be organised in Jordan this year, which could not be held during last year, and also that AARRO has established a Research and Education Centre in Tokyo where facilities for organising seminars and training will be provided. Some short courses are also planned to be organised in collaboration with its member-organisations.

Apart from these activities, AARRO has been carrying out some research and educational activities in collaboration with ICA Regional Office & Education Centre.

ICA EDUCATION CENTRE FOR SOUTH-EAST ASIA

THE ICA Education Centre was established in November 1960 as part of the Regional Office for South-East Asia, with the aim of facilitating interchange of experiences, especially the transfer of knowledge and techniques, among the Cooperative Movements in the Region as well as between the advanced movements on the one hand and the developing movements in the Region on the other. The Centre operates for thirteen countries in the Region which include Afganistan, Australia, Ceylon, India, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, and Thailand.

On the basis of past experience, the objectives of the Centre have now been more narrowly defined. Firstly, the Centre would concentrate on Member Education and Employee Training and would develop increased collaboration with member-organisations and national cooperative colleges for the purpose. Secondly, increased emphasis will be given on agricultural and consumer cooperative sectors with special attention to cooperative management in the educational programmes of the Centre. Thirdly, there will be a greater emphasis on organising national seminars in collaboration with member-movements in order to disseminate the knowledge of managerial and operational techniques within the framework of common socio-economic milieu. Naturally, all the above activities will

be planned and implemented so as to complement and support the various activities carried out by the national movements themselves.

The main types of educational programmes organised by the Centre include:

- a. Experts' Conferences;
- b. Regional Seminars;
- c. National Seminars;
- d. Fellowship Programmes; and
- e. Teachers' Exchange Programmes.

In addition, the Centre also undertakes research, brings out publications on pertinent cooperative subjects and assists the Movements in their educational activities.

The educational programmes are organised for participants at various levels. Such a multi-level approach is advantageous in terms of accumulation and dissemination of cooperative experiences within the Region. It is expected that the discussions carried out at the experts' conferences and regional seminars will be further followed up in more concrete form at national seminars and action programmes will be worked out by member-organisations.

With regard to the teaching techniques, great reliance is placed on group discussions. Other techniques being used include role-playing, case studies and presentation of case histories. In order to orient the seminar discussions towards practical cooperative work, the faculty of the Centre is supplemented by outside lecturers who comprise managers of cooperatives, senior government officers, university researchers and foreign experts working under bilateral and multi-lateral programmes.

An Advisory Council, which consists of eminent Cooperators drawn from all over the Region, guides the Centre in formulating its policies and annual programmes. An important feature of the Centre's work is that the Movements in the Region are providing increasing financial support to its educational programmes.

PROBLEMS

Some of the problems experienced by the Centre may be briefly mentioned as follows:

1. A small degree of functional specialisation within the Movement restricts the availability of suitable participants for specialised seminars.
2. Also the relevance of specialised seminars, specially on business management, is relatively less for participants from government cooperative departments.

3. An analysis of the participants in a few seminars showed that between 5 and 15 per cent of the participants were marginally related to the subject areas.
4. Problems in the field of follow-up work were:
 - (a) As the governments have a predominant position with regard to policy formulation, changes in the practices of cooperatives cannot be brought about without changing government policies which is a difficult process.
 - (b) The second problem in this connection is the relatively not very strong position of member-organisations, and the lack of sufficient integration between them and their affiliates.

INTERNATIONAL LABOUR ORGANISATION (ILO)

SINCE its inception, nearly fifty years ago, the International Labour Organisation has been concerned with the promotion of cooperative ideas and enterprises, especially in the developing countries. The most recent policy decision by the ILO is the recommendation concerning the Role of Cooperatives in the Economic and Social Development of Developing Countries, passed by the International Labour Conference, 1966.

During the last two decades a large number of experts have been sent by the ILO to different developing regions of the world and fellowships have been awarded to counterparts from these countries to study cooperative practices in the developed countries. The ILO is evolving so-called Centres for Cooperative Development through projects financed by the UN Special Fund; these "package" schemes are now under implementation especially in the French-speaking parts of Africa. The ILO has organised and has been the co-sponsor of a number of regional and inter-regional seminars on Cooperation and has also arranged study tours for people concerned with cooperative development. Collaboration with other UN specialized agencies and other international organisations has taken place, by delegating lecturers and resource persons to seminars, conferences and workshops; the educational arrangements made by the ICA Education Centre for S-E Asia during recent years have been assisted by lecturers provided by the ILO. The ILO has produced a number of books on cooperative principles and practices, and it has for 44 years published the periodical "Cooperative Information", which from 1969 will appear every 3 months in English, French and Spanish.

INTERNATIONAL CONFEDERATION OF FREE TRADE UNIONS (ICFTU)

THE International Confederation of Free Trade Unions has 63 million members all over the world. It has a regional organisation in New Delhi and a Trade Union College established in 1952. This is an institute for trade union leadership training.

ICFTU takes keen interest in promoting cooperative development. Together with ICFTU the ICA Regional Office & Education Centre, organised an Experts' Conference on Trade Unions and Cooperatives in 1965 at New Delhi. ICFTU also collaborates with the other international organisations such as ILO and UNESCO. It conducts international courses of three months duration at New Delhi which includes Cooperation also as a subject. Students from a number of countries attend these courses. The ICA has all along assisted in conducting these courses by providing lecturers and study material. It also conducts national courses in various countries.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION (UNESCO)

UNESCO shows keen interest in the adult education programmes and encouraged cooperative education activities in different forms. It has given special grant for this Conference. UNESCO gives support to educational activities of the member-States and other organisations by providing equipment, experts, finances, training facilities. At present, it is mainly concerned with the functional literacy programmes in different parts of the world. These programmes need support and collaboration from other international organisations.

PROGRAMME

Friday, February 16

| | |
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| 11.00—1.00 p.m. | Registration Collection of Conference papers from the Conference Secretariat at 43 Friends' Colony. |
| 3.00 .. | Arrival of the participants at 43 Friends' Colony, for inauguration of the Conference and the New Building. |
| 3.30 .. | Hoisting of the Cooperative Flag by the President of the International Cooperative Alliance, Dr Mauritz Bonow. |
| 3.35 .. | Inauguration of the Building by Dr Mauritz Bonow. |
| 3.40 .. | Inspection of the Building by the Hon'ble Minister, Mr Jagjivan Ram, and the Presi- dent of the ICA, Dr Mauritz Bonow. |
| 3.55 .. | Reading of Messages. Dr S.K. Saxena, ICA Regional Officer for South-East Asia. |
| 4.05 .. | Welcome address by Chaudhary Brahm Perkash, M.P., General Secretary of the National Cooperative Union of India. |
| 4.15 .. | Remarks by Mr W.G. Alexander, Director ^r of the International Cooperative Alliance. |
| 4.30 .. | Inaugural speech by Dr Mauritz Bonow. |
| 4.40 .. | Address by the Chairman, Hon'ble Mr Jagjivan Ram, Minister for Food, Agri- culture, Community Development and Co- operation, Government of India. |
| 4.55 .. | Vote of thanks by Mr Alf Carlsson, Direc- tor, ICA Education Centre for South-East Asia. |

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| 5.00 p.m. | Cocktail |
| 6.00 ,, | Conducting visitors around the building. |
| Saturday, February 17 | |
| 10.00—11.00 a.m. | Welcome by Dr Mauritz Bonow, President of the International Cooperative Alliance. |
| | 1. Introduction to the Conference and its Working Methods. |
| | Chairman: Mr W.G. Alexander |
| | 1. Mr W.G. Alexander |
| | 2. Mr Alf Carlsson |
| 11.00—11.30 a.m. | Tea |
| 11.30— 1.00 p.m. | 2. Country Reports on Cooperative Training in South-East Asia. Brief presentations to be made by representatives of the Cooperative Movements. |
| | Chairman: Mr Alf Carlsson |
| | 1. Ceylon |
| | 2. India |
| | 3. Japan |
| | 4. Korea, Republic of |
| | 5. Malaysia |
| | 6. Philippines |
| | 7. Thailand |
| 1.00— 3.00 ,, | Lunch |
| 3.00— 4.15 ,, | Presentations (contd.) |
| 4.15— 4.30 ,, | Tea |
| 4.30— 5.30 ,, | Presentations (contd.) |
| 5.30 p.m. | AT HOME by the President of the Republic of India, Dr Zakir Husain, at Rashtrapati Bhavan. |
| Sunday, February 18 | |
| 9.00—10.30 a.m. | 3. Reports on the Activities of the International Cooperative Training Centres. Brief presentations by the representatives. |

Chairman: Mr W.G. Alexander

1. Canada
2. Czechoslovakia
3. Denmark
4. Israel
5. Japan
6. Philippines, ACCI
7. Sweden
8. UK
9. USA
10. USSR

10.30—11.00 a.m.

Tea

11.00—12.30 p.m.

Presentations (contd.)

12.30— 2.30 „

Lunch

2.30— 4.00 „

4. Statements from the International Organisations represented on the programmes undertaken by them in the field of Cooperative Training and Education.

4.00— 4.15 „

Tea

4.15— 5.00 „

Statements (contd.)

7.00— 9.00 „

RECEPTION by the Afro-Asian Rural Reconstruction Organisation, New Delhi.

Monday, February 19

9.00— 9.45 a.m.

5. Technical Assistance in the field of Cooperative Education.
Introduced by: Dr S.K. Saxena, Regional Officer, ICA Regional Office & Education Centre for South-East Asia.

Chairman: Mr W.G. Alexander

9.45—10.30 „

Questions and observations

10.30—11.00 „

Tea

11.00—11.45 „

6. Collaboration between the International Cooperative Training Institutes and the Co-operative Movements in South-East Asia.

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|-------------------------------|---|
| | Chairman: Mr W.G. Alexander |
| 9.00—10.30 a.m. | Questions and observations |
| 10.30—11.00 „ | Tea |
| 11.00—12.30 p.m. | 9. Plenary Session |
| | Chairman: Mr W.G. Alexander |
| Afternoon | Free |
| 8.30 p.m. | DINNER by the Hon'ble Mr Jagjivan Ram, Minister of Food, Agriculture, Community Development and Cooperation, Government of India, at Hyderabad House, New Delhi. |
| Wednesday, February 21 | |
| 9.00—12.30 p.m. | 10. Plenary Session |
| | Chairman: Mr W.G. Alexander |
| | (a) Collaboration between the Cooperative Movements in South-East Asia and the International Cooperative Training Insti- tutes. |
| 12.30— 2.30 „ | Lunch |
| 2.30— 3.00 „ | (b) Increased Coordination Between the Educational Activities by the Interna- tional Organisations. |
| 3.00— 3.45 „ | (c) Collaboration between the International Cooperative Training Institutes and the possible Coordination of the Programmes. |
| 3.45— 4.00 „ | Tea |
| 4.00— 5.30 „ | (d) Technical Assistance in the field of Cooperative Education. |
| 7.30 p.m. | DINNER hosted by the President, Dr M. Bonow and Director, Mr W.G. Alexander, of the International Cooperative Alliance at Hotel Imperial. |

Thursday, February 22

Visit to THE TAJ MAHAL, Agra.

Friday, February 23

10.00—11.30 a.m.

11. Presentation of the Draft Report of the Conference.

Chairman: Mr W.G. Alexander

11.30—12.00

Tea

12.00— 1.00 p.m.

Closing Session

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PARTICIPANTS

A. Participants from the Region

1. CEYLON
 1. Mr. D.E. Hettiarachchi
Vice President
Cooperative Federation of Ceylon
455 Galle Road, COLOMBO-3.
2. INDIA
 2. Mr S.D. Misra, Chairman
Special Committee on Cooperative
Member Education
National Cooperative Union of India
72 Jorbagh, NEW DELHI-3.
 3. Miss Roma Sharma
Joint Director (Administration)
National Cooperative Union of India
72 Jorbagh, NEW DELHI-3.
 4. Mr B.K. Sinha
Director (Cooperative Training)
Ministry of Food, Agriculture, Community,
Development and Cooperation,
Government of India, Krishi Bhavan,
NEW DELHI-1.
 5. Mr P.R. Dubhashi, IAS
Director
Vaikunth Mehta National Institute of
Cooperative Management,
5 B.J. Road, POONA-1.
3. JAPAN
 6. Mr Hidetane Togawa
General Secretary,
Central Union of Agricultural Cooperatives
5, 1-chome, Otemachi
Chiyodaku, TOKYO.
4. KOREA, Republic of
 7. Mr Sung Sup Lee,
Instructor, Cooperative Training Centre
National Agricultural Cooperative Federation
75, 1-ka Choongjong-ro
Sudaemoon-ku, SEOUL.

5. MALAYSIA

8. Mr Chong Thin Huat
Secretary, Education & Training Committee
Cooperative Union of Malaysia Ltd.
PO Box 685, 8 Holland Road
KUALA LUMPUR.

9. Mr Haji Mohd. Naruddin bin Tak
c/o Government Servants' Coop. Thrift and
Loan Society Ltd.
111, Cockman Street
IPOH, Malaysia.

6. PHILIPPINES

10. Mr Eugenio S. Necio Jr.
Executive Officer
Central Cooperative Education Board
Isabel Building, Espana Street
MANILA, Philippines.

11. Dr Vicente U. Quintana
Officer-in-charge and Assistant Director
Agricultural Credit and Cooperative Institute
University of the Philippines
College, LAGUNA, Philippines.

7. THAILAND

12. Mr Pramoon Vidhyanonda
Chief, Cooperative Techniques and Promotion
Division
Ministry of National Development
BANGKOK, Thailand.

B. Participants from the International Cooperative Training Centres

1. CANADA

13. Mr Raymond Cameron
Incharge, Credit Unions' Programme
Coady International Institute
St. Francis Xavier University
ANTIGONISH, NOVA SCOTIA.

14. Mr Ole Turnbull
Director, Programmes Division
Western Cooperative College
141-105th Street
SASKATOON.

15. Mr Neil Overend
Training Officer
External Aid Office
Government of Canada
OTTAWA.

- | | |
|---|---|
| 2. CZECHOSLOVAKIA | 16. Mr Lubomir Zdarsky, M.Sc. Lecturer Central Cooperative College of the Central Cooperative Council Ruska 71, PRAGUE 10. |
| 3. DENMARK | 17. Mr Aage Bo Secretariat for Technical Cooperation with Developing Countries Ministry of Foreign Affairs Stormgade 2 COPENHAGEN |
| 4. ISRAEL | 18. Dr David Groman Lecturer, Afro-Asian Institute for Labour Studies and Cooperation, PO Box 16201 TEL AVIV. |
| 5. UNITED KINGDOM | 19. Mr R.L. Marshall, M.B.E., M.A. Principal Cooperative College (Cooperative Union Limited) Stanford Hall LOUGHBOROUGH. |
| 6. UNITED STATES OF AMERICA | 20. Dr A.L. Larson Director International Cooperative Training Centre University of Wisconsin 606 State Street, Room 603 MADISON, Wisconsin. |
| 7. UNION OF SOVIET SOCIALIST REPUBLICS (USSR) | 21. Mr V. Gukasyan Chief, Educational Institutions Department CENTROSOYUS (Central Union of Soviet Cooperatives) B. Tcherkassaki Per 15/17 MOSCOW. |
| | 22. Mr A. Merkulov Deputy Chief Foreign Relations Department CENTROSOYUS (Central Union of Soviet Cooperatives) B. Tcherkassaki Per 15/17 MOSCOW. |

C. International Cooperative Alliance

23. Dr Mauritz Bonow
President
International Cooperative Alliance
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24. Mr W.G. Alexander
Director
International Cooperative Alliance
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25. Mr Bertil Tronet
Financial Director
Kooperativa Förbundet
(Swedish Cooperative Union and Wholesale
Society)
Fack, STOCKHOLM-15, Sweden.
- ICA RO&EC,
New Delhi
26. Dr S.K. Saxena
ICA Regional Officer
for South-East Asia
27. Mr Alf Carlsson
Director, ICA Education Centre
28. Mr J.M. Rana
Co-Director, Education Centre
29. Mr M.V. Madane
Joint Director, Technical Assistance
and Trade
30. Mr Rune Erixon
Joint Director, Admn. & Finance
31. Dr. Dharm Vir
Deputy Director, Education Centre
32. Mr H.P.Lionel Gunawardana
Deputy Director, Education Centre
33. Mr Shiro Futagami
Deputy Director, Education Centre

D. Observers attending the Conference

- AARRO
34. Mr Krishan Chand
Secretary-General
Afro-Asian Rural Reconstruction Organisation
C-117-118, Defence Colony
NEW DELHI-3.
35. Mr M.R. Kaushal
Director, Rural Cooperatives &
Coordinator Programmes
Afro-Asian Rural Reconstruction Organisation
C-117-118 Defence Colony
NEW DELHI-3.
- FAO
36. Mr Cedric Day
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1, Ring Road, Kilokri
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37. Mr David Mason
Information Officer
Food & Agriculture Organisation of the
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NEW DELHI-14.
38. Mr Spartaco Anania
Agricultural Credit Specialist
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Via delle Terme di Caracalla
ROME, Italy.
- ICFTU
39. Mr S.R. Bhattacharya
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ICFTU Asian Trade Unions College
C.3-4, Green Park Extension
NEW DELHI-16.
- ILO
40. Mr Robert Staermose
ILO Advisor, Cooperative Management
National Cooperative Consumers
Federation
25 Ring Road, Lajpatnagar
NEW DELHI-14.

- UNESCO
41. Mr K. Milinkovic
Specialist
Department of Adult Education
United Nations' Educational, Scientific and
Cultural Organisation
37 Friends' Colony
NEW DELHI-14.
- COOP LEAGUE/USA
42. Mr Peter McNeill
Cooperative Advisor
Department of Credit and Marketing
Cooperatives
Ministry of National Development
BANGKOK, Thailand.
- SECRETARIATE
43. Mr Daman Prakash
Conference-Secretary
International Cooperative Alliance
43 Friends' Colony, NEW DELHI-14.