

Cooperative Member

Education
in South-East Asia

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INTERNATIONAL COOPERATIVE ALLIANCE
REGIONAL OFFICE & EDUCATION CENTRE FOR SOUTH-EAST ASIA, NEW DELHI

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COOPERATIVE MEMBER EDUCATION

IN

SOUTH EAST ASIA

Introduction:

Generally, the social movements are initiated by enlightened leaders. The cooperative movement is no exception to it. Actually, the modern cooperative movement was started with cooperative education. The Rochdale Pioneers before starting their cooperative business in 1844, had conducted intensive educational activities for themselves and other members of their community. Even after resuming their economic activities, they continued their educational work.

In most of the developing countries, the cooperative movement was started the other way round. It was initiated by the Government in most of the cases. First the cooperative societies started economic activity with the help of cooperative departments. Afterwards the need of cooperative education among the members and employees was realised. The programmes of cooperative education were started, perhaps to save the so-called cooperatives from economic disaster. Thus the cooperative education has been expected to do the fire-fighting work. This approach can be compared with the effort to dig a well when the fire is on. We should not be so late to understand the importance of educational approach adopted by the Rochdale Pioneers and other successful cooperators.

Education as a Cooperative Principle:

The International Cooperative Alliance, following the example of the Rochdale Pioneers has always been emphasising on the educational aspect of the Cooperative Movement. The ICA Commission on Cooperative Principles recommended that the cooperative education should be the basic activities of all types of cooperative societies at different levels. The recommendations of the Commission were accepted by the 23rd Congress of the ICA held at

Vienna in 1966. The Principle on Cooperative Education as accepted by the ICA Congress is given below :-

"All Cooperative societies should make provision for the education of their members, officers, and employees and of the general public in the principles and techniques of Cooperation, both economic and democratic."

The Commission has rightly drawn our attention both to the economic as well as democratic aspects of cooperative movement. Both the aspects are to be emphasised in the educational programmes for employees, as well as for members. The ideological and democratic aspect has been to some extent lost sight of. This has happened partly because of the fact that the movement has failed to attract younger people who can refresh it with their talents and enthusiasm. In absence of suitable guidance and adequate leadership the younger generation is becoming frustrated, destructive and consequently non-cooperative. We, therefore, cannot afford to lose sight of the ideological aspect in cooperative education programme particularly in the developing countries. Even in the economically developed countries the cooperative movements are expected to rationalise their structure and system of working in consultation with the members. The cooperative adult education is therefore being directed towards the members for consolidation of the movement and for increasing its efficiency so as to match with the private trade

Member Education Programmes:

The countries in the South East Asian Region have evolved different patterns of administering of Cooperative Education Programmes. These countries can be classified as follows and the programmes therein be described accordingly.

- I. Countries having special cooperative unions for Cooperative Education viz. Australia, Bangladesh, Japan, India, Pakistan & Ceylon.
- II. Countries having a mixed pattern; cooperative organisations, university institutes, and government departments conducting cooperative education e.g. Republic of Korea, Philippines, Iran, Thailand, Malaysia, Singapore and Indonesia
- III. Countries in which cooperative departments are mainly concerned with Cooperative Education, e.g. Nepal.

As can be discerned from above that cooperative movements in the Philippines, Thailand, Malaysia, Singapore and Indonesia have a mixed pattern for administering member education programmes. There are some countries in the Region, which have cooperatives and their unions/business federations to look after cooperative education programmes. There are a few countries where government have been administering educational programmes for cooperative officials and members.

In countries such as India, Pakistan, Ceylon, Thailand, Japan, Malaysia, Singapore and Indonesia there are national cooperative unions to look after the ideological and educational aspects of the movements. However, the programmes at the sub-national levels are looked after by provincial organisations. In Japan, local cooperatives are very active and successful in organising educational activities for their members in shape of farm guidance and home life improvement programmes.

MEMBER EDUCATION IN THE PHILIPPINES

Provisions for cooperative member education, such as finances, education and information committees, are embodied in the bye-laws of agricultural as well as non-agricultural cooperatives. Within the FaCoMas, which have uniform bye-laws throughout the country, the bye-laws state that: "Five per cent of the net savings shall be set aside for cooperative education purposes".

The education and information committees in the FaCoMas may come from the Board of Directors or the management personnel. Ordinarily, it is a director who acts as chairman of the committee. In the case of credit unions, consumer cooperatives, industrial and service societies, the committee is usually headed by the vice-president of the cooperative and is appointed by the board of directors. Committee members may be taken from the board of directors or from the general body.

Information and education committees generally have the following functions :

- (1) to conduct education campaigns among the members,
- (2) to develop member loyalty, and
- (3) to perform such other educational functions which may be assigned to them by the board or the general body. In both sectors - agricultural and non-agricultural - cooperative educators work with these education and information committees.

Government and other agencies involved in member education activities in the Philippines include: The Commission on Agricultural Productivity (CAP), the Cooperative Administration Office (CAO), the Agricultural Credit & Cooperatives Institute (ACCI) and the Central Cooperative Educational Board (CCEB).

1. Commission on Agricultural Productivity: (CAP)

Among its other functions, CAP undertakes:

- (a) to conduct informational and promotional activities among farmers on cooperatives wherever economically justifiable;
- (b) to plan and implement practical member education programmes for cooperatives, so that favourable relations between members and their cooperatives may be developed.

CAP undertakes promotional work among Farmers' Associations, which are non-cooperative organisations, but whose aims and objectives are similar to those of the agricultural cooperatives. These Farmers' Associations serve as nuclei for future cooperative societies.

CAP has a cooperative division responsible for conducting a continuous member education programme. In 1963, this division had 100 cooperative officers and it is planned to increase this number. Educational techniques used in the field consist mainly of lectures, informal meetings and discussions. A total of ₱ 105,074 was spent in 1964 for cooperative education.

CAP collaborates with ACCI, CCE, extension departments of agricultural colleges and other agencies engaged in cooperative education including member education.

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2. Cooperative Administration Office: (CAO)

The promotional and developmental functions of the CAO deal mainly with educational activities. Among these activities are :

- (a) Various types of publications such as bulletins, brochures, pamphlets, etc, providing technical know-how on cooperatives, particularly on principles, methods and practices, administration, management and operation, and requirements for organisation and registration.
- (b) Conducting lectures, conferences, public meetings and open forums, in-service training seminars for cooperative leadership among labour groups, commercial and industrial firms, in collaboration with the Department of Education, the University of the Philippines, Asian Labour Education Centre, ACCI and the Central Cooperative Education Board.

3. ACCI is a higher-level training institution for cooperative personnel. However, in local and regional cooperative education programmes, it serves federations and societies in the training of leaders and organisers, including discussion group leaders. It prepares education and training material and trains managers and employers of all types of cooperatives. It also trains CAP extension workers and CAO cooperative education officers.

ACCI has a cooperative member education division which prepares programmes of training for member education organisers and leaders, gives residential training to discussion leaders, special members, directors and regional education officers, prepares and publishes training manuals and study guides, and conducts correspondence courses for employees of local cooperative societies. With a grant of US \$5,000 ACCI produced audio-visual aids such as films, film strips, charts and pictographs. These aids were distributed to local cooperative societies through their respective federations. Among the educational methods used by ACCI's member education division are: lectures, discussion groups, field studies, conferences and writing of reports.

ACCI receives its finances from appropriations of the Government, grants-in-aid received under the National Economic Council-US-AID programme grants from Government agencies desiring to help the Institute, assistance from organisations for which the Institute performs services, and grants from private sources.

In 1964 ACCI had total ₦200,000 special fund for training of leaders and officers of non-agricultural cooperatives. Expenses of trainees from the agricultural sector are usually underwritten by their respective cooperative or sponsoring agencies.

4. Central Cooperative Education Board (CCEB)

As stated earlier, the bye-laws of non-agricultural cooperatives require that they set aside 10 per cent of their net annual savings towards an educational fund. Half of this is retained by the societies for their own cooperative and educational activities, and the other half is remitted to the CCEB for its national programme of cooperative education, training and promotion.

The CCEB is composed of the director of the C.O as ex-officio chairman and six representatives of cooperatives or other voluntary institutions nominated by him as members. Among the activities of the

CCEB are :-

- (a) conducting of seminars jointly with CAO or other bodies;
- (b) publication of pamphlets, brochures, handbooks, the Philippines Cooperative Advocate and other cooperative literature, and
- (c) installing bill boards, preparation of posters and other means of public relations.

CCEB's work in the field of member education consists of promoting and organising study circles, conferences and film shows among members and committees of affiliated societies. The preparation of teaching materials and training of teachers for this work is undertaken by the ACCI at the request of and in consultation with the CCEB.

In 1964, the CCEB appointed 3 regional officers who would be responsible for : (i) bringing together representatives of cooperative societies in the region, (CCEB tentatively divided the country into 9 regions) and forming a regional cooperative education committee to work with the regional officers for the promotion and development of cooperative education in the region, (ii) working closely with the CCEB and seeing that its policies are actively supported, and (iii) developing within each society or among groups of societies education programmes for both members and employees.

CCEB's work may be summed up as follows :

1. Recruiting cooperative leaders.
2. Assisting discussion group leaders in setting up and conducting discussion groups.
3. Meeting the board and education committees to help plan and conduct education programmes at local level.
4. Arranging seminars, regional conferences and special lectures.
5. Promoting training of directors and committee-men of cooperative societies.
6. Distributing and presenting cooperative films to cooperative education groups, and
7. Generally assisting with all features of the member education programme.

Among CCEB's publications for the purpose of member education are pamphlets on various types of cooperatives, and a Manual for Cooperators.

Central Cooperative Exchange, Inc. (CCE)

The CCE is a voluntary organisation dealing with agricultural cooperatives and is one of the members of International Cooperative Alliance. At the apex level, the CCE undertakes a member education programme designed to create a solid base of well-informed FaCoMa members. In 1964, the CCE launched 5 discussion groups - a member education method very similar to the study circle method. Two of these groups failed, while 3 succeeded. On the basis of the three successful groups, and the experience gained thereby, the CCE formulated its member education programmes in a manner more suited to the needs of discussion group members.

Grains Marketing Cooperative of the Philippines, Inc., (GRAMACOP)

Agricultural Cooperative Movement with the GRAMACOP (one of the member of I.C.A.) and the Agricultural Cooperative League, supported by relatively successful FaCoMas has played a more important role in our food self-sufficiency programme of the government.

Several selected FaCoMas with Agricultural Credit & Cooperatives Institute trained management employees have been extended wholesale production loans with the proviso that they should have effective capital formation and membership education programmes.

National Co-ordinating Committee

Other voluntary organisations such as the Philippines Credit Union League also conduct educational programmes for their staff and members. In 1963, ACCI brought out a report on cooperative education in the Philippines, on the basis of which it was decided to coordinate the educational efforts of various agencies. The first National Conference on National Education was held at ACCI in January 1964. This was followed up in 1965 by the setting up of a National Co-ordinating Committee on Cooperative Education. This Committee consists of officers from the voluntary sector, with the General Manager of the CCE as Chairman. Acting as consultants are the heads of ACA, CAP and ACCI.

At the committee's second meeting in July 1965, the chairman presented a general plan of approach on three target areas, namely, cooperative education for (a) cooperative members (b) cooperative officials and employees, and (c) the general public. It was also proposed to have 3 separate committees to deal with each target area, and the work programmes of these committees were to be consolidated to become the national programme on cooperative education.

Although it was felt that both, the agricultural and non-agricultural sectors had benefited because of member education, some problems still remained, such as: insufficient finance, lack of qualified instructors and effective teaching aids, indifference among members and lack of coordination among agencies engaged in educational work.

MEMBER EDUCATION IN THE REPUBLIC OF KOREA

In the Republic of Korea, the National Agricultural Cooperative Federation, is responsible for planning, coordinating, executing and assisting the Member Education Programme at different levels in the entire country. The Member Education Programme is conducted as follows :-

At the national level, the NACF, through its Employee Training Centre, trains annually 250 cooperative employees who are engaged in working with the primary agricultural cooperatives. The Centre has 10 Instructors for this purpose. Subjects taught include : Cooperative Theory, Agricultural Cooperative Organisation and Management, Book-keeping, Agricultural Cooperative Business, Cooperative Guidance, and Rural Development.

At the Provincial or State Level the NACF has its Branch Offices which number 9 in all. These Branch Offices train 147 persons annually, who comprise cooperative employees of the primary agricultural cooperatives, ordinary members, and members of 4-H Clubs. Each Branch Office has 7 Instructors for this purpose. The subjects taught are the same as those included in the course held at the national-level Employees Training Centre, except that instead of Agricultural Cooperative Business, Farming Methods are taught.

At the District Level, there are 140 Gun or District-Level agricultural cooperatives which impart Member Education to 621 persons annually. Persons who receive such education comprise those working for the primary agricultural cooperatives, farmer members, members of 4-H Clubs, and school children. Each District has 5 Instructors for this purpose. The educational content is almost the same as for the national-level and Provincial or State-level courses, except that Member Loyalty and Youth activities in Rural areas are also included.

There are 1,500 Ri/Dong or Primary Agricultural Cooperatives which provide Member Education to 200 persons annually. These persons comprise Farmer Members, Members of 4-H Clubs, and Women. There are 3 Instructors

per area. Subjects taught include: Participation in Cooperative Business; How to Improve the Social and Economic Status of the Farmer, Farming Methods, Cooperative Theory, and Rural Development

At the national and provincial levels, expenses for the Member Education Programme are met from out of the NACF's finances. The District and Primary level agricultural cooperatives partly finance their Member Education activities out of their own funds. The NACF provides Instructors at all levels, and support the Member Education Programme by providing the necessary text-books and other educational materials.

Teaching methods include: lectures, educational meetings, seminars, group discussions, study circles, correspondence courses, and field study and case studies.

Publications used in the Member Education Programme include the Weekly and Monthly publications of the NACF, an introduction book for Cooperative Education, literature on Farming Methods, Pamphlets, Leaflets, etc.

Audio-visual aids include Cooperative Films, documentaries, educational and cultural films, tape-recorders, radio programmes (Farmer's Time), and Television programmes, also entitled "Farmer's Time".

The main achievements of the Member Education Programmes are :

- (a) Increase in the number of members participating in agricultural cooperative business.
- (b) Improvement in the farmers socio-economic life,
- (c) Encouraging youth activities in rural areas.
- (d) Improved farming methods and farm technology
- (e) Participation by villagers in planning rural development
- (f) Better understanding about agricultural cooperatives.

Some of the main problems faced in the field of Member Education are :

1. Lack of qualified Instructors
2. Lack of funds
3. Not much enthusiasm among farmer members' towards the Programme.
4. Paucity of educational materials and other teaching facilities.

MEMBER EDUCATION IN IRAN

The Central Organisation of Rural Cooperatives of Iran (CORC) is responsible for the supervision of all Rural Cooperatives in the country. At the national level, the CORC has an Education and Training Department which looks after all matters pertaining to cooperative education. In addition to the educational staff in this Department, the CORC has ten Officers who work in the Provinces and conduct educational programmes. They are based at the CORC Centre's in each Province. These ten officers, together with the one Officer in the Education and Training Department, plan and execute the educational programmes.

In addition, there are Supervisors who also conduct educational programmes under the guidance of Education Officers. One of the most important tasks of these Supervisors is Member Education among members of the Rural Cooperatives.

The Government provides financial assistance for the promotion of rural cooperatives, and also finances programmes of cooperative education at all levels including Member Education. In the last 4 years, a sum of US \$1,636,666 - or 122,750,000 Rials) was allocated specifically for cooperative education in rural cooperatives, and made available to the CORC. All supervisory and educational services are provided by the CORC to members of the rural cooperatives free of cost.

The educational staff of the CORC are trained in a special Training Course held in Tehran University. They also participate in seminars and

About 100,000 persons are given Member Education annually.

Various books and publications are used in the education of members. Audio-visual aids such as films, and mobile units, as well as lectures and discussion groups are also employed.

Main problems faced in the field of Member Education are :
shortage of funds, need for better and longer training courses, and lack of qualified teaching staff.

Cooperative Education

Central Cooperative Organisation of Iran (CCOI)

Ever since its inception, the CCOI, which is under the Ministry of Cooperation and Rural Affairs, has held Regional Courses on Cooperation for employees of different Government departments and municipalities. The subjects of these courses were : (a) History and Philosophy of Cooperation, (b) Cooperative Principles, (c) Cooperative Management, (d) Cooperative Accounting - in brief, (e) Cooperative Finance, and (f) The Role of Cooperation and Economic Development.

The aim has been to acquaint civil servant employees with the philosophy and ideals of Cooperation in order to receive their support whenever needed in establishing cooperative societies.

Between March 1967 and April 1967, 7 Regional Cooperative Courses were held in different parts of the country. The first Course was of one month's duration, and the rest of 2 weeks' duration. The total number of participants in these Courses was 438.

Seminars: To extend Cooperative thought and philosophy, and to increase the efficiency of managers and office bearers of cooperatives with their administrative responsibilities, Cooperative Seminars are arranged. Such seminars are also meant to acquaint the full-time Instructors of the Teacher Training Centres with the socio-economic values of cooperative societies.

Between June 1967 and September 1969, 6 Cooperative Seminars were organised for the following categories of cooperative personnel :

1. Auditors of Cooperative Societies in Tcheran
2. Principals and Instructors of normal schools and Teacher Training Centres.
3. Managers and Managing Directors of Consumer Cooperatives (jointly organised with the ICA)
4. Managers and Managing Directors of Agricultural Producers' Cooperatives.
5. Managers and Managing Directors of Handicraft Cooperatives.
6. Managers of Credit Cooperatives.

The total number of participants in such Seminars was 531. The largest attendance was at the Seminar for Principals and Instructors of normal schools and Teacher Training Centres, i.e., 231.

The CCOI held a few specialised courses on Cooperative Accounting, one in August 1968, one in September, and a third in February 1970. The first was of one month's duration, the second of three months' duration, and the third for a period of four months. The total number of participants was 128.

A special course on Cooperative Salesmanship was held for 53 salesmen of consumers and small-scale handicraft cooperatives. In this course, which was of 3 weeks' duration, the most effective techniques of salesmanship were taught.

Three Regional Seminars for Managers and Managing Directors of Cooperatives were held in different parts of the country in November 1968, December 1968 and February 1969. The first was of 3 days' duration and the other two of 4 days' duration. The total number of participants was 285.

Courses for Corpsmen: To acquaint the Corpsmen with the Principles of Cooperation, the CCOI has incorporated more subjects on Cooperation into their training curriculum. Up to the present time approximately 3,118 students of Health Corps, and Extension and Development Corps have been familiarized with cooperative subjects.

Cooperative Education and Publicity for the General Public:

The CCOI has taken the following steps :

1. Translation and publication of 62 books on various cooperative subjects (books from foreign sources).
 2. Publication of 22 issues of the "Monthly Cooperative Review".
- All books and publications are distributed among cooperatives, unions and cooperators free of charges.

Continuous cooperative programmes are included in the daily schedules of the Radio, broadcasting and T.V. telecasting.

MEMBER EDUCATION IN MALAYSIA

The Department of Cooperative Development with its limited resources and personnel, provide advice and assistance in the organisation and promotion of cooperative societies. The rapid expansion of the movement, however, has made it almost impossible for the Department to provide the education and training so very necessary in the formative years and to maintain these services.

The Cooperative College of Malaya was established at Petaling Jaya in 1956. It took over much of the education and training and provided residential courses of study from one to four weeks duration to meet various needs including the training of development officers of the Department of Cooperative Development, elected officers of urban and rural societies as well as special orientation courses for village leaders, senior officers of government and these involved in the country's vast rural development programme. The purpose of these orientation courses is to keep the public and officials of Government informed about the aims, organisation and methods as well as the achievements and plans of the cooperative movement so that they would understand and be more sympathetic with the role the movement is playing in the economic and social life of the urban and rural people.

The College also provides courses for women cooperators to encourage them to play a more important role not only in the development and expansion of the movement amongst women in the country, but also in the social and economic upliftment of the people. The annual recurrent expenditure of the college is met from contributions by the movement (2% of the annual net profits of cooperative societies) and any deficit is met by the government. In the last three years, however, the expenditure of the college was wholly met by the movement itself.

There has been a lack of interest and an indifference on the part of the movement itself in the past to educate its members in appropriate ways. A large proportion of the members were completely ignorant of the principles which embody the spirit of cooperation. In spite of its large membership and following the movement could not play a large and vital role in reshaping the economic system of the country. Cooperative education and training been, in the back-waters of the activities of the movement.

The Cooperative Union of Malaysia: (C.U.M)

During the past few years the Cooperative Union of Malaysia has organised a great number of seminars and conferences on every aspect of the movement's activities including management and investment. It has also arranged for a number of cooperators to go on study tours to other parts of the world. These have produced results which have given a new heart to the Movement. The C.U.M. has a very active Education and Training Sub-Committee, which works in close collaboration with the Education Committees of the Regional Cooperative Unions and other cooperative organisations.

From 1968, regional unions and individual societies like the M.C.I.S. have formed education sub-committees to conduct their own education programmes. Regional Unions, particularly the Midlands Cooperative Union and the Penang Cooperative Union have taken the initiative to organise week-end seminars. The initial programmes of these bodies have been centred around management committees and on training courses for cooperative educators. The wish and desire is to have a cadre of cooperative educators who can then organise education programmes for ordinary members. A fair measure of success has been gained and there is great promise that the future ordinary members of the cooperative movement in the country will be a more enlightened group.

An Assignment in Cooperative Education in Malaysia :

Since its inception in 1960, the ICA Regional Office and Education Centre has been assisting the Malaysian Cooperative Movement especially in the field of cooperative education. Just before the Federation of Malaysia was formed the ICA Regional Office and Education Centre had organised in collaboration with the Malaysian Cooperative Movement a national seminar in 1963 on the subject of Cooperative Member Education, at the Cooperative College, Petaling Jaya. The Seminar was organised for officers of the Cooperative Department and local cooperators. The Cooperative Union of Malaysia has since then organised

several national seminars on various cooperative subjects with the assistance of the I.C.A. The organisation of these seminars helped the cooperators in Malaysia to think for the development of their cooperative movement. Several economic ventures were consequently started by awakened cooperators and active cooperative societies.

After organising educational activities at the national level for some time, it was felt by the Cooperative Union of Malaysia that Cooperative Education needs consistent efforts at all levels. Main efforts should concentrate at the local level, so that member education may be integrated with the social, business and investment activities of cooperative societies. In this way, the movement would be able to implement effectively the cooperative principle emphasising that all cooperative societies should make provision for education of leaders, members, prospective members and employees in the techniques of Cooperation, both economic and democratic.

A systematic plan was needed to conduct cooperative activities at different levels. The Cooperative Union of Malaysia, therefore, decided to have its own Education Committee and approached the I.C.A. Regional Office and Education Centre to provide a specialist to assist in developing and initiating cooperative education programmes at the national, regional and local levels. The Specialist in Educational Methods was given this assignment by the I.C.A. Regional Office & Education Centre for developing and initiating an integrated plan of cooperative education in Malaysia.

To carry out the assignment entrusted to him, the Specialist made three visits to Malaysia during 1970 and helped in organising and conducting a series of seminars and other educational meetings numbering 36 covering about 1300 cooperative leaders and rank and file workers. The assignment was followed up during 1971-72, through reports, discussions and visit to cooperative organisations in Malaysia.

The educational work done during 1970, is reflected in the following resolution unanimously passed by the Second Malaysian Cooperative Congress.

"The Congress congratulates UNESCO for declaring 1970 as the International Education Year and commends the efforts of the U.N. in involving cooperative movement in the Second Development Decade. It notes with satisfaction that the Cooperative Union of Malaysia and ICA Regional Centre in New Delhi are making intensive efforts in the field of Cooperative Education and recommends that all cooperative societies should have Education Committees, Educational Programmes and funds for such purposes."

Problems Encountered:

It is because of the shortcomings of the movement in Malaysia that the leaders of the movement have realised that inadequate emphasis has been placed on cooperative education and training for a long time. Societies have failed due to poor management and lack of trained officials and employees. Because of the foundation on which cooperative has been built it is, at this stage, a very difficult task to organise and plan cooperative education and training. The existing members present the major problem as most are in an age group (over 45 years of age) who would not easily accept any changes to their own ideas of Cooperation as they feel that it would encroach into their rights and domains. It is to the younger age group that we lay our hopes and efforts. They would be more amenable to a reassessment of their view on the functions and purposes of cooperation.

The task of educating the general membership must be tackled principally by the movement itself. In a movement that has not provided training for its members in the past, there is a dearth of trained personnel and instructors who could be called upon to promote cooperative education. There is not a body of cadres who could bring the message of cooperation and the cooperative way of life to the general membership. While the movement can successfully organise seminars on a more specialised field, it has not the resources nor the personnel to undertake the enormous task of spreading the message of

Cooperation to the general membership. However, efforts are being made by Education and Training Committees in Regional Unions and some cooperative societies to involve the membership in education and development work.

Literature that can be easily absorbed by the general membership and selected officials with their limited education in their mother tongue is not available. Specialised knowledge and trained personnel are required to prepare and make such material available for the consumption of the general membership as well as the public. Some cooperative educators who have been trained under various programmes of the I.C.A. Regional Office and Education Centre are engaged in preparing suitable material for cooperative education work in Malaysia.

There is a crying need for trained teachers at the Cooperative College of Malaysia, to meet the present and future demand of the movement. The College is providing not only short-term courses, but also professional certificate and diploma courses of longer duration. There is great need for research in general but specifically in the content and methods of the courses now offered by the college as well as in the needs of the movement at the present moment and the immediate future. Besides other cooperators, five teachers from Malaysia were received under the ICA Teachers' Exchange and other programmes and given special orientation in Cooperative Education. It is hoped that cooperative education system being evolved in Malaysia will be a good example for neighbouring countries.

contd..

COOPERATIVE EDUCATION IN SINGAPORE

Before, the formation of the Republic of Singapore, the educational needs of the movement in the island were mainly catered by the Malaysian Cooperative College, Petaling Jaya. The Singapore National Cooperative Union, which is an apex body of the movement in the country is seriously planning to have Cooperative Education programmes. At the first national seminar on Cooperative Management held in April, 1970 it has been decided to promote Cooperative Education with the assistance of the ICA. The Union already has a team of trained Cooperators who have studied Cooperation overseas under various educational schemes launched by the ICA Regional Office and Education Centre and the Swedish Cooperative Centre (SCC). It has strengthened its Education and Training Committee so as to plan for increasing needs of the movement.

During October-November 1971, the Singapore Cooperative Union organised a series of evening courses for general members and managing committee members. The main topics covered were History, Principles and Practices of Cooperation, Management of Cooperatives (Role of members), Cooperative & Trade Union, Cooperative Insurance, Consumer Cooperatives. The Education and Training Committee of the Union now plans to have specialised courses so as to meet the different needs and aspirations of various groups such as managing committee members, officials and ordinary members of different types of cooperative societies. The Union has also asked for assistance from the ICA Regional Office and Education Centre in formulating and implementing its educational programme during the year 1972.

An Assignment in Cooperative Education:

On request from the Singapore National Cooperative Union, the Specialist in Educational Methods of the ICA Regional Office & Education Centre, undertook the above assignment and worked intensively in the field of cooperative education. During the period of his work in Singapore, the following main activities were undertaken with the assistance of Education and Training Committee of the Union :-

- (1) Study of the working and problems of selected urban societies in Singapore.
- (2) National Seminar on Education for Consumer Cooperation, May 14-20, 1972.
- (3) National Seminar on Education for Consumer Services to Members, November 20-26, 1972.

- (4) Follow-up discussions and advisory work with the Singapore National Cooperative Union, the Department of Cooperation and selected member cooperatives.

A comprehensive report on the assignment completed during December 1972 is under preparation.

Besides, the Adult Education Board of Singapore has decided to launch courses on Cooperation. The Nanyang University in Singapore is already teaching Cooperation as one of the subjects. The Government Department of Cooperation is also conducting educational programmes especially for rural cooperators.

Department of Cooperation:

The Registry of Cooperative Societies is headed by the Registrar of Cooperative Societies, who together with his staff, is responsible for administering the Cooperative Societies Ordinance, the Cooperative Societies Rules, 1953, and guiding and encouraging the Cooperative Movement in the Republic of Singapore.

Included in the functions of the Registrar is Education, which entails giving advice and information on the management of cooperative societies, informal training of societies' treasurers in the correct method of writing up their accounts and in the proper keeping of account books : attendance at cooperative meetings as and when necessary, organising cooperative study tours and the like.

During 1969, in order to smooth the conduct of meetings, proper transaction of business and the correct execution of other aspects of cooperative management advice and assistance in various forms were rendered to the cooperative societies. Furthermore, office-bearers of weak societies, especially those in the rural sector, were given informal instructions in the Registry in the correct method of writing up their accounts and the proper keeping of account books. In addition, one cooperative study tour was conducted on 29th August, 1969, for members of rural cooperative societies, to enable them to see the progress and the workings of large and well-run urban cooperatives with a view to improve their work

MEMBER EDUCATION IN THAILAND

The Cooperative Techniques and Promotion Division in the Ministry of National Development has been the main administrator of the Member Education Programme in Thailand. The Division consists of a Training Section with 9 mobile units, a Research Section and a Library. The mobile units cover 71 provinces which have been divided into 9 cooperative regions or zones. Since 1961 the Division has been imparting member education to committee members, ordinary members of various types of cooperative societies, and the general public. Each mobile unit is staffed by 5 officials and a driver, and equipped with audio-visual aids such as films, slides, loud-speakers, charts, etc. Pamphlets, brochures and other cooperative literature is distributed to trainees by the mobile units.

In 1969 the number of mobile units was reduced from 9 to 4. Members of other units adopted a new approach to member education, namely, the study circle method. This was tried out in 3 provinces with 53 groups. 519 members participated. The Lecture and Demonstration method continued to be used by the other 4 mobile units which in 1969 covered 39 provinces having a total of 4,911 cooperative societies.

In 1970, more stress was laid on the education of committee members at the provincial and district levels. Selected members were educated in conferences and seminars, and education was geared to the expansion of cooperative business, in keeping with the policy of the Ministry of National Development. At the provincial level, two education units operated in 16 provinces, with 1,609 committee and leading members participating. At the district level, 5 units operated and covered 14,401 committee and leading members.

Finances for the member education activities of the Division come from a national budget appropriation.

Cooperative League of Thailand:

The Cooperative League of Thailand was established in 1968. The League is a national-level voluntary cooperative organisation. Since its inception, the League has been giving continuous support to the Cooperative Movement in the country by arranging training programmes for various

categories of cooperative personnel, including potential managers of agricultural cooperatives, national conferences for committee members of savings and consumer's cooperatives, and lecturers. The League also provides some finance for the purpose of equipment needed in cooperative extension work, e.g., projectors, cameras, loud-speakers, and a jeep. It also publishes cooperative literature which is distributed to members through their cooperative societies.

Member education programmes are for committee members, ordinary members and the general public, but more attention is paid to education of the first two categories. Education covers: Cooperative principles and methods, cooperative administration and business management, responsibilities of committees and members, and other related careers, e.g., farm management livestock raising, family industry, etc. Training at the provincial and district levels is usually of 4 days' duration, and includes lectures on the organisation and functioning of the Cooperative League. Group discussion of the problem-solving type, and field trips are included.

Problems:

Some of the main problems faced in connection with the member education programme in Thailand are: lack of enthusiasm on the part of members, lack of proper facilities in the way of accommodation, seating arrangements, etc., and inadequately trained staff for carrying out the programme efficiently.

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MEMBER EDUCATION IN INDONESIA

All types of cooperative societies in this country face many different technical as well as economical problems such as lack of capital, mis-management, lack of technical knowhow, etc.

The above mentioned difficulties demand the widening of the members' horizon so that they, beside being informed about the inner life and basic aim of the cooperatives, have a general aspect of the overall economic life. A good economic results from cooperatives will come out of the collective endeavour of educated members and effective leaders. That is why the education of the cooperative members is stressed more as one of the most important social activities beside their economic activities.

In Indonesia, Member Education is the responsibility of the Directorate General of Cooperatives and the Indonesian Cooperative Council (Dewan Koperasi Indonesia - DKI). The Member Education Programme is administered in the following way :

1. At the national level, by the Directorate General of Cooperatives.
2. At the provincial level, by the Provincial Directorate of Cooperatives.
3. At the district or regional level, by the Government Cooperative Office.
4. The Indonesian Cooperative Council at the national level, and its branches in the provinces and districts, has a great share in Member Education.

Government staff engaged in Member Education consist of officials from the following services: agriculture, veterinary, fisheries, industry, and trade and from local Government. The number of instructors depends on the size of the area covered and the local requirements.

The Member Education activities are financed mostly by the Directorate General of Cooperatives within the framework of the Five Year Development Plan. It is gratifying to note that the present Administration, through the Directorate General of Cooperatives, has

allotted a sum of 365 million rupiahs (\pm U.S. \$1 million) for educational purposes during the financial year of 1969-1970 in order to restore the cooperative movement to its intended position. At the provincial and district levels the Indonesian Cooperative Council has also made valuable contributions in financing Member Education courses. In addition to finances, the Directorate General of Cooperatives also provides necessary guidance and educational materials.

Under the government scheme (BIMAS) of mass guidance for intensification of rice production, it is planned that during the planting season of 1971 about 500 agricultural cooperatives would take part.

The categories covered under the Member Education Programme include: ordinary members, members of boards of management, boards of audit, officials and others who can help to accelerate the growth of cooperatives such as, school teachers and village administrators.

The main teaching methods employed are study circles and discussion groups. Text books on cooperatives, journals, films, and study visits are also employed in Member Education programmes. The staff and members who participate in the Member Education Courses have formed a Cooperative Cadres Association, whose task it is to help the Indonesian Cooperative Council (DKI) in the development of cooperatives.

The Indonesian Cooperative Council (DKI) is the only union of the cooperatives in that country. It has been established by 12 national cooperative federations. The council aims at performing non-economic activities of cooperative movement, such as education, information, research planning and international relations. D.K.I. is the member of International Cooperative Alliance.

There is an executive committee consisting of officials of the Directorate General of Cooperatives and the Indonesian Cooperative Council. Instructors consist of senior officers of the Directorate General of Cooperatives and other services (as mentioned above), who are involved in promoting Cooperation.

Other activities in the sector of cooperative education can be stated as follows :

1. Setting up a Cooperative Training Centre in Djakarta with its branches in every province;
2. Upgrading courses for Chiefs of District Cooperative Office and Chiefs of Division of the Provincial Directorate of Cooperatives;
3. Upgrading courses for Chiefs of Provincial Directorate of Cooperatives.
4. Upgrading courses for Secondary and Primary Cooperatives in every province of the country particularly for the education of the members of the Board, employees, managers, members of the Supervisory Boards, etc.

During the first year of the Five Year Development Plan the Government has succeeded in educating 12,585 Cooperative cadres in all the provinces throughout Indonesia.

Besides, the Cooperative movements themselves have also financed the education of 6,166 Cooperative cadres, among others 133 of them in North Sumatra, 454 in South Sulawesi, 35 in the Mollucas and the rest are in Java.

It is the policy of the Government that in the long run Cooperative education in this country is run by the Cooperative movements. Consequently, pursuant to the Cooperative Law, the Cooperatives are required to muster their education funds for this purpose.

Some of the main problems faced in the field of Member Education are :

- (a) Scheduling of courses coincide with members' free time;
- (b) lack of adequate finances as the societies by themselves are not in a position to finance member education, and hence support from Government is still an urgent necessity;
- (c) shortage of educational materials such as audio-visual aids and other teaching material.

MEMBER EDUCATION IN AUSTRALIA

Member Education is the function of Cooperative Federation of Australia, the State level federations and the primary cooperative societies.

The Cooperative Federation of Australia the apex body in the country is engaged at promotion of cooperative education inside the country and is also arranging assistance to other countries in the South - East Asian Region and the Pacific area. The former President of the Federation Mr. W. Kidston, has been busy in preparing a series of papers concerned with studies in Cooperation for Australian cooperators.

In 1969, the Federation organised a three month course for overseas cooperators in collaboration with the Government of Australia and with the assistance of I.C.A. Such courses are likely to continue in the future.

The National Federation has the support of State level federations. The Cooperative Federation of Western Australia which had a training organiser and its own cooperative education programme, give help to the national federation in carrying out its educational activities. The training organiser had visited India and Malaysia under the I.C.A. Teachers' Exchange Programme, 1970-71, and studied Cooperative education programmes in these countries.

Some members of the Federation recently undertook a long journey in the northern part of Western Australia and investigated the potential for development by cooperative means of aboriginal activities. The Federation is also encouraging Cooperation among youth with the help of Credit Unions.

Cooperative Education in Various States:

The above description might imply a description of a federal organisation operating a formal Education Programme in accordance with a commonly accepted philosophy. Such a conclusion would be erroneous, for in Australia there are six separate and distinctive Co-operative Movements, some of which do not have an apex organisation for co-ordination of activity. Thus any assessment of the Education function in the movement must, of necessity, be done at the State level. It may be added that cooperatives are generally treated under State laws.

Western Australia:

The Cooperative Federation of Western Australia, formed in 1919, is an association of most of the co-operative organisations in that State. This Federation provides a wide range of services for its members, including Central Accounting facilities, Management services, group Audit Scheme together with Education and Publicity Services.

The brief history of educational function is given henceforth: At the Third Annual Conference of the Co-operative Federation of Western Australia, held in October, 1922 a resolution was passed "that the Council of the Federation be urged to review the control and management of Co-operative Companies with a view to preparing a scheme for obtaining a sounder respect for Co-operative Principles, and more effective and expert supervision of the financial arrangement, management and general direction of the various Co-operative Companies".

During the years that followed several projects were initiated although it was not until 1949 that the foundations were laid for the type of Education and Publicity programme that exists today. At the Twenty-ninth Annual Conference a Sub-Committee was formed to discuss the preparation of text books on book-keeping and associated topics. This responsibility was broadened in the following year to "develop and encourage Co-operative Education".

For 5 years limited educational activity was conducted under the supervision of Committee comprised of executives of the Co-operative Federation and two of the larger Co-operative enterprises. This Committee presented various proposals - which were adopted - to the Thirty-sixth Annual Conference. One of the more significant of these proposals was for the appointment of a full time education organisor.

Formal training programmes under the newly structured scheme commenced on the 6th August, 1956. Until 1956, this policy-making body had comprised only representatives of Co-operative Marketing Organisations. In that year, however, the Committee was enlarged by co-opting Managers of 3 consumer and farm supply co-operatives, together with 2 representatives of the Perth Technical College. Representation was subsequently extended to include the W.A. Institute of Technology, and in 1967 a director of a rural Cooperative accepted appointment.

The Education and Publicity Committee:

The present composition of the Education and Publicity Committee is, as follows:-

W.A. Institute of Technology	1
Perth Technical College	1
Director, Storekeeping Co-operative	1
Managers, Storekeeping Co-operatives	3
Executive Council (Federation)	1
Staff, Co-operative Federation	2

Currently, the Committee is working towards two basic objectives:-

1. To improve the efficiency of business operations amongst Member Co-operatives of the Co-operative Federation of Western Australia.
2. To create an awareness amongst the public of Western Australia of the advantages of the Co-operative way of doing business and meeting community needs.

The Committee is working towards achieving these objectives by the organisation of:

1. Staff Training.
2. Director Training.
3. Member Relations Programmes.
4. Liaison with State Education Department for promotion of Co-operation as a teaching subject in schools.
5. By issue of publicity, by Conferences, and by attendance at Meetings.

The Education and Publicity Committee meets regularly to review previous training and to determine policy and programming for the ensuing period. Detailed compilation of training programmes is undertaken by Sub-Committees, and in consultation with management of member co-operatives.

Operations are conducted in full reference to, and under the guidance of the Executive Council of the Co-operative Federation of Western Australia.

Finance: Since the inauguration of the present scheme in 1956, contributions for Storekeeping Co-operative Members has been assessed at one eighth of one percent of turnover. Major member organisations have contributed on the basis of a mutually agreed figure.

In 1957, the first full year of the training scheme, income amounted to \$5,100, and 149 students attended training sessions. For the year 1969, expenditure totalled \$15,700 and 262 students attended.

Queensland:

The cooperative Federation of Queensland Brisbane is conducting educational programmes for personnel of member societies particularly for their employees and members of managing committees. The veteran cooperator Mr. W. Kidston who is also the Chief Executive Officer of the federation has produced a set of correspondence courses for systematic education of Cooperative Movement in Queensland is very informative and can be used for orientation of visitors and new entrants to the cooperative movements in the State.

The Federation, besides having its annual conference and other meetings, organise short seminars on subjects of importance to the movement in the State. The author had an opportunity of observing one of such conferences at Brisbane. The main subject for discussion was objective budgeting. The Federation also conducts some research in the financial conditions of selected societies and extends management consultancy service on an intensive scale. Such an approach has been found very effective in improving the management of cooperative and educating their board of directors.

New South Wales (NSW)

The Cooperative Federation of New South Wales, Sydney has been engaged in conducting educational programmes for Member Cooperatives, also assists in organising and conducting study programmes for overseas visitors. Its Executive Secretary Mr. C.J. Murphy looks after administrative as well as educational programmes. He also edits a very interesting news bulletin 'Federation Newsletter', for education of the cooperative personnel and members. The federation plans to arrange shows of cooperative films on request.

In addition to Federation, several Cooperative Societies are engaged in educational and information programmes for cooperative personnel including members and some of these Cooperatives, visited by the author, are :

- i) Dairy Farmers' Cooperative Society, Sydney.
- ii) New Castle and District (Consumer) Cooperative Ltd., New Castle.
- iii) New Castle District Fishermens' Cooperative Society Ltd.
New Castle.
- iv) Primary Producers' Cooperative Association, Brisbane.
- v) Nambour District Cooperative Society, Nambour, Queensland.

Cooperative for Aborigines Ltd.

The Association is dedicated to the promotion of cooperation among aboriginal population of Australia. It runs a training centre for the purpose and publishes cooperative literature including a journal - MILI MILI. Its Executive Secretary, Revwa Clint plans to expand cooperative educational activities for aboriginal population and exchange cooperative educators within the South East Asian Region for promotion of cooperative education

Credit Unions

This arm of the Co-operative Movement has been singled out for special mention because it is an example of what can be achieved. Credit Unions (Thrift and Loan Societies) are relatively new to Australia. The first was formed in 1946.

In the space of 25 years, Credit Unions have spread to all States with a organisational structure at both State and Federal levels. The Credit Union Movement has an active programme of Education at all levels in the structure. Lecture/Discussion series, short courses and longer residential programmes are utilised with subject matter covering Co-operative principles and philosophy, together with operating techniques.

The N.S.W. Credit Union League, Burwood has a full - time Education Officer and who conducts systematically educational programmes for various categories of trainees including members. The federation runs an audio-visual Unit and has produced coloured slides and film strips for use in educational programmes.

The noteworthy feature of the Federation is the production of manuals for workers engaged in cooperative educational and organisational work. Such manuals cover important subjects e.g. maintenance of accounts, teaching cooperation in schools etc.

These activities, and the success they have enjoyed, are all the more remarkable when it is realised that there is no education centre or institution owned or operated by Credit Unions in Australia. Finance for these operations is generated solely from within the movement which is not recipient of any direct or indirect assistance from Government authorities for any "local" educational purposes.

Technical Assistance

During the past few years, the Australian Movement has, with Federal Government Assistance, offered training opportunities to its Regional neighbours. It is intended to continue to provide the opportunity for selected personnel to undertake studies of Co-operatives in Australia whilst on secondment to particular companies or societies. With continued growth and increasing co-operation among cooperatives, the Australian Movement may be able to play an even more important role in development of the South East Asian Region.

COOPERATIVE MEMBER EDUCATION IN BANGLADESH

To impart Cooperative education and training to the members, officers and public in general is one of the objectives of the Bangladesh Jatiya Samabaya Union Ltd. (National Cooperative Union of Bangladesh). Of late, the Union is taking the vigorous steps to organise and equip itself to be able to extend its activities in a big way in this direction. Its efforts should receive support, assistance and guidance from appropriate quarters.

After independence the national cooperative union has revitalised 19 district cooperative unions which are assisting the Govt. in planning for the future development in the country. The Govt. of Bangladesh have already withdrawn the nomination of non-members from the management of cooperatives thereby taken a bold step for democratisation of the movement. The present Planning Commission of the country is also exploring the possibilities of utilising the cooperative movement for rural development. However, lack of proper education of members and others is considered one of greatest stumbling-blocks in the growth of the movement. The National Cooperative Union has therefore sponsored a move for Mass Education to awaken the people. The Mass Education scheme was submitted to the Govt. and a partial implementation of the scheme started in fifty two thanas on a voluntary basis, as a first step.

Educational Facilities Offered

The existing facilities for member education available to the Cooperatives of Bangladesh are:

- (i) Member Education Courses and Study Circles run by the Peripatetic Extension Units at village level.
- (ii) Member and Office bearers' Course run by the Cooperative Zonal Institutes.
- (iii) Member Education Course run jointly by the BARD and the Cooperative College at Kotbari, Comila.

(1) Member Education Courses at Village Level

The member education course at village level is conducted by the Instructors of Peripatetic Extension Units. It is a 5-day course

intended a preliminary course to introduce cooperation, its principles, a little history, a little of Cooperative Credit, Marketing, Thrift and capital formation. As a follow up of these courses instructors also organise study circles in the villages.

The Peripatetic Extension Units which work as a sort of Mobile School are supported by the Cooperative Union and the Directorate. There are 55 such units covering all the sub-divisions. Each unit is composed of one Instructor and one Assistant Instructor. Each unit is expected to conduct 3 short 5-day courses in each Union in a month in collaboration with the local Cooperatives. As an incentive for attendance in the course trainees are paid Re.1/-each per day. As a follow up of training, study circles are formed to keep alive the interest of members in solution of their local problems in a Cooperative way. Response to the courses vary from area to area/according to the degree or awakening among members.

At present, the Peripatetic Units work rather in isolation. They are not kept continuously supplied with training materials, aids and information by the Cooperative Directorate, the Zonal Institutes, the Cooperative College or by the Apex Cooperatives nor there is regular feeding in System. The Units, which are required to deal with member of all kinds of Cooperatives, are also yet to develop a workable direct line of communication with connected higher Cooperatives. Their only line of communication is with their immediate higher official superior.

The Peripatetic Extension Units can be utilised as a two way agents for bringing in for the members important facts useful information from all available Cooperative and other sources in one hand on the other sending out to the appropriate Cooperative and other sources, the day-to-day problems of the member for their speedy solution. But such traffic is yet to be very frequent. The success of the Peripatetic Units lies in their ability to establish such a two way traffic. Unless they can do so, their training efforts would be too short lived to be of any real value to the members or to the Movement.

(2) Member and Office Bearers' Course at the Zonal Institutes.

The Cooperative Zonal Institutes run a course of 30 days duration for members and office bearers of Cooperative Societies. It is rather an intensive course, syllabi of which consists of topics such as cooperation principles and practices, Cooperative Movement in the country, Cooperative Law and Management, Book-Keeping, Accountancy and Audit, Rural Economics, etc.

Study visit to selected local Cooperative Societies are also included in the syllabus.

The Course contents are varied from group up to group according to requirement of special group as from different types of societies, such as, farmers Cooperatives, fishermen's Cooperatives, weavers' Cooperatives, Teachers' Cooperatives, School Cooperatives, Women's Cooperatives, etc. By the very nature of the syllabus the course is designed for interested and diligent members and office bearers, who have a sustained interest in their Cooperative Societies. Experiences have shown that the course do not always attract requisite number and type of trainees, though a subsistence allowance at the rate of Rs.70/- per month is paid to the trainees to compensate for their expenses.

After the great Cyclone of 1970, one of the Zonal Institutes introduced a 21 days' Cyclone Rehabilitation course which was open to members of Cooperatives. Through this cyclone affected members of Cooperatives were assisted in their rehabilitation efforts. Of late, after liberation, all the Zonal Institutes have introduced a rehabilitation course of 21 days' duration which is open to members of all Cooperatives. Through this course, all affected members of cooperative societies are being assisted to rehabilitate themselves.

One major lacuna of the course is that the syllabi do not contain items of vocational practices. For inclusion of such items, facilities and resource person in the respective fields would have to be added in the Institute.

According to needs of the hours Zonal Institutes may design other courses for the benefit of members. But with the expansion of activities the Cooperatives in agriculture, fisheries and various other sectors, facilities in the Zonal Institutes have not expanded. The need for teachers for giving instructions in the following subjects in the Zonal Institutes are very keenly felt:-

- i) Agronomy
- ii) Business Management
- iii) Pisciculture and vocational aspect of fishing.

Zonal Institute may also assist Central Societies and Central Association in organising training activities by providing necessary guidance and instructional assistance.

BARD (Bangladesh Academy for Rural Development) and
The Bangladesh Cooperative College.

A member education course of 7 days duration is held under the joint sponsorship of Bangladesh Academy for Rural Development and Bangladesh Cooperative College. It is intended to introduce to the member trainees the Comilla Cooperative experiments and to give them an overall perspective of the Cooperative Movement in the country and abroad, so that the trainees may be able to assess for themselves the potentials of the Movement.

The course is, by its very design, meant for members, office bearers and leaders of Cooperative Societies who have already some experience and have developed a Cooperative outlook.

Experiences have, however, shown that requisite type and number of trainees for this course are not available inspite of the incentive of paid expenses.

The Bangladesh Cooperative College has the nucleus of facilities for arranging advanced member education courses for the leaders of the movement and for so doing some facilities both academic and physical

in the college would have to be expanded and added. The College needs in its Faculty duly qualified teachers in :

- 1) Business Management
- 2) Agricultural Marketing
- 3) Pisciculture and Fish Technology
- 4) Community Development and Cooperative Extension

The college also needs to have a small research cell of its own to enable it to review and evaluate its instructional programmes, and assist in conducting research and evaluation programme in the field of member education.

To enable the college to discharge its functions, additional facilities are to be provided in terms of personnel and physical resources.

There are various other recommendations related to cooperative member education, which were discussed at the National Seminar on the Needs of the Cooperative Movement of Bangladesh. The seminar was held at Dacca from 19th to 30th June, 1972 by the National Cooperative Union of Bangladesh with the technical and financial assistance of ICA Regional Office & Education Centre. The recommendations have been published in the seminar report and are being followed up.

MEMBER EDUCATION IN JAPANIntroduction:

The Japanese Cooperative Movement is well developed in several fields such as, agricultural, fisheries and forestry cooperation, consumer cooperation, credit etc. However, in this paper, efforts have been made to describe in brief the educational activities for the members of agricultural cooperatives and the consumer cooperatives.

Member Education by Agricultural Cooperatives:

Most of the educational or guidance activities for the member-farmers and their families are carried out by agricultural cooperatives in the shape of farm guidance and home-life improvement guidance. These activities, which are very popular and effective, are carried out by specially trained personnel employed by local cooperatives, their prefectural unions and the Central Union of Agricultural Cooperatives. Guidance activities at the local level are conducted as an integral part of the business of agricultural cooperatives. These cooperatives also undertake coordination for educational programmes of other agencies such as, agricultural and home science extension departments of the prefectural and the national governments in the country. The intensive and comprehensive educational activities undertaken by agricultural cooperatives as a part of their multipurpose service to the members are unique examples of adult education. These activities are well integrated with credit, supply and other businesses of cooperatives and coordinated with the local/regional development plans and the extension programmes of the government. In short guidance activities try to meet major educational need of the farm household and thus provide a good lesson to the agricultural cooperatives in other parts of the world. These activities are also good examples of functional and long life education for rural people.

Structure:

There is generally a special guidance section in the local

agricultural cooperatives which is assisted by the following organisations in its work :-

- i. Prefectural union, cooperative business federations and the cooperative training institutions.
- ii. State agricultural extension and other departments concerned with the rural development.
- iii. Central Union of Agricultural Cooperatives and other national level cooperative business federations.
- iv. Specialised voluntary agencies such as, Io-No-Hikari association, National Federation of Rural News and Information, National Rural Film Association, rural youth and women associations, etc.

The Central Union of Agricultural Cooperatives is the overall coordinating and promoting agency for guidance activity through the agricultural cooperatives in Japan. It has a special department for guidance, which together with other sections plan and promote educational work for farming population in the country. The Union also develops policies and plans for cooperative development. The Central Union of Agricultural Cooperatives and the prefectural (State) level Unions work as promotion and educational agencies, on a non-commercial basis.

The multifarious member education activities of agricultural cooperatives can be summarised as follows :-

- i) For farmers who are responsible for their farm management:
 - (a) General meeting
 - (1) distribution of documents in advance
 - (2) simplified and attractive presentation of various statements.
 - (3) exhibition.
 - (b) Interest groups
 - (1) Commodity groups, e.g. dairy groups, poultry groups, pig breeding groups, fruits and vegetables groups, etc.
 - (2) Short courses and classes run by specialists.
 - (c) Sub village groups

To discuss matter pertaining to :

 - (1) activities of the society
 - (2) agricultural policies
 - (3) social problems, etc.

- (d) Individual contracts by the farm guidance and home-life improvement workers.
- (ii) For women and youth:
 - (a) Promotion of activities through women's association and youth association of agricultural cooperatives.
 - (b) Coordination with village office, extension office and other organisations concerned.
- (iii) For children of members:
 - (a) Promotion of school children's cooperatives.
 - (b) Attendance of officials of the cooperative at various functions of schools.
 - (c) Collaboration with village education committees.
- (iv) Common for all the farmers:
 - (a) Study visits e.g. to agricultural experimental stations, model farms.
 - (b) Audio-visual aids; agricultural exhibitions.
 - (c) Special wire-communication system.
 - (d) Film shows
 - (e) Agricultural journals, books newspapers and pamphlets specially produced for farm households.

Commodity Groups:

In carrying out farm guidance activities, commodity groups are organised among farmer-members. In order that these groups can function effectively, some conditions are placed by the local cooperatives for admission to a commodity group. The purpose of forming a commodity group is to provide specialised agricultural extension, supply and other services to farmers. Each group generally consisting of 10-15 members elects its own leaders who are usually progressive farmers. These groups become nuclei not only for providing farm guidance and related services, but also for other educational and economic purposes.

School Cooperatives

Serious consideration is also given by prefectural unions to juvenile education. In Akita Prefecture; for instance, 182 agricultural cooperatives have 249 school children's cooperatives with the membership of 75,227 established to educate agricultural cooperative members-to-be, under the joint help of teachers and agricultural cooperative staff. The members of those school-children's cooperatives learn Cooperation and its social economic functions in their special classes, and are given training.

Lessons Derived:

A Regional Seminar on Farm Guidance Activities of Agricultural Cooperatives was held in the Republic of Korea and for study visits in Japan in 1969. The seminar was held by the ICA Regional Office and Education Centre in collaboration with the NACF in the Republic of Korea and the Central Union of Agricultural Cooperatives in Japan. The farm guidance was found essential part of the integrated approach of multipurpose cooperatives in Japan. Some of the main recommendations of the seminar are as follows:-

(i) The main objective of the farm guidance activities of agricultural cooperatives was considered to create an interest and willingness among farmers to improve their farm management and for this purpose a society has to extend assistance to farmers in an integrated manner in the field of finance, supply of production material, marketing techniques and farm management guidance.

(ii) It was considered that the concept of commodity groups as formed by the Agricultural Cooperatives in Japan is an answer to the perpetual conflict of single purpose vs. multipurpose cooperatives. A Commodity group encourages member involvement and the interest is maintained throughout the year. It popularises leadership and at the same time disperses leadership among many. It facilitates propagation of new ideas and adoption of new practices. A Commodity group can lead to joint action at farm level and also to the development of specialised services which aid production and distribution of agricultural commodities. The seminar discussed the setting up of commodity groups in the Region of South-East Asia.

(iii) It is only through efficient combination of agricultural research and farm guidance specially through trained personnel of agricultural cooperatives that upward trend in rural development be maintained.

(iv) It was suggested that coordination committees at different levels consisting of representatives of relevant agencies should be formed. It would help agricultural cooperatives in planning and implementing farm guidance and home-life improvement guidance in an integrated manner.

(v) The participants strongly felt that international organisations concerned with rural development should coordinate their activities in the field of farm guidance and management, improvement of cooperatives, through the ICAs; so that their field projects may be implemented more effectively.

(vi) The international agencies should pool their funds and other resources to conduct experimental projects and research and evaluation programmes of common interest.

(vii) The seminar also noted that quite a few research studies of an applied type, have been conducted to solve farmers' problems. Some pilot projects on farm guidance activities through agricultural cooperatives should be undertaken in different countries of South-East Asia. Research and evaluation must be made an integral part of such projects.

Member Education Activities of Consumer Cooperatives:

There is pressing need to protect consumers and educate them about consumption articles and services in Japan. Several organisations are therefore engaged in consumer protection and education in that country. Some of these organisations are :

- (i) The Japanese Consumers' Cooperative Union;
- (ii) Housewives organisations and women's democratic clubs;
- (iii) Consumer Cooperative societies in urban areas;
- (iv) Agricultural cooperatives having consumer wings;
- (v) Ie-No-Hikari Association (an adult education agency for rural farmers);
- (vi) Consumer associations.

There is a National Liaison Committee of Consumers' Organisations set up to coordinate consumer protection activities of these organisations. The Cooperative Movement in Japan plays a significant role in protecting and educating its consumer members.

The Japanese Consumers' Cooperative Union (J.C.C.U) has the Organisation Department which among others undertakes the following activities related to consumer protection and education :

- (1) Education of individual members, increasing membership of consumer societies.
- (2) Organising various kinds of seminars, symposia, etc.
- (3) Guidance in organising consumer cooperatives and 'Hans Groups'.
- (4) Promotion of Women's Councils.
- (5) Various campaigns against price raising, harmful food, exaggerated advertisements, etc.
- (6) Publication of monthly magazines, other books and material.
- (7) Investigation and testing activities in the field of consumer goods and services.
- (8) Promotion of 'coop' branded goods, such as Coop tooth paste, detergent, washing machine, T.V., etc.

The prefectural consumer cooperative unions and their member primary consumer cooperatives also have functions related to consumer protection and education. Some of these are, negotiated with government, press and advertisement, guidance to consumer movements in their areas, education of top management workers, members etc. In addition, there are various committees at the local level such as women's committees, medical committees and housing committees for mobilising consumers' representatives for specific purposes. Some of the consumer cooperative societies such as the Tokyo Consumer Cooperative Society and the Nada-Kobe Consumer Cooperative Society have well organised programme of member activities related to their education and protection. These cooperative societies have undertaken intensive member activities through 'Han' Groups of members, buying council, women's guilds and research groups on clothing and other consumer articles. In addition, they have testing room laboratory facilities to find out the quality and suitability of the consumer goods sold in the market through its various units and by other private shops.

The main policy of the consumer cooperatives with regard to member activities is :

- (a) to set up small member groups and
- (b) to set up consumers education groups or cultural groups of women.

A 'Han' is a small group of housewives who live in close proximity, say in the same building and meet frequently to study common consumer problems and take suitable action on them. The 'Han' groups have their own elected chairmen and secretaries. These groups are considered nuclei of management. There were 172 Han groups around the supermarket of the Tokyo Consumers Cooperative Society. The main features of 'Han' groups are :

- (a) Han groups are set up according to members' residential area .
- (b) Each group consists of 10-15 families and elect one woman leader and one sub-leader.
- (c) Some of the women leaders are serving as members of the Board which consists of 15 members.
- (d) In the society, there is a staff in-charge of member relationship. He takes care of these groups.
- (e) Each group meets once a month and discusses the prices and qualities of commodities and make suggestions to the society. The problems of members are also discussed in these meetings.
- (f) These groups undertake joint-purchase through the society. Commodities for joint-purchase are seasonal items such as blanket, woollen yarn, sleeping clothes, etc. The turnover of the society outside the shop is considerable.
- (g) The Han groups also study questions of common concerns to consumers and take joint action on them with the assistance of local cooperatives and their unions.

Family associations, educational or cultural groups are organised by women (Katei Kai), with the assistance of local cooperatives. Nada-Kobe Consumer Cooperative Society has an excellent programme for members who are organised into various interest groups, e.g.

- (a) Food Group: cooking course, study of nutrition, food tests.
- (b) Clothing Group: testing, dress making, handicraft.
- (c) Housing Group: interior decoration, flower arrangement.
- (d) Recreation Group: picnic, chorus, dancing, record concert, gymnastic.
- (e) Home accounting Group:
- (f) Children Group: paper-slide theatre, nursery, children's education.

These groups are actually run by the local women's guild and with the assistance of the society.

Lessons for South-East Asian countries:

The experts from the ICA Regional Office and Education Centre for South East Asia had studied the role of cooperatives in retail distribution, consumer protection and education in Japan. As they found out that the Japanese experience would be of relevance to other cooperative movements in the region, a Regional Seminar on Shop Planning and Management was organised by the ICA and held in Japan in May 1971. Portions of the seminar report related to consumer protection and education are given in following account:

(i) Some of the seminar participants found that the Japanese cooperative movement had laid great emphasis on member activities and members' active involvement in the day-to-day affairs of their society. This is the main reason for the success of the movement. The consumer cooperatives have adopted the above activities based on 'Han Groups' (a small group of about 10 members), while bigger consumer cooperative societies have adopted the activities under the so-called "Women's Guilds". The agricultural cooperatives have undertaken similar activities under the name of "Women's Associations". The names under which these activities are undertaken are of less importance, but what is more important is the active role played by members through these activities in the operation of the society, and how, through these activities, the decision-making of the management is influenced in the interest of the consumers. These member activities act as Monitor for the management of societies. The activities are also practically oriented in as much as joint purchasing, testing of goods, house-hold budgeting and other allied activities from the main parts of member-activities. Such activities foster good relationship among women staying in the same vicinity as opportunities are also given to avail of various types of cultural facilities such as gymnastics, dances, etc.

Various publications and pamphlets dealing with matters related to consumers' lives and the operations of the society are publicised by the society in consultation with the representatives of the members and discussed in various member-groups. It was further noted that in Japan, these types of member activities are mostly built around house-wives who do most of the shopping in the family and thus have a great say and interest in these matters. In Japan these member-groups have great impact on authorities at regional and national levels. At times petitions have been presented to State & Central Governments stressing upon the various short-comings affecting consumers' lives e.g. nation-wide campaigns against public pollution, price rising etc, with successful results.

(ii) It was noticed that the management put great emphasis on these member-activities and executives in the societies were assigned these important tasks as their main responsibility and were asked to devote themselves fully to these aspects.

(iii) Through these member-activities dedicated leaders have been groomed and thus has emerged devoted and experienced leadership which had contributed to success of the cooperative movement in Japan.

(iv) The seminar participants from South-East Asian countries were greatly impressed by the member-activities undertaken in Japan and realised that similar activities have to be undertaken in their home countries in order to secure a proper role for cooperatives in distributing consumer goods and in safeguarding the interests of consumers.

Consumer cooperatives should be one of the important means of educating, organising and serving members and public in general. They should deal with problems related to consumer protection and join hands with other organisations with similar objects.

MEMBER EDUCATION IN INDIA

Since the inception of the All India Scheme of Cooperative Member Education in 1957, the National Cooperative Union of India (NCUI) is the overall coordinating, guiding and supervising agency. Besides, the general Member Education Programme which is mainly for agricultural cooperatives, the NCUI looks after special schemes for Intensive Agricultural Development Programme (IADP) District, Industrial Cooperatives, Women & Youth, etc. The Government of India and the State Government have provided finances for the implementation of these programmes. However, increasing efforts are being made by the movement to raise Education Fund for the purpose.

These educational programmes for the members, office bearers, secretaries or managers of local agricultural cooperatives and other types cooperatives are conducted through the State Cooperative Unions, District Cooperative Unions and ad hoc committees. At the NCUI Headquarter there are special Officers In-charge of Member Education Programmes. They are assisted by the Zonal Education Officers in supervision and guidance to field workers.

As Cooperation is a State subject and not a subject directly dealt with by the Government of India, the main responsibility of conducting the member education programmes falls on the shoulders of State Cooperative Unions. Like the NCUI, the State and district cooperative unions are non-commercial bodies devoted to cooperative education and development.

State Cooperative Unions employ a band of Cooperative Education Instructors and Officers. Each district is provided with 2-3 instructors, to cover cooperative membership of the area which is considered too large to be served adequately. The Unions try to supplement educational work, with production of literature, audio-visual aids, holding seminars and conferences, study visits, etc.

The All India Cooperative Educational Instructors' Training Centre, New Delhi, provides training to Cooperative Education Instructors, Lady & Youth Officers, voluntary leaders and workers. Occasionally, the State Cooperative Unions also run short courses for the instructors and their officers.

The Special Committee on Member Education of the National Cooperative Union of India guides the member education programme and the basic training and orientation of Instructors.

The programme of member education and training of junior personnel are implemented by the States. The member education programme continued in all States except Tamil Nadu, Jammu and Kashmir, Rajasthan and Delhi during 1970-71. Except in Uttar Pradesh, Bihar, Punjab, Haryana, Jammu & Kashmir, the administration of junior cooperative training centres vested in the respective State Cooperative Unions.

Training of Instructors: 533 peripatetic units as on November 13, 1970, were engaged in imparting education to members and office bearers of cooperative societies. The All India Cooperative Educational Instructors Training Centre conducted two basic training courses, four refresher-cum-orientation courses for 35 and 81 instructors respectively, one leadership course for 24 cooperative leaders and one workshop on audio-visual aids for 34 trainees. During the year, a total of 174 persons received training and orientation at the Centre. Reorganisation of the Centre is under consideration.

Member education: the number of persons educated under the member education programmes works out to 2.15 lakhs for the period ended November 1970 against 2.62 lakhs in the corresponding period last year. The shortfall was due to discontinuance of the programme in Rajasthan. Under the Women's Education Programme in Cooperation, which was in operation in 12 States, 37 Lady Education Instructors and seven Lady Education Officers trained 8,063 women during the year. 3,278 women participated in study circles organised for them during the year under report.

On the basis of the experience gained so far with the old schemes of member education and, taking into account the recommendations made in several national and regional conferences and workshops, a new scheme of cooperative education was prepared by the NCUI. The Government of India approved the scheme entitled "Cooperative Education Scheme", to be implemented during 1971-72 onwards.

New Cooperative Education Programme:

The Scheme of Cooperative Education, has so far implied the Member Education Programme under which peripatetic classes are conducted by the Instructors for Honorary Secretaries and part-time or paid Managers, and for Office-bearers and Managing Committee Members. The classes are organised for a group of Primary Agricultural Credit, Multi-purpose or Service Cooperatives with the object of acquainting the participants with the principles, practices and benefits of cooperation with a special reference to the societies represented in the classes. This scheme has by and large proved useful in the context of the level of development achieved so far. The progress made in the Member Education Programme, however, indicates that the programme need to be so oriented as to make it more effective towards meeting the requirements of the cooperative movement in the varied sectors and the challenges facing the management of cooperatives in the 70's, and making cooperative education programme a really significant aid to strengthening the movement as a whole.

2. In the light of the suggestions made from time to time by the various Committees, Conferences and Workshops and the National Cooperative Union of India, it is considered necessary that the scope and content of the scheme be so oriented as to make it a comprehensive scheme of cooperative education. As such, the programme of Member Education, may henceforth, be designated as the Cooperative Education Programme (CEP).

Scope:

3. The Cooperative Education Programme may provide for :-
- (a) Education of Managing Committee Members including Office-bearers of all types of village level primary cooperatives;
 - (b) Education of Secretaries and Managers of all types of village level primary societies;
 - (c) Education of members, and members- relationship;
 - (d) Education of potential members with emphasis on youth and women;
 - (e) Information and Communication;
 - (f) Leadership development.
4. With the growing need for training in management of part-time or full-time paid managers and of these honorary secretaries, who practically work as managers in the absence of any paid person of that category, of primary cooperative societies at the village level it would be desirable to send them for training in management courses conducted by the cooperative training centres. Only in cases where it is not found convenient or possible to take advantage of the training courses in management, special classes for such honorary secretaries may be organised under this programme.
5. While formulating the education programme, special features of the development of cooperative movement in different states and regions might be taken into account so that the contents of the programme may be more realistic and field situation oriented.
6. Special programmes may have to be designed and implemented within the overall Cooperative Education Programme for the Scheduled Tribe areas.

Camps for Participants:

7. In order to conduct various programmes under the scheme camps may be organised on area basis. Accordingly, while camps for the education of members and potential members may be organised at

the society level itself, those for the Managing Committee Members and office-bearers and leaders may be organised at the District/Taluka levels in collaboration with the cooperative business organisations, cooperative department officials, and the allied departments and organisations.

8. The pattern of camps to be organised under the programme may be as under :-

(1) Camp for Secretaries and Managers: Its duration will be of 28 days, and the normal strength 25-30 persons. One or two educated youngmen expected to be closely associated with the cooperatives may be given admission, if necessary. The participant Secretaries and Managers should also be required to undergo a suitable management training programme at Cooperative Training Centre in addition at a subsequent state. In view of the developments in the field of agriculture and the increasing role of cooperatives in agro-business it is imperative that the training of paid Secretaries/Managers should be more intensified and oriented towards management techniques.

(2) Camp for members and potential members: A camp of three days' duration each with 9-10 total working hours and 20-30 participants may be held at the village level. It may be attended by members of cooperative societies and potential members, normally in a ratio of 80:20. The concerned cooperatives at the primary level would lend support to the instructors in planning and organisation of the camp. Managing Committee Members and educated persons in the village interested in promoting cooperation should also be expected to assist in its organisation. Subject to local conditions, separate camps for literate and illiterate members might be held.

(3) Camp for Managing Committee Members, including Office-bearers; In view of the consideration that the participants to this camp would require relatively higher level of education/orientation, the camp may be organised and conducted at the District/Taluka level. Its duration may be 5-7 days with 5-6 working hours daily. The actual number of days for which the classes are to be held may be determined in the light of the local conditions by the State or District Cooperative Union under whose

jurisdiction the classes would normally be held. The camp may have about 20 participants. Admission to the camp may be opened to active ordinary members of cooperative societies on request, provided the total number of such participants does not exceed 5 per camp.

9. Besides the classes/camps conducted by the peripatetic instructors, the leadership training camps should be organised by the National, State and District Cooperative Unions at respective levels. The cooperative societies may also develop programmes of information, communication and member-relationship of their own for the benefit of the members and potential members. Mass education might be the responsibility of the National, State and District Cooperative Unions.

THE ICA-NCUI FIELD PROJECT IN COOPERATIVE EDUCATION

Introduction:

Cooperators particularly in developing countries agree on the great importance of cooperative education, nevertheless some quarters feel that cooperative education activities do not adequately help in improving the efficiency of the cooperative societies and therefore do not effectively contribute to accelerating the process of cooperative development. It is also said that the cooperative education work does not receive the necessary support from the business federations, and the involvement of the primary societies is limited. Often, a dichotomy is made between member education and education of employees of cooperative societies at the primary level. It is also felt that while a great deal of attention is given in the developing countries to training of senior and intermediate personnel, not sufficient attention is given to work at the grass-root level. An opinion of this nature was expressed at the International Conference on Cooperative Education organised by the ICA at New Delhi in 1968. In view of such considerations, it was decided to start a modest experimental project in cooperative education for a selected group of primary societies in a rural area in one of the States in India.

The Project is being implemented in India by the ICA Regional Office and Education Centre in collaboration with the National Cooperative Union of India, and the State Cooperative Union of the Madhya Pradesh, the State in which the Project is located. The main responsibility for operating the project has been shouldered by the ICA Regional Office and Education Centre for South-East Asia, New Delhi. It has been named as ICA-NCUI Field Project in Cooperative Education, however, locally it is known as Indore Project because of its location in the district of Indore in India.

Objectives:

The over-all objective of the Project is to contribute to the development of cooperative societies and (through that) the social and economic improvement of members. The principal objectives of the Project are as follows :-

- (i) To demonstrate that Cooperative Education can contribute to improved management and development of cooperative societies and (through that) to the improvement of social and economic conditions of members.
- (ii) To experiment and demonstrate successful approaches and techniques in Cooperative Education which can be duplicated elsewhere.
- (iii) To produce suitable educational material, manuals and audio-visual aids for use at the local level; and
- (iv) To demonstrate the possibility and usefulness of involving cooperative institutions, primary societies and secondary business federations in cooperative education work as integral part of their activities.

Main features of the Project:

- (1) The educational programmes are mainly based in the primary cooperative societies and integrated with its activities.
- (2) The programmes are being developed to meet the needs of local cooperatives and their members.
- (3) The programmes are intensive, continuous in nature, and development oriented.
- (4) Various methods and techniques are being tried out. The emphasis is on use of small group approach.

- (5) Efforts are being made to involve business federations and other agencies in educational activities.
- (6) A multi-level system of cooperative education is being experimented.

Selection of the Area:

A few small and medium sized cooperatives have been selected in the rural areas of Indore district in central part of India. In Indore city where the project office is located, there is a Cooperative College working under the Committee for Cooperative Training of the NCUI. Indore is about 500 miles from Delhi, and is approachable by road, railways and airways.

The area selected is such where there is a reasonable possibility of working with limited resources available to us and achieving some success. This is to say, the area is neither too backward nor well developed.

Review of activities during 1971:

(1) The Project Officer was appointed on February 1, 1971. After 10 days orientation in Delhi, he joined at Indore on February 11, 1971.

(2) February and March were spent for study of local situation. He met 32 representatives of cooperative institutions/departments - at primary and secondary level.

(3) On April 2, 1971, a meeting of the representatives of the different cooperative and other organisations and departments was convened.

(4) Four villages namely Barlai, Dakachha, Rao and Rangwasa and five societies viz. Service Cooperative Societies located at Barlai, Dakachha, Rao and Rangwasa and Cooperative Cold Storage, Rao, were initially selected. Members' camps were organised in Barlai, Rao and Rangwasa. Managing Committee Members' Courses were organised in Barlai and Rangwasa. Educational follow-up meetings were organised as per the need. Some of the primary societies have appointed honorary Education Secretaries.

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(5) A residential Secretaries' Training course was organised at Manpur in October 1971. Selection of Secretaries, content of course, duration etc. was done in consultation with the IPC Bank (Indore Premier Cooperative Bank). It was conducted by the Project Officer Sr. Inspector of Branches IPC Bank and the Education Instructor and the District Cooperative Union. The DCU and the Bank were kind enough to spare the services of their officers.

(6) The project has extended its activities to central societies. A meeting of marketing cooperatives was convened by the Project to consider the questions such as, (a) how to improve working and business relationship with the affiliated Service/Large Size Society; (b) what are the new areas which the marketing cooperatives could exploit; (c) need and scope for educational activities for and by the marketing cooperatives. This included production of suitable literature.

The meeting was found so useful that the participants expressed their desire to keep quarterly meetings and they will play as host.

Main Achievements of the Project:

1. The member-farmers in Barlai area have become conscious of the joint efforts needed to get tube wells for irrigation purpose. Some tube-wells have been successfully installed as a result of the discussion held in educational meetings and prompt follow-up action taken with the help of the Project Office.

2. IPC Bank, Land Development Bank and the District Union have organised Education-Cum-Development Committees.

3. Need and use of balance cattle feed was advocated through education forum in Barlai, Rao and Indore. As a result of this, use of balanced cattle feed was introduced. This trade is being developed. Societies of Indore district are purchasing cattle feed from a cooperative dairy in Mehsana (Gujarat). Increasing demand has prepared a ground to consider the establishment of cooperative cattle feed factory in Indore district.

4. Societies have started making provision for education activities. This provision is over and above what they contribute to the District Cooperative Union. The provision varies from Rs.100/- to Rs.2,600/-.

This trend and other factors regarding educational and training needs of the different cooperative fields provides ground to consider the establishment of Cooperative Education and Development Centre for Indore district.

5. Societies have come forward to contribute 50% of the cost of production of charts produced for them. The basic charts prepared by the Project are adapted to the requirements of the particular societies wanting to pay.

Some Problems:

1. In some areas the local leaders and employees have been found very apathetic toward the educational programmes because of personal and other reasons. Constant and intensive efforts are therefore, called for a long time. Education after all, is a life-long process, urgently needed for economically backward people.

2. Many local leaders, members and prospective members are illiterate, very poor and conservative. A broad based adult education approach including functional literacy will therefore be tried to solve such problems. Special material and audio-visual aids are being developed and used for effective communication with such groups.

3. Some farmers are very poor and backward. Special individualised approach, although expensive and tedious, will have to be used in such cases, and then it will be possible to infuse the idea of self-help and mutual help among them. Besides, financial and technical assistance, we need cooperative missionaries and volunteers to tackle gigantic problems of poverty.

MEMBER EDUCATION IN PAKISTAN

The West Pakistan Cooperative Union carries out cooperative education among the general public in the form of cooperative publicity and propaganda, aimed at bringing more people into the cooperative fold. Cooperative Member Education, however, is mainly the responsibility of the Government Cooperative staff and the Cooperative Training Institutions.

The West Pakistan Cooperative Union issues literature on Cooperation in the local language, and uses audio-visual side to propagate the cooperative idea among the masses, i.e., members as well as prospective members.

Government staff, under a special wing labelled "Education" also work in the field. This staff works under the Divisional heads of the Department, and arrange on-the-spot short courses in book-keeping, cooperative principles and management practices. The entire supervisory and audit staff of sub-inspectors and Inspectors also educate the members and office-holders when they visit the different societies.

The West Pakistan Cooperative Training College at Lyallpur trains personnel engaged in member education work, as well as members and office bearers of various types of cooperative societies. There are also Regional Training Centres which function in the same way. Teaching techniques used in the field of member education include lectures, group discussions, study tours, audio-visual aids such as films and film strips.

West Pakistan Cooperative Union

The Union has a great responsibility for training and directing the cooperative leadership and to discharge this responsibility by holding seminars. The Union has drawn up a programme in collaboration with its constituents and other big institutions and the Education Section and Publicity wing of the Department. The following steps are on the anvil to achieve the desired results.

Publicity and Propaganda:

Publicity and propaganda are the most effective weapons for the introduction and popularisation of Cooperative principles and methods and organisational structure of various Cooperatives to the general public. With this and in view, the Union has taken up the following steps:-

(i) Pamphlets, booklets, leaflets, charts etc., containing valuable material are printed for distribution amongst the public. New books on the subject are also printed on different aspects of the movement.

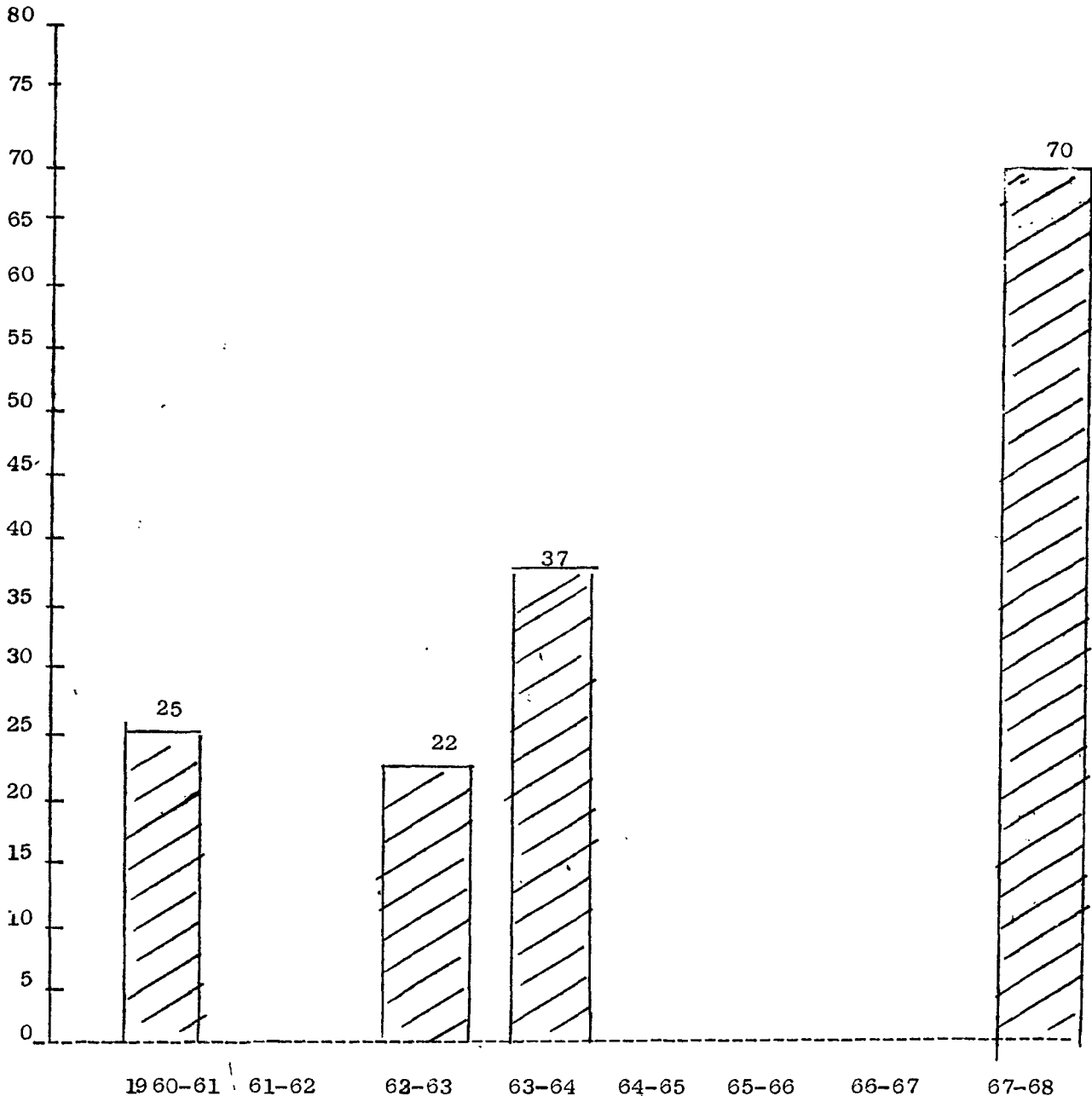
(ii) Documentary film shows, depicting various developmental activities of the Department and other aspects of rural life (Agricultural technique predominantly) are arranged at suitable places. The Union has its own Audio-visual van equipped with necessary material. These film shows have proved highly educative.

(iii) For maintaining close liaison between Cooperators and Cooperative agencies, radio talks, interviews, study tour, exhibitions, seminars and conferences at different levels are arranged and information supplied to various Governmental and semi-Governmental agencies.

(iv) The English quarterly "West Pakistan Cooperative Review" and the Urdu fortnightly "Imdad-i-Bahmi" are two important publications of the Union.

The Urdu publication (Imdad-i-Bahmi) reaches every corner of the country and embodies tasteful material and up-to-date information of Cooperative activities in the country and abroad.

GRAPH SHOWING NUMBER OF MANAGERS OF VARIOUS TYPES OF SOCIETIES TRAINED YEAR-WISE FROM 1960-61 to 1967-68



Note:

The graph shows an increasing effort to accelerate membership education. The stepping stone to membership education is the training of Secretaries and Managers of primary societies. The response to this is sporadic and inconsistent in nature, hence some years are without classes due to poor response. A membership education programme is being started from next year in order to educate members of the Committees and general membership.

Non-officials, i.e. Managers and employees of the Cooperative Institutions will be offered various courses. At present training is being imparted to the following staff :

- (a) Accounts Clerks of Cooperative Banks.
- (b) Managers of Service Societies and Large Credit Societies.
- (c) Managers of Farm Service Centres, and accountants of Cooperative Banks.
- (d) Managers of Farming Societies.

Membership Education will be organized in the College by short courses of 3 to 6 days. It will receive much greater emphasis than before.

Lack of Membership Education:

There exist in the Province 28,000 societies with a membership of above 14 lacs. If these societies have to exist as real live organizations, the basic need is the proper education of its members and the training of their executives and staff. But unfortunately, these societies are too small and with so little financial resources that they cannot afford to get their executives and members trained in the Cooperative Training Institution and in the field there does not exist any other machinery which can effectively handle their training at the spot.

MEMBER EDUCATION IN SRI LANKA

The agencies responsible for Cooperative Member Education in Sri Lanka are:

(1) The Department of Cooperation, (2) The Cooperative Council of Sri Lanka (incorporating former Cooperatives Administration of Ceylon, and The District Cooperative Unions.) These three bodies work in very close collaboration in educating cooperators in the ideals, principles and practice of Cooperation.

The categories of persons covered under the Member Education Programme are: (a) Community Leaders, (b) Committee Members, (c) Ordinary Members (d) School Children, and (e) Potential Members and the General Public. Special courses have been designed to suit each of these categories.

(a) Community Leaders: These are classified as: Elite members who are potential Committee Members, School Teachers and Persons selected as Study Circle Leaders. Comprehensive courses of 10-14 days' duration are conducted for these persons at the School of Cooperation, Polgolla, and at the 24 District Cooperative Education Centres. Generally 7 to 10 such Courses are held annually, and the number attending each courses ranges between 30 and 40. Subjects covered are: Principles of Cooperation, Role of the Cooperative Movement in Sri Lanka, Cooperative Movement in other Countries, Rural Economics, Cooperative Law and General Laws of the Country and Management and Accounting in Cooperative Societies. The lecture and group discussion methods are used, and field visits to cooperative societies are arranged at the end of each Course.

(b) Committee Members: As it is difficult for them to be away from their societies for more than 2 to 3 days at a time, special short courses are arranged for Committee Members, generally in the form of two-day Seminars. Subjects relate to Duties and Responsibilities of Committee Members, day-to-day working of the societies, and problems of management.

(c) Ordinary Members: Study Circles and two-day Seminars are conducted for this category, at which the subjects dealt with are: Rural Problems and how to overcome them through cooperative effort, Principles of Cooperation, and Cooperative Ordinance, Rules and Bye-laws. Study Circles have not proved very successful mainly for lack of able leaders. The two-day seminars are the more popular of the two.

(d) School Children: The first School Cooperative was organised by the Department of Cooperation as early as 1938, and today there are 2,044 School Cooperatives with a total membership of 2,43,591. These are not registered under the Cooperative Act, but are "Recognised" and are accorded almost all the privileges enjoyed by registered cooperatives.

All societies pay special attention to encouraging the habit of thrift among school-children. Members are encouraged to save small sums which they deposit weekly in their accounts with their society. A large number of these societies have their own book-shops, while a few of them run canteens, barber saloons and farms.

Where no School Cooperatives exist, lectures on Cooperation are delivered to the students from time to time by Inspectors of the Cooperative Department and Officers of the Cooperative Federation and District Unions. International Cooperative Day brings school children together, and various competitions are organized for them. School teachers are also active in School Cooperatives.

(e) Potential Members and the General Public: These who show a desire to study Cooperation are generally organised into Study Circles, and are also invited to attend conferences and seminars held in their region. Publicity and propaganda are carried on through exhibitions, posters, supplements in the national papers - especially on Cooperative Day, film shows, and the fortnightly newspapers published by the Cooperative Federation of Ceylon and the Northern Division Cooperative Federation. Cinema shows are arranged on request, and talks on Cooperation are relayed over the radio. On International Cooperative Day messages from the Prime Minister, Minister for Cooperation, Commissioner for Cooperative Development and the President of the Federation are relayed over the radio, and also published in the local dialects.

Leaflets and booklets are published by the Extension and Publicity Section of the Cooperative Department and the Federation. Translation of books on Cooperation is undertaken on a small scale by the Federation.

Area covered by the Member Education Programme:

All educational activities at the District level are covered by the 24 Cooperative District Unions which cover the Island. The District Unions

are assisted by the Department of Cooperative Development and the Cooperative Federation of Ceylon. Each District Union has an Education Centre which concentrates on Member Education and Employee Education. The average number of members who are given education in Cooperation in each District is about 750.

Administration of the Member Education Programme:

The Member Education Programme is administered at different levels as per the following organisational chart:

<u>Non-official</u>	<u>Official</u>
Coop. Federation (national level)	<u>Cooperative Department</u>
Coop. District Unions (24) <u>(District level)</u>	School of Cooperation and Asstt. Commissioner of Coop. Development (Extension & Publicity) <u>(National)</u>
Study Circle Leaders appointed by District Unions (Primary level)	<u>Assistant Commissioners of Coop. Development (District level)</u> <u>Inspectors of Coop. Societies (Primary level)</u>

Staff for Member Education Programme:

Each District Union has a Sub-Committee on Education, which plans the Member Education activities for that District. The Federation has appointed the following staff: 24 staff Assistants who work as Administrative Secretaries of the District Unions, and 24 Education Assistants - one to work in each District Union. The Assistant Commissioner of Cooperation in each District makes available his Inspectors as Lecturers and Discussion Leaders at the training classes and two-day seminars.

Study Circle Leaders are appointed by the District Unions and trained at the School of Cooperation, Polgolla, or at the District Education Centres, as directed by the School.

The Departmental staff for this purpose consists of a Deputy Commissioner at Head Office level, in charge of Extension, and an Assistant Commissioner (Extension & Publicity).

Finances:

Member Education Programmes are financed by: the Department of Cooperative Development, the Cooperative Federation of Ceylon, the District Cooperative Unions and the Primary Societies themselves. (sometimes

subsidised by the District Unions), Each society has to contribute annually to the local District Union a sum representing 5% of its net profits for the year. In addition to this, all societies also contribute 5% of their net annual profits to a Cooperative Fund of the Cooperative Department. The Department releases Grants from this Fund to the Federation to help finance some of its activities at the national level. Seminars on Member Education are also organised by the Federation in collaboration with the ICA Regional Office & Education Centre for South-East Asia occasionally.

The Future:

So far greater attention has been paid to Employee Training, but now that the needs in this field have been met to some degree, it is felt that in view of the changes taking place in the Cooperative Movement of Ceylon to amalgamate and re-vitalise small economic units, more attention should be paid to Member Education to enable them to run their societies more effectively. It is also felt that both the official and non-official sectors of the Cooperative Movement should therefore direct their attention in this direction.

MEMBER EDUCATION IN NEPALBackground:

In Nepal, the Cooperative Department in His Majesty's Government in the Ministry of Land Reforms, Food and Agriculture, is responsible for the promotion of Cooperation in the entire country, Cooperative Education was started in the following way:

Although Cooperation was introduced in 1954, and cooperative societies were established at that time, they could not progress due to mass illiteracy, lack of knowledge among members about cooperatives, and lack of cooperative staff. Realising these difficulties, the Government decided to launch a Cooperative Education Programme. One of the first activities under this Programme was the holding of a Cooperative Conference in 1958, which was attended by Government officials, office bearers and members. The conference discussed, among other things, the subject of Cooperative Education, and provided the basis and valuable guidelines for future action in this field.

In 1960 the Government set up a Cooperative Training Centre and appointed two Instructors to impart cooperative education in all subjects of Cooperation. In that year 33 persons were given training before being appointed as Sub-Inspectors.

In the same year (1960) a credit-cum-marketing union was organised at district level. One of its main purposes was to educate board members, other officials and members. However, this union was unable to play an effective role in the promotion of Member Education.

During the Three Year Period (1962-65) efforts were made to impart Member Education to office bearers and ordinary members of cooperative societies, and to give them a sound knowledge of cooperative business. The media used for such education included various types of publications such as books, leaflets, pamphlets and newspaper articles, as well as regional seminars, cooperative forums, training camps, film shows and other types of audio-visual aids. At the same time, pre-service, in-service and special training for cooperative staff continued.

Seminars, training courses, etc:

It was felt that the seminar method was the best for education of office bearers and members of cooperative societies, as they could participate in the subjects under discussion. Therefore, during the first Three Year Plan Period (1962-65) 21 seminars were organised in different parts of the country. Participants were given fundamental knowledge of cooperatives to help them solve their socio-economic problems, and in 1963 a zonal-level seminar was organised. This seminar was for officials connected with the Movement and stationed in various districts.

In August, 1964 the first national seminar was organised by the Cooperative Department in collaboration with the ICA Regional Office & Education Centre. About 60 persons representing various district cooperatives participated. The Seminar suggested that the Cooperative Department and the Education Department should produce adequate literature for distribution among the members of primary cooperatives, that the training personnel should be supplied with educational material including audio-visual aids, that there should be a link-up between cooperative education and general education, and that school cooperatives should be organised.

In September 1965, another seminar of one month's duration was organised by the Cooperative Department in collaboration with Israeli experts.

Since 1960, the district cooperative offices started to organise 2 to 7 day training courses for office bearers, members of managing committees and ordinary members of cooperative societies, as well as for local Panchayat Members (members of village councils). In 1960 alone, 1500 members were given training.

Hence we see that the Cooperative Department, the sole agency for the promotion and development of cooperatives in Nepal, has taken the following steps in the field of cooperative Member Education :

1. At least one seminar or training course of 2-7 days' duration is organised in each district, in addition to seminars organised at zonal level. Zonal cooperative offices are headed by Zonal Officers, who guide the cooperative educational activities undertaken by the District Cooperative Unions, Cooperative Inspectors and Sub-Inspectors.
2. The seminars and training courses are aimed at educating members of primary cooperative societies in the significance and value of cooperative organisation, and duties and responsibilities of office bearers. Each seminar or training course consists of 20-50 members drawn from different cooperative societies in an area.

3. News articles, magazines, books, etc. are used in educational programmes and are published by the Movement.
4. His Majesty's Government has appointed a Registrar of Cooperative Societies, and one of his functions is to look after cooperative education, in which he is assisted by a Deputy Registrar and section Officers in the Cooperative Department, which is under the Ministry of Land Reforms, Food and Agriculture.
5. The Cooperative Training Centre, which is directly under the control of the Cooperative Department, also trains office bearers and members of societies.

Finances:

All finances for the cooperative Member Education programme come from the Government budget. Out of its total budget of Rs.3.1 million (Rs.7.37 Nepali Currency = US \$1) for 1965-66, the Cooperative Department allotted Rs.239,000 for cooperative education.

Impact of Member Education Programme: It is felt that through Member Education, attendance at general meetings and board meetings is more regular. Members take a more active part in electing suitable board members. There is better utilization of the services of cooperative societies, and better adherence by members to the rules and regulations of cooperative societies.

Problems: Some of the main problems in the field of Member Education are: shortage of personnel for conducting member education programmes, illiteracy and ignorance among the people, member apathy, dearth of cooperative leaders, shortage of study material and audio-visual aids, and lack of a proper coordinated organization for cooperative education at the district, zonal and national levels.

Concluding Remarks:

The programme of cooperative member education does not seem to be adequate and effective in most countries of the South-East Asian region, except the notable success achieved by cooperatives in Japan, Malaysia and some part of India. In some countries cooperative unions or federations are yet to be formed and in other cooperative organisations have to be strengthened so that they may plan and implement cooperative education and leadership development programme. Some suitable method of collection and use of Cooperative Education Fund is to be evolved and legislations be amended accordingly.

The foregoing account shows that there are varying systems of cooperative education followed in countries under review. The most effective system of education has been evolved by agricultural cooperatives in Japan. It has already been described in the paper that agricultural cooperatives undertake effective programmes of 'farm guidance' and 'life improvement guidance' for the farm households as an integral part of their business.

There does not seem to be any system of research and evaluation for cooperative education programmes. There is an acute shortage of trained personnel who can undertake educational work and conduct action research and evaluation in the field of cooperative education and development. There is need of an international institution which can undertake research in cooperative education and development and train teachers and other specialists in the field of cooperative education in the South East Asian Region. Such an institution could assist in discovering most effective methods of cooperative education and in the production of study material, audio-visual aids and manuals for use in cooperative education work.

The ICA Regional Office & Education Centre has tried to fill up a gap in this field of cooperative education by undertaking pilot projects, research and evaluation studies. There is urgent need of conducting such experimental programmes at different levels - local, district, national and international. Cooperative member education will achieve one of its ideals, by catering individual member's needs and thus becoming a part of their life long education process. The primary cooperatives and their business federations are expected to play a decisive role in achieving such an ideal.

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