

# **Human Resource Development in Co-operatives**

**Focus on Education and Training in Asia-Pacific**

**Dharm Vir, Ph.D.**

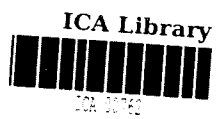


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(Focus on Education and Training Asia-Pacific)

**Dharm Vir, Ph.D.**

Former Joint Director (Education)  
International Co-operative Alliance  
Regional Office for Asia and the Pacific  
New Delhi

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(Focus on Education and Training Asia-Pacific)

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***To all the co-operators and educators dedicated to  
the cause of Co-opertive Education, Training and  
Information.***

*"What is needed is creation of intensive educational movement. This cannot be done by the government. It is the legitimate responsibility of co-operative leaders and co-operatives themselves. Government can support their efforts. The objective should be to make education an integral and essential activity of each co-operative on regular basis."*

*-Dr. R.C. Dwivedi  
Role of Government in Promoting  
Co-operative Development in Asia (1989) p.71*

## Contents

Foreword	xi
Preface	xiii
<b>1. Co-operative Human Resource Development</b>	<b>1</b>
- Scope of the Study	6
- Some concepts	9
- Target Groups	12
- Focus on Member Education & Participation	15
- Participatory Approaches in Co-operative Education and Training & Information (CIET)	16
<b>2. Co-operative Education and Training in North Eastern Asia</b>	<b>19</b>
Introduction	19
1. China	19
2. Japan	23
3. Korea, Republic of	26
4. Korea, Peoples' Democratic Republic of	29
5. Hong Kong	30
6. Taiwan	31
<b>3. Co-operative Education and Training in South Eastern Asia</b>	<b>33</b>
Introduction	33
1. Brunei	33
2. Indonesia	34
3. Laos	35
4. Malaysia	36
5. Philippines	38
6. Singaopre	39
6. Thailand	41
7. Vietnam	42

<b>4. Co-operative Education and Training in Southern Asia</b>	45
Introduction	45
1. Afghanistan	47
2. Bangladesh	48
3. Bhutan	50
4. India	50
5. Iran	57
6. Maldives	58
7. Mynamar	58
8. Nepal	59
9. Pakistan	62
10. Sri Lanka	63
<b>5. Co-operative Education and Training in Western Asia</b>	67
Introduction	67
1. Israel	67
2. Iraq	69
3. Jordan	71
4. Kuwait	73
5. Lebanon	73
6. Oman	74
7. Saudi Arabia	74
8. Syria	75
9. Turkey	75
10. Yemen Arab Republic	77
<b>6. Co-operative Education and Training in Central Asia</b>	79
Introduction	79
1. Kazakhstan	79
2. Kyrghystan	80
3. Mongolia	80
4. Tajikistan	81



	ix
5. Turkmenistan	82
6. Uzbekistan	82
<b>7. Co-operative Education and Training in Australia and the Pacific</b>	<b>85</b>
Introduction	85
1. Australia	85
2. New Zealand	87
3. South Pacific Islands	88
4. Fiji	89
5. Papua New Guinea	91
6. Solomon Islands	91
7. Tonga	91
7. Vanuatu	92
<b>8. Conclusion</b>	<b>93</b>
Selected References	101
<b>Annexures:</b>	
A. ICA Policy for Co-operative Development.	105
B. ICA Policy for Human Resource Development in Co-operatives of the Third World.	109
C. ICA Statement on Co-operative Identity - 1995.	113
D. Co-operative Human Resource Development- An Asian Perspective. (Case Study)	115
E. Consumer Co-operatives and Environmental Education - An International Perspective. (A Study)	139
<b>Acronyms and Initials</b>	<b>153</b>

## Foreword

Co-operative Movement has not only grown manifold in the Asian Region, but its growth has also been very diversified. For example, today there is no village in India, which is not covered by a co-operative. And there is no socio-economic activity in which co-operatives are not involved. In some sectors their impact may be minimal, in others like credit, dairy, agro industries and many others the impact is substantial. However, two factors, namely members faith in the co-operatives and competent professional management are the two keys for the success of the co-operatives. Thus the member relation and education functions need to be improved. Co-operative Education and training has been recognised as extremely important part of co-operative development by the movements as well as by the governments. Governments have been providing liberal financial assistance since long to the co-operative movement in many countries of Asia and the Pacific. However, the traditional education and training programmes need to be adapted to the growing needs of the times. Co-operatives were simple, credit institutions in the beginning of the 20th century. Today along with the small co-operatives we also have many very large co-operatives running modern industries with latest technology. Co-operative Education and Training (CET), therefore, has to match and fulfil the present and future needs at various levels, and adapt itself accordingly.

Co-operative education and training techniques have changed drastically in many parts of Asia also, keeping in view requirement in various types of co-operatives and their diversified functions. The social and economic values of the people at large and their outlook have also changed considerably. Co-operatives are no more matter of faith for most members, and they look at them more from the angle of socio-economic benefits offered. The personnel training and member education, therefore have to be re-oriented keeping members interest in view. In many countries, in member education programmes, co-operative phi-

osophy and loyalties are not given high priority. The programmes are organised more in a way that participants' day-to-day problems and issues relating to increased incomes are discussed. During these problem solving sessions, incidentally talk about co-operation, its philosophy and values, and utility of their co-operatives are also discussed including co-operative education and training programmes have therefore, to be adjusted keeping in view members' needs and interests, and latest trends in co-operative management and business have to be adopted.

Many diversified attempts have been made to improve the Co-operative and Training Programmes in Asia. But we do not have a publication to give an overall picture of Co-operative Education and Training Programmes for the Region as a whole. It is in this context that the studies conducted by Dr. Dharm Vir, the former Joint Director (Education), ICA ROAP, are of much relevance. The studies are based on broad surveys and deep case studies of various types of CET programmes organised/coordinated by the National Co-operative Unions, primaries and their federations, supplemented by other Non-governmental organisations, para-statal, government and inter-governmental agencies.

The author had brought out another publication entitled "Co-operative Education and Training in India" (with information on Co-operative Training Facilities Abroad). The present publication is a broader attempt dealing with CET programmes and activities in most countries of the Region. In addition, the author has introduced the concept of Co-operative Human Resource Development (CHRD). As in the case of earlier publication, this is also an attempt of its own kind, for which he deserves appreciation. Let me fervently hope that the national movements, Co-operative Development Agencies and particularly training institutions will be able to make full use of this publication.

Date 4.7.96

**G.K. Sharma**  
Regional Director  
ICA ROAP New Delhi

## Preface

Co-operatives are autonomous associations of persons united voluntarily to meet their common economic, social and cultural needs through jointly-owned enterprises, on the basis of co-operative values and the principles. Co-operative values, as accepted by the ICA Congress at Manchester in September, 1995 are (mutual) self-help, democracy, equality, equity and solidarity. Co-operators all over the world also continue to believe in the age-old ethical values of honesty, openness, justice, social responsibility and caring for others. The revised Co-operative Principles are the guidelines by which co-operatives put their values into practice. These principles are given as Appendix C.

In short, the Principles are i) Voluntary and Open Membership, ii) Democratic Member Control, iii) Member Economic Participation iv) Autonomy and Independence v) Education training and Information vi) Co-operation among Co-operatives and vii) Concern for Community.

The fifth principle of Co-operative Information, Education and Training (CIET), as accepted by the ICA Centennial Congress is stated below:

“Co-operatives provide education, training and information to their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operatives. They inform the general public - particularly young people and opinion leaders about the nature and benefits of Co-operation”.

After decisions in the Manchester Congress, a debate on the application of Co-operative Values and Principles has been going on in the co-operative circles at different levels. In practice, Co-operative Information, Education and Training (CIET) activities, when carried under the Human Resource Development (HRD) approach, will certainly ensure teams of co-operators who

with their vision and perseverance, will help the movement in realising its long cherished dream of a strong co-operative sector in each country (ultimately leading to formation of a co-operative commonwealth). By their concerted and thoughtful action, both at the macro and as well as micro level, enlightened co-operative leaders and well trained employees would contribute to the new world economic order. Realising, the need for well planned CIET, an effort has been made in this booklet to give in brief some basic information about cooperative education and training situation in more than 45 countries of Asia and the Pacific Region spread over a vast area, from Fiji islands in the East to Turkey in the West.

This small book is the compressed result of the author's prolonged studies of the Cooperative Movements in this part of the world. He is hopeful of contributing to the promotion of authentic cooperative development through application of HRD approaches so badly needed in all peoples' movements. He firmly believes that CIET is a pre-requisite and sine-qua-non for co-operative growth and Human Resource Development in various sectors.

The present study is based on empirical data collected by various methods and from different sources. Many of the national level co-operative organisations and their education and training outfits in the Region were visited and/or contacted personally, and through various other means of communications. The author is grateful for their co-operation and valuable help. He is also thankful to all the member organisations of ICA, the Co-operative Departments and other NGOs in these countries for their direct - indirect contribution to this study. However, the main work of the compilation and verification of data was done at the ICA ROAP, New Delhi. He is therefore much thankful to all the member organisations of ICA, Mr.G.K.Sharma, Regional Director, Mr.W.U.Herath, HRD Adviser, Mr. B.D.Pandey, Librarian and Documentation Officer, Ms. Sabitha Venkatesan, Neela Sharma and other staff for their kind assistance, in every possible way.

Special mention may be made about Dr. R.C. Dwivedi, Mr. Malte Johnsson, Mr. Robby Tulus, and Mr. George Kuttikal, who

have been valuable source of encouragement and inspiration during the preparation of this book. The author is grateful to all of them for their personal attention and kind assistance.

Several of UN agencies, 60 member organisations of the ICA in 26 countries of Asia and the Pacific, and the International Organisations involved in co-operative development in the Region have been bringing out reports, CET and other material. These were consulted and used for the study. The author appreciates the information provided to him by all these sources. Most of these have been mentioned in the Selected References. Nevertheless, the final responsibility for using the data in the book rests with the author.

July 1, 1996

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## Co-operative Human Resource Development

*“The development of human resources is basic to world-wide co-operative movement, and is as important as ever for the future..... This among other things, implies that co-operative way seeks to mobilise human economy based on co-operation rather than on exploitation by capital.”*

*Sven Åke Bööck*

*(Co-operative Values in a Changing World - 1992)*

**H**uman Resource Development (HRD) is the process of increasing knowledge, skills and capacities of all the people in a society. It is development process with an organisational base. Within the framework of Organisational Development (OD) and industrial growth and individual growth, HRD embraces all facts of the system. In co-operatives, as people's enterprise, the process comprises:

- Members' needs and objectives.
- Organisational aims and objectives, in tune with community needs and members' interests,
- Job requirements and manpower audit.
- A well designed election/selection system,
- A well organised induction, education and training programme,
- Leadership and promotion programme
- Scientific assessment and allocation of jobs/roles,
- Job/role fulfilment aspects, personnel management & welfare,
- Job/role appraisal system,
- Methodology of inter-personnel/public and industrial relations.

- Perception of value system, towards better quality of life and above all,
- Congenial environment through social, ecological and physical norms.

According to the ICA Policy on Human Resource Development in Co-operatives of the Third World (See Annex-B), the concept of HRD in co-operatives means all the planned information, education, training, mobilisation and manpower development activities undertaken by the co-operatives, so as to create economically efficient organisations, capable of providing services required by their members. It may be seen that the concepts mentioned are broader than the Education and Training concepts, earlier held by the co-operative movements. These concepts together mentioned later are considered as an integral part of Human Resource Management (HRM) of the co-operative systems in all parts of the developing world.

In the development region of Asia and the Pacific there is an urgent need for scientific job/role assessment and job/role descriptions of employees like Secretary/Managers board members and other concerned, in all types of co-operatives, specially at the primary levels. The team approach has to be kept in view while working out the election/selection system for these co-operatives.

The concept of Human Resource Development (HRD), different from Human Development (HD) aims at developing a variety of competence so as to utilise them for organisational growth. Training especially education and training for management development (MD) is one of the most important means of organisation development (OD). HRD also aims at developing a culture in the organisation. It is crucial to consider HRD as an ongoing process in a growing organisation, like a co-operative or a corporation. The development of individuals in an organisation, particularly through education, training and follow-up imply that we discover their potential as individuals.

HRD approach has gained wide acceptance. In the organisational context, it is viewed as a process by which employees of an organisation are continuously helped in a planned way to



acquire knowledge, perspectives, attitudes and skills, required to perform various tasks or functions associated with their present or future roles expected from them. They together with their leaders develop their general enabling capabilities as individuals so that they are able to utilise their own potentials and contribute to organisational culture where superior-subordinate relationships, team work and collaboration among different sub-units are strong, leading to organisational health, dynamism and group morale of workers.

The research findings show that there is a definite impact of psychological factors, personality make-ups and individual differences of managers on their training experience. Studies have been made to study the impact of occupational aspiration, job involvement, quality of work life, job satisfaction, motivating potential and achievement value on perceptions of training experiences of managers who received training in two different training organisations. The results established that there was definitely an impact of psychological variables on the training experience of managers. Some studies have explained that the Humanistic organismic perspective for designing future training programmes and MD/HRD strategies in organisations must be worked out. The current thrust of the Human Development (HD) perspective gives rise to the concept of wholesome development of managers as individuals first, to become effective managers and change agents for HRD. Thus all the variables of development - scientific, technological social and economic, etc. - can be evaluated on criterion of their utility and service for the welfare of human beings.

In a realistic situation, managerial effectiveness and personal adjustment and growth are both inseparable and complementary. The current approach to person-centredness is based on a number of psychological assumptions which in turn lead to the optimisation of HRD. The futuristic design for the HRD system in cooperatives in Asia may take into account the concept of 'intellectual capital' as part of their broad based balance sheets. The true worth of a person in the job market or even in his/her organisation is the performance level and, intellectual capability which would include inter-personal and leadership skills. Simi-

larly, the real value of an organisation in business market may be its intellectual capital, including the goodwill reflecting its customer base, and the community. The financial assets of business organisations may reflect their capability and success, but they have too long neglected their biggest assets i.e., their creative power to serve the members and the community. An increasing number of successful companies in the West have initiated change in that situation. These vital assets are often overlooked and badly managed, because they never appear on the balance sheet or any other statement demanding adequate attention from the executives or board of management.

In the insurance sector worldwide, the Swedish insurer like Scandia and the *International Co-operative and Mutual Insurance Federation* (ICMIF), Manchester have been promoting the use of intellectual Capital in their business. During its last international meet in September, 1995 at Manchester the ICMIF had special seminars and formal discussions on the subject. On the basis of his observation of the ICMIF meetings, the author can suggest that it would be worthwhile to introduce the concept of intellectual capital in co-operatives and indicators identified in terms of their accounting, reporting and auditing systems in the Asia and the Pacific Region of the ICA. In case of co-operatives, the concept has to be broadened so as to include assets/liabilities of members, prospective members and the co-operative leaders.

Another important area for HRD is improving the image and the work environment in an enterprise through public relations and community welfare activities. In a business organisation there can be lot of conflict and tensions, creating frustrations and stresses among workers and the leaders managing the business. It has been often seen that workers get less or counter-productive in their duties when disturbed and depressed. A group of socially conscious workers with some orientation in stress management will help in improving the morales and mental health of their co-workers in a co-operative. They can work as first-aiders for depressed colleagues in resolving their inter-personal problems. In this respect, an employees' organisation, like workers' council, club, association or even a trade union would also be of much help. Learning to recognise the warning signs of frustrations or

depression, etc. by the managers or work supervisors would go a long in improving workers morales and productivity. As a preventive measure, a co-operative should have a system of intra-co-operative and inter-co-operative relations, as an integral part of the corporate policy.

The author is reminded of a unique approach being used by the national level training institute at Vienna of the Austrian Consumer Co-operative Movement. The institute uses the services of professionally trained teachers, and psychologists using the psycho-analytical approaches for improving the personality and performance of its trainees. The approach has been found effective and popular among the users. The institute located in Vienna has a pleasant surroundings and decent residential facilities for its trainees. In Asia, other successful approaches being used and evolved by the organisations like Indian Farmers' Fertiliser Co-operative (IFFCO), New Delhi, the National Dairy Development Board (NDDDB), Anand, the National Agricultural Co-op Federation (NACF), Seoul, and several co-operatives in Japan, Israel and Singapore need detailed studies.

A team of well trained and cooperatively educated personnel both at the appointed or elected posts, is a must for efficient functioning of a co-operative at any level. So the movements in different countries must work out suitable systems of selection retention and promotion of employed personnel particularly managers of the primary co-operatives. Similarly, these co-operatives need to have a system of regular elections of their office bearers, board members and other leaders.

These days efforts are being made by the movements throughout Asia to get their Co-operative Laws and Bye-laws amended so that cooperatives have autonomy in their business management, including HRD and HRM. There is greater need for planning for co-operative development in the newly emerging sectors like consumer services, transport services, medical services, tour and travel services, consumer credit services, etc. Because of the trend of globalisation, pressure is generated on the cooperative movements of the Region, to have professional management and HRD approaches in different types of co-operatives. In order to succeed and thrive in face of severe compe-

tion, the movements have to have their own research and consultancy units helping the co-operatives in different types of activities and new ventures. However, for greater efficiency these consultants should coordinate their efforts, and wherever possible form their groups or Co-operatives. In view of the recent revision in the Co-operative Values, Principles, business practices and also in the Co-operative Laws in different countries the cooperative consultants would need upto date information, education and training in Co-operation and appropriate technologies. The author has tried to survey the training needs of the national co-operative movements in the Asia and the Pacific regions. Some of his findings given in his book "Co-operative Education and Training in India; with Information on Training Facilities Abroad" (1989) may be of much relevance to the readers.

### **Scope of the Study**

The Asia and the Pacific Region is very vast and varied from the geographical and demographic point of view. From the angle of co-operative or co-operative development, these regions can be divided into the following sub-regions of Asia and the Pacific:

- I. North Eastern Asia:** including China, Hong Kong, Japan, Democratic Republic of Korea, and Taiwan
- II. South-Eastern Asia:** including Brunei, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam.
- III. Southern Asia:** including Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Myanmar (Burma), Nepal, Pakistan, and Sri Lanka.
- IV. Western Asia:** including Israel, Iraq, Jordan, Kuwait, Lebanon, Oman, Saudi Arabia, Syria, Turkey, and Yemen Arab Republic.
- V. Central Asia:** including Mongolia, Khazakhstan, Kyrgistan, Tajkistan, Turkmenistan, Uzbekistan, and other Commonwealth

of Independent States CIS countries of Asia.

**VI. Pacific Asia:** including Australia, New Zealand and other countries of the Pacific, Fiji, Solomon Islands, Tonga, Vanuatu, etc.

Countries like Bahrain, Qatar, and other Arabian countries, and many islands of the vast Pacific could not be included in the present study for want of data.

With Phnom Penh as the capital, Cambodia has 12 million people, and the GNP per capita is US\$200. The recent history of Cambodia was full of political violence, and therefore, status of co-operative development is difficult to trace. Only recently, a stable government under the democratic leadership of Prince Sinhanouk, has been established. It is hoped that real co-operative development activities would take place for the benefit of poor farmers and poorer urban dwellers. Earlier, during the Pol Pot regime, the concept of co-operation was misinterpreted and misused, leading to compulsive and violent approaches to rural development, including co-operation, in the country.

There are other countries located in different sub-regions of the Asia and the Pacific region, which could not be included in the present study for want of adequate data.

Some of these countries are:

- Azerbaijan, member of CIS;
- Bahrain, Qatar, and United Arab Emirates (UAE);
- Macau (would revert to China in 1999);
- Cook Islands, Guam, Kiribati, Micronesia (Federated States of), Nauru, North Mariana, Niue, Republic of Palau, Samoa, Tuvalu, and French Polynesia.

Most of the uncovered countries are either in the Western Asia or in the Eastern or Pacific sub-regions. It may thus be seen that there is an urgent need for a more comprehensive study in co-operative development in general and the CHRD in particular in these parts of the world. Assuming that there are about 60 countries located in the Asia and the Pacific region, one-third part of this vast and co-operatively under-developed world re-

mains uncovered. This estimate does not include the Russian part, covering the Asian continent in the north.

Efforts have been made to describe the CET activities in all the sub-regions, sufficient information is available only about the countries covered by the ICA ROAP New Delhi. It may be noted that the face of Asia is fast changing due to recent political upheavals and the socio-economic development activities undertaken by the co-operative organisations, government corporations and private enterprises. In addition multinational corporations, international development organisations UN agencies and international financial bodies have been accelerating the process of development and changing the people's life style and aspirations. Nevertheless, poverty, inequality, erosion in human values, violence and political instability, illiteracy and deteriorating environment due to fast pace of industrialisation are some of the important problems of Asia and the Pacific Region. Co-operatives and the CET programmes were much neglected leading to slow and lopsided development of the co-operative movement in these regions. These are to be geared and strengthened so as to face the challenges of movements and their constituents.

In this book, an attempt has been made to give an overall picture or a bird's eye-view of CET programmes in countries of different sub-regions of Asia and the Pacific. This would contribute to better understanding of the educational endeavour in progress and what is needed in the near future. An attempt has been made to define Co-operative Human Resource Development (CHRD) as a framework for CET activities. It may be noted that CET is just one of the elements in HRD framework, contributing to improved performance of various co-operative organisations at any level. The paid employees as well as members' households, managing committee/board members, educators, and other leaders have been considered to be parts of the CHRD approach. In fact, members and other elected representatives form the essential ingredient for any co-operative development effort. They have to be developed both as a resource and as human beings on their own merit.

## Some Concepts

### Co-operative Education

The ICA commission on Co-operative Principles mentions in its report (1986):

“For the purpose of Co-operation, however, education need to be defined in a very broad sense which includes academic education of more than one kind but much besides. It includes both what people learn and how they learn it. Every phase of experience, which adds to people’s knowledge, develops their faculties and skill, widens their outlook, trains them to work harmoniously and effectively with their fellows and inspires them to fulfil their responsibilities as men or women and citizens can have educational significance for Co-operation. Less and less in the contemporary world can education be limited to what is learnt in schools and colleges at special periods of peoples’ lives. Co-operative concept is of education as a life long process.”

The concept of co-operative education becomes clearer when it is stated as one of the basic Principle of Co-operation and has worldwide acceptance. The Principle as accepted by the ICA and the Co-operative movements in countries of Asia, it is stated as under:

“All co-operative societies should make provision for the education of their members, officers, and employees and of the general public, in the principles and techniques of Co-operation, both economic and democratic.”

(The Principle on CET has been further elaborated in the ICA Statement on Co-operative Identity given as Annex C.)

### Co-operative Training

Co-operative Training is here defined as those training activities that are organised to improve job performance of the co-operative staff and of government employees engaged in support and supervision of co-operatives. It aims to provide the trainees learners with such attitudes, knowledge and skills that

are necessary for him/her to carry out work efficiently.

The above definition has been taken from the report of the ICA Regional Symposium held in Chiangmai Thailand (3-8, December, 1979) The definition has been evolved by ILO-NORAD project on Setting Effective Training Policy stands in South East Asian countries and has a wide acceptance. A composite for Co-operative Education & Training - CET has been used widely in the present book.

### **Education v/s Training**

Educationist differentiate education from training. Training refers to the communication of specific skills. It is structured and stratified and can be communicated objectively by one person to another. Education on the other hand, refers to imparting of knowledge and attitudes which contextual and serve as necessary 'floor' for understanding and practising skills.

### **Development**

A process which not only inculcates skills-vocational and general but also encourages and improves the ability to teach and train oneself and others. It aims at the development of individuals whole personality. It is essentially a process to create the capacity to grow and allow others as well to grow. Thus development is aimed at through the process of training.

### **Management Development (MD)**

MD encompasses the whole - a complete process by which managers as individuals learn, grow and improve their abilities to perform management task in a progressional way.

MDT aims at maximising managerial effectiveness and personal adjustment, growth and development of learners. It at the same time, aims at optimising human resource development in an organisation. MDT includes to the process of educating and developing employees so that they have knowledge, skills, attitudes and understanding needed to manage in future.

### **Motivating Potential**

Motivating potential has been defined as a degree to which a job has a potential to motivate an individual to work in terms



of skill and variety, task identity, task significance, autonomy and feed back.

Training process is likely to be less effective and useful for an individual and organisation if the individual is not interested nor motivated enough to learn.

### **Achievement Values**

Operationally defined, the achievement value of an individual was the importance that she/he attaches to a particular job activity or personal activity (including hobbies, personal/ social interaction etc.) or any other pursuit.

### **Training Experience**

It is the perception of the training process as a whole and its different specific aspects - growth adjustment and development to gain knowledge and skills.

These are some of the definitions related to the concept of human resource development (HRD) in co-operative, state or private enterprise. The concept of Co-operative Human Resource Development (CHRD) as defined earlier further provides background to scope the under which Co-operative Education and Training (CET) has been discussed in this book.

### **Target Groups**

In any co-operative organisation, the following main target groups can be identified for communication, education and training on a regular basis:

- i. Members and the active members
- ii. Board members and other leaders
- iii. Managers and other employees
- iv. Special groups such as women, youth, children, rural poor (as prospective members)
- v. General Public
- vi. Technicians, Consultants and Researchers

Co-operative education of members, board members, and the employees of primary co-ops is the most important element in enabling the co-ops to perform their tasks and ultimately to

become self-reliant in management and funds. It may also be noted that co-operative education by its nature tends to be inter-personnel ideological and metrological. Its approach methods and techniques are social and business oriented. Methods are mostly participative, democratic and group oriented. They promote group morale organisational efficiency and leadership qualities. Co-operative training may involve skill development improvement of insight and performance of employees personnel.

## **Special Target Groups**

### **Women**

A paradox in society is well depicted in a paper recently presented at UN Conference on Women at Beijing. It states:

“Women who by estimates are more than half the world population, work two-thirds of the world's working house receive less than a tenth of the world's salaries and hold only one hundredth of the world's real estate.”

However governments and international organisations recognise women as principal economic and cultural agents, as an instrument of social change and development.

Half of the world population has been women but proportionate resources have not been allocated for their development. Poor women face the double burden of being poor and being women. In the world, out of 13000 million poor people 70% are women. They work two third of the total working hours and one tenth of the world's income.

Serious efforts is therefore being made by the co-operative movement to educate women and involve them in the co-operative process. It is recognised by adult educationist that when you teach a man you effect only, when you educate a woman, her whole family is effected. Similarly by involving women in co-operative activities we can favourably influence the whole family. Income generation activities organised on family, local group on co-operative basis are good means of women education participation. A good beginning to attract women toward CET may be by addressing them as mothers, i.e., by undertaking child development activities. The co-operative development

policy document of the ICA, seeks a new (participative) approach for women's in co-operation. In the third world countries of Asia they must be encouraged and enabled to influence their own development in the co-operative field. It may be kept in view that social position of women in the Asian society is rather low mainly because their dependence on men, low level of literacy and education. According to Wignaraja the solution lies in collective action by women group using primarily local resources and knowledge for replication of their successful experiences, they would seek support of NGOs like co-operatives etc.

The ICA policy on women in co-operative development was approved by the ICA General Assembly at Geneva in early 1993.

The aim of the policy is to assure the effective participation and full integration of women in co-operative development at all levels. It also aims to contribute to the effective implementation of the ICA policy on HRD in co-operatives.

The ICA Board has called upon the member organisations to implement the gender policy within their organisations and requested the development partners to support the efforts of the ICA and its regional offices in this direction.

The HRD Project established in 1990 by the ICA ROAP incorporated Gender issues as a priority field. With a view to launch an effective programme in the future, a study was undertaken covering 14 countries in the Asia and the Pacific which are representative of developed and developing countries. Now the project has undertaken CET for youth and children in the region.

### **Rural Poor**

Nearly 3/4th of the world's poor live in the region. Small marginal farmers, agricultural labour, artisans and unemployed youth form the gamut of human population in Asia. Their prejudices and attitudes have taken long time to be built in their minds hence we cannot expect a rapid change in these elements by imposing new ideas, ideologies, schemes, methods and technologies and new ways of living. The prosperity of our society, will not come from outside but it will grow up within the vil-

lages as a result of the labour of the villagers. This is the goal of the new education, so there is need of psychological approach towards development of rural and tribal poor. They should take change as part of their normal expectancy and avoid developing inferiority complexes. To achieve that change agents must give proper opportunities to rural poor to participate even at the elementary stage of working out plans for their own betterment. Of course, they have fear of poverty, it can only be countered when they stand and act in a group. In order to bring an effective change the organisers should also objectively assess their social and economic and educational needs and interests. The ICA ROAP, ILO and FAO are working with rural poor in the region.

### **Youth and Children**

Youth education programmes are implemented as a part of the general and women's education programmes. Youth and children have been neglected by the co-operative movement in Asia. A status paper on the position is urgently required.

Actually, most of the movements are so engrossed with their day to day problems with members, competitors and the government, that they hardly get any time to make long term plans for co-operative education and HRD. Nor they are very conscious of their responsibility toward the next generation.

In some countries co-operation is taught in the schools, colleges and universities. In some educational institutions, students or school co-operatives are successfully organised as in Japan, Malaysia, Singapore and the Philippines. Nevertheless, much more efforts are needed, as are made in France and some East European countries. In fact, an autonomous co-operative education movement is needed, so as to ensure a new circle of enlightened of members, dedicated leaders and well trained professionals with adequately developed human resources, the movement can look forward to meeting the challenge of 21st century.

The movement must realise that due to lack of support and patronage from younger generation, many organisations stagnate and would deteriorate. Iso it take time and energy to educate one in co-operation. Soon educated youth get active in co-

operatives they can bring sustainable development in the community and thus break the vicious cycle of generation gaps in the movement.

There is the severe problems of under-employment and un-employment among youth. Educated youth in villages can help to organise horticulture, poultry, aqua-culture farms/estates, animal breeding and conservation co-operatives.

For children, who are weakest and most vulnerable section of the society, Dr. M.S. Swaminathan suggested that child survival and development co-operatives be formed by appropriate government and voluntary agencies. In his recent Jawharlal Nehru Lecture organised by IFFCO, he recommended that co-operation should be interpreted as a broad approach. It may be among people, their organisations and even government agencies.

### **Focus on Member Education**

*Member Education* means all educational and human development activities carried on by co-operatives and their allied organisations aimed at securing constructive member participation, member control and democratic management, effective functioning and growth of their co-operatives, and thus improving the educational, cultural, social and economic conditions of the members' households. It may also include potential members such as some youth, children and rural poor, so as to bring them within the co-operative fold. It may be added that some co-operative leaders in Asia have proclaimed that the term member education sounds academic; it connects members going to school and that adult members would not feel psychologically happy about it. The alternative term is member relation or member participation.

The situation of co-operative member education in Asia is full of constraints; economic, social, political, technological and resource constraints.

The situation of co-operative member education in the region is further confounded by the shortcomings of the policies and programmes of the past. Looking at the shortcomings of the policies and programmes in retrospect, the considered opinion of the Consultation was that most developing countries in the region have not been able firstly to formulate suitable programmes

of co-operative member education and, secondly to implement effectively even when the plans and programmes which have been well drawn up. This shortcoming appears to be mostly related to the low priority given to co-operative member education by the governments as well as the organisations vested with the responsibility of promotion co-operation. To retrieve the movement out of the distressing situation the Consultation makes the following recommendations:

- a) The different target groups such as, members, office bearers, employees and prospective members must be trained in the Principles of Co-operation and their application. Special attention should be focused on the needs of women, youth and children.
- b) In planning, implementing and evaluating co-operative member education programme the participation of the recipients of such education also must be ensured.
- c) Since co-operative member education is continuous process it must be conducted according to a graded scheme to suit the different levels of knowledge as well as requirements of co-operative promotion., organisation and management. This necessarily entails the designing of appropriate need-oriented education programmes, the improvement of literacy where necessary.
- d) Contents, methods, communication processes and educational material must be designed to suit the member needs and problems as identified by them in their specific contexts.

### **Participatory Approaches**

Since, the expert consultation on co-operative member education (1979) much experimental work has been done in the field of co-operative education and training under the titles of member information, member education, member relations, member communication, member activities and member development/participation. Based on these field oriented activities the following participatory approaches have been evolved:

- i) Field Education Development (FED) approach by ICA-CEMAS.

- ii) Material Management and Technology for Co-operatives by ILO-MATCOM.
- iii) Appropriate Management System for Agricultural Co-operatives (AMSAC) by FAO.
- iv) Pre-co-operative education system by the Filipino Movement.
- v) Intensive Member Education Programmes by the Indian Co-op Movement (based on lessons drawn from the ICA/NCUI Field Project on Co-operative Education and Development, Indore District, Central India).
- vi) Action oriented projects including co-operative training.
- vii) Participatory Approaches for Small Farmer Development by the ICA, Netherlands Government, Canadian and Danish Government assistance projects, FAO, ILO and other development agencies.
- viii) Co-operative Member Participation Programmes (CMPP) of ICA ROAP and other Regional Offices of the ICA.

In the recently revised list of Co-operative Principles, the fifth Principle is related to Co-operative Education, Training and Information (CIET). Information and communication aspects added have special significance for the co-operative movement, after the information explosion in the world and development of Information Technology (IT) through computer networks. This aspect, therefore, deserves adequate attention of the co-operative movements. It is strongly recommended that a special study on Information/Communication Systems in Asia and the Pacific Region should be undertaken/sponsored by the ICA ROAP or other development agencies.

## **Co-operative Education and Training in North-Eastern Asia**

### **Introduction**

**I**t has been estimated that Japan and East Asia (little dragon countries) together account for a quarter of the world's GNP. This phenomenal growth has been made possible by high investments, high savings, and government selective intervention, specially in education and infrastructure. Their success is also due to dominant value system and culture of these societies. These so called Asian values and the Confucian ethic distinguish them from the western world and the rest of Asia. The Confucian ethics describe the distinctive spirit of the East Asian capitalism in the late 20th century. Confucian teachings originating in ancient China still form the cultural mind set of large parts of Japan, South Korea, and the little dragon comprising Singapore, Hong Kong, Taiwan, Malaysia, Thailand and also Indonesia. The Asian (Far Eastern) values like paternalistic leadership, enlarged family structure, thrift and industry, provided the cultural backdrop to the East-Asian (without China) transformation. However, the increased prosperity has led to increased democratisation and the resultant openness, at least in South Korea, and Taiwan. The co-operativism movement in the East-Asian countries have also been growing but at a slower pace mainly for want of suitable HRD system and CET programmes, except in Japan and the Republic of Korea. The co-operative movements in East Asia have been grouped into sub-regions - North Eastern Asia and South Eastern Asia, in the forthcoming account of co-operative education and training situation.

#### **1. China**

Out of 9.57 million square metre of the land area only 10% is cultivated, 13% forest and 33.2% is pasture. Out of the total population of 1,158 million (1992), the urban population is only



26%, with 73% of total literacy. Out of the total work force in 1990, 60.23% were engaged in agriculture.

The liberal policies of the Chinese government indicate that a "mixed economy" pattern has been accepted and the co-operative sector is encouraged to play a prominent role in achieving a truly 'socialist' society. In it the national output is allocated equitably among those who help in production.

The Chinese collectives comprise six different kinds of co-operatives. In rural areas, there are agricultural co-operatives, credit co-operatives, rural industrial co-operatives, and in some cases, farmers belong to all the four of these. In towns and cities, there are handicraft co-operatives and co-operatives by the unemployed. There are, at all levels of co-operatives, special agriculture supporting staff which enthusiastically help peasants in developing commodity production and educate them through agricultural extension activities.

China is an agricultural country with about 30 million farmer households i.e., 85 percent of the Chinese peasants are the SMC members with a total share capital of about 3 million Yuan. In the modern Chinese economy, the supply and marketing co-operatives (SMCs) with peasants as their members have become most powerful collectives in the country. As a principal component in the socialist economy, they are playing an increasing role in the socialist modernisation drive. The SMC structure has undergone democratisation recently. This will improve CET system in the country.

One of the functions of the SMCs was to develop education and technical undertakings, with more efforts put into existing institutes, technical and personnel schools, and increase the employees' morale and management standards to accelerate the commodity flow with modern means. The SMCs boast an extensive network comprising a workforce of over four million people. The All China Federation of Supply and Marketing Co-operatives at the national level is supported by 28 co-operative unions at the provincial level, 2,100 co-operative unions at the county level and 33,000 grassroots SMCs throughout the country. To cater members needs better, the SMCs have set up co-operative affairs committees and special associations and thus

offered farmers comprehensive plans of services including technology transfer and information, and better personnel management. This helped in putting the responsibility system and employees training in SMCs.

The managers are trained in project planning based on members' needs, implementation and evaluation of results. Shortage of competent co-operative personnel and funds are some of the main problems of SMCs in China.

Beijing Federation of Supply and Marketing Co-operatives takes active steps to train administrative and managerial personnel. There are 30 schools of different types being run in the province. To further improve vocational, technical and, managerial abilities of employed personnel various kinds of training courses are frequently conducted by the functional department concerned. Attached to SMCs, there are more than 1,400 educational institutions, out of them two colleges, 79 secondary vocational schools, 179 provincial and prefectural cadre training schools and 1200 training schools run by the county governments. *The National Co-operative Training Centre, Benglu* (Anhui Province) is one of them, equipped with suitable personnel and material.

There are more than 8,000 full time teachers working at these educational institutes offering 20 specialised subjects such as cooperative economics, business management, storage and transport commodities. In the near future co-operative movement will rationalise the location of its education institutions and integrate inservice training with project education. In addition the scientists and co-operative technicians are helping in disseminating scientific information and the results of applied researches done in co-operative research institutes run by local and regional co-operatives.

In the Chinese Supply and Marketing Co-operatives there are three kinds of CET Programmes, viz member education, employees training and education of reserve forces. For member co-operatives give education in co-operative management and technical education in agricultural production. For employees' training, it is conducted according to the types of responsibilities of participants.

Education of reserve forces, in normal circumstances are conducted in the two full-time institutions of higher learning or the full time secondary school which recruit young students from the society and most of them are assigned to work on co-operative organisations after their graduation. Its methods of education are similar to those of other full time schools in the country.

Thus it can be seen that the co-operative leadership in China gives high priority to development high quality personnel. It is estimated that by the end of this century, more than 50,000 persons will be trained to take up senior management positions in co-operative. *All China Federation of Supply and Marketing Cooperatives (ACFSMCs)* has approached the ICA to arrange facilities for an international training centre in Beijing so as to speed up training of senior co-operative management personnel. This is expected to excellerate the modernisation process as needed in the market economy.

The ACFSMCs mainly organise the programmes, plan the curricula for courses and study the effects of training frequently held at the local, regional and national levels. The duration of such courses depends on training needs. The main aim of these courses is to improve managerial ability of the participants. Educational material in local languages is used and practical approaches are combined with theory. Post-course follow-up is ensured through visits and action plan commitments. The courses for general member education are organised at the local level in the field by mobile Units. The main aim is to give the members some knowledge and technology for production. Also some knowledge and ideas about the co-operative movement are given. The courses for Co-op Committee/Board members and other are mainly in-house programmes and are funded by co-operative units at all levels.

Face to face teaching and two-way communication systems to meet the participants' needs are the factors contributing to the success of these co-operative programmes of education and training. However the lack of qualified teachers and suitable material are barriers for running successful programmes. Funds are very limited considering the large membership of SMCs in China.

The main aim of co-operative employees training is to enable the participants to work better for their co-operatives, with the knowledge and skills gained during the programmes. Location of the courses depends on needs and conveniences available so also their duration. Formal qualifications, needs or experience are required for entry into a course programme. The government staff in co-operative departments are trained by Education Department of ACFSMC, and funds for the purpose come from the state. The Government makes an overall plan for the training programmes in the co-operative sector, and provides great support to them. The co-operative education administration department at various levels coordinates the activities in the field of co-operative education and training in the vast country side. It may be added that the responsibility of education for pre-co-operative members is on public education organisations and funds for the purpose are made available by the State. In this way, there is a wide coverage in CET, in spite of limited funds and trained education personnel. In addition, the ACFSMCs and the Ministry of Commerce have been running the following institutes for CET and management development:

1. Shan Si Institute of Finance and Economics, Shan Si Province;
2. Zhong Zhou Grain College, Honan Province;
3. Wuhan Grain Industry College, Hubei Province;
4. Nanzing Gram and Economic College, Jang Su Province;
5. An Huei Finance and Trade College, An Huei Province.

A project for co-operative based development in Lijiang Nazi Autonomous country has also been undertaken by the Lijiang Academy for Social Services, together with Simon Fraser, University of Canada. This CCA assisted project includes training and research activities related to co-operative development taking place in the area.

## **2. Japan**

Out of total area of about 378,000 sq. mt 14 percent is cultivated. 66 per cent is fores and 1.7 per cent pasture. Only 10% of the work force is engaged in agriculture. Urban population is

77% of the total population of 124.5 million (1992 estimates). The total literacy is 99.7%.

Co-operative Education was started in Japan as early as 1925 when the first industrial co-operative school was established by the Central Union of Industrial Co-operatives. After the World War-II, when the entire educational policy in the country was reviewed, the School was succeeded by the *Co-operative College*. The college was set up with funds from Agricultural Co-operative Movement and became the major educational institution of the national co-operative movement, in rural Japan. As the Central Co-operative College, CET institution started functioning in 1969. It has its own new buildings with excellent academic, audio-visual and residential facilities in north of Tokyo. The college is supervised and funded by the Central Union of Agricultural Co-operatives of Japan. The college runs a three year long course for rural boys and girls below the age of 22. In addition, short term refresher courses are held each year for different categories of agricultural cooperative personnel.

*ZENKYOREN* (The National Mutual Insurance Federation of Agricultural Co-operative Associations) has been running co-operative training programmes and technical education in subject such as computer application. The courses are held in collaboration with the *Central Union of Agricultural Co-operatives (CUAC)* which is the promotional body of the agricultural co-operative movement in Japan. The agricultural co-operative movement also offers guidance service for the better management of members' farming at the national, prefectural and regional levels. This is done in collaboration with government agencies concerned.

The prefectural unions hold training courses and meetings to train local farm advisers, and the guidance staff at the prefectural level are trained by CUAC. Women's association and youth club activities are also included in the programmes of the agricultural co-operative movement, at different levels. The CET programmes of the fisheries, forestry, and consumers co-operative federations are also conducted by their respective national co-operative schools and prefectural level outfits. However the main, member education farm guidance and better living activities are

held by the primary co-operatives for their members and other groups.

Farm Guidance play an overall function of agricultural co-operatives and is also defined as a management duty to smoothly carry out the whole process of business activities in a bid to improve members farm management.

The CUAC, and its educational structure is non-commercial and the educational activities of other bodies are combined with business and member welfare activities at the primary level.

The feature of the Japanese approach to CET is that it is well integrated with the life of its members households and their business development plans. Women youth and children are included in a meaningful way in this integrated approach. Members' education (includes non-member education) is targeted to individuals groups and sometime masses (through audio-visual media) The unique system of CET system in agricultural co-operatives are farm guidance, better-living activities, local study and application of J-method in problem solving by participants. The outcome leads to improved image and usefulness of co-operatives and their business also improves. These days the co-operative education programmes in Japan are focused on co-operative values, gender and environmental issues. The co-operative movement in Japan is getting increasingly conscious for providing technical and financial assistance in the field CET to other developing movements.

The Agricultural Co-operative Movement has established the *Institute for Development of Agricultural Co-operatives in Asia (IDACA)* in Tokyo. The CUAC/JICA has also been assisting in conducting some development projects for improvement of agricultural co-operatives in Asia and for better involvement of women's participation in co-operatives. The CUAC has also been collaborating with *Afro-Asian Rural Reconstruction Organisation (ARRO)*, New Delhi for exchange visits of cooperative farm leaders and conducting international programmes through Research and Education Centre at IDACA (since 1968). The ICA considers IDACA as a model of solidarity & collaboration among co-operatives.

*The Japanese Consumer Co-operative Union (JCCU) and the National Federation of University Co-operative Associations (NFUCA)*, Tokyo have been contributing towards the development of consumer co-operatives in different countries of the Asian and the Pacific Region. This is achieved through the consumer cooperatives, HRD and other projects of the ICA ROAP, New Delhi. In future Japanese co-operative movement would be making increased contribution toward the development of CET programmes in Asia and the Pacific. Recently, the ICA Regional Committee on Consumer Co-operation for Asia and the Pacific met in Fiji and some educational events were also held with the help of Japan. More information on CET activities in the consumer sector is given in Annexure E.

*IENO-HIKARI Association and Agricultural Co-operative Films Production Federation* have also been contributing much toward development of CET programmes in Japan. The medium of communication is mostly Japanese, however English is used for international courses and conferences especially at IDACA. The *Japanese International Co-operation Agency (JICA)* has also been providing financial assistance for co-op development projects abroad.

One of such projects on management training for strengthening agricultural co-operatives and the other on strengthening of women's participation in co-operatives in Asia. Both the projects are being conducted by the ICA ROAP and the Japanese counter parts. *The Asian Rural Institute (ARI)* has also been active in CET related activities for the last two decades.

### **3. Republic of Korea (ROK)**

Since the establishment of multi-purpose agricultural co-operatives, particularly in mid-1970s, the primary co-operatives have consolidated their organisational base, and expanded their business activities, designed to accelerate rural development and the development of regional agriculture. The primary co-operatives have been quite successful in rapidly expanding the volume of their diversified business in banking and credit, supply, marketing and farmer guidance, including farm guidance, living guidance, promotion of Saemaul (New Farmer) organisations, fostering of young prospective farmers, and other educational activi-

ties. Agricultural co-operatives have been conducting co-operative educational activities in order to enhance the co-operative spirit of member farmers and, to inspire a sense of duty in the minds of the officers and staff members. They also assist in organising and conducting of study groups mainly for members, viz. Farming Groups, Women's Clubs and Youth Clubs/Society.

### ***Co-operative Staff***

Although the primaries succeeded in widening the scope of their operations and in canvassing support from a large number of farm households, they did not have the resources and trained manpower to run the co-operatives in an efficient manner with all the infra-structure and skilled and management personnel. At the organisational level the co-operative did not have the advantage of an elected management. Hence, no initiatives could be taken at the local level to revamp the management. Consequently, *The National Federation of Agricultural Co-operative Federation (NACF)* which enjoyed policy support and financial backing of the government, emerged as the leader responsible for planning, guidance, financing and in providing managerial support to the member co-operatives throughout the country. For almost two decades (70-80), and thereafter, NACF played pivotal role in shaping up the structure and character of agricultural co-ops and in strengthening their business and managerial capabilities.

During the seventies and most part of the eighties the so-called top-down approach became basis for most of the activities of the NACF and its member co-operatives. With their onward march toward better and bigger business, the co-operatives were in need of education programmes for training their members and securing their loyalty through greater participation in co-operative activity. The co-operatives did not have the means of organising education programmes for the members, so the NACF took the initiative to establish training centres and appoint specialised staff for this work. This helped the co-operatives further strengthen their link with their members.

The NACF, the apex body of agricultural co-operatives in Korea runs two central level agricultural co-operative training institutes to foster leading/model farmers. In order to inculcate co-operative spirit in the member farmers and youth, the NACF



runs the *Agricultural Co-operative Junior College*. It also runs a national/central and five provincial staff training institutes to enhance the abilities to co-operatives in business management. Moreover, the New Farmers Technical Colleges attached to the Junior College and the Provincial Institutes offer one-week courses in modern farm technology on cash crops.

The NACF also brings out a variety of teaching material including audio-visual aids produced by its own audio-visual centre, for use in member information and education. As the rural Koreans has a high level of functional literacy, the primary co-operatives issues newsletters which are extensively used for co-operative education and training. The NACF promotes cultural and public relation activities through its monthly magazine - *New Farmer*, monthly *Rural Children*, and the weekly *Farmers Newspaper*.

NACF is one of the few co-operative apex organisations in the region which has established direct linkage between the business activities and the education/training/guidance activities for the benefit of co-op members and the staff working for them. Considerable emphasis is, therefore, attached to the education and training of all persons associated with the agricultural co-op movement. Recently the NACF has made major structural changes as a part of its reform programme. As a result CET programmes will be effected. The NACF and the Seoul Metropolitan government together have decided to open modern agricultural distribution centre in north of Seoul. The Centre will supply packaged farm products to consumers and also provide information services.

The three target groups selected for NACF education and training programmes are: co-operative staff, member farmers and the potential young farmer members. Activities of junior agricultural co-op college and the leadership training institute at Ansong could have been useful. The CET activities of Saemoul (New Farmer) movement is also noteworthy.

There are other organisations engaged in CET and allied activities in their respective fields:

- National Federation of Fisheries Co-ops, (NFFC) Seoul
- National Livestock Co-operatives Federation, (NFLC), Seoul

In addition the *National Credit Union Federation of Korea* (NACUFOK), Seoul registered in 1973 has its Training Centre in its own house at Taejong. The Centre trains credit union leaders, educators and managers. As elsewhere, the CU movement lays great stress on regular co-operative education, training and promotion in Republic of Korea.

The NACUFOK Centre has added Credit Union and Environment to the list of its courses being offered. The Korean Federation of Community Credit Co-operatives (KFCCC) together with Korean Development Institute, Seoul has also been engaged in CET and research in co-operative development.

#### **4. Peoples' Democratic Republic of Korea**

The Democratic Republic of Korea occupies the northern part of the Korean peninsula. The country was formed into Democratic Peoples Republic of Korea in 1948, with Pyongyang as its capital. Its total land area is 122,762 sq. km. with a population of over 23,000,000 (64% urban), and 99% literacy. Traditionally people were Buddhist and Confucians, but now most of them atheist. Per capita income was US\$1,038 in 1991.

In 1991, out of the total cultivated area of 2.14 million hectares, 0.68 million ha. had paddy, and 7.25 million persons subsisted on agriculture. Collectivisation took place between 1954 and 1958, and 90% of the cultivated land is farmed by co-operatives. Land belongs either to the State or to Co-operatives, but some small individually tended plots are tolerated. Livestock farming is mainly carried on by large state farms. Chief crops are rice, wheat, maize, potatoes, and soyabeans. Industrial development has concentrated on heavy industries, electricity, metallurgy, machinery and chemicals.

In 1991, the forest area was 6,468,000 ha. and 4.6 million cubic metres of timber were cut in 1986. There is also a fishing fleet of 30,600 vessels including 20,000 motor vessels. The economically active population was over 10.08 million in 1991, industrial workers made up some 60% of the work force.

*The Central Union of Consumers Co-operatives*, Pyongyang, until recently a member of the ICA, with its rural counterparts of the co-operative movement in the country are engaged in busi-

ness and CET programmes, under occasional contact with the ICA ROAP, New Delhi.

## **5. Hong Kong**

Lying along the south-east coast of China, at the mouth of Canton river Hong Kong comprises Hong Kong Islands, Kowloon Peninsula, the New Territories and over 230 islands. Hong Kong has been a British Colony since 1843. According to an agreement reached in 1984, China would recover sovereignty over Hong Kong from 1st July, 1997 and establish it as a special administrative region. However, it would be allowed to keep its capitalist system for further 50 years, from the year that the 99 year lease will expire. Its total land area is 1077 sq.km., with a population 5.92 million (1993). Almost the entire population is Chinese with sprinkling of other communities. The total rate of literacy is 50%. The GNP per capita was US\$16,531 (1992). The official language is English and Chinese. Dominant religions are Confucianism and Buddhism. In 1993 the labour force (economically active population aged 15 years and above) totalled 2.85 million. The unemployment rate was 2.2%. Free and compulsory education now available to all children aged from 6 to 15 years.

Agriculture supplies about a quarter of domestic demand. Only 8% of the total land area is suitable for crop farming and most produce derives from intensive market gardening. The fishing fleet of 4,500 vessels supplies about 60% of fresh marine fish consumed locally. Hong Kong is one of the world's greatest transshipment port. It specialised in light industries, cotton textiles, plastics, electronic, photographic and optical equipment.

*The Credit Union league of Hong Kong* has undertaken extensive programmes of CET and people' welfare.

As there is no separate institution of CET, the Agricultural and Fisheries Department is responsible to its own co-operative staff. CET is undertaken by the department staff mainly through audit, supervisory and advisory services. Appropriate advices on management, co-op law and practices. Appropriate advices on management, co-operative law and practices are provided to committee, general members and employees of co-operatives as and when necessary.

Hong Kong has an International Fish Marketing Training Centre sponsored by FAO ETAP. It caters to the needs of fish marketing organisations including co-operatives of the Indo Pacific Region. Hong Kong has good experience fish marketing through co-operative and other agencies.

## **6. Taiwan (Republic of China)**

The island of Taiwan, formerly known as Formosa, includes two off-shore islands, Qemoy and Matsu, and the nearby islets of the Pascadores chain. Originally Taiwan, with Taipei as its capital, and the adjoining areas were Chinese territory. In 1950, while in conflict with the mainland China it was the headquarters of the Nationalist Republic of China. Although Taiwan still claims to be the legal government of all China, it had lost membership in the UN and ICA.

Taiwan and its territories are in 36,179 sq kms. The total population was over 20.73 million with about 2 million mainland Chinese who came with the Nationalist Government and 345,523 aborigines. Population density is 570 per sq. kms. The total literacy rate is 90% and most of the people speak Mandarin Chinese/Taiwanese and follow Buddhism, Taoism and or Confucianism.

In 1991 the total cultivated area was 883,544 hectares. The forestry area was 1,865,000 hectares. The main agricultural products are rice, tea sugar, sweet, potatoes, bananas, jute and turmeric. Camphor secured from forests is the government monopoly. The industry comprise iron works, gauss, soap, textiles, clothing electronics, chemicals, plastics and processed foods. Coal, marble, petroleum and natural gas are the principal minerals. Taiwan has made big progress in agriculture and industry and the living standards have gone up as a result of land reform, government planning and universal education and the US-AID and investments. The GNP per capita was US\$ 8,815 in 1991.

The agricultural co-operative associations in Taiwan may be classified in three groups:

- i. Agricultural Production Co-operatives
- ii. Agricultural Marketing Co-operatives

### iii. Agricultural Co-operative Credit and Financing Societies

In 1982, there were 119 agriculture production co-operatives with 193 co-op farms and membership over 90,000. The co-operative farms, as different from joint farms only utilise co-operative method to develop large scale working in some particular business such as machine cultivation and harvest of farm crops.

Among the agricultural marketing co-operatives, the *Taiwan Provincial Marketing Co-operative Association* is the largest as well as the most important for export of banana and oranges. Farmers organisations, co-operatives and the credit unions have been engaged extension services and the CET programmes. The farmer organisations are famous for cooperative development and agricultural extension activities. *The National Credit Union League of the Republic of China (CUL-ROC)* has been revising its managerial and accounting system. Software for computerisation has been developed. CUL-ROC also organises youth camps and conducts CET activities for the member co-operatives. *The Populorum Progressio Institute (PPI) for Voluntary Leadership Training* has been doing CET work through its co-operative development, leadership training, workers/youth and family guidance departments.

The Ministry of Agriculture in Taiwan and the *Taiwan Co-operative Development Foundation* contribute to HRD activities in co-operatives.

## **Co-operative Education and Training in South-Eastern Asia**

### **Introduction**

Most of the countries in the region are covered by the ICA ROAP and under the *Association of South East Asian Nations (ASEAN)* programmes of social and economic development including cooperatives. These are also covered through a special committees and the ASEAN Co-operative Organisation (ACO) Jakarta. *The South East Asian Forum for Development Alternative (SEAFDA)* is a regional network concerned with people centres development activities in Indonesia, Malaysia, Philippines, Singapore, Thailand and other countries in the Region. There is also the *ASEAN Centre for the Development of Agricultural Co-operatives (ACEDAC)* with Secretariat at the Ministry of Co-operatives and Small Industries in Indonesia.

#### **1. Brunei**

Adjacent to the Sarawak (East Malaysia) area is the sea-side Kingdom of Brunei. It achieved its Independence on 31st December, 1983. Brunei's capital is Bandar Seri Begawan. In 1991, the total population was 256,500 only and the GNP per capita was US\$ 1,120 (1987). There is no legislature and the supreme political powers is vested on Sultan of Brunei. The country is a member of the UN, the Commonwealth and ASEAN. The official language is Malay, but English can be used for other purposes. With about 66% Muslims, Islam is the official religion of this tiny state. The education and health services are free.

The main agriculture crops produced were rice, vegetable, arable crops and fruits. Other products are buffalo meat, beef, goat meat, pork chicken and eggs. However most of the interior is under forests, having large potential for export of sericeable timber. Development of sea fishing is growing. Under the five year National Development Plans, efforts are being made to fur-

ther improve the economic, social and cultural life of people, through HRD and some credit, consumers and other co-operatives. It may be noted that Brunei is primarily dependent on its oil industry, and thus has an industrial base.

## **2. Indonesia**

Out of over 1.9 million of the total land area, 31% is cultivated, 30.6% is forest and 5.8% pasture. Out of the total workforce of over one million in 1990, 43.33% were engaged in agriculture. The Urban population is 31% and, 77 percent is the total literacy.

The responsibility for co-operative education and training is on the DEKOPIN, the apex co-operative body, and the Department of Co-operative Development. Training of Board of directors, board of supervisors, managers and other personnel mainly organised by the co-operative movement and training of officials of the government department is looked after by the Department of Co-operatives. The Department has an extensive infrastructure at the national level as well and at the provincial level, and takes major responsibility for co-operative training. *The Indonesian Co-operative Council (DEWAN KOOPERASI Indonesia)* has been trying to collect more funds so as take care fully of the CET programmes in Indonesia. DEKOPIN has been a member of the ICA and is covered through ICA ROAP and its Regional HRD Committee.

### ***The Indonesian Institute of Co-op Management (IKOPIN) Jakarta***

The institute is a co-operative foundation under the DKI. It is engaged in the education and training of managers and board members of KUDs (primary agricultural co-operatives). The institute also undertakes training of government officers. It is well furnished with academic, audio-visual and residential facilities for the faculty as well as the participants. Most of the training work is done by full time faculty members.

There are long-duration courses (about 3-5 years) conducted mainly for the co-operative movement's staff, conducted at the national level. The qualification offered is that the successful candidates are graduates recognised by some of the universities

in the country. The contents of the course is mainly professional and is based on real management cases taken from the field. Dean of faculty is responsible for the course which is mostly funded by the fees charged from the students/participants.

Among the young generation, youth, university students co-operatives are sprouting all over the country. KOPINDO is such an enterprise whose members are students co-ops, other student bodies, boy scouts/girl guides etc. Independent primary co-ops are being developed through CCA's assisted project - The Indonesian Co-operative Development Assistance Programme (INCODAP). The following organisations are the partners in this co-operative development venture:

- i. The Co-operative Council of Indonesia (DEKOPIN)
- ii. Credit Union Co-ordination of Indonesia (CUCO)
- iii. Co-operative Insurance of Indonesia (KAI)
- iv. Forum for Co-operative Development (FORMASI)
- v. Union of Indonesian Dairy Co-operatives (GKSI)

### **3. LAOS (Lao Peoples' Democratic Republic)**

Lao (PDR) is a land-locked country, with 80% of its territories covered by mountains and high plateau. Low lying land is mainly the flood plain of the Mekong river and its tributaries. The backbone of the Laos economy is agriculture. Laos government gives top priority to self-sufficiency in food, with rice as the staple diet.

Mutual assistance in the form of exchange of work represents a tradition of hundred years in Laos. Before, the establishment of the Lao Peoples Democratic Republic in 1975, the "Samakhi" (mutual assistance) system was the principal form of indigenous co-operation among farmers. Now the most developed type of co-operation is in the agricultural producers' co-operatives in which labour, means of production and the land alike are in collective use.

Co-operative Training at various levels concentrated on the government personnel involved in the organisation and supervision of co-operatives. At the national level, cooperative training has been carried out by the *Co-operative Training Centre (CTC)*



at Ngon, near Vientiane (the capital). The CTC is controlled and supervised by the Ministry of Agriculture, Irrigation and Agricultural Co-operatives. One to six month training courses are held mainly for government co-operative staff. Trainers for provincial and district level training were also conducted at the CTC. Besides the co-operative department personnel, chairmen and senior staff of co-operatives participated in the courses. At the district level short training courses are held for the managers of primary co-operatives including the Heads of Work Organisation Units within co-operatives. CET activities at field level are held with the help of co-operatives concerned and the workers of Agricultural Extension Agency in LAO-PDR.

The non-agricultural co-operatives emerging in the Laos economy are assisted by the Ministry of Commerce. However, a training set-up for them is yet to be evolved, possibly with external assistance.

International organisations like ILO, FAO, CIRDAP and other have helped the LAO-PDR co-operative system in improving its business and HRD programmes. The main objective of the ILO assistance project of three years duration in the Eighties was to strengthen the CET programmes of the CTC and development of model co-operatives for on-the-job training.

#### **4. Malaysia**

The Federation of Malaysia, with Kuala Lumpur (KL) as its capital, is a constitutional monarchy, since 1963. The country had achieved its independence from Britain in 1957. Out of the total land area (including Sarawak and Sabah) of 330,000 sq km 15% of Malaysia is cultivated, 80 per cent is forest and only 2% is pasture. The total population is 186,300,000 with 52% Malay, mostly Muslims (1992). Out of the total workforce of about 7.5 million only 16% is engaged in agriculture (1992). The Urban population is 35 percent, with 78.5% of total literacy in the country. The GDP is US\$ 43 billion and per capita income was US\$2,460 (1990).

For co-operative education of members and committee members of primary co-operative societies, the main responsibilities are on co-operatives and their federal organisations such as the

*National Co-operative Union (ANGKASA), the Co-operative Union of Malaysia (CUM)*, supported by the *Co-operative Development Department and the Co-operative College of Malaysia*, Petaling Jaya, near Kuala Lumpur. Other government agencies such as FOA/FELCRA/FELCA, RISDA, etc. have their own CET Programmes.

For co-operative employees training, ANGKASA and the Co-operative College of Malaysia undertake responsibility and these are financed by ANGKASA and Co-operative Education Trust Fund. Other agencies also contribute to funding for CET. For the coordination of School Co-operatives and funds are provided by the Ministry of Agriculture, Ministry of Education and some of these are channelled through the *National Society of School Co-operatives*. The Education and Research Wing of CUM is mainly responsible for education and training within the urban sector of the movement. It may be noted that the CUM is affiliated to ANGKASA, which in turn is affiliated to the ICA.

Department of Co-operatives run a special centre for the training of co-operative auditors. It is located on the premises of the Co-operative College of Malaysia at Petaling Jaya. The medium of instruction is mostly Bhasa Malaysia. However, English is frequently used for international courses. The Co-operative College of Malaysia is well established and well furnished with academic, audio-visual and residential facilities. It has a well equipped library and trained faculty members. The college has been hosting and conducting several regional and international courses in cooperative development. It caters to the training requirements of the co-operatives in neighbouring areas such as Sarawak and Brunei and earlier even Singapore. The college has also sponsored the *Asia and Pacific Development Centre (APCD)* Kuala Lumpur. APCD runs a 3 months long international training programme under the government technical assistance scheme.

In addition the sectoral organisations such as the *Malaysian Cooperative Insurance Society (MCIS)*, *Co-operative Banks and the Federation of Housing Co-operatives* have their own arrangements for education and training of their members and employees. *The National Youth Organisation (KOBENA)* conducts some CET activities for a growing number of youth population.

It may be noted that co-operative movement in East Malaysia (Sarawak) was strong during fifties and the Co-operative Bank of Sarawak then member of the ICA had helped in production of an educational film entitled the Garden of East. The film was much appreciated in the co-op development circles of the ICA.

## 5. Philippines

Out of the total land area 300,000 sq km 41% as cultivated 53% is forest and 1.4 is pasture. The urban population of 42.6 percent and the rest is rural. The general literacy rate is 90%. Out of the total workforce of 22.53 million in 1990, 45.3% was engaged in Agriculture.

*The Co-operative Union of Philippines (CUP)* is one of the coordinating agencies in the field of co-operative promotion, education and training. The CET functions are discharged through the Regional Co-operative Unions and member co-op organisations. There are also several co-op training centres which are sponsored by the *National Confederation of Co-operatives Inc. (NATCCO)*, Manila. *The Sugar Co-operative Development Institute of Philippines (SCDI)* has its own training arrangements outside Manila. The SCDI Training Institute has its own academic, audio-visual and residential facilities. Its CET programmes are assisted by the Sugar Commission of the country. *The Phillipines Federation of Credit Co-operatives (PFCCO)* have also been active in the field of CET and peoples' mobilisation.

In addition, there is large official sector of the co-operative movement in the country, under the leadership and guidance of the *Co-operative Development Authority (CDA)* of the Philippines. The CDA, under the Ministry of Agriculture has a large number of field workers for CET activities organised under the supervision of its education wing. The CET activities in rural areas is conducted by these trained workers with the help of local co-operatives and pre-co-operatives. These farmers co-operatives and pre-cooperatives have their own Education and Training Committees for supervision of CET programmes.

Recently, the CUP has constructed its own building with the help of *Co-operative Foundation of the Philippines Inc.* and its Co-operative Education and Training Fund Inc. The CUP build-

ing is suitably called Philippines Centre for Co-operative Development. The CUP has also been functioning as the lead organisation for the Integrated National Co-operative Audit System. The Regional Cooperative Unions, the CUP arms for CET, have undergone audit orientation, for better coordination in co-operative management and development.

The responsibility of training for the government staff for co-operative development including its field education officers is shared by CDA and the Agricultural Credit and Co-operative Institute (ACCI) of the University of Philippines at Los Banos. With complexity increasing in business activities, it is urgent that a co-operative education and training system should be organised from the primary level upward. However, the ACCI has started a Masters Degree Course in Co-operative Management. It also conducted courses in training technologies for co-operative educators of other universities and colleges. Considering this as an urgent need, the office of the Philippines the President's Assistant for non-government, private organisation and co-operative affairs held the first national congress of peoples organisation.

For the private co-op sector the National Association of Training Centres for Co-operatives (NATCCO) has been engaged with tremendous possibilities of expansion. Recently the NATCCO has established fully equipped campus for training and conducting several courses for different types of co-operatives. The distance education system is well established and it conducts advanced courses through correspondence etc. With help from CCA and the Canadian co-operative insurers, the Co-operative Life Mutual Benefit Services Association Inc. (CLIMBS) has improved its services to members and educational activities. CLIMBS is the member of NATCCO and a principal co-operative insurer to its network in the country.

## **6. Singapore**

Out of the total land area of only 639 square km only 1.7 % is cultivated and 4.5 is forest. However, the total population is 100% urban with 90% literacy. The total work force is 1,525,000 out of which only 1% is engaged in Agriculture.

The former Singapore Co-operative Union and the Singapore National Co-operative Federation have had their own Education and Development Committee/Department to look after CET need of their member co-operatives, in the country. The Singapore National Co-operative Federation (SNCF) receives support and some funds from the Co-operative Department and the Central Co-operative Fund for its CET programmes. The Education Department of SNCF has its own facilities and training faculty and facilities, but usually help is taken from outside resource persons and member organisations. It may be added that there are long established sectoral programmes of CET in Singapore. These are conducted by SNCF and the trade unions sponsored co-operatives such as INCOME (for insurance) WELCOME (for consumer distribution), COMFORT (for taxi service) DENTICARE (for medical assistance, Singapore Amalgamated Services Co-operative Organisation (SASCO) representing the old urban credit sector, and the SNCF are the members of ICA and are covered by the ICA ROAP HRD Committee. On 1st July, 1995, the SNCF celebrated its 14th Anniversary and also the International Co-operative Day in a grand manner.

The modern system of co-operative business needed support with modern equipment/systems such as computerisation and the mass media of communication for educational purposes. To cater needs of co-operatives in the field of computer services a special co-operative was floated, in the country. Some training programmes for business and computer personnel were conducted by this co-operative. The large sized credit and other co-operatives in the country have their own committees and facilities for CET activities.

The SNCF had the following CET Programme for 1993-94:

- Strategic Thinking (3 days)
- Creating the Right Atmosphere at the Office (3 days)
- Managerial Skills and Strategies (8 days)
- Conflict Management (4 days)
- Continuous Innovations (3 days)
- Stress Management (5 days)
- The Power of Team Development (4 days)

Computers : Hard disk management Lotus 123, Microsoft Windows, Microsoft Word for Windows (version 2.0), Advanced Word Perfect (version 5.1); Microsoft Excel (version 3.0).

The above account shows how contents and methods of education and training have been changing to meet the demands of the modern co-operative organisations. It is expected that these co-operatives, with the help of NCF will enlarge and improve the quality of their human capital who would face well the challenges of globalisation and competition with other enterprises.

## 7. Thailand

The Kingdom of Thailand has total land area of about 514,000 half of which is cultivated, 27% is covered with forests and only 8% with pasture. The urban population is 24.6%. The total literacy rate is 93%. In 1990 out of the total work force of the country 54.7% was engaged in agriculture.

The Co-operative Education and Training is the joint responsibility of the *Co-operative League of Thailand (CLT)*, *Co-operative Promotion Division (CPD)* and the *National Agricultural Co-operative Training Institute (NACTI)*. The training division of CPD is engaged in training of government officers in Department, some of them are co-operative training personnel and the field educators. Mostly the training is free, residential and conducted in Thai language. Coordination in co-operative education programmes are brought about by joint consultation among CPD, CLT and NACTI along with other agencies.

The CLT is the apex body of the co-operative movement in Thailand. It has a national level *Co-operative Training Institute* in Bangkok having separate divisions for training of co-operative personnel from the agricultural and the non-agricultural sectors of the Co-operative Movement in Thailand. The CPD has a Training Division at Bangkok, which supervises the Co-operative Study Institutes Central as well as the ten Regional Training Centres in different parts of the country.

This infrastructure takes care of training of local CPD officials, agricultural cooperatives and their members and prospective members. The Regional Training Centres also operate through

Mobile Units to reach members and the public at large, in a decentralised manner.

The CLT is responsible for training the committees, management staff and employees of non-agricultural co-operatives while the National Agricultural Co-operative Training Institute (NACTI), which is an organisation attached to the CLT is responsible for personnel training in agricultural co-operatives. For promoting member relations, the CPD, and CLT publish monthly journals and quarterly periodicals for disseminating cooperative information and get feed back from members as well as public in general. The medium for instruction and communication is usually Thai language.

During 1993, The Credit Union League of Thailand (CULT), Federation of Savings and Credit Co-op League of Thailand and the Co-operative League of Thailand have been collaborating to organise CET programmes in the country. A five year programme of CULT (assisted by the CCA) includes support to its business development services income generating programmes and leadership training activities.

## **8. Vietnam**

The Socialist Republic of Vietnam has a total land area of 331,690 sq kms. Of the total population, 22.7% lives in urban areas. The total literacy rate is 88% (males 92% and females 84%). In 1990, the total workforce was 32,926,000 and 68% were engaged in agriculture.

Collectivisation in North, in effect since 1955 has developed into workable way of life. In the South, the government has introduced different methodology to improve production. The contract system works by having co-operatives sub-contract agricultural production to farmers who are permitted to sell crops raised over the contracted amount, in the free market. In 1985, 62% of population was engaged in agriculture. There were some 23,000 production collectives and 268 agricultural co-operatives in the South accounting for 47% of the cultivated area. In 1989 the government abandoned all its control on production and sales of agricultural produce, and switched to encouraging the household as the basic production unit. Peasants may market or deal through their co-operatives.

In 1991, the main production items were rice (staple food), coffee, tea, rubber, and coconut. Fishing and forestry are important. In industries mining, food processing and textiles are the most important components of the Vietnamese economy.

The *National Council of Co-operative Unions and Small and Medium Enterprises of Vietnam (VICOOPSME)*, Hanoi is the new member of the ICA and is served by the ICA ROAP, New Delhi. There is a national level co-operative training institute with large accommodation, but with limited training facilities for the co-operative personnel. Occasionally, CET activities are held in the newly emerging country. During, December, 1995, the ILO Regional Office, Bangkok organised two leaders' orientation workshops to introduce co-operative to the existing government sponsored co-operatives in Vietnam. The National council has also forwarded a new legislation for co-operatives, to the country's Parliament for enactment during 1996. This would help in developing genuine co-operatives, through education, training for self help and mutual help. Some co-operators are trained abroad, specially through the ICA-JAPAN Course on Strengthening Management of the Agricultural Co-operatives in Asia. *The Centre of Agricultural Extension Volunteers (CAEV)* in collaboration with the CCA, has been developing model co-operatives, member education and agricultural extension and the local irrigation system in the country.



## Co-operative Education and Training in Southern Asia

### Introduction

Out of the ten countries included in the sub-region of Southern Asia, seven are the members of *South Asian Association for Regional Co-operation (SAARC)*. It is an inter-governmental organisation of the seven countries, with its head office at Kathmandu (Nepal). The present countries as members of SAARC are Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, and Maldives. In addition, the World Bank included Myanmar (Burma) as a geographical unit of South Asia, while some other international organisations include Afghanistan and Iran in the sub-region. So these countries though on the periphery of South Asia, have been included for the study on Co-operative Human Resource Development.

The population of the traditional SAARC region was estimated at 110.61 million in mid-1990 which was above 20% of the world population of about 5.3 billion. The population of India alone is roughly three and half times that of all other countries are Pakistan and Bangladesh while the rest are relatively less populous. Thus, there is demographic imbalance in the SAARC area. Having high growth rate of population (2.3% in 1990) and high incidence of poverty, measures of population control are essential for these countries. It is estimated that of three fourth (3/4) total population in the SAARC area live below poverty line.

The latest World Bank reports disclose that nearly half of the world's poor live in the South Asian Countries. Everyday 750 million men, women and children go hungry. In these developing countries, per capita growth of agricultural production would recede to 0.25% from 0.54% in the near future. Not all hunger is caused by natural calamities and wars but due to lack of capacity to produce food or the income to buy it. Keeping in view the

problems of the southern Asia, the SAARC has made a plan to irradiate poverty from the region. The economic situation in countries like Bangladesh, Bhutan, Maldives, Nepal and Sri Lanka is worse than others like India or Pakistan. The former President of SAARC, Mr. Narasimha Rao remarked that the organisation has to find ways and means by which economic progress by poverty stricken people could be made possible. During December 1995, a new forum *South Asian Preferential Trade Agreement (SAPTA)* has been started to improve trade relations among SAARC countries, ultimately benefitting poor people of the region.

SAARC countries are considered rich in human resources in terms of quantity but not in terms of quality. An abundance of unskilled manpower can only act as a drag on development. The human potential of the region is manifested in its labour force which is 40.2% of the working age population of all the developing countries. The region has 20.1 per cent of all scientists, engineers, and technicians who are engaged in research and development in the developing world. There is an urgent need to use the accumulated knowledge for enhancing social and economic welfare of the people, possibly through co-operative development.

### **SAARCCO**

Co-operative delegates from five SAARC countries namely Bangladesh, Nepal, India, Pakistan, and Sri Lanka met in 1994 in Colombo and signed an official Memorandum of Understanding (MOU) regarding the formation of *SAARC Co-operative Organisation (SAARCCO)*. The MOU was initially discussed during a workshop called the 'SAARC Co-operative Forum' held in Colombo in March, 1994. The main objectives of the Forum included drawing up plans for enhancing co-operative business networks. It also discussed in depth the Draft Constitution of SAARCCO.

It is widely noted that in all SAARC countries except in Bhutan and Maldives, co-operatives continue to play a significant role in development process especially for the rural poor and weaker section of the society. Co-operative movements in South Asia, now faced with many problems arising from privatisation.

liberalisation and globalisation of economies will find the organisational moves at the highest level of co-operative activities in the sub region a source of strength for the co-operative and human resource development.

### **1. Afghanistan**

The Republic of Afghanistan has a total area of about 652,000 sq km out of which 12% is cultivated. Forests covers 2.6% and pastures only 0.46%. According to 1979 census population was over 15,550,000 (with 2.5 million as tribal nomads. In 1990, the urban population was over 21% and rate of literacy was 29% (44% for males and 14% for females). Out of the total work force of 78 million more than 27% was engaged in griculture. The predominant religion is Islam. The main medium of communication is Pushto. Before 1979, Afghanistan was self supporting in food stuff, but upto 1989 about one third of agricultural land had been destroyed because of the prolonged wars.

The major export in agricultural products are fresh and dried fruits, vegetables, cotton, oil seeds, natural gas, karakul etc. The main import items are petroleum products, equipments, textiles, sugar, edible oils, wheat, tea, etc.

The first *Co-operative Training Institute (CTI)* was started by Ministry of Agriculture and Land Reforms, during the first phase of the Project on Agricultural Co-operatives and Credit (PACCA) sponsored by FAO, During the first phase, graduates from the Higher Agricultural Institute and the personnel working with the Ministry of Agriculture, Republic of Afghanistan were given training for work in co-operative development. After some lapses, the Institute was revived and started functioning as a full fledged centre for the training of personnel working in the Department of Co-operative Development (DCD) and the agricultural co-operatives in the country. Its buildings at Badam Bagh, Kabul were renovated. The CTI was equipped to conduct simultaneously six training courses, with an average capacity of 25 trainees per class.

The main task of the Institute was to train the co-operative personnel in Co-operative Principles, legislation, registration of co-operative marketing, credit, supply, audit, book keeping,

agricultural extension, agronomy, sociology, and agricultural economics. The duration of the courses varies from four to ten weeks. Refresher courses of two weeks' duration are also organised at the CTI. It had well equipped library and an audio-visual-cum-Cinema Hall. The teachers had been trained abroad for using modern educational technology for CET work. The CTI undertook research projects, with the help of senior Faculty Members. It was also encouraging participation of women in co-operative activities.

The CTI was well furnished with academic, residential, sports, and recreational facilities. The activities of the Institute were supported and supervised by the DCD and the PACTA project. The DCD provided personnel and the PACTA Project of FAO provided necessary funds for CET activities and equipment for the Institute. The main problems of the CTI were lack of suitable hostel facilities, training material and audio-visual aids. The medium of instruction was Pushto. English was also used for external communication.

At present, there is no national level union of cooperatives in Afghanistan. However, co-operative teachers and departmental personnel were under the assistance programmes of the ICA ROAP.

## **2. Bangladesh**

Peoples' Republic of Bangladesh has total land area of 144000 sq km. and about 60% is cultivated. Forests cover 13.43% and pastures cover 4.47% of the land. The urban population was 14.80% of the total population of 113,684,000 in 1990. The total literacy rate was 34.5% (47% males and 22% for females). Out of the total work force of 36.50 million, 53% engaged in agriculture.

The co-operative movement in Bangladesh which was formally introduced in 1904, as in other parts of the Indian Sub-Continent for improvement of agro-based rural economy, has passed through a long process of trial and error with respect to membership patterns, management, jurisdiction, organisational set up and CET programmes.

### **Institutions for Member Education**

- Bangladesh Jatiya Samabaya Union (BJSU), Dhaka (Bangladesh National Co-operative Union)
- Bangladesh Co-operative College (BCC), Comilla and more than 8 zonal co-operative training centres in different parts of the country.
- The Bangladesh Jatiya Samabaya Federation (BJSF), Dhaka (Bangladesh National Co-operative Federation)

BJSU has started a training institute of its own in Dhaka. Under the Integrated Rural Development Programme (IRDP), BJSF and the Thana Training and Development Centres, regular educational meetings for farmers and training meetings for the co-operative leaders, field workers and officers are held in various parts of the country. The Bangladesh Academy for Rural Development (BARD) and the Rural Development Academy (RDA) sponsored by the Government are also helping in CET Programmes.

In addition to BJSU, BJSF, Co-operative College, Zonal Co-operative Training Centres, District Co-operative Unions, Thana (sub-district) Training and Development Centres, there are some primary co-operatives, specially in IRDP areas, undertaking CET programmes. The Co-operative Department and the Department of Rural Development have CET personnel who assist in CET and development programmes.

The medium of instruction is generally Bengali, the national language. However, some national and international courses, seminars, and conferences are held in English and are assisted by international agencies like ICA, ILO, ACCU, etc., Co-operative Credit Union League of Bangladesh (CCLUB) undertakes CET programmes in collaboration with the Christian Co-operative Association. They also give best co-operative awards at the national level. Besides the above, there are some institutions in Bangladesh, both within and outside the co-operative movement which are engaged in member education and leadership development for the co-operatives in Asia and the Pacific. The Centre for Rural Development Programmes has also been helping the co-operatives in the rural development programmes, including CET in the country.

### 3. **Bhutan**

The Bhutanese economy is predominantly agrarian. Rural life is based on subsistence farming, oriented towards producing enough for family consumption and for barter for other essential items not produced by the farm family. Encroachment on forest land through unorganised shifting cultivation practices is reported to have become a great hazard to the limited forest and land resources. The most important crop is paddy occupying 100% of the irrigated land during the summer. On the rain-fed land, maize is dominant in areas of high rainfall and millet in low rainfall localities. Buck wheat is the main crop in the South of the country and wheat, mustard and potatoes are grown in more favourable areas.

Due to acute shortage of qualified and trained manpower inadequate, technical support services are a major constraint to development of all sectors. Agriculture has 370 extension personnel including the supporting staff. Poor infrastructure calamities, remoteness of population centres, poor roads, inadequate coverage of basic communication facilities also serve constraints on marketing, distribution and extension.

The institutional agricultural credit is still in its infancy. Till 1975, some credit for farmers was provided by the marketing co-operative societies, but in 1975 the Royal Government ordered the closure of the co-operatives, and Food Corporation of Bhutan was entrusted with the task of recovering the outstanding loans. Inadequate rural credit is closely related to the lack of funds, manpower and organisational structure to operate rural credit delivery system. A big challenge of organising CET programmes leading to peoples' co-operatives lies before the international cooperative movement as well as the South Asian Association for Regional Co-operation (SAARC) The Member countries of SAARC are Bangladesh, India, Nepal, Pakistan, Sri Lanka, Bhutan, and Maldives and its Secretariat is at Kathmandu.

### 4. **India**

India, i.e., Bharat has the total land area of about 3,288,000 sq. km. Out of it, 52% is cultivated only 11.1 percent is forest and 43% is pasture. The total population was about 846,303,000

(846 million) in 1991, and the workforce was 3,285.9 million, of whom 110.7 million were cultivators and 74.6 million agricultural labourers. Out of the total workforce, 52.2% was engaged in Agriculture. The total literacy rate was 52.19% (males 64.2% and females about 40%)

The responsibility for administering and implementing the programme of CET rest with the co-operative institutions at the national and state levels. The centres/colleges for training of junior and intermediate workers are looked after by the State Co-operative Unions. At the central level, CET Programmes have been entrusted to the National Council for Co-operative Training (NCCT), under National Co-operative Union of India.

#### **National Co-operative Union of India (NCUI)**

The umbrella organisation and the official spokesman of the co-operative movement, the NCUI is responsible for coordination, monitoring and supervision of the entire programme of CET. Organisational set-up for CET is a three-tier structure, with NCUI at the national level, 23 State Co-operative Unions, and 325 District Co-operative Unions in the States. A special Committee on Co-operative Education constituted by the NCUI advises and guides the programmes.

NCUI has built up a large infrastructure for effective implementation of CET programme. This consists of Vaikunth Mehta National Institute of Co-operative Management (VMNICOM), Pune, 18 Co-operative Training Colleges and 96 Junior Co-operative Training Centres. The member education programmes are implemented by the State Co-operative Unions and District levels organisations. Some 20 large primary co-operatives have their own CET activities.

#### **National Centre for Co-operative Education (NCCE)**

The centre was established in 1957 in response to the need for training and co-operative education at the primary co-operative level. It organises short courses for the training and development of co-operative leaders working mainly at the district level co-operative unions. The focus of programme conducted by NCCE is on building up functional efficiency of co-operative education personnel and on leadership development for non-

official co-operative leadership for district level co-operatives. Recently, the NCCE has re-organised and upgraded its staff and facilities. It has evolved a new Diploma in Co-operative Education and Development for the benefit of co-operative personnel involved in member education and member relations. The programme which is 12 weeks duration is also available to participate from Afro-Asian countries.

### **National Council for Co-operative Training (NCCT)**

The NCCT, which was established in 1976 functions under the umbrella of NCUI. NCUI is directly responsible for planning, organising, and monitoring CET programme for the senior and middle level co-operative personnel of co-operative institutions and the government departments. It provides training facilities for foreign scholars on behalf of the Government of India. NCCT has well integrated 3-tier co-operative training set-up comprising of Vaikunth Mehta National Institute of Co-operative Management at Pune for senior and key personnel, policy members; Co-operative Training Colleges (Co-operative Management Institutes) which cater to the training needs of middle level personnel; and junior Co-operative Training Colleges meant for training of junior personnel in co-operatives. NCCT organises CET programmes in collaboration with ILO CICTAB. (Centre for International Cooperative Training in Agricultural Banking, Pune) National Essays and Debating Competitions are also organised for University and College Students.

### **Vaikunth Mehta National Institute of Co-op Management; (VAMNICOM)**

VAMNICOM (Pune) infuses a high order of enterprise management in co-operative sector. It caters to the management development, training, research and consultancy needs. In addition to several long-term and short term training programmes, it offers fellowships leading to Ph.D. degree. The Institute closely collaborates with ICA, ILO, FAO, CICTAB and offers training programmes for senior executives of co-operatives in developing countries. Excellent infrastructure of residential accommodation, academic training equipment, staff, etc., are available with the institute.



### **College of Agricultural Banking (CAB)**

CAB is run by the Reserve Bank of India is an apex institution in the field of agricultural banking and training, catering for the training requirements of officers and staff of RBI, and commercial banks involved in agricultural lending.

Over and above the CET activities of above organisations, educational facilities are offered/arranged by the Co-operative Marketing Federation (NAFED), National Co-operative Consumers Federation (NCCF), Indian Farmers Fertiliser Co-operative (IFFCO), and Krishak Bharti Farmers Co-operative (KRIBHCO), at Delhi and other places.

### **National Co-operative Development Corporation (NCDC)**

The NCDC was set up in March 1963 under an Act of Parliament, for planning and promoting co-operative programmes of marketing, processing storage and export/import of agricultural produce and commodities notified under the act. Since its inception, the activities of NCDC have undergone a significant diversification. This organisation is aiding programmes relating to cooperative development of fisheries, poultry, sericulture, dairy, handloom, and minor forest produce as well. It also promotes and finances co-operative consumer activity in rural areas. Thus the main focus of NCDC is to promote, strengthen and develop co-operatives for augmenting income of people associated with agriculture and related areas.

NCDC had initiated a training programme named as 'TOPIC' for training the personnel of agricultural co-operatives. The TOPIC training centre was set up in 1985 as the National Centre for Trainers' Training and Material Production, under the NCDC III World Bank Project. The Centre has, during the past ten years, conducted a number of co-operative trainers training programmes and prepared training material for these programmes. A fullfledged training institute facilities have been installed for TOPIC training centre, with its own buildings at Gurgaon, near Delhi.

A scheme for computerisation was introduced by the NCDC, with the objective of motivating Federations and Banks to go in for computerised management system. Thus HRD approaches have been integrated with modernisation of co-operative management and development efforts.

TOPIC Centre trains and follow up trainers from Agricultural Co-operatives Staff Training Institutes (ACSTI). It has also, of late, helped arranging the in-house training of the NCDC personnel.

### ***Management Development Programme (MDP)***

Under the MDP, the Corporation has adopted many fold approaches. It avails of the facilities with the National Council for Co-operative Training (NCCT) and also with the professional institutions, like the Indian Institute of Management (IIM) Ahmedabad and Institute of Rural Management (IRMA), Anand. NCDC sponsors and finances its officers and also candidates from the state governments and the co-operatives for their on going and the special training programmes, as need be.

### ***Management Information System (MIS)***

By instituting a management information system, NCDC has been evolving an approach by which it can continually refine the system of its evaluation and monitoring of training and management of co-operative projects. It is also imperative that co-operatives must develop its leadership and absorb newly emerging technologies for providing more effective services to their members in particular and the community in general.

The National Dairy Development Board (NDDB), National Cooperative Development Corporation (NCDC), Reserve Bank of India (RBI), National Bank of Agriculture and Rural Development (NABARD), All India Village and Khadi Commission Boards, Housing and Urban Development Corporation, National Federation of Co-operative Sugar Factories, National Federation of Co-operative Spinning Mills, National Federation of State Cooperative Banks, National Federation of Co-operative Agricultural Rural and Development Banks, National Federation of Urban Co-operative and Credit Societies, National Federation of Dairy Co-operatives, National Tobacco Growers' Co-operative Federation, National Co-operative Housing Federation, National Tribal Co-operatives Federation (TRIFED), National Federation Labour Co-operatives (NFLC) are directly involved in CHRD activities. Detailed information on CET programmes can be had from the NCUI and federal bodies concerned.

The National Co-operative Bank of India (NCBI) has been recently registered under the Multi-State Co-operative Societies Act, 1981 and has proposed to have Training, Research, and Development Department, and a special fund for the purpose. The NCBI plans to focus on computerisation of co-operative banking operations in the country.

Besides the co-operative business federations having their education and training set up, the Indian Institute of Management (IIM) Ahmedabad has a special Centre for Management in Agricultural Co-operative. The Centre has post-graduate level training in co-operative management. The Institute of Rural Management (IRMA), Anand provides management training for co-operative employees through a two year post-graduate programme in Rural Management, one year programme in Co-operative management, four-month general management programme for senior managers for co-operatives and specialised management development programmes ranging 1 to 16 weeks in length. Most of these programmes are residential and conducted in English. IRMA has started organising national level seminars/symposia on vital issues facing the co-operative movement in the country particularly in rural areas.

Some of the large sized agricultural/fertiliser co-operatives like Indian Farmers Fertiliser Co-operative (IFFCO) and the Krishak Bharti Co-operative Ltd. (KRIBHCO) have started earnestly organising HRD activities through well equipped departments. Both the premier institutions are already famous for conducting co-operative education, training and extension activities, in different parts of the country. Both own the largest fertiliser complexes in the co-operative sector in the region, and have also done much for community work and environment improvement.

About 30 universities offer graduate and post graduate courses with special focus on co-operation/co-operative management. Some universities offer optional papers under the graduate and post-graduate courses in economics, commerce and rural development. Some details of the CET programmes in the Indian universities are given in the author's book 'Co-operative Education and Training in India' (1989). It also includes co-op-

erative management programmes run by co-operative bodies like the NCDC, IIM, and IRMA.

The National Council for Educational Research and Training (NCERT), New Delhi, has been ensuring that Co-operation is included in curricula for the primary and the secondary schools in the country. Co-operation is included in the list of subjects dealt by the state governments and therefore the State Co-operative Unions and the District/Block Level co-operative institutions have been promoting co-operation among youth and the school children. There is an urgent need for strengthening CET programmes in schools, colleges, and the universities. The Consumer Co-operative Development Project started by the ICA ROAP with the help of JCCU, Japan, has provided assistance for strengthening students consumer co-operatives in some of the Indian universities and other institutions in the Asia and the Pacific Region.

There is regional variation in co-operative development efforts in the country. The co-operative movement has been successful and strong in the rural areas of western India, viz. in the states of Maharashtra and Gujarat. The Dairy Co-operatives and the NDDB, Anand, have shown remarkable success in the promotion of dairy industry and marketing of milk and milk products at reasonable prices to consumers in urban cities. Gujarat has a long history of successful and genuine co-operatives. In fact the oldest co-operative in the country - more than a century old - is in Baroda district of the state. Considering the relevance of the NDDB's experience in dairying and human resource development through dairy co-operatives, a case study on the subject has been given in Annex-D.

In Maharashtra, Society for Promotion of Area Resource Centres (SPARC) has with assistance from the CCA, developed a network, known as 'Swyam Shikshan Prayog (organisation for self learning and mutual learning). The project was mainly designed to bring women and women's groups together to form a strong network of mutual support working groups. Similarly a project to resettle Project Affected People (PAPs) in Sardar Sarovar (Dam) area in Gujarat has been going on co-operative basis. So far 54 Mutual Aid Co-operative Societies (MACs) have been or-

ganised and over 10,000 people mobilised and educated in co-op matters. The resettlement work for tribal evacuees from three states (Gujarat, Maharashtra and Madhya Pradesh) have been successfully implemented by the Anand Niketan Ashram (ANA) - the MACS, with financial and technical assistance provided by the Canadian Co-operative Association (CCA).

## 5. Iran

The Islamic Republic of Iran has a total land area 1,648,000 sq km. Out of it about 90% is cultivated, 11.0% is forest and 27% is pasture. Half of the total population is Urban and the total literacy is 54%. Out of the total work force of 15,253,000, 36% is engaged in Agriculture. The main export is petroleum products, fruits, nuts, and the import items are food stuffs, livestock, chemicals, machinery etc.,

In 1989, there were 3,102 rural co-operative societies at the village level, 189 regional unions at the provincial level and at the top there was the Central Union of Rural Co-operatives, (CURC). Agricultural co-operatives in some provinces have formed their specialised unions (business federations) but their national body is yet to be effective.

*The Central Organisation of Rural Co-operatives (CORC)*, Teheran was formed in 1963 as an autonomous body. One of the important functions of the CORC is to secure credit and grants from various sources and arrange for farm production inputs, machinery, etc., for the rural co-operatives. It has made arrangements for the training of the staff for coordination and supervision of rural co-operative societies. CORC also organises co-operative education and training programmes for elected board members, in the Principles of Co-operation, book keeping, accounting etc. The Government of Iran provides funds for the promotion of rural co-operatives also finance CET programmes at all levels, including member education workers and field supervisors who help organising educational programmes.

One of the most important tasks of the field supervisors is education of the members of rural co-operatives. The educational personnel of the CORC are trained in special courses held by the Co-operative Education Institute at the Teheran Univer-

sity, and by other higher educational institutions. They also participate in the seminars held annually at the national level. Both the CORC and the CURC are the members of ICA and are serviced by the ICA ROAP, New Delhi, and its HRD Committee for Asia and the Pacific.

## **6. Maldives**

The total land area of the country is 298 sq.km., with a population of 226,000 (1991 estimates). Almost 100% are Sunni Muslims. The GDP per capita was US\$670.

In the SAARC Region, Maldives (comprising of 1,190 islands), is another country which deserve attention from the development agencies for co-operative education and development. There are no agricultural co-operative institutions in the islands; only the Ministry of Agriculture, Male (the capital) can be contacted for agriculture, and co-operative education/training. There is much potential for developing fisheries through co-operative efforts.

## **7. Myanmar (Burma)**

The Union of Myanmar has total land area 676,550 sq km out of it 20% is cultivated, 39% is forest and pastures only 20% . In 1992 the total population was 41,825,000, and 24.4% lived in urban areas. In 1992 the total literacy was 81%. Out of the total work force more than 24 million 44% was engaged in Agriculture. The major exports are forest products teak and agricultural goods, rubber, oil seeds, etc. The major items for import are fuels, consumer goods, machinery raw and building materials.

In the beginning of 20th century, co-operative ideas were imported from western countries. During 1942-45, Japanese forces occupied the country, the government tried to diversify the Burmese economy and establish co-operatives in the rural areas. The consumer co-operatives has also been active for some time and are the members of the International Co-operative Alliance, through their Central Co-operative Society, Yangon.

In the Ministry of Co-operatives, the Co-operative Department has an Education division. The Director-General of Co-operative Department is the Head of the Central Co-operative School (CSS) located at Yangon (Rangoon). He is assisted by a

team of professionals and the office staff. The CCS is well furnished with academic and residential facilities, and is involved both in co-operative education and training pursuits. It also conducts research and development activities in the field of co-operation. Steps have been taken to promote CCS as the Central Co-operative College.

In addition to one Central Co-operative School, the country has 7 state/divisional level co-op schools for CET programmes. The Co-op School undertakes CET in co-operation, economics and management fields, through residential and correspondence courses. There would be better CET facilities provided through a new Co-operative Institute which intended to make more courses for co-operative personnel from the agricultural as well as consumer co-operative sectors.

The state/divisional level co-operative schools are also equipped with academic, library and residential facilities located in different parts of the country. These schools have courses for managers, board members as well as for co-operative instructors. The Co-operative Training School at Mandlay is being promoted as the Regional Co-operative College.

The Central Co-operative Society has been the member of ICA and is being covered through its Regional Office for Asia and the Pacific, New Delhi. The Burmese movement is also being served by the Asian Offices of ILO, FAO, WOCCU, etc. The CSS is the national apex of the co-operative movement. In addition to its promotional and educational functions, the Society has been allowed to undertake business activities and promote import/export functions. This is being done with the help of 298 township co-operative societies and 15 state/division level co-operative syndicates, all members of the CCS. It also celebrated on 1st July, 1995 the International Day of Co-operatives and issued special cooperative bulletin for member information.

## **8. Nepal**

Nepal is a land locked country having land areas of 147,181 sq km. It is bounded by China (Tibet) in the north and by India in the east, south and the west. In 1991 the total population of Nepal was 20.60 million. Only 10 million lived in urban areas.

Out of the total only 25.6% were literate. The indigenous people are mainly of Tibetan origin, with a considerable Hindu mixture. Agriculture is the main occupation in the northern part of the country. On the slopes of Himalayas, large quantities of medicinal herbs grow which find worldwide market. 5.4 million acres is covered by perpetual snow. The main crop production: Rice, Maize, wheat, sugarcane, potatoes. In southern part of Nepal is forests with area of 2.48 million hectares (1992). Per capita income was US\$ 180/- (1991) and agriculture accounted for about 50% of GDP.

In 1962, His Majesty's Government of Nepal established a Co-operative Training Centre at Kathmandu, under its Department for Co-operative Development with the main aim (a) to prepare skilled manpower required for the management and development of co-operatives; and (b) to educate the officials/members of co-operatives on various aspects of Co-operation. Now the Centre has been renamed as the Centre for Co-operative Development Training (CCDT) and is located in a spacious building having residential accommodation for the trainees. In addition to organisation and conduct of CET programmes in Nepal, the CCDT Kathmandu produces educational material and promote research in the field of co-operative training, and development in general.

The CCDT is staffed with one Principal, one Vice-Principal and a team of lecturers including Co-operative Education Instructors (CEI). The medium of instruction are Nepali and English languages. New methods evolved by the national centre were the field seminars and study circles and are successfully used at the primary co-operative level.

With the help of ILO and the ICA, subjects such as population education, gender integration and agricultural training were included in the curricula for CET at the local level.

The CEIs of CCDT has been conducting mobile member education camps, with the help of district level officers of the Co-operative Department and the staff of the Agricultural Development Bank, Agricultural Supply Corporation and Agricultural Extension offices, in the country. It can thus be seen that the



Department for Co-operative Development, the sole agency for promotion of co-operation and development of co-operatives, has taken several steps in the field of Co-operative Education and Training. At present, funds for CET programmes come from the government budget. However, efforts are being made to establish a national level co-operative organisation which would, among other things, promote and coordinate CET programmes in the country.

In addition to CCDT, one of the National level co-op organisations called (SAJHA) which means co-operation has been engaged in promotion of CET activities in Nepal. SAJHA has member co-operatives which deal in consumer and agricultural production goods and services. These are located in and outside the Kathmandu and other urban areas.

There is no member organisation representing Nepalese Co-operatives in the ICA. However, there has been close links between the ICA ROAP, New Delhi and the Nepalese Co-operative Movement and the Department of Co-operatives. The Co-operative Societies Act, 1992, and the Co-operative Rules, 1993 promulgated in line with competitive market system and transparent economic policies of the democratic government, formed after the popular movement of 1990, have provided for different types of co-operatives and the unions. Accordingly, consumer co-operatives too have considerably increased in number, particularly in urban areas.

It is in this field of consumer co-operation the ICA ROAP has been extending special assistance and CET activities have been organised by its ICA Consumer Adviser with the help of Japanese Consumer Co-operative Union (JCCU).

Nepal Federation of Savings and Credit Co-operative Unions Ltd. (NEFSCUN) and the basic promotional materials and standardised accounting books are being developed in the Nepalese language, and application of computers has improved the office administration. With the short-term help from Canadian Co-operative Association (CCA), NEFSCUN has also been exploring productive lending and micro entrepreneurship development through the member credit unions.

## 9. Pakistan

The Islamic Republic of Pakistan has total land area of about 796,000 sq km, out of which 20.7% is cultivated. Forests and pastures cover only 0.8% each. The urban population is 31.3% of the total population of 118,122,000. The work force was 32.81 million and more than 51% was engaged in Agriculture (1990). The total literacy was 34% (47% males and 21% females).

The co-operative movement was initiated by the then government in the beginning of this century. Basically, it was a credit providing agency for the peasants, who were always in debts, illiterate tillers of the soil in rural areas. With the partition of the Indian sub-continent and creation of Pakistan, the non Muslim traders, bankers and industrialists have to leave the country. To fill the vacuum, the co-operative movement spread itself into new fields of economic activities.

### *Co-operative Department*

The field staff of the co-operative department in different provinces guides and assists secretaries and committee members of co-operative societies in running day to day affairs. The co-operative educational instructors and assistants hold short duration classes of members, secretaries and office bearers of co-operatives in rural and semi-urban areas and train them in maintaining accounts and management activities.

There are three Regional Co-operative training institutes which mainly hold classes for sub-inspectors of the Co-operative Department and the secretaries of development and service societies. There is one residential co-operative training college at Layalpur, which is staffed by a principal, vice-principal, professors and lecturers. The college hold special courses for assistant registrars, inspectors, sub-inspectors, farm managers and office personnel. There is no tuition or hostel fee.

There is co-operative union in each province of Pakistan. The main aims of the unions are to develop, propagate, publicise, produce literature, and safeguard and promote the interests of member co-operative societies. The National Co-operative Union, Lahore was registered as the apex organisation of the entire co-operative movement in Pakistan. The objects of the national

union included organisation of co-operative education and training to motivate co-operators, to project the concept and principles of Co-operation, hold seminars and conferences, advise the government, and represent the movement at the national and international level. In addition, the marketing and supply federation and some large co-operative societies undertake CET and extension activities in collaboration with the co-operative unions, departments and the Federal Bank of Pakistan (FBP). The following organisations also provide important assistance in CET and rural development programmes in the country:

- i. Pakistan Academy for Rural Development, (PARA) Peshawar
- ii. National Centre for Rural Development. (NCRD) Islamabad
- iii. Pakistan Agricultural University, Department of Co-operation and Credit, Lyallpur.
- iv. The National and Provincial Governments (provide financial and other assistance in organisation of CET and rural development programmes in Pakistan).

The Federal Bank has a Co-operative Development and Training Department (CDTD) located in Islamabad. Among many of its functions, CDTD issues a monthly bulletin under its Co-operative Education and Information Service. It also has collaborated with co-operative organisations in Italy to develop project on co-op training and consultancy through the state/provincial co-operative banks in Pakistan. The Co-operative Development Finance Corporation (CDFC) has established a national level training institute which conducts training for officers and co-operative managers.

## **10. Sri Lanka**

The Democratic Socialist Republic of Sri Lanka has a total land area of 65,610 sq km. Twenty six per cent of the land is cultivated, 11.20% is covered by forests and only 0.3 percent by pasture. The urban population is 22.1 per cent. The total literacy rate is 88.5% (93% men and 84% women). In 1990, out of the total work force 53% was engaged in Agriculture.

The National Co-operative Council (NCC) of Sri Lanka is the national apex body of the co-operative movement therein. The

NCC is responsible for co-operative education of pre-co-operative members and co-operative committee/board members. The NCC has established a leadership training institute near Bhandaraville. However, the major financing for these activities done by the Department of Co-operative Development. There is a full-time Director who handles education and training functions of the NCC. In addition, there are 26 District Education Centres, (one each with each of the district co-operative unions) and each having a District Secretary/Education Assistant and supporting staff. In all the District Education Centres together, there are about 30 class rooms with seating capacity of 40 trainees each. There are hostel facilities at these centres, which are located in different parts of the country. The media of instruction is Sihala and Tamil.

The NCC has some facilities for CET work, these include well furnished library, lecture halls, auditorium in its premises in Colombo. It has a Co-operative Member Educational Institute, located in the Central part of the country.

In order to train co-operative employees and junior departmental personnel, the NCC has established five Regional Training Institutes in different parts of island. These are equipped with some staff, academic and residential facilities. These institutes were established around 1982, with assistance for SCC/SIDA Stockholm. All these have their own buildings, and hostels for students.

For the Co-operative Employee training both the NCC and the Department of Co-operative Development share the responsibility. For the training of government staff in Co-operative and other departments, the DCD has been running a national level School of Co-operation at Polgolla. The school has its own buildings, for academic, recreational, and residential purposes. It is well provided with a library, audio-visual equipment and trained staff. The media of instruction are English, Sihala, Tamil as the need arises.

The Federation of Thrift and Credit Co-operative Societies (FTCCS) has established its own campus at Kegaulle which conducts various training programmes throughout the year. Work

with SANASA Movement (as it is known locally) has contributed to developing and sustaining civil society and democracy in Sri Lanka.

The Sri Lanka Institute of Co-operative Management (SLICM), Colombo, established in early seventies, is a statutory body under the Ministry of Food and Co-operatives. The Institute has been making important contribution toward management training, research and consultancy for co-operatives in Sri Lanka. The author had the opportunity of working at the CMSC as an ILO Consultant in CET programmes in the year 1975.

As a member movement of the ICA, the NCC has been receiving valuable assistance from donor agencies. Most of the projects were in CET for consumers, farmers, women and youth. Action research projects were also undertaken for small farmer development.

## **Co-operative Education and Training in Western Asia**

### **Introduction**

**M**ost of the countries in the sub-region of western Asia are oil-rich. For several decades, there had been political conflicts and violence in these countries. With recent negotiations between Iraq and the UN; Israel and the Arab world resulting into peaceful situation, there is ferment hope that Co-operative movements in this area will progress further, nationally and internationally. Israel and other countries, with their wealth of co-operative experience, are expected to make valuable contribution towards co-operative development in general and HRD in particular.

#### **1. Israel**

Out of the total area of about 22,000 sq. km. of its land, 21 per cent is cultivated and the rest is mostly pastures or forests. Ninety per cent of the total population is urban with 92 per cent literacy. About 60% of the workforce is engaged in agriculture which is done on scientific and commercial lines.

The General Co-operative Association of Labour in Israel Ltd., (Hevrat Ha-Ovdim) established in 1923, is the member of the ICA and at present is being served by the ICA ROAP, New Delhi. The CET programmes are well organised through the primary co-ops such as Kibutzim and Moshavim. In fact, co-operatives are active in every sector of the Israeli economy under the overall leadership of the General Federation of Labour Co-operatives (HISTADRUT). The Israeli experience in co-operative management and human resource development is unique and provides a new case study for students of economic and business management. All the co-operative companies are striving for modern management models on the basis of respectful work-

ing relations among individuals, management practices for fairer allocation of resources HRD better involvement of all concerned and the workers participation in an atmosphere of excellence. One of the important contributing factors for the co-operative success in Israel is the relentless efforts of the professionals to strive to keep politics and active politicians out of these businesses. The young leadership of the dominant labour party had made it clear that the business and politics must be kept separate. Those who come in the decision making positions of co-operatives adopted a pragmatic approach, and the new management of co-operatives was given authority and autonomy in their work. Such valuable experiences could be shared with profit by other Asian co-operative movements. Former Afro-Asian Institute and then called (1958) as International Institute for Labour Development and Co-operative Studies (ILDEC), Tel Aviv had proved itself an effective medium for communication of Israeli experience in co-operative development to the developing countries of Asia and elsewhere. In addition, the Centre for International Agricultural Development Co-operation and the Development Study Centre Provided suitable training and consultancy for foreign students, government officials and the co-operative managers from different countries.

During 1993, ILDEC conducted courses/workshops on vital subjects such as co-operative support system for rural development and community empowerment through co-operatives, mainly for developing countries. During 1994, along with other activities ILDEC conducted international workshops on co-operative theory and on Human Resource Development within co-operatives. For the follow up of its trainees and alumni, ILDEC issued a periodical - SHALOM (peace) in English. For the promotion of women's participation and gender integration in co-operatives, the Golda Meir Institute at Mount Carmel for the training of women leaders had been active for the last two decades. In early 1994, the *International Institute (Histadrut - Israel)* was officially established after amalgamating the existing institutes in the country and expanding the scope of their activity. It has emerged as a leadership training institution whose main partners are non-governmental voluntary organisations (NGOs) now gen-

erally grouped under the heading of the civil society. The new institute incorporated ILDEC; the Abraham Alon Centre for Co-operative and Labour Studies (CELAL) for Latin America, Spain and Portugal (1962) and the Institute for Eastern and Central Europe (1990). All these institutes were established by Histadrut, the General Federation of Labour Co-operatives and played a central and pioneering roles in Israel's development-co-operation programmes. The new institution has five geo-political divisions:

- Africa;
- Asia and the Pacific;
- Eastern and Central Europe (including CIS);
- Latin America and the Caribbean;
- Middle East and North Africa.

Languages of instruction are English, Spanish, Russian and French with occasional use of other languages including Arabic, as need be. The Institute drew participants from more than 130 countries, about 35 from Asia and the Pacific. The programme of studies for 1995 included more than 30 courses and seminars held at the institute's new faculty in Bet Berl. In addition, the institute conducted overseas training programmes in a large number of countries, including those of Asia and the Pacific. The Graduates from these courses would join the ranks of the Institute's Alumni totalling to more than 40,000.

The Institute is affiliated to the Histadrut, the General Federation of Labour Co-operatives in Israel. It works closely with a number of international organisations like ILO, the ICFTU, the ICA, etc. Mr. Yehudah Paz, the Director and the Principal, has recently been elected as the Chairman of the newly formed ICA HRD Committee. It can thus be seen that Israel all set to lead and assist in the development of CHRD in Western Asia as well as in other sub-regions of Asia and the Pacific, also in other developing regions of the world.

## **2. Iraq**

The total land area of about 488,300 sq km forms the Republic of Iraq. The area cultivated is 12.43%, forest coverage 9.13% and the pasture area is only 0.43%. In 1990, the total



population was 18,080,000 about 78 per cent living in Urban areas. The total literacy rate is 60% (70% for males and 50% for females). Out of the total work force of 8.20 million, 21.1% is engaged agriculture. The exports are petroleum, food stuffs, agricultural goods, dates, chemicals, etc., and the main items for import is machinery, ornaments, food stuff, agricultural goods, chemicals, etc.

Like many other countries of the Asian continent, Iraq is also primarily an agricultural country. About half of its population depends on agriculture. The country has a rich soil. Wheat, rice and barley are main crops. The 'dates' of Iraq are important agricultural item which meet most of the world requirements. The Agrarian Reform Law of September, 1958 gave priority in the distribution of land requisioned by the government, to those farmers who had been cultivating the areas as tenant farmers. The beneficiaries were required under the Law to join agricultural co-operatives.

To implement the programme of promoting agricultural co-operatives the government recognised the need of rendering suitable assistance. It was therefore, decided that co-operative supervisor and inspectors are assigned to these co-operatives free of cost. The idea was that the superiors and inspectors would gradually train and educate members of the managing committee and the employees of the societies to enable them to conduct their business themselves. The government had set up special Department of Co-operation and it set up special department of Agricultural Co-operatives under the Ministry of Agrarian Reforms. This department was renamed as the Directorate of Agricultural Cooperation and Production and is mainly concerned with the rural co-operatives in the Agrarian Reform Areas.

Besides the above, there is the Department of Co-operation as a part of the Ministry of Social Affairs. The Director of Co-operative Department and his staff are responsible for the registration, inspection and audit of all types of co-operatives in Iraq except Agrarian Co-operatives.

The Central Co-operative Union of Iraq (CCUI), Baghdad, the General Union of Agricultural Co-operatives (GUAC), the gov-

ernment departments and the joint agricultural co-operatives share CET functions for the improvement of co-operative movement in the country. The Universities' Department of Agricultural Co-operatives now under the Ministry of Agriculture also provide special help. The national agricultural co-operative conferences are held periodically to review the progress and problems of the important sector of the movement.

The Institute of Co-operation and Agricultural Extension in Baghdad have been active in the field of CET. In addition, multipurpose co-operatives contribute to improve living, social and cultural standards of their members, in a special way. The basic purpose of the institute is to train co-operative supervisors and also agricultural extension officers. It was also envisaged that the Institute would be able to educate committee members of the co-operatives through its research programmes, the Institute was also expected to contribute to co-operative development.

The affairs of the Institute are looked after in an advisory capacity by a Board of Management comprising of the Director-General of Agricultural Co-operatives, Director-General of Co-operative Department (Ministry of Social Welfare), Director of the Co-operative Bank, Representative of Baghdad University and Ministry of Agriculture, the Director-General of Agrarian Reforms and the Director of the Institute as Member Secretary. The representatives of UN bodies were also represented on the Board. All the decisions are required to be approved by the Minister of Agrarian Reforms. The Institute is equipped with academic personnel, teaching material and library facilities for various types of training programmes for co-operators. In spite of the above arrangements, there is need for organising effective CET programmes for the members and employees of primary co-operatives in Co-operation and allied fields.

### **3. Jordan**

Out of the total area of about 89,000 sq km only 4.25 per cent is cultivated. Most of its people (76%) live in urban areas. Total literacy is above 80 per cent.

The co-operative movement was started after the Co-operative Law was passed in 1952. The big bulk of co-operatives formed

were agricultural credit and thrift societies. In 1959, the Jordanian Co-operative Federation was formed to provide credit facilities, seeds, fertilisers and chemicals to farmers, at reasonable rates. Some new types of co-operatives were also organised, such as for livestock processing, marketing, transportation, rural electrification, irrigation, animal production and artisan co-operatives.

There are some multi-purpose and service co-operatives in the country, with funds for education, CET, sports and entertainment clubs for the membership.

During the sixties, several apex institutions like the Jordan Co-operative Organisation (JCO), the Co-operative Institute (JCI), and the Co-operative Auditing Federation, etc., were formed. Thus the responsibilities for co-operative management were shifted from the government to the members concerned. The Ministry of Labour and Social Welfare is now responsible for registration and guidance to co-operatives.

As for CET the following members of the Jordan Co-operative Organisation (JCO) with its Head Office in Amman, the capital have been active:

1. The Co-operative Institute, Amman;
2. The Jordan Co-operative Institute (JCI);
3. The Auditing Co-operative Federation;
4. The Department of Co-operative Development, Ministry of Labour and Social Welfare.

The member co-operatives are agricultural (115) and non agricultural (299). The Director-General of the J.C.O and the President of the Board of Directors is appointed by the national cabinet. The Co-operative Training Centre (JTC) is a department of the JCO. The JTC organises pre-service training courses for the staff of JCO and the primary co-operatives, as well as the seminars/short courses for the members of co-operatives in Jordan. With the help of Fredrich Norman Foundation (Germany) production of audio-visual aids like films and other communication material were undertaken by the JCO.

In 1993, the Co-operative Director of JCO Amman participated in the first meeting organised by the ICA ROAP at New

Delhi. The meeting was meant to improve contact with the ICA members and new prospective member organisations in Asia.

#### **4. Kuwait**

Out of the total land of area of more than 17,800 sq.km. only 0.12 per cent is cultivated, and 8.00 per cent pasture and some forest. Most of the Kuwaiti population is literate with 96 per cent living in urban areas and thriving on oil industry, trade and commerce. The medium of communication are Arabic and English.

There are two ICA members from this war-torn country. One is the Union of Agricultural Products Co-operative Societies (UAPCS), Safat, and the other is the Union of Consumer Co-operative Societies. Thus both the sectors of the movement are covered under the development activities of ICA ROAP from 1993. Representatives of UAPCS attended the first regional meeting organised for the new and prospective members of the ICA at New Delhi. The Union of Consumer Co-operative Societies, Kuwait, periodically organises seminars and workshops on relevant subjects of interest to various target groups.

#### **5. Lebanon**

With a village co-operative society at Abadeih, the co-operative movement in Lebanon started in 1937. It was originally an association of individuals who themselves came together to market their fruits and vegetables on a co-operative basis. They also decided to distribute seeds and extend credit to needy members, under a competent leadership.

For many years this first co-operative remained registered in the Ministry of Home Affairs, under the Association Act, since there was no law for co-operatives in Lebanon till 1941.

The movement became fully active in 1952, when a Division of Co-operation was established in the Ministry of Agriculture. In 1969 a full fledged Co-operative Department was set up in the Ministry to register, supervise and promote co-operatives.

In 1974, under the civil services programmes, facilities for co-operative training of government officers started by the Ministry of Housing and Co-operation. Member education was not

completely neglected. An arrangement for giving one week courses to the office bearers of co-operatives was made at central places. Each society sent three persons, generally the President, the Secretary and the Cashier as participants. They were paid honoraria for participation. Thus the member education was started by the government, in the absence of any central co-operative organisation in 1961. In 1967, there were about 150 co-operatives, out of which 100 were multi-purpose and 30 for marketing of fruits and vegetables, including two for agricultural improvement. The farmers of Lebanon can be given much needed help if supply, credit and multi-purpose co-operatives are revitalised through HRD and other activities.

The Lebanese Co-operative Movement has also arrangements for HRD with the following institutions:

- i. School of Agriculture
- ii. National Institute of Administration & Development
- iii. American University at Beirut (Faculty of Agriculture)

## **6. Oman**

There is no central co-operative organisation in the country. In 1974, the Ministry of Agriculture, Fisheries and Petroleum had the Department of Co-operative Administration. It organised CET programmes for members and office bearers of primary co-operatives; and some meetings, workshops and seminars were also held. Some officers and the students received higher education in co-operatives and allied subjects abroad. It is hoped that with the growing collaboration of Omanese Oil Company and the Indian Co-operative, KRIBHCO, some interest in CHRD would develop.

## **7. Saudi Arabia**

More than half of the population is urban and the rest can be divided between farmers, clustered around oases, and the Bedouin. Agricultural development is taking place in a planned way. The government support to farmers is substantial. They are given interest-free loans and the chemical fertilisers are supplied at half the prices. There are subsidies for other agricultural inputs.

There is no central co-operative union in the Kingdom of Saudi Arabia. The General Administrator for Co-operatives and his Co-operative Department Registrar supervise and promote co-operatives as business enterprises. The Ministry of Social Welfare and Labour, through its field staff, also have some CET programmes, specially for the managing committee of primary co-operatives. But there is shortage of experts and trained staff, so some co-operators are sent abroad for higher training in co-operation.

Efforts are being made to develop co-operative movement, under the kind patronage of His Majesty the King of Saudi Arabia. In this respect, the ILO, UNDP, Arab League and the countries with advanced co-operative movements have been extending necessary assistance. However, the task is difficult due to illiteracy in rural areas.

## **8. Syria**

The Co-operative Service of Research Department in the Ministry of Education, Damascus, provides CET services to the Co-operative Movement in the Republic of Syria. The Agrarian Reform Co-operatives (ARCS) have some arrangements for providing social services including education, through the co-operatives, collectives, or the state farms and other types of co-operatives. Service type of agricultural co-operatives are encouraged especially in those areas, where land holdings are very small and those near cities.

## **9. Turkey**

Situated on western edge of Asia, Turkey is a progressive country from the co-operative development angle. There are 60,000 co-operatives active in different fields, especially in rural areas. These can be categorised as (i) agricultural co-ops; (ii) housing credit, consumers' co-ops mainly in urban areas; and (iii) artisans' and craftsmen's co-operatives. There are more than 2,500 agricultural credit co-operatives in 16 regional unions and one Central Co-operative Organisation in the country. In rural areas, agricultural marketing co-operatives purchase, process and market cotton, hazel nuts, grapes, raisins, figs, peanuts, pistachio, olives, tobacco; sun flower seeds and similar products.

The Turkish co-operative system tries to survive under the state influence. It generally works in absence of supporting institutions such as a research and training institute, credit institute and its own auditing association at the national level. There is no national co-operative education and training programme for co-operative practitioners and leaders. In some sectors, there are modest arrangements for internal training. Few university faculties offer lectures on co-operative science.

The newly founded umbrella organisation (TMKB) could pave the way for such facilities, in the future. The Turkish Co-operative Association, Ankara has been publishing a half-yearly named 'Co-operation in Turkey' for information of co-operators and the public in general.

The Central Union of Turkish Agricultural Credit Co-operatives (CUTACC), Ankara is one of the members of ICA. The Union of Consumers' Co-operatives of workers of road and building construction sites have also been active. However, the housing co-operatives are the strongest in the urban regions under the leadership of Union of Housing Co-operatives (KENT-KOOP).

The Turkish Co-operative Association (TMKB) and the Co-operative Training Centre, Ankara are providing CET services to the co-operative movement in the country. In addition, the Faculty of Agriculture, Department of Agricultural Economics, Diskapi, Ankara conducts seminars and diploma courses for students, the co-operative personnel and the leaders.

The Turkish Co-operative Association conducts seminars/workshops for co-operative members, managers and the government officials.

Some countries in western sub-region of Asia, like Bahrain, Jordan, Lebanon and Yemen also have consumer and service co-operatives, especially in urban centres. They deserve special attention from the ICA to get these countries covered through a regional office to be set up for the middle East countries. The main emphasis in the work of ICA Regional Offices should be on Human Resource Development and International Relations.

## 10. Yemen (Republic of Yemen)

On 22nd May, 1990 Northern Yemen Arab Republic and Southern Peoples' Democratic Republic were united by mutual agreement, with Saana as its political capital and Aden as commercial one. In 1993, the population was about 13 million. Most of the people are Muslims. Yemen has a moderate desert climate. Annual rainfall is 20 inches (508 mm) in the north but very low in the coastal areas. Development planning concentrates on agricultural development. Irrigation schemes with permanent installations are in progress. Of the total area of 52.8 million hectares, 1.5 million are arable, and the rest are for permanent pastures and crops. Wheat and barley are grown at higher elevations, in the southern part of the country. In the south, agriculture is the main occupation of the people, it is subsistence in nature. Fishing is the major industry, and coastal landstrips are fertile. GNP per capita is US\$540 (1991 estimates). Agriculture contributes to about 70% of the GNP in the Republic. Co-operatives were unknown before the revolution of September, 1962.

In 1963, the Co-operative Law was passed, and the same year the General Union of Co-operatives and its Regional Offices, with CET facilities, were formed. The national co-operative movement plans for CET activities and some co-operators are also sent abroad for training. In spite of all the efforts under the aegis of Ministry of Local Administration and the General Union, the co-operative movement has not developed well. The main reason seems to be high rate of illiteracy, lack of co-operative spirit and shortage of trained personnel.

In the southern part, most of the co-operatives are agricultural type. However, some consumer and service types of co-operatives developed in urban areas. The Directorate of Co-operative Administration provides for supervision audit and CET activities. An institute with government support has been providing CET facilities to co-operative personnel and leaders. FAO and other organisations have provided technical assistance to Yemen, for co-operative development.



## **Co-operative Education & Training in Central Asia**

### **Introduction**

All the countries in this sub-region of Central Asia (except Mongolia) were part of erstwhile Union of Soviet Socialist Republics (USSR). The Mongolian Republic, now liberalised, also depend much on Soviet Union and China for its economy. After the dismantling of the USSR in 1991, new independent states like Kazakhstan, Kyrghistan, Turkmenistan, Tajikistan, and Uzbekistan, became members of the Commonwealth of Independent States (CIS) under a common treaty with Russia and some other states, as member countries. Efforts are on way to ensure that these countries become economically viable and prosperous through market economy approach, with their national co-operative movements as an intergral part. After their joining the ICA in early nineties, these movements are being covered under the developmental activities, including HRD, of the ICA ROAP, New Delhi.

### **1. Kazakhstan**

Out of the total land area of 217,300 sq.km, 81.0% is cultivated. Kazakh agriculture has changed from nomadic cattle breeding to production of grain, cotton and other industrial crops. Wheat, tobacco, rubber plants and mustard are grown. The country has rich orchards and vineyears. It is noted for its livestock, particularly sheep and goats. In 1988, there were 388 collective farms and 2,140 state farms, equipped with heavy agricultural machinery.

In 1990, the total population was 16,691,100 of which 57% lived in urban areas. The main language is Kazakh and the rate of literacy is 98%. The country is rich with high agricultural and mineral wealth, including uranium. Before the dismantling of the former USSR in 1991, Kazakhstan had the third place in the

erstwhile Soviet Union, in the field of industrial growth. On 16th December, 1991 Kazakhstan declared its independence, and later on became a member of the Commonwealth of Independent States (CIS).

*The Union of Consumer Societies (UCS)*, Almaty plans to promote CET activities, after recently joining the ICA membership. The ICA ROAP, New Delhi, is expected to serve the Kazakh co-operative movement.

## **2. Kyrghistan**

Kyrghistan is situated on Tien Mountains, and bordered by China, in the east. Its territory cover 198,500 sq.km. and its population in January 1990 was 4,367,000. The Kirghis are of Turkish origin, with 52.4% of population. Kirghizia is famous for its livestock breeding. In 1986, there were 176 collective and 290 state farms with heavy agricultural equipment. The main agricultural products are grain, cotton, potatoes, vegetables and fruits, meat, milk, eggs, and wool.

The *Union of Consumer Societies, Bishkek* (capital) is the new member of the ICA and is being served by the ICA ROAP, New Delhi. Till recently there was acute shortage of consumer goods and services in Kyrghistan and other Central Asian countries, and the co-operative movements have to do much nationally and internationally to meet the members' needs, and also of the community.

## **3. Mongolia**

Mongolia is a landlocked country, which is dependent on the Trans-Siberian Railways and Tianjin port in China, for its connections with the outside world. The total population of the country is over 2.2 million. The capital and the largest city is Ulaanbaatar. Democratic changes of 1,990 brought about privatisation including private ownership of livestock and land, creating a good environment for the development of rural areas. Out of 1.5 million sq.kms. (604,670 sq. miles), 80% is cultivated. Thus, agriculture is one of the key sectors in Mongolian economy. Nearly half of the working population is engaged in agriculture, and recently land reforms and development have been initiated.

The State-owned and co-operative farms are privatised and converted into reformed shareholding companies and private farms. The main crops are grains (wheat, barley, oats and millets) potatoes and vegetables. Mongolia is still importing flour, sugar, and sunflower oil from abroad. On the other hand, it accounts for about 30% of the world raw cashmere exports. Minerals, metals, livestock, animal products, wool, etc., are exported. Livestock breeding is very important, contributing 70% of the gross agricultural output. There are 15 million sheep, accounting for 59% of all livestock, supplying 60% of meat and 73% of wool for the country.

Out of the total population over two million (1993) half are engaged in agriculture. However, majority of people live in urban centres and the total literacy is 90%.

*The Central Union of Mongolian Consumers Co-operatives (MCCU)*, with head office in Ulaanbaator, has been active in the import of food stuff and other consumer goods and their distribution in urban as well as rural areas. As a member of the ICA, the Central Union is being covered by its Regional Office for Asia and the Pacific (ICA ROAP), New Delhi. Nearly 340 of MCCU members are also shareholders in the MCCU's officiated business corporation - the ANKHNY Khorshoo Corporation. Both are working to establish small and medium enterprises for production of consumer goods and processing animal raw materials. The MCCU has, among others, departments of training and accounting and the department of sales, marketing and information.

#### **4. Tajikistan**

Tajikistan, with Dushanbe as its capital, is one of CIS member countries, which has won its independence recently (1991). Previously the country was a part of the former USSR. Its total land area is 143,100 sq. km., with a population of about 5.5 million. Out of the total population, 62.3% are Tajiks people, the rest forming a minority. Most of the people are Sunni Muslims. Tajik is the official language; Russian is also used. Urban population forms 30.9%. The percentage of women population is 50.4% of the total. The GNP per capita is US\$ 1,050 (1991). Total area

under cultivation is 9.6 million hectares. The Labour population is 2.6 million, of whom 2.1 million were employed. Of those employed, 57.6% were in State sector and 16.3% in the co-operatives.

Under the Tajikistan Republic, there is Badakshan Autonomous Republic, which has its own share of co-operative development. It may be added that in the Central Asian Republics, an appreciable percentage of employment has been given by the national co-operative movements. However, detailed information about these countries are yet to be collected and collated with the help of ICA ROAP.

#### **4. Republic of Turkmenistan**

The total population is 3.8 million (1992) and the GNP was US\$1,700 (1991). The working age population was 1.9 million. Out of the total land area, about 74 per cent is cultivated. One of the main occupations is agriculture. 45 per cent of the population is urban. Cotton and natural gas are exported and grapes, machinery, vehicles, etc., are imported from abroad.

Out of 1.6 million employed people, 55.7% and 26.2% are employed in the State and the co-operative sectors respectively.

*The National Union of Consumer Co-operative Societies*, Ashkhabad has recently been admitted as a member of the ICA and it is being covered by the ICA ROAP, New Delhi, for the promotion of HRD and other co-operative development activities.

#### **5. Uzbekistan**

Out of the total area of land of about 4,47,000 sq. km., 72 percent is cultivated and 0.11 per cent is forest. Agriculture is one of the main occupations. The urban population is 41 per cent. Literacy in Uzbekistan is 98%. The major exportable item is cotton and consumer goods, chemicals etc. are the main import items.

In Uzbekistan, all types of co-operative societies are part of the consumer co-operative movement. The *Uzbek Republic Union of Consumer Co-operative Societies* (1992) has 13 Regional Co-operative Societies, which in turn has 84 District Consumer

Co-operative Societies (covering 162 districts) as members.

The movement has 3.6 million shareholders/members and about 220,000 employees, who are also members of their respective co-operatives. One third of them are diploma holders in different faculties. Chairmen and Vice-Chairmen are the top executives of their co-operatives. The activities of the co-operatives are mainly retail and wholesale trade, through more than 19,000 shops. They are also engaged in public catering for schools, with a large number of cafes, workplace dining rooms and restaurants. Multifarious activities like import-export, book storage and food processing, brewing and bottling drinks, agricultural production, cattle fattening, slaughter houses, transport, etc., are undertaken by the co-operatives. The market share of these co-operatives in retail business, which was about 80% before the Perestorika, came down to about 20%. According to the turnover of each co-operative, 0.5% is transferred to the Education Fund of the Uzbek Apex Union. Member education and training are conducted at various levels.

*The National Co-operative Institute* carried out training at university level. Four co-operative colleges work for the middle level staff, and several technical and professional schools/work for specialised training. However, there is a dearth of education/training material. Some information material on the co-operative movement has been brought out in English. The Samarkand Co-operative Institute is well equipped with modern facilities and qualified personnel. These days market economy specialists, viz. managers, businessmen, experts in marketing and auditors are being trained at the Institute. About 800 co-operative workers are taken in for skill improvement courses, and to train employees for multi-branched system a large-scale network of educational institutions is available, owned by the "Uzbekbirlashuv". After Uzbekistan declared its independence, great changes took place in the Republic and in the educational institutions of the consumer co-operatives.

*The Uzbek Republican Union of Consumer Societies (UZBEKBRLYASHUV)*, Tashkent has been admitted as a member of the ICA, and is being served by the ICA ROAP, New Delhi and its various auxiliaries, including HRD and Consumer Commit-

tees. The Senior Development Adviser (Malte Jonsson) of the ICA ROAP visited Tashkent in March, 1994, as a follow-up to the regional workshop held at New Delhi in 1993, and stressed on the assistance needs in the field of consumer co-operation. According to him there was urgent need for assistance in the field of member education, participation and employee training. The movement also needs contacts and exchange of experience among the CIS countries and with consumer organisations in other countries.

## **Co-operative Education & Training in Australia and the Pacific**

### **Introduction**

**T**he Co-operative Movements in Australia and New Zealand are well established in agricultural sector and are older in age in the Pacific Region. Indigenous population in these countries are increasingly involved in the movement, through CET and other developmental activities. Other island nations of the South Pacific area, surrounded by vast ocean and forming a vast sub-region, could be well covered by the ICA and other development agencies through a centrally located office, possibly in Fiji or Tonga.

#### **1. Australia**

Out of the 7.7 million sq.km. of land only 2.20% is cultivated 5.3% is forest and 3.9 % is pasture area. Urban population is 85%, with total literacy 90%. Agriculture contributes 3% to GDP where as industry contributes 23%.

As in India and Pakistan, co-operation and co-operative development is treated as State-level subject by the governments in the federation in Australia. At present there is *Australian Association of Co-operatives Ltd.(AAC)*, as a central organisation to coordinate CET at the national level; also the *National Credit Union Association Inc.(NCUA)* as the new member of the ICA.

The State Federation of Co-operatives in Perth in Western Australia has a special department for the organisation of co-operative guidance and education and training. Liaison is maintained with State Department of Education for the introduction of co-operation as a subject in the high school curriculum. The Federation of Co-operatives in Queensland, New South Wales, and Victoria have similar arrangements made for CET, covering both the elected directors and employed co-operative personnel. The Australian Federation of Credit Union Leagues organises training on national level periodically. The former Co-op-

erative Federation of Australia, together with the Federal Government of Australia had organised for group training for co-operative personnel from abroad. The large sized agricultural co-operatives like West

Farmers Perth organised effective member education, agricultural extension and staff training in collaboration with specialised agencies. There is also a national co-operative training leadership development centres for promotion of co-operatives among the aborigines in Australia.

There is also *Asia Pacific Co-operative Training Centre* located in Sydney. It has regular certificate course meant for local co-operative personnel. The centre had coordinated international training with the ICA ROAP in agricultural co-operative field.

### **Aboriginal Co-operatives**

The aborigines in New South Wales in eastern parts of Australia were first introduced to co-operatives by Father John Hope, an Anglican priest. His work led to the formation of Australian Board of Missions Christian Community Ltd. This society was later to be known as Training College and was concerned with education and training of aboriginal people to form, manage and operate co-operatives in the years to follow.

At the beginning (1950) training in the college took the form of annual summer schools. It is estimated that so far more than 5,000 trainees have gone through various courses at Tranby Post, including those from Papua New Guinea, New Hebrides, Solomon Islands, Fiji islands, and as far back as North West Africa.

Besides the Registry of Co-operatives at the state level, there is *Aboriginal and Torres Strait Islanders Commission (ATSIC)* at the federal government level. The ATSIC, among other functions, also administers councils and associations established under the Council and Associations Act, 1976. These bodies have certain similarities to co-operative societies. Substantial government funds are channelled through such councils and associations for aboriginal welfare schemes, including health, housing, training, etc. These associations and councils are credible alternatives to co-operatives in recent times. Aboriginal co-operatives, who are also recipients of government funds, have not



performed as would have been expected, mainly because of lack of management, good leadership and inadequate co-operative education and training. So CET is crucial for development of aboriginal communities.

The training college run by the *Co-operative for Aboriginals Ltd.* provides a credible ideology which makes education of aborigines possible but the recent emphasis has been shifted from conventional co-operative education to general education, relevant to the needs of wider aboriginal community. Besides the Tranby College, centred in Sydney, there are also other institutions at regional levels, providing management and consultancy services to Aboriginal Co-operatives and similar bodies in the countryside.

## **2. New Zealand**

New Zealand, lying in the South Pacific Ocean, consists of two large islands, North Island and South Island and numerous small islands. It gained British dominion status in 1907.

With Wellington as its capital, New Zealand has a land area of 270, 534 sq.km. (excluding dependencies). Two-third of the land area is suitable for agriculture and grazing. Out of the total population of 349,000, 460,000 are of indigenous Maori origin (1993). The language used is English and Maori dialect. The literacy rate is 99%. The main religion is Christianity. Per capita income is US\$12,140 (1991). In June 1993, out of 1,486,500 persons employed, 650,000 were females.

The major crops are wheat, maize, oats and barley. Apple and kiwi fruits are grown and exported. Minerals include coal, oil and gold. Primary industries are dairying, meat and wool. Among other industries, paper industry is highly developed. Current marketing regulations give New Zealand Kiwi Fruit Marketing Board sole marketing rights outside country, except Australia. Maori fruit growers, though weak, are struggling to get a share of the lucrative export market and thus break the monopoly conditions.

New Zealand is famous for its dairy and agricultural industry. Co-operative dairies in the Hut Valley and their products are very popular in the country as well as outside. Somehow, detailed information on CHRD activities in New Zealand are not

available, as there is no co-operative organisation at present represented in the ICA.

Some pre-co-operative development activities have been in progress through the Government Department of Maori Affairs. Maori are indigenous people being brought in to the mainstream of the co-operative movement. A recent development in the Maori Society of the country has been the large scale formation of investment groups, providing rural credit facilities in isolated districts. The investment society movement started in 1954 in Northern parts and spread to other parts having Maori population.

The basic idea behind an investment society is simple. All those who agree to join it pool their savings, out of which loans are made occasionally to needy members. As loans are repaid, savings continue; thus the pool builds-up until the society can give substantial help. Investment societies effectively encourage savings among members and they direct their energies in building a better future by themselves for themselves, in an atmosphere of mutual help and love. The household budgeting advisory service started privately has also been popular among Maori people. In addition, the Maori Women Welfare League, the Maori Education Foundation, and the Young Maori Party contribute to social and pro-co-operative education and training.

## **South Pacific Islands**

There are several islands in the Pacific Ocean, which are covered by the ICA ROAP, New Delhi. Some of these are Fiji, Tonga, Vanuatu, Solomon Islands, Papua New Guinea (PNG). These islands are inhabited by two main Pacific Islands races, Malanesians and Polynesians. In addition, Fiji has a sizable ethnic Indian community. Human development situation is low, except in Fiji, where it is medium. Except in Vanuatu, literacy level is fairly high, with the Kingdom of Tonga having 99% literacy.

In all these countries, the main economic activity is agriculture. However, there is dual economy functioning in rural areas and economy based on expatriate capital in industries and services. The present consumer supply services mainly remain in the

hands of expatriate companies from Australia, New Zealand, or local corporations. Except in Fiji, the majority of people do not have higher purchasing power to sustain viability for consumer co-operatives in the village. Many of these islands depend on foreign aid for infrastructure and social development. The export commodities are primary agricultural products. The other phenomenon is the strong presence of native business development efforts by government through parastatal bodies. Co-operatives are one form of such organisations under consideration of native promotional bodies.

The common types of co-operatives in these countries are agricultural production and marketing, consumer thrift and credit, land development and fisheries. Out of these the consumer co-operatives are most popular. Except sugarcane farmers co-operatives in Fiji and consumer co-operatives in Tonga, others remain marginal. In consumer co-operatives in the Pacific islands, staff needs special training in control of inventory and finances, and in customer relations. The Co-operative Training Centre at Lami (Fiji) provides elementary training to the managers and staff of consumer co-operatives from these islands. The co-operative departmental staff are well trained in accounting and audit. They help in training and supervision.

### **3. Fiji**

The Republic of Fiji, with Suva as its capital, has the total land area of 18,333 sq.km. spread over 332 islands and islets (about one-third are habitated). The total population is 758,275 (1993). About 38% are urban dwellers. Out of the total, about 48.3% are Fijians, 46.4% Indians and the rest are of other races. Some 600,000 acres are in agricultural use. The main crops are sugarcane, copra and ginger.

*The Fiji Co-operative Union Ltd.* Suva is the national level body of the co-operative movement in the islands. The Union has become the member of the ICA and is served by its ICA ROAP, New Delhi. The *Department of Co-operatives* in the Ministry of Co-operatives is mainly responsible for education of committee/board members, general members and the pre-co-operative members in Fiji islands. Co-operative educators conduct these

programmes in the field and most of the funds for CET are provided by the Government of Fiji. Most of the field staff including co-operative education/training personnel are sent to the ICA courses in the Region, the International Co-operative Training Centre, Loughborough (U.K) and to Israel's International Institute for Co-operative Development and Labour Studies at Tel Aviv. The government policy/approach towards CET for co-operative development is to improve managerial skills of officials to enable them to manage various co-operatives independently.

Coordination in CET is achieved by the Directors and the Registrar of Co-operatives (Co-operative Department) with the help of co-operative movement. For the management training the government has been running the *Fiji Co-operative Training Centre* at Lami. Its training programmes are being run in the institution as well as in the field. The full-time faculty members are well educated and trained in the country and abroad. In addition, there are three Mobile Units which are responsible for CET in the field. The CET also received participants from co-operatives in nearby islands such as Vanuatu, Tonga, Solomon Islands, etc. The Co-operative Training Centre at Lami has facilities for training work, audio-visual education and residence of trainees. Its library is furnished with education and training material produced by ICA-CEMAS, ILO-MATCOM, etc.

There are 3 to 10 weeks long training courses organised by the Co-operative Department for its new officers and field educators. The approach to training is practical with theory. The duration of other courses are one to five weeks. For a member education course in the islands or at rural centre, the duration is one to two days. Each course have 15 to 20 participants. The media of instruction is Fijian or English. The methods used for CET programmes are mostly participatory and audio-visual.

The main objectives of the co-operative movement during the nineties include the pursuance of a comprehensive education and training programme geared towards the improvement of the quality of the leadership and management in co-operative societies. Business bodies like *Cane Farmers Co-operative Savings and Loans Association Ltd (CCSLA)*, Lautoka have also been actively helping in CET activities.

#### **4. Papua New Guinea**

Papua New Guinea has total land area of 490,999 sq.km and the total population of 4,000,000. Most of the people are farmers who live in rural community. Main agricultural products are coffee, cocoa, copra, casava and yam. At present there is no registered co-operative society in the country. However, in rural areas, some form of informal co-operation is being practised.

The co-operative movement in the country is still in its infancy, inspite of external help from Australia and other countries. The UN project on CET was set up in early eighties and some excellent educational material was produced in English and vernacular languages. It was used by trained educators working at the *Co-operative College Laoki* (Port Moresby) and the field workers. Because of poor performance, all the co-operatives were de-registered by the co-operative department.

#### **5. Solomon Islands**

Solomon Islands, with Honiara as its capital, has total area of 29,800 sq.km. and the population is 314,000. More than 80% of the people live in the rural areas. Main produces are taro, copra, casava oil, etc. There are 140 co-operatives of different types, out of these about 50% are consumer co-operatives. In 1970, the wholesale co-operative society was started but it was closed down in 1989 because of the poor management and malfunctioning. The performance of primary consumer co-operatives in general are not so successful. The successful ones are around Honiara, the capital city of the country.

#### **6. Tonga**

The Kingdom of Tonga in South Pacific is inhabited by Polynesians, with a population of 108,000 (1993). Out of 196 islands, only 36 are inhabited. The main types of co-operatives are agricultural production, consumer, and thrift and credit.

*The Tonga Co-operative Federation Ltd.(TCF)* - a member of the ICA - and the Friendly Marketing Co-operative Societies have been recognised by the government, for their contribution to the economy of the country. The training section is responsible for staff training locally or abroad. There is a 15-minutes, weekly

radio programme addressed to members in Tongan language focusing on family life education. In addition, there are training seminars and workshops by the credit unions and the government extension officers. The Department of the Co-operatives, Ministry of Labour, Commerce and Industries, Nuku' Alofa, help in performing CET efficient democratic control through committees. The TCF has a very efficient management and training system. During 1992, the patronage dividend distributed was more than T\$100,000. One reason for the success is educated and active membership, with 99% literacy, which is the highest in the Region. Honesty has been a traditional value in the closed communities of the Pacific. The TCF provides a good case study for a learning experience as how to be a leader in consumer business. It may be noted, that except in Tonga, all co-operatives in these islands of the Pacific depend on imported merchandise from different wholesalers, rather than their own importing and wholesaling.

## **7. Vanuatu**

Vanuatu, formerly known as the New Hebrides, with Vila as the capital has been independent since 1980. It is a South Pacific Island nation (land area 12,190 sq.km) of over 80 islands with a population of roughly 154,000 (1992). Over 80% of the population is Christian. Wislama is the national language. Co-operatives were introduced by both the English and French during the colonial period. Apart from a small number of urban based consumers, the remaining are in rural areas. About 80% of the population is engaged in agriculture. The largest rural retail store, which is a consumer co-operative, has a sales turnover equivalent to US\$ one million per year.

At the end of 1991, there were 164 active consumer societies. The movement has over 8,000 members whose extended members also support the local society. The total operating profits were 51 million Vatu with 25.3 million Vatu returned through the payment of patronage dividend and allocation for community development projects. The consumer movement appears financially very strong. However, it needs better management and improvement, hence needs for CET programmes.

## Conclusion

1. Basically, the Co-operative Human Resource Development (CHRD) is the process of increasing knowledge, interests skills and abilities of all the persons in a co-operative organisation, at any level. It is a developmental process based on Human Resource Management (HRM) within an organisation in terms of the growth, needs and problems, in a free competitive setting. HRD organisational and sectoral development go hand in hand. In turn, the sectoral development should be integrated in the national and international efforts of the movement. Only then co-operators can hope to have a rightful place in the global economy and can effect the New Economic Order. In this era of liberalisation and globalisation, the emphasis on the development of co-operative members and other human resources has become of prime importance. The ICA policies on co-operative development and HRD support CHRD approaches in action as can be seen in Annexures 'A' and 'B'.

2. In his book "Co-operative Values in a Changing World" presented by Sven Åke Böök to XXX ICA Congress held in Tokyo (1992), Human Resource Development has been recognised as one of the basic Co-operative Value. According to him:

"The development of human resources is basic to the world-wide co-operative movement, and is as important as ever for the future. The Co-operation is in its infancy in many parts of the world and need for social and economic emancipation is urgent to raise people individually and collectively, to influence their living conditions and the community at large. This among other things, implies that co-operative way seeks to mobilise human economy based on co-operation among people rather than on exploitation by capital."

3. This leads us to the conclusion that even for promoting Co-operative Information, Education and Training (CIET), the movement has to adopt the HRD approach and evolve a strategy by which an integrated system for CET is developed as sustained

autonomously by the co-operative themselves. This would be a good example of adhering to the basic co-operative value of self and mutual help. The ICA statement on Co-operative Identity, presented to its Manchester Congress (1995) emphasises much on the cooperative values. The opening sentence on value in the statement reads as : Co-operatives are based on values of self-help, democracy, equality, equity and solidarity.

The Congress also deliberated on the reports of Prof. Ian McPherson and approved a revised set of Co-operative Principles. The Principles are summarised as follows:

1. Voluntary and Open Membership
2. Democratic Member Control
3. Member Economic Participation
4. Autonomy and Independence
5. Education, Training and Information
6. Co-operation among Co-operatives
7. Concern for the Community.

(See details in Annexure C)

4. Further, the full text of the 5th Co-operative Principle as accepted by the ICA Congress is given below:

#### FIFTH PRINCIPLE: EDUCATION, TRAINING AND INFORMATION

“ Co-operatives provide education and training for their members, elected representatives, managers, and employees so that they can contribute effectively to the development of their co-operatives. They inform the general public young people and also leaders - about the nature and benefits of co-operation.”

5. In this way the Co-operative Information, Education and Training (CIET) becomes the most fundamental part of the HRD approach and strategies for co-operatives. HRD embraces all the facts of the organisational systems, so much so, that for the training and development of all its personnel i.e. members, leaders, office bearers, employees and even prospective members and leaders are essential and integral part of co-operative management and development. Human Resource and the Business Development may be treated as two sides of the same coin. Thus



we may use the term Co-operative Human Resource Development (CHRD) as the key word for all aspects of Co-operative Management and Development. In terms of CHRD, most of the co-operative organisations, whether in developed or developing countries are still growing, some of them specially in the Asian region rather too slowly. Others like in Israel, some parts of India, Singapore, Korea and Japan are coming up as models for emulation. It is widely recognised that Asian countries particularly on the Pacific rim are fast growing in the industries, commerce and trade. By mobilisation of all its resources and developing them in time the Co-operative Movement of Asia can take advantage of the economic environment around it.

6. Actually, the growth and development of team spirit and high morale among the co-operative personnel whether selected from the above or elected below depends much on policies, programmes and strategies adopted for organisational development (OD) in cooperatives at different levels. As the rural masses in many countries of the region are functionally and co-operatively illiterate and apathetic they should be adequately covered and educated with the help of local adult, workers and continuing education agencies. However, it would in the interest of the movement to have its own programmes of education/training for the members and others, at the primary co-operative level. In order to keep different target groups informed about co-operative activities, most of the movements have yet to evolve appropriate approaches and participative strategies for member communication and public relations. Special programmes for attracting younger people to co-operatives need to be made urgently.

7. In this context, gender issues in co-operatives may be raised. As mentioned in the beginning of this book, the values of self-help, mutual responsibility, equality and equity are held in common by all co-operatives. However, in practice co-operatives may differ significantly in involving women, particularly in decision making process. Thus true gender equality may still be elusive, in spite of the fact that many co-ops in rural India have one third managing committee constituted of women. A joint note by ILO-ICA on Gender Integration, therefore, suggests:

= Through awareness creation, gender sensitisation, education and lobbying co-operatives can help to remove the obstacles to women's equal participation.

= Through training and education programmes which are sensitive to women's needs, co-operatives can help to strengthen their capacities and capabilities, resulting in their increased self-confidence for participation fully in decision making and assume leadership positions.

= Co-operatives can consult and involve women when decisions are being taken, which are of their interests. Gender committees/units may also be set up for achieving gender integration at different levels.

8. As for employees' growth and management development, research findings on management education has indicated that the duration and training experience of managers could be predicted by the psychological co-relates. It has already been established that the psychological variables of trainees/learners affect their training results and experience. In this context, psychological variables in the processes of learning like perception, attitude, motivation, personal growth and achievements are very important in the Humanistic Organism perceptive for human development (HD) and ultimately the CHRD. In this context, it is suggested that psychological testing and assessment may be incorporated in the selection process, induction, and training, promotion and other dealings with employed personnel. The advanced cooperative organisations like the Co-operative Wholesale Society and Union of Sweden has been using scientific testing, interviewing and devices for HRD work in the area of its operation. Of course, help is taken from psychologists and other professional consultants in this respect.

9. For the purpose of studying CET programmes nationally and internationally, the Asian and the Pacific Region has been divided into six sub-regions. These are:

- i. North Eastern Asia
- ii. South Eastern Asia
- iii. Southern Asia
- iv. Western Asia

- v. Central Asia
- vi. Australia and other countries in South Pacific

It may be noted that in the Western and the Central Sub-regions the co-operative movements and their co-operative education programme are rather weak. However, Israel is a strong exception, as the national movement and its CET activities are very strong and it can serve a good example of co-operative development for others specially the needy, in the International Co-operative Institute at Tel Aviv, with Dr. Yehudah Paz as its Director. He is also the Chairman of the ICA HRD Global Committee, with its Headquarters in Geneva. In the Central sub-region, there is some consumer co-operative activity for which a focus for CET activities is yet to emerge, with the help of ICA ROAP, New Delhi. Most of the countries were part of the former Soviet Union and are now members of the Commonwealth of Independent States (CIS), which will be of some assistance to them. The ICA ROAP, since its inception in 1960, has been extensively covering the South-Eastern Region. With the establishment of ASEAN, there is a special committee for Co-operative Development, and at least for urban co-operative development one can look towards the Singapore Co-operative Movement and its training facilities.

9(a) Japan and Republic of Korea have emerged with rural co-operative development achievements and are serving as lamps of co-operative success showing light to others. The Consumer Co-operative movement under the leadership of JCCU and NFUCA have also come up as strong partners for development of CET ventures in Asia. The international training activities of IDACA and the ICA ROAP project for strengthening the Agricultural Co-operatives in Asia are making notable contribution toward HRD and CET activities. Recently China has been emerging with a reorganised and reformed co-operative movement, with the help of ICA/ILO and other agencies, and it is expected to make positive contribution toward CHRD activities in the North Eastern sub-region.

9(b) The most advanced area, from the angle of CHRD and CIET programmes is the North Eastern Sub-Region, focusing on the co-operative movements in Japan and the Republic of Ko-

rea. Japanese model of co-operative development, integrating business and CIET activities, in order to serve the members's needs and interests, have shown notable success, and therefore integrated approaches to development through multi-purpose co-operatives is much popular in many countries of the region. Taiwan has evolved a well coordinated approach to co-operative development through the extension activities of Farmers Associations. Australia, New Zealand and South Pacific sub-region is spread over a vast area in the Pacific Ocean and therefore, needs extra resources for an effective coverage.

ICA and ILO have been organising HRD activities from time to time. However through concerted efforts a model centre of CHRD activities can be developed around the Fiji Islands or Tonga, with the help of co-operatives in Australia and New Zealand. Some co-operatives are fairly strong in these countries.

9(c) The Southern Asian Sub-region, focusing on the Indian sub-continent has the oldest, the largest and most varied co-operative movement in Asia. The countries like India, Bangladesh, Pakistan and Sri Lanka have independent co-operative unions exclusively for the promotion of Co-operation in General and CHRD in particular. In India, the Vaikunth Mehta National Institute of Co-operative Management (VAMNICOM) is the largest and highest seat of learning and research in co-operation, HRD and Management. For rural co-operative management, the Indian Institute of Management, Ahmedabad and the Institute for Rural Management, Anand have been making notable contribution to HRD in the movement. IRMA has been collaborating with the National Dairy Development Board (NDDB) for improvement in the HRD situation and arrangements in dairy co-operatives in India.

Large co-operatives like IFFCO, KRIBHCO, and the sugar co-operatives have been organising various kinds of education and training activities. They are the largest organisations and are internationally known for their achievements. Member organisations of the South Asian Association for Regional Co-operation (SAARCCO) are working for the promotion of CHRD activities and other cooperative ventures.

10. The approaches to be evolved by different countries should include CHRD, particularly CIET activities as pre-requisite for success. Efforts are to be made for integrating business with education, community service and environmental improvement. HRD and Educational approaches have shown appreciable results in the work of IFFCO's Farm Forestry Projects, Mutual Help Co-operative Societies in the tribal areas of Vadodra district (Gujarat) and of the 'Tree Growers' Co-operative Societies in UP and five other States of India.

11. The ICA Committee on HRD and Research for Asia and the Pacific region have been promoting and coordinating CET activities for different types of co-operatives. However, there is an urgent need for having more trainers training and educational technology (including computer education) in the Region, and same should be met with the help of ICA/ILO Network, COPAC and other agencies. The concept of Co-operative Values and Principles recently revised by the ICA should be made clear to all concerned and be adapted to local situations, after careful applications.

12. Lastly, in evolving suitable approaches and effective strategies for co-operative development, the movement must not forget the role of professional consultants available in the field of HRD, HRM, educational technology, management, computer applications and social disciplines. Well meaning and thoughtful individuals have always been helpful in the origin and growth of the co-operative movements, so also they would be in future. Used carefully, selected consultants and reputable consultancy organisations, technical education institutions and universities can provide invaluable specialist services to co-operatives, particularly small and medium-sized ones in agro-processing, marketing and industries. Wherever possible, the national co-operative movements in the Region should have their own facilities for research evaluation and consultancy specially in co-operative communication, education and training activities. They should also have special wings to look after manpower planning and the HRD work.

13. At the end it may be added that ILO COOPNET Programme focussing on CIET activities has been going on well in the Asia

and the Pacific. The main partners for the COOPNET have been ICA ROAP, FAO-ROAP, AARRO, and the College of Co-operation in Malaysia. To begin with five countries, viz India, Indonesia, Nepal, Philippines and Sri Lanka were served. Recently other five countries of the Region, viz. Bangladesh, China, Pakistan, Thailand and Vietnam have been included in the ILO COOPNET Programme, and thus in all, ten countries will get intensive technical and advisory services in CIET and related matters. For effective communication with member countries, the ILO Project has been issuing COOPNET Update regularly.

14. What more is needed in the field of co-operative development in Asia? First, regular update and analysis of information on various aspects of CHRD. Second, deeper case studies and sectoral studies on various aspects of CIET and HRD as discussed in Chapter I are needed. A modest attempt has been made by the author in this field, as can be seen in Annexures 'D' and 'E'. Above all, innovative approaches and 'Action Research' in CHRD are urgently needed, so that co-operative autonomy, participation, efficiency and productivity are taken to their optimum level, by the turn of this century. Only then, the co-operative movement will be able to claim rightly that the Twentieth Century was dedicated to Co-operative Promotion and Development on this planet.

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## **An ICA Policy for Co-operative Development**

### **Objectives**

- a) The basic objective of the ICA policy on co-operative development is the establishment and growth of independent democratic and viable co-operative organisations in which men and women participate on equal terms. These organisations must be capable of serving their members efficiently and contributing to economic growth and social equity in their respective communities and/or countries.
- b) The ICA policy shall aim at strengthening collaboration between cooperative organisations of various types and in different countries, thereby promoting the growth of international solidarity which is the foundation of a constructive peace.
- c) The ICA shall endeavour to influence public opinion national authorities and international organisations in order to stimulate the growth of a favourable atmosphere for co-operation, promote the enactment of appropriate co-operative legalisation and enlist the support of government and international organisations for the development of co-operative movement.

### **Priorities**

#### **a) Development towards self-reliance**

In most developing countries, governments pursue an active policy for the promotion of co-operative organisations in the frame of their own development plan. Their objectives are the growth of self reliant co-operative movements. In order to achieve this goal earning procedures should be designed, which are acceptable to all parties. They should be in the form of time bound plans for the transfer of functions i.e. related to education and training from state institutions to the movement.

Such procedure shall be promoted and supported by ICA as a matter of high priority.

**b) Democracy**

A co-operative organisation can retain its character only if it is owned and controlled by its members in a truly democratic way. This pre-supposes not only an effective democratic organisation but also, and no less indispensable, enlightened membership. One of the high priorities for ICA shall be to encourage and assist member organisations in their endeavours to organise an effective and committing member education. Its resources have been very limited, but measures have been taken to increase the capacity in order to better meet needs of member organisations. In educational activities stress should be laid on the involvement of women - a largely untapped resource in co-operative democracy.

**c) Involvement of Women**

In a true co-operative democracy men and women participate on equal terms. ICA shall assist in the attainment of this objective by influencing public opinion and by supporting programmes that aim at raising the status of women, e.g. by means of literacy campaigns, nutrition education, income generating project for women, developing of thrift and loan societies. In all these fields cooperation has proved to be an effective instrument of change.

**d) Education and Training:**

It has been both the faith and the experience of co-operators that education and training is necessary for health co-operative development. Co-operative education is a basic principle of co-operative action and it is essential that education and training programmes should continue to be accorded the highest priority and adequate provision for this should be included in all development projects. In particular education and training programmes for members as well as committee and board members at field level are vital for good co-operative performance. Without this, the desired level and quality of popular participation in the control of independent co-operatives cannot be expected.

**e) Professional Management**

Another matter of high priority is staff training. Too often, and not only in developing countries, co-operatives fail of bad man-

agement. Co-operative organisations can grow and improve their services only through the professional management. Therefore, an efficient system, of staff training is a vital necessity.

**f) Promotion of Effective Personnel Policy**

In order to retain skilled staff, co-operative organisations must establish comprehensive personnel policies, including adequate recruitment and training, competitive salary systems, job security and career responsibilities.

**g) Promotion of National and Apex Organisations**

The promotion of national and apex organisation is an important part of the development of autonomous co-operative movement. The main burden of promoting the establishment and growth of local co-operative societies will be carried by these unions and federations.

**h) Research**

It is necessary that due attention is given to the examination of needs for technical assistance, project identification, feasibility studies, monitoring and evaluation of co-operative development programmes. These elements should be included in all the ICA supported projects, including seminars and conferences. ICA should moreover, take an active part in the research for innovative models of development programmes.

## **ICA Policy on Human Resource Development in Co-operatives for the Third World**

### **Background**

The International Co-operative Alliance has promoted and organised co-operative education and training programmes for a long time in accordance with its principle on co-operative education and its development policy.

Socio-economic changes affecting co-operatives demand that the ICA redefine its concept of Human Resource Development in order to better respond to the needs and aspirations of co-operators. The ICA Executive Committee has formulated this policy on HRD in co-operative to prepare the cooperatives for the challenges of the 21st century.

### **Concept of HRD in Co-operatives**

Demands on co-operatives as result of changes in the socio-economic environment require that, in the future co-operatives assume wider responsibilities and respond more effectively to members needs. Interaction with the members must be intensified in terms of information and communication.

Understanding on the part of the members of the principles and practices of co-operation and their active participation in co-operative work require a deeper commitment. Hence the need for intensified education and mobilisation programmes for members and particularly for women and youth which to great extent, have been overlooked but are essential to overall success and development of co-operative movements. Further more, the increasing needs of products and services by members and the competition faced by co-operatives require that staff are able to perform far better by adopting modern technology and new management systems and techniques. Also, the work environment of the employees needs to be substantially improved so as

to respond to their personal aspirations in terms of remuneration, motivation and future prospects. In the context of the above, the concept of HRD in co-operatives is defined as follows:

*“The concept of HRD in co-operatives means all the planned information, education, training, mobilisation and manpower development activities undertaken by co-operatives so as to create economically efficient organisations capable of providing services required by their members.”*

### **Development Objective**

The overall aim of the ICA Policy of Human Resource Development is the effective implementation of the ICA Policy for Co-operative Development, viz., “the establishment and growth of independent, democratic and viable co-operative organisations, in which men and women participate on equal terms. These organisations must be capable of serving their members efficiently and contributing to economic growth and social equity in their respective communities and/or countries,” committee members and personnel of co-operative to realise their potential and enrich their lives materially, socially and culturally.

#### **1. Members**

The raison d'être for the co-operative movement are the members. Its strength lies in the quality of its membership and its ability to mobilise men and women. Therefore it is essential that:

- The members have an awareness and understanding of the co-operative principles, practices and values;
- Women and young people are included in co-operative activities at all levels and sufficient resources are made available for appropriate programmes.

#### **2. Committee Members**

Democratic control is an essential pre-requisite for the development of economically efficient co-operative organisations. This can only be achieved through enlightened and capable leadership. It is therefore essential that:

Committee members have an awareness and understanding of the co-operative principles, practices and values and they are trained for their leadership roles.

In small co-operative societies, management functions are carried out by the members of elected committees. Hence it is essential that committee members of such societies are also trained in carrying out management tasks relevant to their needs.

### **3. Personnel**

Employees of co-operative organisations have a vital role to play in the establishment and management of economically efficient co-operative organisations. It is therefore essential that:

- modern personnel policies are applied;- they have an awareness and understanding of the co-operative principles, practices and values; and
- they be professionally qualified and given the required training.

### **4. Potential Members**

Co-operative knowledge should be disseminated among potential members and the public at large.

### **5. Policy Makers**

Policy makers in government ministries/departments and development agencies shall be made aware of co-operative HRD and other co-operative development policies.

## **HRD Activities**

In order to achieve the objectives state above, the ICA shall provide technical assistance to member organisations and co-operative training institutions in the formulation of HRD Policies and Plans. The following shall be supported:

- a. Member education including methodologies for increasing member participation;
- b. Increasing Women's and youth participation;
- c. Development of leadership skills;
- d. Human resource management;
- e. Professional management;
- f. Modern personnel policies - job enrichment, compensation policies, career development;
- g. Staff training;
- h. Training of trainers and training directors/managers;

- i. Introduction of modern/appropriate technology and information systems;
- j. Research.

### **Role of the ICA**

The ICA shall:

- a. Be a catalyst and co-ordinator of human resource development programmes for co-operatives;
- b. Organise the HRD activities through projects at the Head Office and the regional offices and identify donor support;
- c. Promote discussion and action on HRD issues in ICA's specialised organisations;
- d. Assist member organisations and co-operative training institutions to establish standards for HRD performance and systems for assessment and evaluation; and
- e. Maintain close collaboration with UN agencies such as the ILO, FAO and UNESCO and with other development agencies concerned with HRD in co-operatives.

### **Priorities**

The priorities for HRD programmes would differ from region to region. Hence it is suggested that various regional offices should formulate priorities for the HRD programmes in consultation with regional HRD Committees and councils.

### **Conclusion**

The Executive Committee calls upon the member organisations both in developing and developed countries to implement the HRD policy with vigour and requests the development partners to support the efforts of the ICA and its regional offices in this direction. A concerted effort of the ICA of this nature is enjoined on all engaged in co-operative development programmes for preparing the co-operatives to enter the 21st century with renewed confidence and strength.



## **The International Co-operative Alliance**

### **Statement on the Co-operative Identity**

#### **Definition**

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly-owned and democratically controlled enterprise.

#### **Values**

Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility, and caring for others.

#### **Principles**

The co-operative principles are guidelines by which co-operatives put their values into practice.

#### **FIRST PRINCIPLE : VOLUNTARY AN OPEN MEMBERSHIP**

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political, or religious discrimination.

#### **SECOND PRINCIPLE : DEMOCRATIC MEMBER CONTROL**

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote) and co-operatives at other levels are organised in a democratic manner.

**THIRD PRINCIPLE : MEMBER ECONOMIC PARTICIPATION**

Members contribute equitable to, and democratically control, the capital of their co-operative. At least part of that capital is usually common property of the co-operative. They usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing the cooperative, possibly by setting up reserves, part of which at least would be indivisible; benefitting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

**FOURTH PRINCIPLE : AUTONOMY AND INDEPENDENCE**

Co-operatives are autonomous, self help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

**FIFTH PRINCIPLE : EDUCATION, TRAINING AND INFORMATION**

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of co-operation.

**SIXTH PRINCIPLE : COOPERATION AMONG CO-OPERATIVES**

Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional and international structures.

**SEVENTH PRINCIPLE : CONCERN FOR COMMUNITY**

While focusing on member needs, co-operatives work for the sustainable development of their communities through policies accepted by their members.

## **Co-operative Human Resource Development : An Asian Perspective**

**by  
Dr. Dharm Vir**

“ In absence of any conviction has developed a relationship pattern between co-operative and its membership that is purely mercantile transitory and exchange based. This can hardly be a basis for true co-operative development. This by and large, has been neglected by co-operative development agencies with the exception of NDDDB through its CD (Co-operative Development) Programme has undertaken the vital task of creating better understanding of the role and purpose of co-operatives among ordinary members and their elected leaders.”

*Taimni, K.K., Co-operative Development: the Next Phase.  
New Delhi, ICA Domus Trust, 1993.*

(Co-operative Education is widely accepted as one of the co-operative values and principles. The concept of human resource development (HRD) includes co-operative education, training and information activities. Therefore, co-operative human resource development (CHRD) may be considered as an important part of the cooperative value system. In the following case study, an effort has been made to describe CHRD activities in the dairy sector of Indian Co-operative movement. The main source of data for this study is documentation issued by the National Dairy Development Board (NDDB) of India, Anand, supplemented by data collected during the study visits and other sources. It may be added that the dairy development programme of the NDDB on Anand Pattern has achieved so much success in India that it has gained worldwide attention. Several countries specially of Asia have been seeking the assistance of the NDDB in developing their co-operative dairy industry).

## **Introduction**

Co-operative Human Resource Development (CHRD) is a process involving the development of the knowledge, interests, skills and abilities of all the persons concerned with the co-operative movement in general and with a co-operative organisation in particular. Thus CHRD is a developmental process within a co-operative, in the framework of organisational and sectorial growth, and environmental change. In turn, a co-operative system as a whole functions as a part of the socio economic system at different levels local, regional, national and international Human resource development (HRD) embraces all the facets of an organisational system, so much so that for some practitioners, HRD and business development in co-operatives are two sides of the same coin. We cannot conceive a co-operative organisation without caring for the development of its members households, leaders, office bearers, employees and prospective members, including women, youth and even children. It is a special kind of adult and continuing education, under systems approach to management and development.

The HRD policies and programmes of the ICA, and many of its constituents, follow a broader concept than an education and training concept. According to their concept, HRD in co-operatives means all the planned information, education, training, mobilisation and manpower development activities undertaken by co-operatives so as to create economically efficient organisation capable of providing services required by their members. From the angle of Co-operative Human Resource Development (CHRD), management of these services would include current prospective members, participation and development, so that they remain loyal and stand united in case of market competition and in conflicts with other adversaries.

## **Indian Scene**

In terms of CHRD, almost all co-operative organisations - whether in the developed or in developing countries - are still growing, many of them rather slowly. Others, like the Indian Farmers Fertiliser Co-operative (IFFCO), National Co-operative Development Corporation (NCDC) or the National Dairy Devel-

opment Board (NDDDB) effectively supported farmers co-operatives in India, and these co-operatives are coming up in a systematic and orderly fashion. In order to face the challenges of nineties, the NDDDB supported co-operatives, specially those of dairy and oilseeds farmers, are rejuvenating themselves, through the process of member participation and personnel development. As many readers are aware, the NDDDB has been promoting the famous 'Anand Pattern' for organisation, management and development of dairy, oilseeds and allied rural co-operatives. The Anand pattern which was evolved to replicate the successful, co-operative experience in Anand area of Gujarat state, situated in the western part of India. It is non paternalistic; as this does not require direct participation, subsidies and protection from the state. It ensures a system of member participation as owners, that makes co-operatives employed personnel accountable to them. The model is self financing and self sustaining. Lastly, it deals in a set of integrated services provided to members of single commodity co-operatives.

The people's organisations including Anand Pattern co-operatives suffer from a serious setback in the present day India. The draw back is that in many cases they are captured by rural elite and most of their benefits cornered by them and their allies. There are no short-term solutions available for this problem as it is intertwined with problem of under-developed human resources. It can be resolved only in the long run through a well planned programme of human resource development, focusing on and an easy access to good education, nutrition and health care, vocational training, and self employment and wage paid employment in rural areas. This is a well founded opinion shared by many specialists and researchers in rural development.

### **The NDDDB Approach**

The National Daily Development Board (NDDDB) was established in 1965 with its headquarters at Anand, for promotion and support to the co-operative dairy business in the country. Under its famous scheme of OPERATION FLOOD (1970 to 1994), NDDDB has been making laudable efforts in farmers education and co-operative personnel, training and development. It is cur-

rently posed for launching a large scale programme for development of dairy cooperatives in different parts of the country. The NDDDB has been promoting development of dairy and allied co-operatives on the ANAND Pattern, and has established a national milk grid.

It may be added that in 1992, there were more than sixty thousand dairy co-operatives on the Anand pattern. Most of the Anand pattern co-operatives in country are covered under various kinds of services: animal health, artificial insemination and supply of balanced cattle food to milk producers. These co-operatives have federated themselves at the district union, state and the national level. The National Co-operative Dairy Foundation of India Ltd. (NCDFI) has membership coverage of 6.9 million farmers, supplying 92 million litres of milk per day. Most of these dairy farmers are small holders and landless hands having no income. Feed compounding capacity is available in 173 milksheds spread over in different parts of the country. In total, the country produced 55 tonnes of milk each year. The co-operatives handle only 7 per cent of the milk but they account for 25% of milk supplies to consumers, most of them living in urban centres. In 1986, the NCDFI was rejuvenated and shifted to Anand under the dynamic Chairmanship of Dr. V. Kurien. He introduced several innovations and took timely steps to strengthen dairy co-operative structure.

It is because of its success in India the Anand pattern of co-operative development is being adopted to suit conditions in developing countries of Asia, in his study on the Anand pattern co-operatives (1989), Dr. S.N Singh of the NDDDB found them quite successful. He states: "Because of their inherent strength and being vertically integrated the Anand pattern co-operatives have been able to maintain themselves as genuine farmer-member institutions and follow healthy co-operative practices they are able to take care of the aspirations of their members to appreciable extent. This happening despite the fact that the total environment around them is hostile. These co-operatives have to create good image to attract competent professionals and the most important would be to educate the members and their representatives for their future healthy growth."

The National Dairy Development Board and the National Co-operative Dairy Federation of India (NCDFI) have been committed to the Anand pattern cooperatives, under the dynamic leadership of NDDDB's Dr. V. Kurien. NDDDB's policy document states that many of those who have been our rural producers, the men and women feed and clothe our nation but who have never received a full and fair return of their efforts. Anand Pattern co-operatives can ensure that they received their fair shares.

Let us now see how the NDDDB, a premier co-operative promotional body in the agricultural sector of the Indian economy, prepares itself to face the challenges during the current decade, and enter the 21st Century with new dimensions of dairy development and co-operation. Secondly, we will observe how co-operative education and training can contribute to the co-operative human resource development in agricultural sector of a developing countries like India.

It may be noted that the environment for dairy co-operatives has been changing drastically with the dairy industry delicensed nationally and external help is not forthcoming from abroad, as in the past. After the merger of Indian Dairy Corporation (IDC) with NDDDB, in 1981, the latter took adequate interest in development and relevant data were collected, it is hoped that much needed HRD System, and its appraisal would be used in its true sense to strengthen the valuable human resources, specially in consultancy to co-operatives. To coordinate the activities of the state level federations and the district union of dairy cooperation, the National Co-operative Dairy Federation (NCDFI) been made active.

Operation Flood was an attempt to replicate a very successful co-operative venture in dairy business in Anand area of Gujarat. In the first phase of Operation Flood, NDDDB officers - often assisted by extension staff from the Kaira District Milk Producers Union (Amul) - promoted, organised, and supported Dairy co-operative in 18 milksheds of India. Every effort was made to build co-operative structures that were faithful to principles and practices of co-operation.

The Operation Flood-I was started in July, 1970 and it ended on 31st March 1978. The second phase which started in October

1979, ended in 1985 and the third phase will run through 1994. During the first two phases (about fifteen years), donations of milk powder and butter oil by the EEC countries had generated Rs.362 crores (3,620 Million). These funds supplemented by loans from the world bank and the internal resources were used to create infrastructure for a modern dairy industries in the country, the success of the Operation Flood scheme through "Anand Pattern" co-operatives has attracted the attention of many developing countries and the international organisations.

### **Adult and continuing education**

During the initial stages of 'operation flood', farmers' training and induction programmes were given more emphasis. This also continued during the latest stages, particularly in the newly established dairy co-operative unions. Over and above farmers' training, the need for training plant operators, technicians and supervisors arose, as many processing facilities needed experienced and trained staff. Therefore, more focus was given to the training the plant management staff to minimise shut downs and spoilage of milk. The interaction during training programme was fully used to get informal feed back for the future operation decisions.

The management of the NDDB had perceived in advance the need of trained personnel in the field units. As a result, the top management helped in setting up the Institute of Rural Management (IRMA) with a focus on rural industries and rural dairying. The main objective of IRMA was to supply professionally trained managers who were dedicated to rural development through farmers organisations. In addition, the existing staff of dairy co-operatives were also being trained through Executive Personnel development. (EPD) programmes. Such opportunities kept the executive personnel on a path of professional career growth. During the EPD Programmes, these managers interacted with young aspirants under training at IRMA. Thus, young graduates were exposed to field situations and given an opportunity to seek placement in dairy business.

Although the co-operative system has established its roots, yet vigilance was kept on the private sector in the dairy business. IRMA located at Anand, in close proximity, physically as



well as psychologically, to the Anand Pattern dairy co-ops. These work as live laboratory and collaborate with ORA.

By the end of the later stage of Operation Flood II many dairy unions and federations had come into existence, resulting in severe competition with private sector, ultimately increasing the farmers' income from milk. However, the progress of work pertaining to the organisation of village societies was hampered by a number of factors: resistance to co-operative bye-laws, delay in release of funds by the concerned State authorities, lack of funds and trained personnel, lengthy departmental procedures and passive resistance to change by those who had vested interests in the continuation of the social order. Even then the project achieved a notable success.

Despite these steps, the experience has been mixed. While there have been notable success in transferring both the spirit and practice of Anand pattern Co-operatives, there have been also instances where essentially elements have been vitiated, resulting in lack member loyalty and participation.

Without the critical links of responsibility and accountability between member and board, and board with professional management, a co-operative system functions more as a bureaucratic department and less as a producer-owned enterprise. Decisions are taken in the interest of others than the members and the co-operative structure. Rather than serving its owners, it tends to become a vehicle for government programmes and political agenda. This in turn can erode the quality of management and ultimately, threaten the long-term viability of the co-operative system. There has been sufficient evidence of problems to require a response. Central to the approaches involved by the NDDDB was the Co-operative Development (CD) Programme.

In the words of Dr. V. Kurien, "we must all bring the same energy and commitment to educating and training a new generation of leaders that we earlier brought to the promotion and support to co-operatives. This must begin with education of members and continue until each co-operative institution, whether society, union or federation is led by individuals whose purpose is to serve with diligence, commitment and virtue."

## **HRD Strategy**

The mission of the Co-operative Development programme of NDDDB was increasing member participation and control. This would mainly result in:

1. High levels of member involvement measurable in numbers of members supplying milk, buying animal feed and other inputs, use of services, such as veterinary cover;
2. Increased member equity, participation in election and the democratic governance of their co-operatives;
3. Commitment to a co-operative discipline, promoted by clear codes of conduct for members, leaders and professionals;
4. Respect for the autonomy of member-owned co-operatives;
5. Introduction of regular manpower development programmes;
6. Clearly defined, positive relationships between elected boards and employed executives;
7. Motivated staff with a commitment to the principles and practice of co-operation;
8. Regular conduct of election for co-operative management committees, district union and State Federation Boards;
9. Regular, substantive meetings by management committees and boards including participation in preparation of annual and long term plans and policies;
10. Introduction of, and commitment to systems to ensure financial discipline;
11. Regular conduct of both internal and statutory audits;
12. Equitable distribution of surplus, either through investment or as patronage dividend to members;
13. Board and management commitment to ensure financial viability to ensure that services grow in response to member needs and demands;
14. Clearly defined, mutually-supportive relationships between tiers in a federal structure, recognising that ownership ultimately resides with the individual members;

15. Government support for co-operation, not government control of co-operatives.

Achievement of these outcomes required that the Co-operative Development Programme focused on four distinct categories of the co-operative structure; (i) membership; (ii) leadership; (iii) professional management; and (iv) the social and political environment. Four instruments were developed to address the awareness, role perception and motivation of these four categories of personnel, at the level of primary co-operative and upward. In the CD strategy, the role of women and youth has been emphasised.

1. The member instrument was shaped to ensure that each member acts in terms of his or her duties, responsibilities and rights as an honour of the co-operative, that each member will be able to make informed decisions when participating in the business affairs of the society; and each member will elect leaders with the ability and qualities necessary to ensure the success of the co-operative. If successful, the instrument will raise the quality of member participation, ensuring that members actively influence the co-operative decisions, operations and activities to the benefit of all members. Once members are empowered within their own cooperatives they will exercise their rights and responsibilities more actively, acting as a pressure group to influence decision-makers in favour of their interests.

2. The managing committee/board instrument was developed to enable committee/board members to clearly define and act, in terms of their roles; to perform their responsibilities with respect to the planning, policies and programmes of the co-operative, union or federation, to delegate responsibility and ensure accountability by appointed executive to responsibly educate and inform the membership and the public; and ensure that the co-operative complies with bye-law and statutory obligations.

3. The instrument for professionals and staff was designed to enable them to clearly recognise and act in terms of their responsibility and accountability; to take decisions and perform their responsibilities in a manner consistent with co-operative values, principles and practices and to work in a manner that

consistently and constantly respects the member as owner of the co-operative enterprise.

4. The environment instrument was focused on education of political leaders, administrators, opinion makers, academicians, journalists and the public at large with regard to the principles and practices of cooperation and the ways in which statutes, regulations, media and other environmental factors can advance or retard the progress of cooperation.

Delivery of these four instruments took place through the following Development Programmes, formulated to build sequentially from the members to cooperative managing committees, to chairpersons, to union boards, to union chairpersons.

Member Education Programmes were designed for the membership at large, for women members and potential members. The former was focused on the member duties, rights and responsibilities. The latter was designed to promote greater participation and involvement of women. The reason for this emphasis was quite simple; cooperatives succeeded best, when membership was limited to actual producers. In most parts of India, women were responsible for all - or most - of the activities involved in milk production, Therefore, women's participation as owners could only serve to strengthen the cooperative and its services to all members.

Programme for Society Managing Committee members were focused on promoting values and skill development appropriate to the committees responsibilities for planning policies and the performance of the dairy or oilseed growers cooperative society.

Chairpersons Programmes were developed to build the skills and attitudes necessary both to chairpersons roles and responsibilities in the primary co-operative as well as those related to representation of the co-operative to the District Union.

### **District Milk Unions**

Similar programmes were designed for the Boards and Chairpersons of District Unions, the Programmes for Chairpersons had the additional focus on the Chair's leadership role with re-

spect to building board executive team work and strengthening the union's co-operative culture.

Just as the success of a co-operative depends on the members' clear sense of ownership, so also the success of the CD depends on the sense of ownership by co-operatives, unions and federations. The goal of building links of accountability between the professionals and the board, board and members and also required leadership. Last, but not the least, the long term success of the C.D. Programme depends on its adoption as a major activity by each District Union. Therefore, a fundamental premise of the programme is that it will be implemented in those Unions that request for it, and by the C.D. Staff employed by the Union itself. The CD Programme was designed with the clear recognition that it could only serve as a demonstration. In each Union, only a limited number of co-operatives should participate, usually 30 per year. The premise was that if the programme proves successful the unions would commit their own resources to the extent necessary to expand the programme to their member co-operatives. To encourage such an adoption and to identify and correct problems, it was decided to develop a regular programme of assessing the impact of the CD programme.

Each district union already has procurement and input staff with many of the skills and attitude needed, combined with experience in several of the technical fields involved. Among these staff there were individuals with the courage, energy and commitment, essential to the success of the co-operative development programme. These were individuals who were willing to stay in the villages each with a farmer and to put in as many as hours as were necessary to do the job well. Therefore, when a district union requested a CD programme, a CD Course Staff was selected; and one coordinator two men and two women. In most cases the coordinator and other personnel were union staff who volunteered for the assignment, the women were mostly recruited locally often becoming the first women union staff to work exclusively in the field.

A training programme was designed to equip the core staff of the unions with the skills and attitudes necessary to imple-

ment the programme. The training is normally of five/six weeks duration. It is participative, demonstrative and skill-oriented. Some important content areas were the CD programme, its objectives, benefits, and methods. Co-operative management member rights and responsibilities; techniques of adult education; extension methods; training technology; planning and evaluation. By the end of CD core staff training, the participants were expected to:

- i. Demonstrate a commitment to the CD programme
- ii. Apply the principles and practices of cooperation to specific problems in a co-operative or as encouraged in the various co-operative developments, education and training programmes.
- iii. Efficiently plan, schedule, conduct and evaluate the effectiveness of the CD programmes and continually improve them based on their evaluation.

The roles and responsibilities of CD Core Staff in achievement of the CD Programme objective were clearly defined and strictly put into practice. The staff had also the clear understanding that a co-operative is an organisation formed when two or more persons come together with the aim of serving the common economic interests on the basis of voluntary participation, equality and equity with a commitment to mutual self-help and to work in accordance with co-operative principles (as reformulated by the International Co-operative Alliance). The co-operative dairy unions were encouraged by the NDDDB to have regular CD staff; these included an institutional development officer, and four extension workers two male and two female personnel) the CD core staff after participating in a training programme at Anand. They in turn undertook village level and union level training programmes their training also had components of community at the actual sights. "on the job" training was provide to them at the primary dairy co-operatives in the villages. NDDDB has recognised that traditional co-operative education and training programmes had operated for decades. in isolation and attended with little effects what was needed not co-operative teachers who lecture co-operators and members. Rather the emphasis had to be on two way communication and the follow up responsibilities for teaching and learning. The programme had to

be delivered by communicators who could listen as well as speak; who respected farmers and recognised that they needed to win their confidence; who were willing to serve the farmers needs and aspirations, making them their own; and who would have the courage and persistence in representing the farmers interests. Moreover, the educational work was to be closely linked with the business promotion in dairy co-operatives concerned.

The NDDB Staff/Officers who formed the CD Group prepared some educational material and aids for different kinds of educational activities. For example a two-three days' workshops was organised for the board members of the dairy cooperative societies or their unions at the district or state level. The details of model courses were developed by applying CRI technology orientation course were held often at a central place from where study visits to nearby co-operatives and other institutions could be made. Participatory techniques and training packages were used in the field education/training programmes. Periodic assessment and evaluation were held so that the programme could be improved and objectives achieved. The NDDB's CD Group has been using upto date training technology in curricular and field work, such Criterion Reference Instruction (CRI), training/learning packages etc. It recently developed packages on i) agricultural extension education. ii) training skill development and the learning process. The group facilitated field level co-operative education and training (CET) programmes through the CD Core Staff located at the dairy co-operative unions.

It may be added that besides the CD group there are two other departments in the NDDB concerned with human resource development. These are the department of Human Resource Development (HRD), looking after the personnel management and development within the NDDB, and the other, the Department of Manpower Development taking care of NDDB personnel and requirements of the co-operatives covered under the Operation Flood Scheme. For example, the HRD department conducts regular executive development programmes. The duration of such courses are about one week each. Occasionally, Training Needs Assessment Workshops are held to identify the needs of the various categories of co-operative personnel.

## **Process of CD Programme**

Sometimes with the help of international Consultants and IRMA special courses for the HRD Facilitators in dairy co-operatives, were organised by the NDDDB. Individual training needs assessment for the HRD and NIPD officers also held in the areas of HRD/CD.

Designing of the Performance Appraisal System for the co-operatives personnel was also done through task forces constituted of representatives from various departments of the NDDDB. Thus the HRD Group has been making conscious efforts in developing among the employees a work culture through team work using newly acquired inter-personnel and communication skills.

In addition CD programmes for various types of personnel of the district co-operative dairy unions were held during 1991-92. As can be discerned from the above, the CD Programme was mainly educational in character.

## **Assessment**

The Co-operative Development Programme has been designed to educate members and managing committees in the principles and practices of Co-operation. The hypothesis is that once educated, member will increase their participation in their co-operatives, as users of services and as owners actively involved in the democratic governance of their societies. However, the hypothesis is yet to be proved, as the results measuring translation of education into action appear inconclusive.

The impact study of the CD Programme showed that during the first 18 months, it completed the pilot stage. All the studies have been based on collection of statistical data as well as interviews with members (men and women) and committee members. As far as possible the villages under the dairy co-operatives were selected randomly from four categories made on the basis of their performances; high procurement - high membership; high procurement - low membership, low procurement - high membership; and low procurement - low membership. The villages where the CD Programme had taken place were compared with control villages. The study provided valuable learn-



ing experience and produced impressive results. There was sufficient evidence to convince that the CD Programme would make a substantial contribution to strengthening the Anand Pattern of co-operative structure, ensuring that it served its owner members.

### **Women, Youth and Children**

It may be discerned from the figures given in the foregoing account, that women who look after the milk business in the members' households have been in the focus of NDDB's development efforts. These efforts have to continue so that the real owners of the milk business are benefitted and mobilised. They would need functional literacy, other education and training, organised locally. On a regular basis, women's awareness and role perception in their own milk business has to be enhanced and hurdles in their way of co-operative participation be removed, so as to motivate them for achieving better social and economic status.

Future generations of milk producers, specially youth and children belonging to the members households, must be attracted and involved in the co-operative development efforts. In the areas covered under the NDDB'S CD programme, efforts are being made to inform and educate school/college students about milk business. In some cases, the results have been so encouraging that young learners persuaded their parents to join and participate in the activities of local dairy co-operatives. It is hoped that out of school youth and children will also be attracted towards the co-operative milk business.

### **Functional Literacy Programmes**

Some dairy co-operatives and the Unions have gone further ahead in their developmental and welfare activities and, joined the crusade against illiteracy among their membership. For example, the Co-operative Milk Union, Surat District, with financial assistance from the Surat District Co-operative Bank, has taken the lead to ushering in full literacy in an illiterate taluka - Songadh in the district. Surat District Milk Union (SUMUL) had launched the total literacy drive in August, 1989, and within a span of two years, made remarkable progress in its endeavour to transform an illiterate taluka into a literate one, SUMUL was

the first District Union which has taken up the task of educating the unlettered rural masses of Songadh taluka with zeal and determination. The dairy union comprises 717 village level-dairy co-operatives covering in its fold 924 villages of Surat district in South Gujarat.

The Songadh Taluka alone has 178 villages out of which more than 126 have been covered under the literacy programme. The main mission has been to educate the learners to the extent that they are in a position to maintain the account of their daily income generated through their milk sale. More over 9044 women were made literate through the untiring efforts of dairy co-operative personnel. A quiet revolution has been taking place in rural areas, with the farmers co-operatives playing leading role.

To mark the occasion of achieving total literacy in Songadh taluk (sub district), South Gujarat University facilitated Mr. Magan Bhai patel, Chairman of Sumul Dairy, with the Literacy Award for 1990-91, Mr. Patel was able to successfully mobilise human as well as financial resources to achieve the difficult task of total literacy. Encouraged by the successful experiment in Surat, NDDDB plans to undertake more projects for total literacy in different parts of the country. needless to mention that illiteracy is one of the biggest impediments in the way of co-operative and dairy development in the country.

### **Challenges for the Nineties**

The first challenge of the Nineties is to improve member participation and narrow the communication gaps among various segments of personnel in a co-operative. Secondly, the professional management must perceive that they are there to work for the benefit of a resource-poor community. This co-operativisation would require lot of motivation for change and commitment on the part of employed personnel. Further more, the farming community hopes that the value based co-operation would promote social equality, economic equity and mutual self-help not only among members but among others as well. Thirdly, the involvement of women who are the real producers of milk is the key to success of dairy co-operative. It is the real challenge. Finally, an excessively regulatory co-operative legislation in dif-

ferent states of the country has been one of the main hurdles in supporting a healthy co-operative movement.

The CD group has to mobilise all the resources to meet the real challenges, during the Nineties. In fact an attempt is being made for social and economic change for the benefit of co-operatives. For that, skills in communication, literacy co-operative education are urgently needed.

The CD Group was created in the NDDB, with the mission of increasing and strengthening member participation and control. The basic strategy was to sensitise members, co-operative leaders, professional and opinion makers to the successful concepts of Co-operation. As mentioned earlier, four distinct segments of the co-operative structures have been addressed; general members, specially women leadership and professional management, and the environment in which the co-operatives work. It was ensured that all the segments, specially the employed personnel understand the special nature of their tasks in serving a co-operative enterprise which is different from other types of business, whether corporate or private.

There is sufficient reason to believe that CD Programme would make a substantial contribution to strengthening the Anand Pattern co-operative structure ensuring that it at least served its owners and the weaker sections of the Indian society.

## **Conclusion**

Human resource development is a process aimed mainly at performance improvements in an organisation. Co-operative organisations in a developing country like India urgently need to adopt HRD approach to usher in an era of effective management and development at all levels, specially in agricultural co-operatives. Planning in human resource development can give optimum results when it is undertaken as an integral part of organisational development (OD) and the sectoral development initiatives in national and international economies. The foregoing case study in HRD from the rural sector of India, helps in deriving many valuable lessons which can be applied with suitable adaptations to other co-operative sectors in the country and elsewhere. Thus HRD approaches in co-operatives or CHRD when

applied consistently helps in achieving socio-economic goals and the co-operative values like social equality, economic equality and mutual self-help. For that, need based education and training of all the segments of co-operative personnel whether elected or employed will be necessary. In addition, good public relations work is to be done by the co-operative movement. As rural masses, especially women are illiterate and apathetic, cooperatives are expected to contribute to adult education programmes and ensure that at least its members and prospective members are made functionally literate. These are some of the challenges the co-operative movement in India has to face during the current decade.

The NDDB successfully promoted dairy development through Anand Pattern co-operatives, under its famous scheme of Operation Flood. After having implemented various development programmes for over two years, the NDDB learnt a lot of lessons. Its first impact study in seven milk sheds where CD programme completed more than one year of implementation clearly revealed that it increased not only participation of members but also significantly increased procurement, feed-sales etc. There has been sufficient increase in membership particularly of women. However, the CD programmes seemed to have had a less significant, impact on the quality of democratic governance of the co-operatives concerned. There is sufficient reason to believe that CD programme has made a substantial contribution to strengthening the "Anand Pattern" co-operative structure, ensuring that it at least served its owners a weaker section of the Indian society.

The initial success of the CD programmes of the NDDB needs to be translated into long-term impact. In this connection, ways and means of field education and approaches to replication of Anand Pattern must be identified and the legal and regulatory environment should be improved. For that, the entire co-operative development efforts in the dairy sector have to be focused in three broad areas; viz. awareness, role perception and motivation for membership as well as for executive segments in the co-operative organisations. This would help in self-consolation, and protection from hostile environment prevailing

in and around the co-operative sector in the country. During the 1990s, consistent efforts must be made to face these challenges, so as to enable co-operative movement to make valuable contribution to the national development. In this way, human resource development will not only take place within co-operative movement but also outside, locally and nationally. The dairy co-operative movement has been facing challenges from all sides, especially when the dairy business has been de-licensed by the Government of India.

The time has come we are required to re-examine the value of co-operation for development of the weaker sections of the Indian community, particularly rural poor. CHR activities have to be an on-going process, integrated into the business and organisational plans of each co-operative. It will be worthwhile to consider creation of co-operative education committees for the organisation and follow up of CD activities. Such committees should meet regularly with interested members and carry out educational activities.

As regards mobilisation of people through adult education classes, seminars and study groups, these committees could be furnished with guidance and discussion material, prepared by specialists. In areas where literacy is limited, it would be necessary to explore the innovative use of electronic media such as radio, tapes, video cassettes etc. In this context, monitoring, evaluation and follow system should be reviewed and a regular cadre for co-operative development at different levels evolve. Co-operatives (based in co-op philosophy and principles are created to serve members; they are genuinely different from profit oriented enterprises which look for quick profits. One has to clearly discriminate between the profit and service motives in co-operatives organisations and, find a balance in co-operative and development. In order to pursue its goals and the co-operatives values, the movement has also to find a balance for dispensing social and economic justice to all its constituents, viz. members, leaders, employees and the immediate community. Let us, the co-operators, hope that the dairy co-operative movement in India will be able to find befitting answers to the questions raised above, for the benefit of the movement, spreading elsewhere.

India is groping in the dark in search of its own ideology and leadership. If we are out of joint philosophically, we have to set it right that way. Some one has rightly said that a nation must make up its mind, before making its morals. So the national movement has to identify its goals and create human resource development culture to achieve the objectives. At the end, let me conclude the discussion on co-operative human resource development with a quotation from the speech delivered by Dr. V.Kurien for the first Vallabhbhai Patel Memorial Lecture on Co-operative Marketing(1991) at NAFED, New Delhi:

“Someone has aptly said that the answer to all the problems of democracy is more democracy. In the same vein, the answer to all the problems of our co-operatives is more co-operation. Indeed, more co-operation could be in the long run be a major answer of the problem of democracy as well. Because, it is through co-operatives good, strong and committed leadership can emerge.”

We may also ponder over the question whether the CHRD focusing on co-operative education and training is pre-requisite only or *sine qua non* for co-operation. Even if it is both, who is to take an initiative and ensure educational services to the needy members and prospective members on continuing and self sustaining basis? How? Under the broad NDDDB approach, it can be much more as the NDDDB rightly claims to serve and protect consumers located in urban and rural areas.

**Some suggestions for the future are:**

- i. Each co-operative unit should have its policy and a nucleus for evolving its educational and promotional activities. The basic policy should include education and training as an integral part of its business per needs of its clients;
- ii. A committee on human resource development would help in local level educational programmes for various target groups, viz., members, leaders, prospective members, women, youth and even children. This committee may also look after the manpower, development in the co-operative;
- iii. Senior co-operative personnel should be made responsible for HRD activities in the co-operative. The management of the

co-operative should be well oriented in the HRD concepts and functions;

iv. Adequate facilities and incentives may be provided to those implementing educational activities;

v. Participation of members and prospective members (including women and youth) must be facilitated and promoted right from the beginning of a co-operative;

vi. Support should be provided to local co-operatives by the federal units, NDDDB, mass media, etc.

An overall idea is to perceive and carry out co-operative education and training as an integral part of life long education and self learning for improvement of members, prospective members and other co-operative personnel. All this together would form a firm basis of co-operative human resource development from the house holds upward to the state and the national levels. In an age of globalisation and liberalisation, the HRD system built up by the co-operative dairy movements would prove a strong defence, against the on slaught of its competitors.

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## **Consumer Co-operatives and Environmental Education**

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*Environment has become a dominant agenda today and the co-operative movement has to play a significant role, though, the issues relating to environment have received little attention in co-operative literature. While endeavouring to describe activities of consumer co-operatives in environmental education in Canada, Sweden, Japan and India, the author says that the leaders and decision makers in Asia should be made to realise that co-operative ideology and the environment movement have a mutually supporting role to play in development, and the co-operative movement in Asia should draw lessons from other countries while widening contacts with other NGOs for effective lobbying on environmental issues.*

Co-operatives are widely known as autonomous associations of persons united voluntarily to meet their common economic and social needs through jointly owned and democratically controlled enterprises. Genuine co-operatives reflect a deep sense of social and environmental responsibility. They constitute a model for a people centred and sustainable form of societal organisation, based on the values of self-help, equality, equity, justice and solidarity. According to the UN Secretary General's report (1994), an estimated 2.3 billion people or 57 per cent of total population in developing countries alone, are closely associated with co-operatives. They serve crucial functions and make major contribution to national economies. In many cases, co-operatives are dominant players in their industries. The UN sponsored World Summit on Social Integration (1995), acknowledged the potential and contribution of co-operatives for the attain-

ment of social development goals, particularly the eradication of poverty. In order to raise awareness and stimulate remedial action, the United Nations has declared 1996 as the International Year for the Eradication of Poverty. UN has also decided to observe the first Saturday of July every year as the International Day of Co-operatives. The first International Day was celebrated on the 1st July, 1995 beginning with a special message from the Secretary General Boutros Boutros-Ghali. The Day coincided with the International Co-operative Day celebrated by the movement every year. Recently ICA, the world body of co-operatives, has passed a resolution on environment protection, education and environmental work. Hence an effort has been made in this paper to describe their activities in environmental education, in selected countries of the world. It may be noted that environmental activity is a rather new subject for the co-operative movement, especially in the developing countries of Asia and the Pacific region.

The Dictionary of Scientific Literacy (Brennan) defines 'environment' as "everything that makes up our surroundings". In the physical world, the term means the global or local conditions affecting our health and well being. Environmental abuse is the subject of much concern and the greenhouse effect, ozone depletion, acid rain, population control, and toxic waste disposal may come to dominate political debate in the near future.

Realising the importance of environmental education, UNESCO and UNEP convened the historical inter-governmental conference on environmental education in 1977 at Tbilisi (USSR). The conference made a declaration on the subject. The seventies may be remembered as an era of environmental consciousness and education, all over the world.

The issues relating to environment have received little attention in co-operative literature. With their considerable end worldwide operations in agriculture, housing, fisheries, distribution and many other fields, co-operative movements have a significant role to play in the protection and conservation of environment. Dr. S.K. Saxena in his book *Co-operatives and Environment (1995)* provides some insights into the work being

done by the movements in selected countries. According to him, co-operative movement's role in protecting the environment is three-fold: first, they must ensure that their own massive manufacturing activities are carried out in such a way that they protect and do not harm the environment; second, they must exercise the function of advocacy in favour of environmental protection and conservation vis-a-vis the authorities; and third, they have to use their educational facilities for spreading information about environment and in helping to sensitize the members and employees to the issues. In order to achieve the three objectives, however, the movements will have to undertake a number of such intermediate steps as may develop a network of collaborative relations with like-minded organisations, enunciate education programmes for awakening their own personnel and the public at large to the importance of environmental issues, ensure that their own practical operations are eco-friendly; and finally, they must evolve a coherent monitoring mechanism to check these activities. In short, co-operatives are expected to contribute their best in building upon eco-friendly and environmentally literate society, through educational and other means. In the following account, the role of consumer co-operatives in selected countries of Americas, Asia and Europe has been discussed.

## **Canada**

### **Co-operative Atlantic (CA)**

The CA - a leading co-operative in the eastern part of Canada - was established in 1927, with its headquarters in Moncton. It started as an agency for livestock farmers. The activities of CA soon expanded to include supply of products to consumers. It has come up with its own co-op brands of eco-friendly goods, with several steps taken in the field of consumer protection and environmental work. More than 160,000 households in the Maritime provinces are active members of the CA, which provides employment to about 7000 people in its voluminous business, both wholesale and retail. CA recognised ecology as an integral part of the local communities and its business. Though active in this field from the eighties, its co-op ecology programme was

formally started with the objectives to increase awareness of ecological issues and alternative choices available for action.

The Ecology Coordination Team of the CA formed in 1993, has helped to develop corporate ecology programme and in-house culture sensitive to ecological impacts of its decisions. Part of the strategy of the ecology programme is communication, involvement of members, energy management and policy formulation resulting in better corporate image as positive contributor to the environmental work. CA's educational programme is directed to three major target groups: members of retail co-operatives and their communities, boards of directors and CA's employees. For members, several eco-guides have been produced. Promotional pamphlets for eco-friendly products are issued for facilitation of behavioural change among consumers. Co-op stores are encouraged to run a member information kiosk. Workshops and seminars on ecology are organised. The ecology programme's staff in the CA works in close collaboration with the member relations department. Special material for co-op store staff is developed. At staff conferences and the corporate meetings, the co-op ecology programme runs a display unit. The ecology programme forms part of curricula for training of employees and managers. Gradually, it began to figure in the regular business of the CA. However, much more is to be done in the supervision of agricultural practices by members and the use of fertilisers, pesticides, etc. The environmental work, though recently started by the CA, can be considered as a good model for other consumer co-operatives to follow in the world movement.

As mentioned above, environmental education of co-operatives in Canada, is generally directed to three audiences:

- i. Members of primary/retail co-operatives and their communities.
- ii. Boards of Directors.
- iii. Employees.

The environment ecology staff is well trained in their tasks, and they usually work in close collaboration with the member relations department, as this forms a natural alliance. In Canada,

co-operative stores are encouraged to buy a member information kiosk to display material relating to the ecology programme. Workshops are organised with a focus on ecology. Co-op store staff and their boards benefit from all the above material and, in addition, special material is developed for them. There is no adequate supervision regarding the use of pesticides and, in general, agriculture and farm stores have been a weak link in the ecology programmes. At the national level, a check list of environmental issues has been established for overseas assistance projects in agriculture but adherence to it may take some time.

## Sweden

The Co-operative Wholesale Society and Union (KF) of Sweden, since its establishment in 1910, has an enlightened policy, and it has advocated and worked for the promotion of consumer interests. It has defined its environmental approach in a document published in 1990 entitled 'Consumer Co-operative programme for the Environment'. KF has stated its objectives in the following five fields:

- i. the goods it sells in retail shops,
- ii. shops equipment, transportation, storage and waste disposal,
- iii. its own manufacturing activities (now considerably reduced),
- iv. training of employees, and
- v. the tasks which devolve on it, as a member of the fraternity of popular movements in the country.

In order to achieve the above objectives, the co-operative movement is prepared to sensitise its employees in environmental issues and give them proper information. As they come in direct touch with customers, their training is of supreme importance. The movement is ensuring that employees are well informed about these issues. The consumer movement's education wing has designed special programmes for those involved in buying, planning and marketing in co-operatives. It is also

proposed to have special employees who would deal with environmental matters and ensure information on ecological questions for customers. KF also sees its task of shaping public opinion and influencing decision makers in favour of environment protection. Under its expanded ecology programme, KF has developed detailed guidelines which include environment audits and information regarding member education and training of employees.

## **Japan**

Following acute food shortages due to the disruption caused by the war, campaigns were launched to establish consumer co-operative societies to provide fair and proper distribution of essential commodities. The Japanese Consumers Livelihood Co-operative Union (JCCU) came into being in 1951. The JCCU has been promoting eco-friendly stores as a part of its environment 21 projects.

Consumer co-operatives had to go through a number of difficulties and the oil crisis of the seventies made them realise the importance of member participation in developing consumer defence through co-operatives. Joint purchasing system, HAN groups of housewives as active promoters of, and participants in, consumer co-operatives, gained popularity and are now regarded as innovative aspects of the Japanese consumer movement.

As early as 1960, the Japanese consumers co-operative movement had begun to urge the government to take measures against the spread of pollution. At the same time, the consumer movement itself began to look into the problems caused by pollution. In the fall of 1990, the movement established a committee to draw up environmental policies for the nineties: it was also to formulate concepts and guidelines for the movement. A three-year plan was adopted, and some of the activities undertaken are mentioned here.

### **Member Participation**

Involvement of members is the outstanding feature of consumer movement's environmental work. This is evident in three fields: (i) helping re-orient members' lifestyles with a view to

reducing strain on environment; (ii) providing assistance in fact-finding surveys; as the consumer movement is widespread - 26 per cent of all households in Japan belong to the consumer movement - this helps in building a broad data base which will be helpful in future planning; and (iii) re-cycling activities.

In revising lifestyles, members were given some simple tools which are of assistance to them. An environmental checklist was handed out and members track about 30 items such as resource consumption (water and energy) and discharge of harmful substances, it enabled to identify their own problem areas and, the movement has been enabled to get an idea of the deficiencies in members' consumption patterns.

### **Eco-life Guidebook**

A suggested corrective mechanism contained in the Eco-life guidebook included suggestions for changing consumers' life styles in order to reduce the strain on environment. Savings on electricity through reduced viewing of television was recommended and precise indications were given of the resulting savings if viewing was reduced by, say, one hour. The intention was to show how changes in life styles could affect economies for the family and, at the same time, reduce the burden on environment.

The guidebook has sold well among members. At present, an environment household diary is being developed. This would give a more detailed analysis of the impact of various activities on environment on a continuing basis.

### **Environmental surveys**

Members were also involved in fact-finding surveys. These surveys pertained to the communities in which they lived. Aspects studied were rainfall acidity, river water quality, survey of waste processing plants and other aspects relevant to national environment. The survey, because of the large number of respondents involved, resulted in the collection of comprehensive data on diverse aspects. Over time, this would be useful statistical material on which to base national policies. At the last count, rain acidity was measured by members at about 23,000 locations and water quality in 440 rivers at 11,190 locations. Measurement



kits were produced and sold by consumer co-operatives. Finally, these aspects were included in children's education curricula. Under the guidance of trained instructors, parents and children were encouraged to observe nature. The movement produced educational tools for the purpose and distributed among the participating members. These were effectively used by HAN groups, study circles and interested schools.

The consumer movement has been very active in re-cycling. Items re-cycled are milk cartons, styrofoam trays and containers such as bottles and cans. Attempts are made to reduce packaging on non-eco mark products. Interim waste disposal centres have been set up.

The work done by the consumers' co-operative movement in Japan is by far the most significant. It has raised the level of awareness of members and employees, involved them in various ways and raised their appreciation of the need for conservation of environment. The programme has been aggressive and its work is characterized by detailed and practical intervention in environmental issues. The primary store level, the work is done through small groups of women members called 'HAN'.

### **A Monitoring Programme**

As part of Environment 21 project, the Japanese Consumer Co-operative Union has also developed an environmental impact assessment system for containers for soft drinks. A series of studies has been initiated towards setting an ecological guideline on containers and packaging. The system was based on Life Cycle Assessment (LCA) concept which analyses the impact of a product on environment. Aspects studied are: the quantitative assessment of resource and energy consumption, solid waste discharge and atmospheric pollutants discharge, as well as the qualitative assessment of the risks of environmental pollutants and waste disposal and the waste produced. Such analysis is expected to provide an objective study and evaluation of products throughout their life cycle, and identify the key factors needing improvement and simulation on the effect of such improvement.

In the Kanagawa prefecture, monitoring is carried out at several places. The findings reveal a high pollution density. At-

tempts are made to stock co-operative shops with vegetables which have been grown on organic fertilisers, thus reducing the consumption of those produced with chemical fertilisers. The movement is devising its own testing system, and consumption of those imported goods is encouraged which are ecologically sound such as bananas grown in Mindanao in the Philippines. A clover mark indicates that the product is environmentally friendly; the larger the green part of the label, the more friendly the product is meant to be.

Primary stores are starting to be much more conscious of the need for healthy environment. This is evident from the examples given by Dr. S.K. Saxena in his book 'Co-operative Environment: An International Perspective'. During his visits to Japan, the author had also seen some primary stores run by working class women and university co-operatives.

### **Mission of the University Co-operatives**

The University Co-operative Society in Japan is an incorporated co-operative for consumers, such as students, graduate students, faculty members and the staff members. It is designed to meet the members' common economic, social and cultural needs and desires, through a voluntary, democratically run and autonomous enterprise. University co-operatives work with local communities and promote peace and harmony in the society. After consolidating their position nationally, these co-operatives are now poised to help similar co-operatives in other parts of the world, particularly in Asia and the Pacific region.

The National Federation of University Co-operative Associations (NFUCA), Tokyo, established in 1947, is the umbrella organisation incorporated under the Consumers' Livelihood Co-operative Society Law of Japan. NFUCA promotes various research, training and development activities nationally and internationally. Daily operations of its 196 member co-operatives are based in the six federations and nine business associations, covering the whole country.

Besides working for the campus and local community, the University Co-operatives (UCs) work with local consumer co-operatives, welfare and other voluntary organisations to pro-

mote peace, better living and conservation of the surrounding environment. NFUCA has been actively promoting solidarity with other co-operatives around the world through the ICA, and have special exchange programmes with neighbouring universities and the university co-operatives, through the ICA ROAP, New Delhi. In December, 1994, the ICA Consumer Sub-Committee on University and College Co-operatives for Asia and the Pacific was set up with members from seven countries.

Thus university/college co-operatives in other developing countries are actively assisted and environmental work is promoted. Since the NFUCA and UCSs share and care for the global peace and environment, they have developed and provided several earth-friendly products, such as recycled paper to the consumer. NFUCA also promotes international tourism, with the help of the International Student Travel Confederation (ISTC).

### **UCS's Vision for the 21st Century**

NFUCA, Japan, has developed 'vision and Action Plans' of University Co-operatives for the 21st Century'. The Action Plan and the Report 1995-96, circulated at the ICA Centennial Congress, Manchester, 1995, incorporates 'Mission of the University Co-operatives'. The first mission is to 'organise the humane, fulfilling life and environment friendly society'. The documents further state:

"We aim at a living environment in which every one is free for self-realisation". The University co-operatives carry out their activities with the following objects in view:

- i. Maintenance of physical and mental health of its members,
- ii. Concern and desire to better ourselves,
- iii. Priority to environmental conservation,
- iv. To ensure the basic requirements for a fair society, including peace, democracy, human dignity and elimination of discrimination,
- v. Stronger international solidarity and exchange, and
- vi. Realization of social and economic justice at all levels of society.

In working for the realization of humane, fulfilling life, as well as an environment friendly society, UCSs and the NFUCA place special emphasis on peace and democracy.

It may be added that the agricultural co-operative movement and the fisheries co-operative movement also have consumer distribution system, specially for rural and farming population. They also lay due emphasis on member guidance, education and environmental work.

## **India**

Initially the environmental issues were raised in the beginning of the Fourth Five Year plan. The subject, however, received active consideration only when Sixth and Seventh plans were formulated. The Ministry of Environment and Forests in the Central Government was established in 1985. About 30 major enactments govern to deal with environmental issues, under the jurisdiction of central and state governments. The Central Pollution Control Board is the national body mainly dealing with pollution of water and air. An Environment Protection Act was enacted in 1986, which defines the powers of Central Government. The main elements of the revised policy on environment (1988) are protection, conservation and development. The Ministry of Environment and Rural Development and the Waste Land Development Board disseminate information, organise workshops, seminars, camps; and declare 19th November to 18th December as Environment Month each year. All target groups are covered under dissemination programmes and recognition is given to those providing outstanding contributions in the field. The Centre for Science and Development in New Delhi and other NGOs have played pioneering roles in the environmental work. Some individuals have also been making notable contributions and being rewarded by the government of India.

By and large, the co-operative movement has been weak and is slow to appreciate the seriousness of the problems and its response has been minimal. The potential for environmental education is enormous, as the movement maintains an extensive education, which provide a working framework for education/training in environmental work. There are three outstanding

projects:

- i. Tree growers' co-op project initiated by the National Tree Growers Co-operative Federation (NTGCF). Anand,
- ii. Indian Farmers Fertiliser Co-operative's (IFFCO) project for afforestation of wasteland (Farm Forestry Project), and
- iii. Forestry and mutual-aid co-operatives organised by the Anand Niketan Ashram (ANA) in Gujarat and other places, with the help of Canadian Co-operative Association (CCA) and other agencies.

The consumer co-operative movement and its apex body, the National Co-operative Consumers Federation (NCCF) restrict their activities to business and lately to consumer protection questions in the country.

Of course, the NCCF Bulletin (Indian Consumer Co-operator) carries news about consumer protection, welfare and environmental questions. The same is the case with the NCUT's Co-operator and other popular publications of national and state co-operative movements in the country. Serious concern of the movement is yet to develop after discussions on environmental questions in the ICA Centennial Congress, Manchester, 1995. The Congress has accepted the revised list of Co-operative principles, which include 'Concern for Community', as the 7th Principle (see Annexure 'C').

It may be added that there is a Consumer Protection Act, passed by the Indian Government in 1986, which may be of some help to the local co-operative movements in the environmental/educational work.

## **Some Suggestions**

The ICA ROAP has been helping the co-operative organisations in India and other parts of Asia in matters related to consumer protection and environmental improvement. However, raising the awareness among leaders and decision makers has to be initiated. They are to be made to realise the co-operative ideology and the environmental movement has a mutually supporting role to play in development. The co-operative move-

ments in Asia should widen their contacts and strengthen relations with other NGOs for effective lobbying on environmental issues.

Education of co-operative members and staff, and information to general public has been a matter of principle and healthy practice of the co-operative movement. Aspects of environmental and consumer protection could be included in the co-operative curricula combined with practice in the field.

In this respect, lessons can be drawn from the experiences of Co-operative Atlantic (CA) in Canada and the consumer co-operative movement in Japan, which provide good examples. In order to make environmental work effective, appointment of an environmental officer and formation of national co-operative groups would be necessary in each country. Also contacts are to be established with international agencies like the ICA, UNEP, and the International Union of Consumer Organisations.

In case of education for future co-operative leaders, lessons are to be drawn from the youth movement of Israel, where a part of educational process of youth movements include joining and forming community groups, for various purposes. The International Institute Histadrut - Israel conducts international courses for women and youth in the co-operative, trade union, social and environmental work, from different parts of developing worlds.

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## ACRONYMS AND INITIALS

AAC	:	Australian Association of Co-operatives
AARRO	:	Afro-Asian Rural Reconstruction Organisation, New Delhi
ARCS	:	Agrarian Reform Co-operatives (Syria)
ACCI	:	Agricultural Credit and Cooperative Institute (Philippines)
ACCU	:	Asian Confederation of Credit Union, Bangkok, Thailand
ACCD	:	Asian Council for Co-operative Development
ACFSMCs	:	All China Federation of Supply and Marketing Co-operatives (Beijing)
ACSTI	:	Agricultural Co-operative Staff Training Institute (India)
ADB	:	Asian Development Bank
AMSAC	:	Appropriate Management for Agricultural Co-operatives
ANA	:	Anand Niketan Ashram (Gujarat)
ANGKASA	:	National Co-operative Union of Malaysia
APRACA	:	Asia and Pacific Agricultural Co-operatives Association.
APDC	:	Asian and Pacific Development Centre
ARI	:	The Asian Rural Institute
ATSIC	:	Aboriginal and Torres Strait Islanders Commission (Australia)
BARD	:	Bangladesh Academy for Rural Development. Comilla
BCC	:	Bangladesh Co-operative College Comilla (Dhaka)
BJSU	:	Bangladesh Jatiya Samabaya Union (Dhaka)
BJSF	:	Bangladesh Jatiya Samabaya Federation (Dhaka)



BOD	:	Board of Directors
CA	:	Co-operative Atlantic (Canada)
CAB	:	College of Agricultural Banking, Pune
CAEV	:	Centre of Agricultural Extension Volunteers (Vietnam)
CCA	:	Canadian Co-operative Association
CCDT	:	Centre for Co-operative Development Training, Kathmandu
CCSLA	:	Cane Farmers Co-operative Savings and Loans Association (Fiji)
CCUI	:	The Central Co-operative Union of Iraq
CCUL	:	Co-operative Credit Union League of Bangladesh
CDA	:	Co-operative Development Authority (Philippines)
CD	:	Co-operative Development
CEI	:	Co-operative Education Instructor
CEMAS	:	Co-operative Education Material Advisory Service (ICA)
CET	:	Co-operative Education and Training
CIET	:	Co-operative Information, Education and Training
CDFC	:	Co-operative Development Finance Corporation (Pakistan)
CDID	:	Co-operative Development Training and Development Department (Pakistan)
CHRD	:	Co-operative Human Resource Development
CDG	:	Co-operative Development Group (NDDDB, Anand, India)
CICTAB	:	Centre for International Co-operative Training in Agricultural Banking, Pune
CIRDAP	:	Centre for Integrated Rural Development for Asia and the Pacific
CIS	:	Commonwealth of Independent States
CLIMBS	:	Co-operative Life Mutual Benefit Services Association, Philippines

CLT	: Co-operative League of Thailand
COMFORT	: Co-operative for Road Transport, Singapore
COPAC	: UN Committee for the Promotion of Agricultural Co-operatives
CPD	: Co-operative Promotion Department, Bangkok, Thailand
CSS	: Central Co-operative School, Mynamar
CULROC	: Credit Union League of the Republic of China
CURC	: Central Union of Rural Cooperatives, Iran
CTI	: Co-operative Training Institute
CTC	: Co-operative Training Centre/College
CUAC	: Central Union of Agricultural Co-operatives, Tokyo
CUC	: Credit Union of Canada
CUM	: Co-operative Union of Malaysia
CULROC	: Credit Union League of the Republic of China
CULT	: The Credit Union Leage of Thailand
CUTACC	: The Central Union of Turkish Agricultural Credit Co-operatives
DCD	: Department of Co-operative Development (Afghanistan)
DCU	: District Co-operative Union
DPRK	: Democratic Peoples Republic of Korea (North)
DEKOPIN	: Dewan Kooperasi Indonesia, (National Co-operative Union of Indonesia)
EEC	: European Economic Community
ESCAP	: Economic and Social Council for Asia and the Pacific
FAO	: Food and Agricultural Organisation
FAO RAPA	: Food and Agriculture Organisation, Regional Office for Asia and the Pacific
FELCRA	: Federal Land & Credit Authority of Malaysia
FISHCOPFED	: National Federation of Fishermen's Co-operatives, New Delhi, India.
FELDA	: Federal Land Development Authority of Malaysia

FOA	:	Farmers Organisation Authority of Malaysia
GUAC	:	The General Union of Agricultural Co-operatives (Iraq)
GOI	:	Government of India
HAVRAT HA-OVDIM	:	The General Co-operative Association of Labour in Israel Ltd.
HISTADRUT	:	The General Federation of Labour Co-operatives (Israel)
HRD/HRM	:	Human Resource Development/Human Resource Management
ICA	:	International Co-operative Alliance
ICA ROCESA	:	International Co-operative Alliance, Regional Office for Central, Eastern & Southern Africa
ICAVIT	:	International Centre for Advanced Vocational Training (Turin, Italy)
ICDP	:	Integrated Co-operative Development Programme
ICFTU	:	International Confederation of Free Trade Unions
ICMIF	:	International Co-operative Mutual Insurance Federation, Manchester.
ICTC	:	International Co-operative Training Centre
IDACA	:	Institute for Development of Agricultural Co-operatives in Asia, Tokyo, Japan
IFFCO	:	Indian Farmers Fertiliser Co-operative Ltd. (New Delhi)
IFMC	:	International Fisheries Marketing Centre (Hong Kong)
IIM	:	Indian Institute of Management, (Ahmedabad)
IKOPIN	:	Institute of Co-operative Management, Jakarta, Indonesia
ILDEC	:	International Institute for Labour Development and Co-operatives, Tel Aviv
ILO	:	International Labour Organisation
ILO COPNET	:	HRD for Co-operative Management Networking

INCOME	:	Insurance Co-operative (Singapore)
IE-NO-HIKARI ASSOCIATION	:	Association for Education and Publications of the Agricultural Co-operatives, Tokyo
IRMA	:	Indian Institute for Rural Management, Anand
IRD P	:	Integrated Rural Development Programme
ISTC	:	International Student Travel Confederation
IT	:	Information Technology
JCCU	:	Japanese Consumer Co-operative Union, Tokyo, Japan
JCO	:	Jordan Co-operative Organisation, Amman
JTC	:	Jordan Co-operative Training Centre, Amman
JICA	:	Japanese International Corporation Agency
KF	:	Kooperativa Forbundet: Co-operative Wholesale Society and Union, Sweden.
KFCCC	:	Korean Federation of Community Credit Co-operatives, Seoul
KRIBHCO	:	Krishak Bharati Co-operative Ltd., New Delhi
LAOS	:	Lao People's Democratic Republic
MATCOM	:	Material and Techniques for Co-operative Management (ILO)
MARKFED	:	Sri Lanka Federation of Agricultural Marketing Co-operatives
MCCU	:	Central Union of Mongolian Consumer Co-operatives
MCIS	:	Malaysian Co-operative Insurance Society
MD	:	Management Development
MDT	:	Management Development Training
MIC	:	Management Information Centre
NABARD	:	National Bank for Agricultural and Rural Development, Bombay
NACF	:	National Agricultural Co-operative Federation, Seoul, Rep. of Korea
NACTI	:	National Agricultural Co-operative Training Institute, Thailand
NACUFOK	:	National Credit Union Federation of Korea, Seoul

NAFED	:	National Agricultural Co-operative Marketing Federation, New Delhi
NATCCO	:	National Association of Co-operative Training Centre, Philippines
NCC	:	National Co-operative Council, Colombo
NCARDB	:	National Co-operative Agricultural and Rural Development Bank Federation (India)
NCBI	:	National Co-operative Bank of India
NCC	:	National Co-operative Council, Colombo
NCCE	:	National Centre Co-operative Education
NCCT	:	National Committee for Co-op Training
NCDC	:	National Co-operative Development Corporation, New Delhi
NCUA	:	The National Credit Union of Associations Inc.
NCUI	:	National Co-operative Union of India
NCCF	:	National Consumer Co-operative Federation, New Delhi
NCERT	:	National Council for Educational Research and Training (India)
NCRD	:	National Centre for Rural Development (Pakistan)
NDDB	:	National Dairy Development Board, Anand
NEFSCUN	:	Nepal Federation of Savings and Credit Co-operative Union Ltd.
NFFC	:	National Federation of Fisheries Co-operatives, Seoul
NFLC	:	National Federation of Livestock Co-operatives, Seoul
NFLC	:	National Federation of Labour Co-operatives, India
NFUCA	:	National Federation of University Co-operatives Association, Japan
NGO	:	Non-Governmental Organisation
NORAD	:	Norwegian Development Authority
NTGCF	:	National Tree Growers' Co-operative Federation, Anand, India

NTUC	:	National Trade Union Congress, Singapore
OD	:	Organisational Development
PAC	:	Primary Agricultural Co-operative
PACCA	:	Project on Agricultural Co-operative and Credit (Afghanistan)
PARD	:	Pakistan Academy for Rural Development, Peshwar
PFCCO	:	Philippines Federation of Credit Co-operatives
RBI	:	Reserve Bank of India
RCU	:	Regional Co-operative Union
RISDA	:	Rubber Small Holders Development Authority, K.L.
ROK	:	Republic of Korea (South)
SAARC	:	South Asian Association for Regional Co-operative
SAARCCO	:	SAARC Co-operative Organisation
SASCO	:	Singapore Amalgamated Service Co-operative Organisation
SAPTA	:	South Asian Preferential Trade Agreement, Kathmandu
SCDI	:	The Sugar Co-operative Development Institute, Philippines
SCU	:	State/Provincial Co-operative Union
SCC	:	Swedish Co-operative Centre
SEAFDA	:	South East Forum for Development of Agriculture
SLICM	:	Sri Lanka Institute of Co-operative Management, Colombo
SMCs	:	Supply and Marketing Co-operatives
SNCF	:	Singapore National Co-operative Federation
TCF	:	The Tonga Co-operative Federation Ltd.,
TMKB	:	The Turkish Co-operative Association
TOPIC	:	Centre for Training of Personnel in Co-operatives (India)
TURKMENPO-	:	Union of Consumer Societies,
TREB SOYUS	:	Turkmenistan

UAE	:	United Arab Emirates
UAPCS	:	Union of Agricultural Products Co-operatives (Jordan)
UCSs	:	Union of Consumer Societies, Khazakhstan /University Co-operative Societies, Japan
UNCTAD	:	United Nations Centre for Trade and Development
UNDP	:	United Nations Development Programme
UNEP	:	United Nations Environmental Programme
UNESCO	:	United Nations Educational Scientific and Cultural Organisations
UNFPA	:	United Nations Fund for Population
UNIDO	:	United Nations Industrial Development Organisation
UTC	:	Union Trading Centre (Bangladesh)
UZBEKBRLASHUV	:	The Uzbek Republican Union of Consumer Societies, Tashkent
VAMNICOM	:	Vaikunth Mehta National Institute for Cooperative Management, Pune
VICOOPSME	:	The National Council of Co-operative Unions and Small and Medium Enterprises of Vietnam, Hanoi, Vietnam
WB	:	The World Bank (Washington)
WB-IDA	:	The World Bank - The International Development Association
WFP	:	The World Food Programme
WOCCU	:	World Council of Credit Unions, New York
ZENKYOREN	:	The National Mutual Insurance Federation of Agricultural Co-operative Associations (Japan)

## About the Author . . .

Born on the 1st July, 1933 at Jhansi (UP), Dr Dharm Vir graduated in 1953 from Agra University with Economics, Political Science and Philosophy. He earned his MA and Ph.D degrees from Luknow University in 1955 and 1968 respectively. Dr. Vir studied in Denmark during 1962 and earned a post graduate Diploma in Social Sciences. He also underwent special training and orientation in Cooperative Education and Human Resource Development (HRD) in Sweden and other Scandinavian countries during the seventies and early eighties. Recently, he participated in the World Summit on Social Development held in Denmark and, in the ICA Centennial Congress (1995) held at Manchester.

Dr. Vir worked as Joint Director (Education) and Specialist in Educational Methods for about 23 years between 1963 and 1986. During his active service with the International Cooperative Alliance, he visited and worked in many countries of Asia Pacific, Africa and Europe. Besides the ICA, he worked with ILO, FAO, UNESCO and ICFTU, Asian Trade Union College on consultancy assignments.

From January, 1987 onwards, Dr. Vir has been working with the Centre for Promotion of Cooperativism as its Director (Educational Services) and also as an independent researcher and consultant in cooperatives and human resource development. He has several books and papers published on various subjects, in English and Hindi.

During the late Eighties and early Nineties, Dr. Vir conducted important field studies in Human Resource Development and Manpower Planning in Asia Pacific and East Africa for UN and other international organisations. He also published a book entitled 'Cooperative Education and Training in India - with Information on Training Facilities Abroad (1989). One of his studies in adult psychology was on Development of Human Interests (1992) published by the Indian Adult Education Association, New Delhi. The book has focused on relevant aspects of cooperative members interests and on human motivation and values. Recently he contributed an article on 'Cooperative Education and Training in Asia (1994), to the International Handbook of Cooperative Organisation, edited by Dr. Eberhard Dulfer, et.al. (University of Marburg, Germany).



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